

**TRANSITIVITY, no stone left unturned:
Introducing flexibility and granularity into the
framework for the analysis of courtroom
discourse**

**PhD Thesis
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**Programa oficial de doctorado
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La doctoranda Leanne Victoria Bartley y la directora de la tesis Dra. Encarnación de los Ángeles Hidalgo Tenorio (Universidad de Granada) garantizamos, al firmar esta tesis doctoral, que el trabajo ha sido realizado por la doctoranda bajo la dirección de la directora de la tesis y, hasta donde nuestro conocimiento alcanza, en la realización del trabajo se han respetado los derechos de otros autores a ser citados, cuando se han utilizado sus resultados o publicaciones.

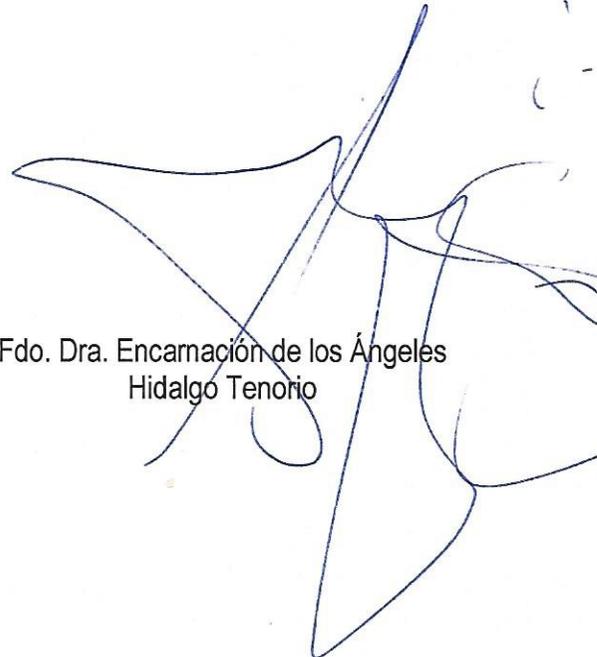
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Abbreviations

SFL	Systemic Functional Linguistics
SFG	Systemic Functional Grammar
CDA	Critical Discourse Analysis
CADS	Corpus-Assisted Discourse Studies
CA	Conversation Analysis
CG	Cardiff Grammar
FD	Field of domain
FL	Forensic Linguistics
FR	Field of research
IFG	Introduction to Functional Grammar
IGM	Ideational grammatical metaphor
IIS	Index of Idiolectal Similitude
MDA	Mediated Discourse Analysis
DHA	Discourse Historical Approach
SAT	Speech Act Theory
BNC	British National Corpus
PTDB	Process Type Database

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1. INTRODUCTION

1. Introduction

One of the primary motivations behind this PhD thesis stems from having worked as part of a team in a research project (FFI2011-25453), led by Dr Encarnación Hidalgo Tenorio and financed by the Spanish government, in which the representation of minorities in Ireland in a range of different text types (e.g. the press, political speeches, advertising) was examined using theories from Systemic Functional Linguistics (SFL henceforth). That is, the aforementioned project provided me with the opportunity to embark on this PhD, and it largely sparked my interest in Critical Discourse Analysis (CDA henceforth) as an analytical framework that can serve to identify the ideologies resonant in texts. From this, and a focus more specifically on Norman Fairclough's CDA approach, my enthusiasm for SFL grew and, in particular, in relation to the theory of TRANSITIVITY as a tool that can reveal the various ways in which we can represent the same social reality discursively. Furthermore, TRANSITIVITY, whilst undoubtedly useful for analysis purposes is, nonetheless, not without its imperfections; thus, the latter also led me to consider how, as well as exposing the underlying beliefs that echo throughout a piece of discourse, the theory could also be improved upon in order to enable a more systematic analysis of written or spoken language.

TRANSITIVITY from a systemic functional perspective, then, has, for some time now led to countless debates among researchers who use the theory for the purpose of, for instance, uncovering ideologies that reverberate throughout a piece of discourse, as we try to do here. There are a number of fundamental reasons for such disputes, including the fact that there is a lack of agreement on a specific set of criteria for each of the different transitivity process categories, thus meaning it is sometimes difficult to know which type a given verb corresponds to. As such, the analysis becomes prone to lacking systematicity in the sense that certain elements that are given priority by some scholars are not given the same precedence by others. To elaborate on this idea, one common contention is that some researchers opt for a syntactic analysis of a text, whilst others instead give more weighting to the semantics of the clause (Fontaine & Gwilliams, 2015, p. 15; O'Donnell et al., 2009, p. 63; Tucker, 2014, p. 402); thus, the transitivity annotations evidently reflect which of the two levels of linguistic analysis is given most precedence. I do not wish to suggest that one is more accurate than the other; rather, what we argue here is that it would be useful if the decision taken catered for both elements. However, the question that everybody then poses is just how we can achieve this. Clearly, this is no easy feat; nonetheless, here we provide a revised TRANSITIVITY network in an attempt to be able to annotate texts for the

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semantics, first and foremost, whilst also accounting for the syntax. In doing so, we can ensure that what is said and how it is said are both considered and, thus, obtain an analysis that is as detailed as possible. Aside from the issue of the syntax-semantic divide, though, a number of other issues also come to light regarding the difficulties researchers encounter when conducting a transitivity analysis of written or spoken texts. For instance, the annotation of grammatical metaphors in discourse is yet to be adequately addressed; that is, on the one hand, Halliday and Matthiessen (2014) suggest converting the clause that contains a nominalisation into a congruent verbal equivalent. However, this, in turn, means that the way in which the utterance has been expressed is immediately disregarded. Fawcett (2000) and Neale (2002), on the other hand, treat grammatical metaphors as process types (i.e. event-relating), but it becomes clear from their description that syntax takes precedence over semantics; consequently, the meaning inherent in the clause itself is largely overlooked. Thus, on account of difficulties like these, we are able to justify this PhD thesis. That is, here we address the complexities associated with an accurate and systematic transitivity analysis of discourse and illustrate how, through a number of modifications to both the Sydney and Cardiff models, as they have been proposed to date, this is, in fact, feasible.

At present, there are two TRANSITIVITY systems available for the purposes of analysing linguistic data, namely the Sydney model (Halliday 1994; Halliday & Matthiessen, 2004, 2014) and the Cardiff model (Fawcett, 1987, 2000; Neale, 2002), both of which are discussed in great detail in Chapter 2; nonetheless, we must acknowledge that the former is, by far, the most renowned and widely used of the two. A substantial amount of CDA research using the Hallidayan TRANSITIVITY system has been carried out in order to determine the ways in which, for instance, one's class, ethnicity, gender, nationality, religion or sexual orientation (van Dijk, 1995, p. 18) is represented across different text types (e.g. newspapers, political speeches, literary texts, educational books) (cf. work by Adampa, 1999; Cunanan, 2011; Gabrielatos & Baker, 2008; Gallardo, 2006; Gharbavi & Mousavi, 2012; Hidalgo-Tenorio, 2010; Nguyen, 2012). That said, where there is a shortage of TRANSITIVITY research and systemic functional linguistics (SFL) research in general, is in the field of forensic linguistics.

Forensic linguistics (FL henceforth) only emerged as a field in its own right in the late 1960s, when Svartvik (1968) coined the term to refer to research carried out by linguistic experts concerning any type of legal issue. Following Svartvik's linguistic analysis of a well known court case in which, subsequent to a false confession, an innocent man was executed for a crime he did not commit, a range of studies have since been undertaken by scholars. All of these together have gradually led to giving the field the

prestige it has today. Research in the field has looked at legal discourse from various approaches employed by discourse analysts, to include, for instance, Speech Act theory (Searle, 1969) (cf. work by Heritage & Clayman, 2010; Tracy & Agne, 2004), Conversation Analysis (Sacks, Schegloff & Jefferson, 1974) (cf. work by Aldridge & Luchjenbroers, 2008; Conley & O'Barr, 1998), narratives (cf. work by Benneworth, 2009; Johnson, 2008a), to name but a few. In addition, a substantial amount of research has been conducted in which studies have looked at the use of different question types inside the courtroom (cf. work by Harris, 2001; Komter, 2003) given how they serve particular purposes when they are used strategically by lawyers during, for instance, the cross-examination phase of a trial. Nonetheless, with a minimal number of studies using theories from SFL and, more specifically, TRANSITIVITY for the analysis of language use in a forensic context (cf. Becha, 2011; Statham, 2016; Waskita, 2014) such as the one here dealing with a rape trial, we obtain further justification for carrying out this PhD thesis. That is, we aim to contribute to those already existing, yet few TRANSITIVITY studies, relating to courtroom data that have so far emerged. More importantly, it could only be beneficial on the grounds that a transitivity analysis, in the same way as other analytical approaches, is a powerful tool with which we can gain some profound and valuable insights into how particular issues such as the sexual abuse of a minor is represented discursively by those with a degree of authority in society (i.e. the lawyers, a courtroom judge) as well as by those who are, in some shape or form, involved in the events (i.e. the victim, witnesses). Furthermore, we anticipate that the linguistic portrayal provided by particular individuals, specifically in terms of their use of process types, participant roles and circumstances, will ultimately contribute towards the outcome in, for instance, a rape case like the one examined here.

To add to this, other theories that are also adopted by SFL researchers can prove just as insightful and revealing as TRANSITIVITY as regards the ideological stance that is held by those who are discussing a particular topic. One such example is APPRAISAL theory (Martin & White, 2005), which was set up in order to analyse the ways in which speakers and writers alike use language to convey their emotions, indicate their approval or disapproval, and, in turn, disclose their values. The latter more specifically concerns the core system of APPRAISAL theory, otherwise known as Attitude. This comprises three subsystems, namely Affect, Judgement and Appreciation, each of which are described in depth in Chapter 3. Unlike TRANSITIVITY, which is considered a part of the experiential metafunction (a subcomponent of the ideational metafunction) as it serves to show how we linguistically encode and represent experience (Halliday & Matthiessen, 2014, p. 25), APPRAISAL theory instead comes under the interpersonal

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metafunction on the basis that it shows how language users do or do not align themselves with others in society. With this in mind, when TRANSITIVITY and APPRAISAL are used in combination to analyse language, which is what we do here, they can serve to compliment one another because they allow the analyst to look at the same piece of discourse from two related, yet slightly different perspectives (cf. Baker & Levon, 2015). Thus, this PhD thesis, makes the most of both analytical systems in order to give further weighting to the ideologically-related findings that emerge in the dataset under analysis.

As with TRANSITIVITY, additional APPRAISAL research for the analysis of language in a forensic context would prove a useful contribution to a field (i.e. forensic linguistics) that is continually flourishing. Thus, the analysis in this PhD can serve this very purpose. Here we employ a court case in the United States in which the State took a man to court alleging that he had sexually assaulted a teenage girl in her own home. The allegations were made against a man the victim had never met before and, in fact, as the courts have since discovered, the case turned out to be a miscarriage of justice. That is, the victim misidentified her assailant and, as a result, the jury sent an innocent man to prison for a crime he never committed. The fact that this case resulted in a wrongful conviction is, predominantly, why it was selected. That is, scholars working in forensic linguistics with an interest in courtroom language and, specifically, of rape cases, have focused, for the most part, on looking at the re-victimisation of rape victims and how the victim and the accused provide very different portrayals of, supposedly, the same reality (cf. Cotterill, 2004; Ehrlich, 2001). Here, on the one hand, we also consider the victim's rendering of what happened to her that fateful day; however, we then proceed from a slightly different angle in the sense that what proves unique when comparing this study to other FL research examining language use in rape trials is that an innocent man finds himself convicted of an offence he was not responsible for. Thus, what we aim towards here is to determine the ways in which not only the victim of the crime, but also the defendant himself can also be victimised. To add to this, the accused in this instance actually relinquished his right to testify in court, but his decision not to give evidence would appear logical; that is, unlike other cases, a contrasting account to the victim's testimony that is usually provided by the defendant (e.g. to emphasise that what took place was consensual sex as opposed to forcible rape), is not applicable here because, on this occasion, he is not, in fact, the assailant. Therefore, he is unable to portray the same event described by the victim in a different way. For this reason, what proves interesting here is to consider how everybody else, the victim included, represents not only those allegedly involved, but moreover, how the events of this crime transpired.

Having now provided a more general outline of the context of this research, then, and the reasons for focussing on TRANSITIVITY and APPRAISAL as a means to analyse the language used inside a courtroom, we now introduce a set of research questions that were put forward as a result of the main issues driving the general aims of this investigation. These have been summarised as follows:

1. Will the State and defence attorneys differ in their language use?
2. Will the defence attorneys use language to focus on the inconsistencies of the victim's testimony?
3. Will the prosecution use language to focus on the trustworthiness of the victim's allegations?
4. Will the frequency of questions posed to the victim depend on which lawyer is questioning her?
5. Will the type of questions posed to the victim depend on which lawyer is questioning her?
6. Will the transitivity patterns employed in the closing statements differ from those used during interaction between the lawyer and the victim?
7. Will the most frequent transitivity process category across the corpus denote actions?
8. Will the frequency of APPRAISAL subcategories in the closing arguments depend on the lawyer who is speaking?

A number of more specific research questions were also put forward, to include:

1. Will the alleged rapist be portrayed as the entity responsible for negative actions?
2. Will the rape victim be portrayed as the affected entity of negative actions?
3. Will the alleged rapist be ascribed negative qualities?
4. Will the rape victim be ascribed positive qualities?
5. Will the rape victim be portrayed as an unreliable *Sayer* of verbal processes?
6. Will the rape victim be portrayed as an unreliable *Senser* of mental processes?
7. Will the victim's use of transitivity processes when questioned coincide with those used in the questions posed to her by the corresponding lawyer?
8. Will the lawyers include more references to the subsystem of Judgement than to those of Affect and Appreciation in their closing arguments?

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9. When transitivity processes denote negative action, will implicit appraisals of Judgement occur simultaneously?
10. When transitivity processes denote negative qualities of an individual, will explicit appraisals of negative Judgement occur simultaneously?

In order to answer the abovementioned, it was necessary to generate a set of objectives. These are listed below, where, as shown, a distinction is made between those considered more general and those deemed more specific.

1.1. General objectives

1. To investigate and reformulate the ideas put forward in the Hallidayan model of TRANSITIVITY (Halliday, 1994; Halliday & Matthiessen, 2014);
2. To investigate and reformulate the ideas put forward in the Cardiff Grammar model of TRANSITIVITY (Fawcett, 2000; Neale, 2002);
3. To create a revised TRANSITIVITY system which is flexible and allows for a system of annotations of maximum detail;
4. To design a personalised scheme using the UAM Corpus tool (O'Donnell, 2016) for the annotation of transitivity patterns in discourse;
5. To collect and annotate a corpus of language taken from inside the courtroom;
6. To use APPRAISAL theory (Bednarek, 2008; Martin & White, 2005) to analyse the closing arguments of the case on trial.

1.2. Specific objectives

1. To establish a clear divide among the different transitivity processes, through a redefinition of each and/or the introduction of new alternative categories;
2. To classify all of the verbs, and nouns and adjectival derivations in my corpus according to one or more of the redefined process categories;
3. To use the annotated corpus to apply in-built tests from the UAM corpus tool to determine the degree of statistical significance of:
 - a. the most frequent and infrequent transitivity patterns in the closing arguments;
 - b. the most frequent and infrequent transitivity patterns in the prosecution attorney's questioning of the victim;
 - c. the most frequent and infrequent transitivity patterns in the defence attorney's questioning of the victim;

4. To annotate the closing arguments using APPRAISAL theory (Bednarek, 2008; Martin & White, 2005) to further compliment the transitivity findings;
5. To determine the most frequent APPRAISAL subcategories (i.e. Affect, Judgement and Appreciation) in the closing arguments;
6. To compare the State and the defence attorneys' usage of each APPRAISAL subcategory in the closing arguments;
7. To establish whether the evaluation used by lawyers in their closing arguments is more or less explicit.

After introducing the more general topics considered in this PhD thesis along with a number of research questions, followed by the objectives that are designed to verify the latter, we now conclude with a brief outline of what is to come in each of the forthcoming chapters.

Chapter 2 begins with a general overview of the central tenets of CDA and considers how it has more recently been used in combination with corpus linguistics as a means by which to avoid a number of criticisms otherwise associated with it. Following this, an outline is, then, given of the two TRANSITIVITY frameworks (Fawcett, 2000; Halliday, 1994; Halliday & Matthiessen, 2004, 2014; Neale, 2002) that are currently in use. At this stage we witness how each of the systems, on the one hand, offers a number of unique ideas, whilst also sharing a number of common features. Subsequent to providing a description of the characteristics of each model, the chapter concludes with a discussion of limitations associated with either of the two systems; consequently, we attempt to suggest potential ways of dealing with such problematic issues that regularly arise when scholars are carrying out transitivity analyses from a functional perspective. In order to validate what we propose, examples are also used, which are taken from either the rape trial transcript or the British National Corpus (BNC henceforth) web-based interface.

Chapter 3 introduces APPRAISAL theory as a second SFL theory adopted here with the intention of complimenting the already retrieved transitivity results and, thereby, demonstrating how when using the former in conjunction with the latter, the analysis is enriched. In this chapter, the three principal domains of APPRAISAL theory are described in detail, with particular attention paid to Attitude. For the analysis of the closing arguments, we embrace this system, which comprises three further subdomains (i.e. Affect, Judgement and Appreciation). Furthermore, as with TRANSITIVITY as it is described in Chapter 2, we acknowledge that APPRAISAL theory is not without its shortcomings, those of which are also remarked upon here prior to drawing the chapter to a close.

1. Introduction

At this point, having presented the theoretical framework that forms the basis of this PhD, what follows in Chapter 4 is a review of the research that has been carried out using, firstly, TRANSITIVITY and, subsequently, APPRAISAL for the analysis of discourse across a range of settings in an attempt to uncover any hidden ideologies. Thus, studies comprising either written and/or spoken data are considered here, with the latter proving somewhat scarce by comparison to the former. As such, I argue that my own research can serve to contribute to this shortage in view of the fact that my dataset consists of oral language.

Chapter 5 moves away from a discussion of SFL research in different genres of discourse and towards what, in essence, denotes the linguistic context of this PhD thesis. Thus, here we provide the reader with an elaborate account of the type of work that forensic linguists have conducted so far. With this in mind, the chapter begins by making reference to studies looking at the written language of the law, before continuing to outline the work of the forensic linguist. Lastly, it concludes with a description of studies that examine language use inside and outside of the courtroom from a range of linguistic perspectives, given its relevance to the context of this PhD thesis. However, as with the lack of research on spoken language data observed in Chapter 4, we also encounter at this point a dearth of forensic linguistic research that contemplates the SFL theories employed here.

In Chapter 6, we provide a detailed account of the corpus under analysis as well as specify the methodological procedures that were adopted both during and subsequent to compiling the corpus. As explained in this chapter, the data was acquired from two different sources, to include thirteen judicial texts that are readily available on the BNC and a written transcript retrieved from a website (<http://www.innocenceproject.org/>) that was set up for the purposes of aiding innocent people who are currently serving jail time after finding themselves wrongly convicted of a crime. Following this, we continue by demonstrating the various modifications made to the two models of TRANSITIVITY, thus presenting the revised framework designed to allow analysts to annotate a text as detailed and accurately as possible. To conclude, this chapter reintroduces the domain of Attitude that pertains to APPRAISAL theory and explains how this served to compliment the transitivity analysis of the closing arguments from this case.

In Chapter 7, we begin to explore the findings from this piece of research, starting with an outline of the bottom-up approach employed here that was designed to uncover inadequacies with the two TRANSITIVITY systems and, in turn, encourage the elaboration of potential ways to resolve these. Through analysing a number of real life language examples, it became clear that a number of revisions to the TRANSITIVITY systems as they stand were necessary and, in fact, this led to the development of new

process and participant categories, as evidenced in sections 7.2.4.1 and 7.2.4.2. Subsequent to establishing a modified TRANSITIVITY network, we then use it to gather insights into how those involved in the court case under analysis represent the events and those who are implicated in them. We pay attention to the transitivity patterns that are used by each of the lawyers in their closing arguments as well as in their questioning of the victim to determine their discursive construal of the man standing trial, the victim and the rape itself. Lastly, Chapter 7 considers the victim's testimony when she responds to the different questions posed to her by each of the lawyers and, specifically, how her use of process, participant and circumstance types reveals insights into the way that she frames what happened to her and by whom.

Chapter 8 also consists of additional results from the court case, although in this instance, the focus shifts to the application of APPRAISAL theory and, specifically, the system of Attitude, to shed additional light on the feelings and attitudes of each of the attorneys on this case. Moreover, this chapter intends to establish the extent to which, through the evaluative nature of their discourse, the lawyers succeed in manipulating the jury to reach a verdict of guilty when, in actual fact, the man standing trial was innocent of the allegations made against him. Thus, this chapter begins with a more general look at whether each lawyer is more inclined to use more positive or negative evaluations in their discourse, through both a quantitative and qualitative analysis, including the application of statistics. We then consider each of the subcategories contemplated in the system of Attitude (i.e. Affect, Judgement and Appreciation) and how they are reflected in the closing arguments. Thirdly, we identify cases that are otherwise classed as explicit or implicit in light of the general consensus that lawyers are not permitted to evaluate during a criminal case (cf. Statham, 2016, p. 253) and, nonetheless, seem to do so, albeit in a rather covert fashion. Finally, Chapter 8 concludes with an analysis of who is appraised and by whom on the grounds that particular individuals are thought likely to portray others in a more positive or negative light as a result of, for instance, the relationship that exists between the appraiser and the appraised.

Lastly, Chapter 9 provides a summary of the general findings from this study before delving into some of the limitations that were noted when carrying out this piece of research and, thus, suggestions are put forward as to how these may be overcome. To add to this, potential avenues for future research are also proposed, with the aim of improving on any shortcomings we have acknowledged and, by the same token, continuing to develop the work which applies SFL to the field of forensic linguistics.

2. THEORETICAL FRAMEWORK

2.1. Introduction

This PhD thesis addresses two areas of SFL, namely TRANSITIVITY (Halliday, 1985, 1994; Halliday & Matthiessen, 2004, 2014) and APPRAISAL theory (Bednarek, 2006, 2008; Martin & White, 2005). Both have, for some time, been used to carry out a vast amount of research (cf. Alameda-Hernández, 2008; Bartlett, 2005, 2014; Bartley, 2016; Bartley & Hidalgo-Tenorio, 2015; Benitez-Castro, 2013; Butler, 2003; Butt et al., 2004; Clark, 1992; Costetchi, 2013; Davidse, 1992; Edwards, 2013; Fontaine, Bartlett & O'Grady, 2013; Fontaine & Williams, 2015; Fowler, 1986; Gallardo, 2006; Gouveia, 2005; Lillian, 2005; Machin & Mayr, 2013; Martin et al., 1997; Martinec, 2000; Martinez, 2001; Martinez Lirola & Chovanek, 2012; Matthiessen, 1999, 2013; Mortensen, 1992; Nesi & Holmes, 2010; Nyugen, 2012; O'Donnell et al., 2009; Rodrigues Junior, 2008; Scott, 2008; Simpson, 1993 for some of the research on TRANSITIVITY; cf. Alba-Juez, 2000; Bartley & Benitez-Castro, 2016; Bednarek, 2006; Coffin & O'Halloran, 2006; Edwards, 2013; Fuoli & Hommerberg, 2015; Hood, 2004; Hunston, 2011; Jullian, 2011; Macken-Horarik, 2003; Martin, 1995, 2000a; Martin & Rose, 2003; Martin & White, 2005; McCabe & Heilman, 2007; Miller, 2002, 2004; Morrish & Sauntson, 2013; O'Donnell, 2012; Page, 2003; Painter, 2003; Scott, 2008; Stenvall, 2014; Tabaoda & Grieve, 2004; Thompson & Alba-Juez, 2014; White, 1998, 2002, 2012 for studies on APPRAISAL), but nevertheless, prove somewhat problematic given that they lack the delicate detail necessary to ensure an accurate and agreed upon text analysis. The aim here, then, is primarily to refine the system of TRANSITIVITY as it stands, to date. Subsequently, I will use the refined model along with APPRAISAL theory annotations for the analysis of a piece of courtroom discourse in order to obtain insights into the representation of individuals in a court case in which a suspected rapist finds himself accused and wrongly convicted of sexual assault against a minor.

This section outlines the relevant theoretical framework, to include a description of the central tenets of CDA (2.2), also at one stage termed Critical Language Studies (Billig, 2003) and since referred to by van Dijk (2009) as Critical Discourse studies although more recently coined as Corpus Assisted Discourse Studies (cf. research by Baker et al., 2008; Freake et al., 2011; Partington, 2009, 2010), in order to avoid potential criticisms associated with CDA. CDA examines the way in which power and inequality radiates through text and talk (van Dijk, 2001) albeit, as Wodak (1995, p. 204) maintains, in a more or less transparent fashion, which is undeniably characteristic of the language used during a criminal trial and, especially, trials of rape. The act of rape in itself is considered "an exercise of power" (Conley & O'Barr, 1998, p. 15) and, thus, through a CDA

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analyses, I expect to shed some light on the way in which this offence, the perpetrator and the victim in this particular case are linguistically depicted. This is, in fact, one of the main aims of this PhD thesis. Subsequent to an overview of CDA approaches, our attention will turn to an outline of the functional perspectives put forward so far surrounding the notions of TRANSITIVITY (2.3), before proceeding with a description of APPRAISAL theory (see Chapter 3). All examples in this section are taken from my own corpus or, if otherwise not available in my own data, taken from the BNC web-based interface.

2.2. CDA Approaches

CDA is a well-known and commonly adopted theoretical framework employed for the purposes of conducting linguistic analyses (cf. work by Alba-Juez, 2009; Bartlett, 2009; Caldas-Coulthard & Coulthard, 1996; Hidalgo-Tenorio, 2002, 2011a, 2011b; Lazar, 2005; Martinez-Lirola, 2015a, 2015b, 2016, 2017a, 2017b; Toolan, 2002; Young & Harrison, 2004) be it of written or spoken discourse in a variety of contexts (e.g. political discourse, newspaper discourse, courtroom discourse, to name but a few). Such a framework came about primarily to bring language and society as well as text and context closer together (Bayley et al., 2013, p. 74). Thus, the principle aim behind CDA is to “explore relationships of causality between discursive practices, events and texts, and wider social and cultural contexts and examine how these practices, events and texts arise and are ideologically shaped by power relations” (Fairclough, 1993, p. 135).

CDA as a line of linguistic enquiry was essentially developed by a group of linguists (Roger Fowler, Bob Hodge, Gunther Kress & Tony Trew), who, in the 1970s, proposed the notion of Critical Linguistics, although additional terms for the same theoretical framework have since emerged, to include social semiotics (Hodge & Kress, 1988), Critical language awareness (Fairclough, 1992), Critical Language studies (Billig, 2003), Critical Discourse studies (van Dijk, 2009) and Corpus assisted discourse studies (CADS henceforth) (Baker et al., 2008). With such an array of terms used for, by all accounts, the same phenomenon, Toolan (1997, p. 99) has questioned the viability of the notion of CDA. As he maintains and as reflected in SFL theories, the way we name someone or something reflects a choice which, in turn, echoes just where the author or speaker places emphasis. Thus, using different labels to refer to CDA may also be a reflection of the fact that it is far from understood as a unified theoretical model. To add to the latter, whilst CDA has generally been understood as inviting an in-depth qualitative analysis of language, the introduction of a CADS approach would seem to be shifting the focus away from a somewhat

more exhaustive analysis of one or only a few texts towards an, arguably, less detailed analysis of a larger dataset, in order to afford the researcher the possibility to generalise his/her findings.

Within the framework of CDA, a number of analytical approaches have been proposed by different scholars, to include the Socio-cognitive Discourse Analysis approach (van Dijk, 2005), Mediated Discourse Analysis (Scollon & Scollon, 2005), the Discourse Historical approach (Wodak et al., 2009), the Duisburg approach (Jäger & Meier, 2009) and finally, and of most relevance to this PhD, Fairclough's (1989, 1992, 1995) Dialectal-Relational approach in which Systemic Functional Grammar (SFG henceforth) takes centre stage. SFG is recurrently employed by Critical discourse analysts due to its fundamental concern with how the same individual or series of actions may be represented in a variety of ways in discourse, thus simultaneously providing insights into the power relations and prevalent ideologies in a given culture or society. It is generally acknowledged that each of the aforementioned CDA approaches share a common aim, which is to critically examine the unequal balance of power and ideological differences that emerge as a result of, for instance, a range of sociolinguistic variables such as age, gender and status and reveal how this imbalance is both reflected as well as recreated through discourse production (Hidalgo-Tenorio, 2011a, p. 184). Fairclough and Wodak (1997), in fact, assert that CDA, as a theoretical framework, comprises seven central tenets which are reflected in all of the approaches that have emerged to date. These include the notions that: (i) CDA addresses social problems; (ii) discourse is a form of social action; (iii) discourse does ideological work; (iv) power relationships are discursive; (v) discourse constitutes society and culture; (vi) discourse is historical; and (vii) the link that exists between text and society is mediated. Nevertheless, across the range of approaches differences arise with regard to their theoretical and/or methodological bases, once again supporting Toolan's (1997, p. 99) contention as described above. Such discrepancies will soon become evident in the description of each approach as detailed below.

To begin with, van Dijk's Socio-cognitive Discourse Analysis approach contemplates the relationship between cognition, text and society, in which the latter two are mediated by the former (Hart, 2010, p. 13). The basic idea is that our social cognitions which represent what we think and what we feel (i.e. our attitudes, opinions, ideological stance) about others and other things are as much acquired as they are altered through language (van Dijk, 1990). Furthermore, through the process of interaction with others, text and talk may serve to confirm, challenge or refute either our individual or shared mental models (Fairclough & Wodak, 1997, p. 266) regarding values and norms pertaining to the society we live in. This particular CDA approach has

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predominantly been applied to the analysis of media discourse (i.e. news) (cf. Lutz & Wodak, 1987; van Dijk, 1988) and has certainly been successful in doing so. It allows for a large amount of data to be analysed quantitatively speaking, with a focus on different linguistic features, such as lexical selection, speech acts, implicature and turn-taking (Hidalgo-Tenorio, 2011a, p. 191), to name but a few. Nevertheless, as proves inevitable with any theory of linguistic analysis, Socio-cognitive Discourse Analysis has also been the subject of criticism. According to Fairclough (1995, p. 30), van Dijk's approach is certainly a useful means by which to analyse, for instance, newspaper articles, in the sense that researchers can gain insights into how people's perception and understanding of events alter through particular portrayals that those working in the media succeed in conveying to the public; nonetheless, Fairclough also remarks that the socio-cognitive approach somewhat overlooks the interpersonal metafunction of language in favour of focussing on the ideational representation of events in a text and, thus, he insists that social identity and social relations should be given more consideration (ibid, p. 28). He also asserts that, unlike in his own CDA framework, van Dijk's approach neglects the notion of intertextuality (i.e. the way in which a text carries meaning as a result of its connection to other texts or discourse) (ibid, p. 30). In addition to the aforementioned, van Dijk has also been faulted for failing to differentiate between the different levels of linguistic description, thereby deeming his approach as little more than fine-tuning of content analysis (Bucher & Fritz, 1989).

An alternative CDA approach put forward by Scollon and Scollon (2005) is Mediated Discourse Analysis (MDA henceforth) which drives at the notion that discourse is a means by which people take action in any kind of context of their everyday lives. To explain, MDA proposes that language and actions become integrated in order to reproduce social identities and social groups (Jones & Norris, 2005, p. 4). According to Wertsch (1994, p. 205), "voices" (i.e. the words or phrases or ways of communicating) form a fundamental part of mediated discourse in that all actions that are taken by us are determined through both the language we use as well as that which we are exposed to. As such, we employ language that is previously embraced within our society for the purposes of communicating with other people and, in turn, we express ourselves by producing our own version of these same communicative events. As in the case of the Socio-cognitive Discourse Analysis approach, linguistic research has also frequently applied MDA to perform critical discourse analyses in order to investigate discourse in its context and how social change can be brought about. Some examples include, for instance, studies by scholars who have explored how the actions of individuals, particularly children, are influenced by political or

religious ideologies of their local and global societies (cf. Scollon, 2001; Shroyer, 2004), given that young people are often considered easier to persuade than mature adults. In addition, research has been carried out looking at the way in which pamphlets giving medical advice and warnings about ways to prevent or, at least, reduce health risks, such as AIDS/HIV has impacted on people's actions (cf. Jones, 1999, 2007). In the case of the latter, figures which currently denote a reasonably high rate of sexually transmitted disease would appear to imply that discourse, at least in this particular context, is certainly not successful enough in producing social change, which makes the main argument of this theoretical framework less solid than perhaps originally thought.

To now turn to the Discourse Historical approach (DHA henceforth), as developed by Ruth Wodak and her colleagues (Wodak, 2009; Wodak & Chilton, 2005; Wodak & Meyer, 2009; Wodak et al., 1999), the main idea is that texts are always located within their socio-historical context (i.e. in relation to the point in time at which they are produced). Thus, Wodak (2001, p. 90) discusses the notion of intertextuality, which, as defined above, accounts for how texts are associated with other texts. Parts of texts or texts in their entirety are sometimes removed from their original context and placed into new textual surroundings in order to ensure that the language remains relevant and meaningful. This may be done through making reference to the subjects or subject matter of other texts or, alternatively, extracting the fundamental points and inserting them directly into their new linguistic setting. In addition, the concept of interdiscursivity also forms part of the DHA and is described as the link shared between discourse in terms of topics that can, on the one hand, be the focus of one text, but at the same time, also form a subsection or minor theme of another.

The DHA is largely based on a combination of sociolinguistics and ethnography with a focus on using language strategically to achieve a particular purpose as opposed to simply ensuring that what is uttered or written is understood. When language is used with a purpose in mind, it is usually done so by those who are in a position of power because those who are influential in society, knowingly, possess the authority and status to ensure that particular ideologies continue to perpetuate through that society or, otherwise, they can more easily facilitate a change in public perceptions.

As Wodak (*ibid*, p. 87) argues, central to CDA is the notion of "critiquing" a text, which although understood in different ways, according to DHA, refers to a four stage process in which the researcher is able to stand back from his/her dataset, consider the language under analysis in its social context, account for the political or hierarchical standing of participants, and ensure to regularly reflect on how to examine particular linguistic data. In

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view of the concept of “critique” as fundamental to a critical discourse analysis, the DHA proposes that there are 3 subtypes of critique, to include “Text/Discourse Immanent critique”, “Socio-diagnostic critique” and “Prospective critique”. The first of the three denotes the intention to identify instances within texts in which the language used is full of contradictions and inconsistencies. A *socio-diagnostic critique*, the second subtype, refers to the detection of linguistic items that may be explicit or implicit in discourse, and are thought to aid in the persuasion or manipulation of hearers and/or readers. Finally, the *prospective critique* is designed, on the basis of the aforementioned, to improve upon current discursive practices that promote biased, often unjustified and discriminatory views and put potential procedures in place to replace such linguistic hostility towards particular groups in society (ibid, p. 88). Thus, the DHA is not solely concerned with the analysis of texts; rather, it also gives prominence to the analyst’s ability to accurately deduce what is going on in discourse, both overtly and covertly and, emphasises the importance of justifying any conclusions reached.

With regard to CDA studies and the application of DHA, research began with an examination of document originals obtained for the purposes of exploring particular phraseologies and ideologies (Blommaert & Bulcaen, 2000), although research later emerged that considered specific linguistic features such as nomination, predication, argumentation, perspectivisation, intensification and mitigation in a range of different text types (Hidalgo-Tenorio, 2011a, p. 192), to include, for instance, conversation (cf. Zagar, 2010), news reporting (cf. Richardson, 2004) and political discourse (cf. Krzyzanowski, 2008; Wodak, 2009).

A fourth potential CDA approach is pioneered by Jäger and emerged in the early 1990s. Jäger’s CDA approach is otherwise better known as the Duisburg approach and was, to a large extent, inspired by the work of Foucault. Foucault (1969) considered discourse analysis as the analysis of contextual factors (i.e. accepted societal practices) that govern what it is possible or appropriate to say at a particular time, in a particular place and to a particular person or persons. These aspects are also reflected in Speech Act Theory (SAT henceforth) (cf. Searle, 1969, who argues that the right words need to be uttered to the right person at the right time). In fact, the Duisburg approach is thought to comprise a combination of Foucault’s ideas regarding discourse with Leontiev’s (1978) (speech) activity theory in which the belief is that the way an individual acts, thinks and communicates is intrinsically linked with his/her social surroundings. Thus, according to Jäger and Meier (2009), discourse produces subjects that achieve a sense of self that results from behaviours and thought processes which have been pre-established and institutionalised in society over a considerable period of

time. In line with this, discourse production is thought to be dependent on both the explicit and unspoken rules of a given society or institution, although it is also argued to, simultaneously, construct society.

As with the DHA, Jäger (1993) also adopts the notions of intertextuality and interdiscursivity in describing his CDA approach and, in doing so, puts forward four methodological stages to be followed when analysing micro-level texts in relation to discourse on a somewhat significantly larger scale. Jäger (1993) proposes first an analysis of texts in relation to discourse, with the former denoting fragments of the latter. In addition, he notes that it is necessary to analyse the non-linguistic context in which the language occurs on the basis of, for instance, the author(s) background and ideological stance as well as in relation to the social and historical context of the society where the discourse transpires. A third phase of the Duisburg approach is to conduct an analysis of a range of linguistic features such as metaphor, lexis, argumentative structures and narrative, and, finally, the analysis must be interpreted ensuring to take account of all of the aforementioned in order to reach reliable conclusions when determining the speaker or author's intentions. As with other CDA approaches, the Duisburg school have conducted a wide range of studies on gender and language (cf. Hidalgo-Tenorio, 2016) as well as on racism and language. They have tended to examine linguistic features such as those outlined above with a focus on their usage in newspaper discourse in order to reveal how racist and/or sexist ideologies manifest in such texts, thus simultaneously acting as an indication of widespread public opinion towards particular groups of people (i.e. women, foreigners, different ethnicities, etc.).

The last and, to date, most elaborate CDA approach that will be outlined here is developed by Norman Fairclough (1989, 1992, 1995), in which he proposes that CDA is a means by which to analyse language for the purposes of establishing how it is an integral part of the "workings of contemporary capitalist societies" (Fairclough, 2010, p. 1). His focus lies on capitalism, in particular, in light of the dominant capitalist economic systems prevalent worldwide that, evidently, have an impact on members of society with regard to a number of societal aspects such as, for instance, the quality of education, medical care and employment conditions that one may encounter in the 21st century.

Fairclough, in his description of what constitutes CDA, refers to three fundamental terms to define his approach, to include the fact that CDA is relational, dialectical and transdisciplinary (ibid, p. 3). He maintains that CDA is, firstly, relational because it is concerned with social relations. Thus, through the analysis of discourse from a critical perspective, it is possible to draw attention to the relationship between people through their use of language (both verbal and written) when socially interacting in a vast range

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of circumstances (Chiapello & Fairclough, 2002, p. 193). Fairclough's reference to relations, though, does not end there; in addition, he argues that we also witness the relations that exist between specific text types (e.g. a newspaper article, a text message) and more intangible discursive items (e.g. discourse genres), otherwise considered the internal relations of discourse (Fairclough, 2010, p. 4).

The idea of CDA as dialectical derives from the understanding that whilst ideology and discourse are not the same thing, one nevertheless inevitably involves the other. Thus, discourse is inherently ideological and, at the same time, discourse reproduces ideology (Chiapello & Fairclough, 2002, p. 195). CDA is, lastly, characterised as transdisciplinary due to the fact that discourse is observed and employed across a wide variety of disciplines (e.g. in politics, education, law, to name but a few). As such, CDA can facilitate the development of theories and methodological approaches that are used as much in one research discipline as another (Fairclough, 2010, p. 6) for the purposes of determining how language reflects social life and vice versa.

Fairclough's CDA approach is, to a large extent, a follow up from Fowler et al.'s (1979) original proposal of Critical Linguistics, which was introduced as an analytical framework to identify the use of grammatical and lexical choices that were chosen in favour of others. Fowler et al. (1979) believed that the detection of grammar and vocabulary items could potentially uncover the (sometimes hidden) meaning(s) within a piece of discourse. Nonetheless, Fairclough has since developed this theory in view of the fact that he regarded Critical Linguistics as suffering from an important drawback. According to Fairclough (1992, p. 2), Critical Linguistics failed to account for the bigger picture in the sense that as well as examining lexical items within a text, he deemed it equally important for the researcher to consider the text within its wider social setting. Thus, the connection between language and ideology, although established at this stage, was, nonetheless, missing an additional link with the more global context in which the discourse occurred.

With the latter in mind, Fairclough put forward a CDA framework consisting of three key components, namely *discourse-as-text*, *discourse-as-discursive-practice* and *discourse-as-social-practice* (Simpson & Mayr, 2010, p. 54), which, together, he argues, form the foundations for performing critical discourse analysis (Blommaert & Bulcaen, 2000, pp. 448-449). *Discourse-as-text* is said to concern the analysis of grammatical and lexical items at text level and, thus, includes, for instance, the use of vocabulary, metaphors (cf. work by Bartley & Hidalgo-Tenorio, 2016a; Charteris-Black, 2004; Hidalgo-Tenorio, 2009, 2013; Kovecses, 2005, 2009; Littlemore & Low, 2006; Musolff, 2012), modality patterns (cf. Alba-Juez,

2015; Bartley & Hidalgo-Tenorio, 2016b; Hidalgo-Tenorio & Carretero-González, 2005), passive structures, nominalisations and cohesive devices that function linguistically to structure a text (Simpson & Mayr 2010, p. 54). *Discourse-as-discursive-practice* reflects the notion that discourse is intrinsically linked to the context in which it is produced (cf. Bartlett, 2004). As such, discourse is produced and then reproduced and, furthermore, re-contextualised following distribution to the rest of society. What is being driven at here then is the concept of intertextuality, which emphasises the need to pay attention to the linguistic aspects of a text, whilst simultaneously bearing in mind the context in which the text is located. As Schiffrin (1994, p. 363) asserts, text and context are intertwined and, thus, through a combination of linguistic meaning and context, inferences can be made about a given communicative event. Finally, *discourse-as-social-practice* seeks to reveal how discourse reflects the notions of hegemony and ideology. To elaborate, relationships of power between different groups may be revealed and challenged in and through discourse; in fact, discourse serves to uncover the ways in which those more fragile are controlled by those afforded the privilege of dominating in society. Too add to this, whilst hegemony clearly reverberates in discourse, by the same token, discourse can, arguably, also lead to hegemonic change.

In light of the above description, then, Fairclough (1995, p. 56) contends that discourse can be defined as “the language used in representing a given social practice from a particular point of view” and CDA provides researchers with an analytical framework with which to examine it. The CDA approach put forward by Fairclough makes use of linguistic theories pertaining to SFL (e.g. TRANSITIVITY, MODALITY, THEME and RHEME) as a departure point for discourse analysis, which is a fundamental reason behind my own decision to adopt this approach. Furthermore, equal importance is placed on the presence and the absence of given lexical items that are under consideration in a text, which again is an aspect well worth considering. Extensive CDA research has been carried out using Fairclough’s approach, both by Fairclough himself (cf. Fairclough, 1995, 2000, 2002, 2005, 2010) and by a wide variety of other scholars (cf. work by Alameda Hernandez, 2008; Fowler, 1991, 1986; Fowler et al., 1979; Gouveia, 2005; Kress, 1990; Kress & Hodge, 1979; Lillian, 2005; Machin & Mayr, 2012; O’Halloran, 2003; Simpson, 1993; van Leeuwen, 1995). Each of the aforementioned have employed Fairclough’s framework in order to illustrate how power relations and ideology are reflected in a range of discourse genres. Thus, CDA research has explored, for instance, the notions of dominance and inequality in political discourse (cf. Bayram, 2010; Reyes, 2011; Wang, 2010), in discourse on education (cf. Christie, 2012; Patel Stevens, 2011; Ryan & Johnson, 2009; Sahragard & Davatgarzadeh,

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2010), in media discourse (cf. Alameda-Hernandez, 2008; Clark, 1992; Janks, 1997; O'Halloran & Coffin, 2004; Oktar, 2001; Rashidi & Rasti, 2012; van Leeuwen, 1995) and in institutional discourse (i.e. doctor-patient; lawyer-client) (cf. Felton Rosulek, 2008; Figueiredo, 1998; MacDonald, 2002; Matthiessen, 2013; Slade et al., 2008); my own contribution will be to the latter and, specifically, to the field of language use in a legal context.

Having now outlined the different CDA approaches put forward to date, then, it is clear that they share the common goal of revealing what is wrong with society in terms of prevailing social problems, those of which surface in discourse (Simpson & Mayr, 2010, p. 52). Nonetheless, some of those described offer a more comprehensive framework than others and differences also arise methodologically speaking. This, in turn, has led people to criticising CDA for failing to analyse linguistic data systematically. In view of the latter and the fact that Fairclough's is conceivably the most comprehensive of the CDA approaches justifies its application in this piece of research in which, furthermore, SFL TRANSITIVITY takes centre stage. Before proceeding with an in-depth discussion of TRANSITIVITY (Halliday, 1985, 1994; Halliday & Matthiessen, 2004, 2014), though, we will first draw on some of the general criticisms that CDA has been subject to, which, as with any theoretical framework, is essentially inevitable.

One shortcoming of CDA with regards to the use of Hallidayan SFL is that the focus of the latter often involves analysis at clause level, which is arguably incompatible with the aim in CDA to address texts in their entirety (Widdowson, 2004, p. 110). A second drawback with CDA concerns the interest of critical discourse analysts in identifying what is faulty with society. To explain, the focus appears to be solely on how the minority are marginalised by those with the authority to influence social action and change; thus, the criticism lies with the fact that what rarely occurs are suggestions for future change or, alternatively, discourse that celebrates achievements and successes (Martin, 2000b, p. 297), otherwise termed Positive Discourse Analysis (Martin, 2004, p. 179). Closely related to the latter point is another issue that concerns pinpointing examples of domination and oppression in a premeditated fashion; this time, though, I refer to the low likelihood of obtaining objective findings as a result of researcher bias prior to the analysis stage. This, at least to some extent, may be overcome by combining CDA with corpus linguistics (cf. Baker et al., 2008), which serves to let the data speak to us rather than allow the researcher to prove something is true based on preconceived ideas. A final criticism and one that, in my view, is more easily resolved, is the fact that CDA research on the whole has been concerned with the Western and first world countries (Blommaert, 2005, p. 49); as such, more studies are needed

in relation to linguistic tendencies and power relations in second and third world countries.

This brings the discussion of CDA approaches to a close and what follows is an overview of TRANSITIVITY. Although our focus lies with Hallidayan TRANSITIVITY, recognition will also be given to Robin Fawcett's (see also Neale, 2002) alternative framework, otherwise known as the Cardiff Grammar (CG henceforth). I shall first provide a detailed description of the SFL TRANSITIVITY system as it was originally proposed (comprising just three process types) (Halliday, 1967) for how we represent our inner and outer experiences, before moving on to detail the SFL TRANSITIVITY system as it stands currently (Halliday & Matthiessen, 2014). Subsequently, I will provide a description of the CG TRANSITIVITY network (Fawcett, 1987, 2000; Neale 2002), before, lastly, proceeding to revise both models and, thus, proffer recommended modifications in order to improve and work towards a more complete and solid TRANSITIVITY network that should serve to capture the meanings of our experiences in their entirety.

2.3. TRANSITIVITY

TRANSITIVITY as a grammatical feature has first been considered from a descriptive perspective, in which the focus is primarily on the classification of verbs on the basis of whether they require an Object or not (cf. Bowers, 2002; Chomsky, 1965; Curme, 1966; Hopper & Thompson, 1980; Jespersen, 1961). In addition, it has been approached from a cognitive perspective (cf. Hudson, 1971; Lakoff, 1987; Langacker, 1991, 2000), in which reference is made to two models, namely the "Billiard ball model" and the "Stage model" (Langacker, 1991). The former represents the idea that our world is made up of physical objects and forces that, inevitably, interact and, in turn, bring about some kind of change. Meanwhile, the *Stage model* denotes how we are observers of events that involve participants acting upon other participants in a particular setting. From a cognitive perspective, then, these two models are thought to combine in order for humans to acquire "conceptions of typical roles that event participants can assume" (Lemmens, 1998, p. 32). Finally, and of most relevance here, is the research from a systemic-functional perspective (cf. Berry, 1975; Fawcett, 1980, 1987; Foley & van Valin, 1984; Halliday, 1967, 1970, 1985, 1994; Halliday & Matthiessen, 2004, 2014; Neale, 2002, 2006; Tucker, 2007) in which semantics combines with syntax of a clause in order to convey meaning, by means of processes, participants and (often optional) circumstantial elements. This section provides a detailed account of TRANSITIVITY from a systemic functional perspective because the aim in this

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thesis is to propose a number of modifications to the TRANSITIVITY network (Halliday & Matthiessen, 2014) as it stands in its current format.

SFG asserts that language serves as a means by which to make sense of our internal and external worlds, and the social relationships we form with others and our surroundings (Halliday & Matthiessen, 2004, p. 24). Thus, systemic functional grammarians view language as a system of meaning-making (Davidse, 1999, p. 6; Halliday & Matthiessen, 2014, p. 27) that, in favour of placing emphasis solely on language form, instead seeks to uncover the meanings that are expressed as a result of using a particular language form in place of another. SFG contends that there are three language metafunctions, each of which works in unison with the other two (Halliday, 1985, p. 53) in order to construe human experience through a series of lexico-grammatical patterns. The first of the three is the *ideational* metafunction, which, according to Halliday and Matthiessen (2004, p. 29), involves a combination of two subcomponents, namely the *experiential* and *logical* metafunctions that are grouped together. The latter, which receives far less attention (Fontaine, 2013, p. 9), comprises complex units (Halliday & Matthiessen, 2004, p. 310) in which “fundamental logical relations” are shown to exist between one clause and another (Halliday & Webster, 2014, p. 24), whilst the former refers to the way in which we linguistically encode and represent our experiences. It is, thus, the experiential metafunction that we are concerned with here and, specifically with the system of TRANSITIVITY, which functions as “the experiential component in the grammar of the clause” (ibid, p. 25). The second of the three metafunctions is the *interpersonal* metafunction and entails the choices made by the speaker on the basis of who s/he is addressing. Thus, our social relations are reflected in the language we use in our different social interactions and these are expressed through the systems of Mood (i.e. types of speech act, to include questions, statements, for instance) (Fontaine, 2013, p. 134), Polarity (i.e. whether the clause is affirmative or negated) (ibid, p. 120) and Modality, otherwise defined as the intermediate points between the yes/no cline which denote the speaker’s views regarding the likelihood of something as well as their judgement of what constitutes moral and immoral behaviour (Halliday & Matthiessen, 1999, p. 526). APPRAISAL theory (Bednarek, 2006, 2008; Martin & White, 2005), which is concerned with our evaluations of things (Appreciation) or people and the way they behave (Judgement) as well as with our emotions (Affect), thus, corresponds to the interpersonal metafunction and we will look at this framework in more detail in Chapter 3. The last of the three metafunctions is the *textual* metafunction, which is concerned with the way in which discourse is organised and how it flows to ensure that the text is coherent (Halliday & Matthiessen, 2004, p. 30). This is realised through the system of Theme (the point of departure of

the message, which orients the clause within its context) and Rheme (the rest of the message within a clause) (*ibid.*, p. 64). However, for the purposes of this PhD thesis, the latter will not be dealt with.

2.3.1. TRANSITIVITY in SFG

The system of TRANSITIVITY pertaining to SFG, as indicated above, is central to the experiential metafunction, a subcomponent of the ideational metafunction, which is concerned with the means by which we represent our experiences (Halliday & Matthiessen, 2014, p. 214). What now follows, then, is an in-depth description of the SFG TRANSITIVITY system, originating with Halliday (1967) and later developed by himself (1985, 1994) and in conjunction with Christian Matthiessen (2004, 2014).

Halliday (1967, p. 38) proposes the TRANSITIVITY network in terms of three key components, to include process (only one per clause¹), participant and circumstance types, with the latter two depending entirely on the former. These three elements form part of the clause, although participant and process types are considered central to clause realisations, whilst circumstances are defined as peripheral in nature and, thus, not necessarily a requirement, but rather employed to provide the clause with additional meaning. This is one way, as we shall see at a later stage, in which SFG and the CG TRANSITIVITY models differ. Circumstances, as they are listed in Hallidayan TRANSITIVITY, are considered peripheral elements; nonetheless according to the CG (see section 2.3.2), a number of these very same circumstantial elements are instead deemed as inherent and, thus are labelled as participant roles (Butler, 2003, pp. 396-397). In both SFG and the CG, processes are defined as the grammatical means by which we represent our inner and outer “goings-on” (Halliday, 1985, p. 101) and, thus, the typical realisation is verbal (*ibid.*, p. 102). Initially, Halliday’s theory comprised of just three process types, namely action, mental and relational processes (as with the CG), and with each consisting of subtypes. What now follows is a description of these three aforementioned categories before proceeding to discuss subsequent developments that have been made to the SFG TRANSITIVITY network, both in terms of modifications made to the original types as well as the introduction of three additional process categories (cf. Halliday, 1985, 1994; Halliday & Matthiessen, 2004, 2014).

¹ According to the SFG model of TRANSITIVITY, each clause comprises a single process, with the (second) non-finite verb functioning as process (Fontaine, 2013, p. 83; Halliday & Matthiessen, 2014, p. 213; Martin et al., 1997, p. 116).

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2.3.1.1. Action (Material) processes

Action processes (also labelled as extensive action processes) and, nowadays, better known as material processes², are concerned with representing actions and events (i.e. processes of doings and happenings) that continually occur in everyday life. They concern both action directed at someone or something as well as non-directed action and may be realised in either the active or passive voice. Another feature of material processes is that they tend to adopt the present continuous tense (Halliday & Matthiessen, 2014, p. 225). This category may be further subdivided into two subcategories, namely *effective* (i.e. a clause comprising a “directed action” process type) as in (1) below and *descriptive* (i.e. a clause comprising a “non-directed action” process type), as in (2) below.

- (1) The lion caught the tourist.
- (2) The lion sprang.

Effective material clauses may be further classified as operative, receptive or middle. When operative, the clause can consist of one participant, namely an *Actor*, the inherent entity that brings about a change, with the option of referencing a second participant, labelled *Goal*, and defined as the entity that is changed or affected by the process. The *Actor* always adopts the role of Subject in the clause, as in (3).

- (3) **The lion** [Subject; *Actor*] caught the tourist [Direct Object; *Goal*].

When a material clause is receptive, there are also two participants, namely an *Actor* and a *Goal* as described above, but the latter instead adopts the role of Subject in the clause as in (4) below.

- (4) **The tourist** [Subject; *Goal*] was caught by the lion [Adjunct; *Actor*].

Effective receptive clauses may not only be oriented by the acting participant in which the Predicator is realised in the active voice, but also by the process in which the Predicator is realised in the passive voice (Halliday, 1967, pp. 47-48).

² The label *material* will be used in place of action in light of the fact that this is the label used currently to refer to the same category.

Lastly, middle material clauses consist of just one participant that reflects two semantic roles simultaneously, as in (5).³

(5) **She** [Subject; *Actor/Goal*] washed (herself).

In view of the above, then, whether a material clause comes under one subtype or another is determined by the participants that accompany the process as well as their function in the clause. In addition, in effective receptive material clauses that are similar to (4), Halliday (ibid, p. 45) acknowledges that, although certainly possible, an explicit *Actor* is by no means required, unless we are dealing with a one participant operative clause (Egins, 2004, p. 216). An example of a material clause with no explicit *Actor* is given in (6).

(6) The **tourist** [Subject; *Goal*] was caught.

Regardless of whether an *Actor* is given explicit mention or not, though, it will still remain an inherent participant of a material clause; a *Goal*, on the other hand, is instead classed as the participant to which the process extends (Halliday & Matthiessen, 2014, pp. 225-226). As we will come to see with other process types and their corresponding participants, the semantic roles *Actor* and *Goal* can be distinguished through applying a series of probes. For instance, to probe for an *Actor*, we may ask “what did X do?” or “what did X do to Y?”, with X referring to the *Actor* and Y standing for *Goal*. Another probe that can be used to determine the role of *Goal* is to ask “What happened to Y?”, with Y referring to *Goal* (Fontaine, 2013, p. 86; Halliday & Matthiessen, 2014, p. 227).

In addition to the subtypes of effective action processes (i.e. concerning directed action), Halliday (1967, pp. 41-42) also identifies the same three subtypes of descriptive action processes (i.e. concerning non-directed action), though slight differences emerge from those described above. Operative descriptive action clauses consist of a participant, otherwise labelled as *Initiator*, which, as exemplified in (7), takes on the role of Subject in the clause.

(7) **He** [Subject; *Initiator*] marched the prisoners [Direct Object; *Actor*] to the Principal’s office.

³ Examples (1) to (4) are taken from Halliday & Matthiessen (2004, pp. 180-182). Example (5) is taken from Halliday (1967, p. 42).

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Thus, the *Initiator* is the participant that, as opposed to carrying out the action him/herself, is the one that causes the action to be performed by the *Actor* (Halliday & Matthiessen, 2014, p. 351).⁴ Halliday and Matthiessen (ibid) acknowledge that identification of an *Initiator* is not always straightforward in the sense that inclusion of the causative verb *make* does not guarantee the correct identification of an *Initiator*. Therefore, they argue that instead *Initiator* can be probed by verifying whether the meaning changes in relation to the first participant role when the second participant is removed from the clause (ibid). If the meaning does change, the original clause consisted of an *Initiator*. Thus, in (7) above *He* is *Initiator* because when the second participant is removed (i.e. the prisoners), *He* becomes *Actor* (i.e. the one doing the marching).

Above we saw how effective receptive clauses place *Goal* in Subject position in the clause. This, however, differs from descriptive receptive clauses, which, whilst still adopting the passive voice, nonetheless involve the Subject corresponding to the semantic role *Actor*, as illustrated in example (8).

(8) **The prisoners** [Subject; *Actor*] were marched.

Finally, in middle descriptive action clauses, the Subject of the clause performs the semantic role of both *Actor* and *Initiator* simultaneously, as in (9).

(9) **The prisoners** [Subject; *Actor/Initiator*] marched.

A summary of each of the aforementioned subcategories pertaining to material clauses can be found in Table 1 below⁵.

Category	Subcategories	Participant roles	Voice
Effective	Operative	One or two (<i>Actor, Goal</i>)	Active
	Receptive	One or two (<i>Goal, Actor</i>)	Passive
	Middle	One (<i>Actor/Goal</i>)	Active
Descriptive	Operative	One or two (<i>Initiator, Actor</i>)	Active
	Receptive	One or two (<i>Actor, Initiator</i>)	Passive
	Middle	One (<i>Initiator/Actor</i>)	Active

Table 1. Material clauses (Halliday, 1967)

The positioning of particular participants in a material clause arguably reveals as much about the experiential meaning as it does about the

⁴ This participant role has been labelled as *Agent* in Ergative terminology.

⁵ The pronoun / indicates that the participant performs two roles instantaneously.

interpersonal functions that each semantic role adopts (ibid, p. 227). In fact, given that material clauses hinge on the participants that appear in the clause and whether they fill Subject or Object positions, Halliday (1967, p. 44) maintains that various combinations are possible, but that, nevertheless, two rules must be upheld in order to ensure that, at least in English, the clause makes sense. The first of these rules is that at least one participant, other than *Initiator*, is required. This, in turn, leads to the second rule according to which, in both effective and descriptive clauses, the same participant can perform two roles simultaneously (i.e. *Actor* and *Goal* in effective middle clauses and *Actor* and *Initiator* in descriptive middle clauses).

In addition to the abovementioned, Halliday (ibid, p. 53) also introduces a fourth semantic role, labelled as *Beneficiary*, which is otherwise considered as almost adopting the role of secondary *Goal*. The *Beneficiary* is defined as the participant “to whom or for whom the process takes place” (Halliday & Matthiessen, 2014, p. 345) and is not a role that is exclusive to material processes; rather, a *Beneficiary* can be found in two other process types, namely relational and verbal processes (see sections 2.3.1.3 and 2.3.1.4). One feature of the *Beneficiary* is that it is commonly expressed as a [+ human] [+ animate] entity, as in (10a).⁶

- (10a) I am indexing **them** [Indirect Object; *Beneficiary*] that new volume.

A *Beneficiary* can also be realised by a prepositional phrase with *to* or *for* (Halliday, 1967, p. 58), whether it appear explicitly or not in the clause, as in (10b).

- (10b) I am indexing that new volume to **them** [Indirect Object; *Beneficiary_Recipient*].

The role of *Beneficiary* has since been divided in order to distinguish between cases in which, on the one hand, goods are given to someone (Halliday, 1985, p. 132), as in (10a) and (10b) above, and, on the other hand, when a service is done for someone, as exemplified in (11a) and (11b) below.

- (11a) Play a tune for **me** [Indirect Object; *Beneficiary_Client*].
 (11b) Play **me** [Indirect Object; *Beneficiary_Client*] a tune.

⁶ Examples (10) and (11) are taken from Halliday (1967, pp. 55-58).

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Two almost identical examples are employed to reiterate the possibility, though not requirement, for an explicit preposition to appear. Nonetheless, in both instances the participant role is labelled as *Client*, in line with the general rule of thumb that if the preposition *for* is or can be used, the participant role is a *Client*. On the other hand, if the preposition *to* is or can be used, as in (10b) above, the corresponding role is a *Recipient*. The latter, thus, serves as a probe for the identification of a *Beneficiary* as either denoting a *Recipient* or *Client*.

Both *Recipient* and *Client* semantic roles can occur in passive clauses performing the function of Subject, although the latter by comparison to the former is far more infrequent in English. An example of each is provided below.

- (12a) Last year, I [Indirect Object; *Beneficiary_Recipient*] was given a beautiful pot hydrangea [...] (BNCWeb)
- (12b) **John** [Indirect Object; *Beneficiary_Client*] was painted the picture.

A fifth and final participant that may occur in a material clause is the semantic role *Range* (Halliday, 1967, p. 58), which more recently has been termed *Scope* (Halliday & Matthiessen, 2014, p. 239), leaving *Range* as the label used in the ergative model of TRANSITIVITY. The ergative perspective offers an alternative means by which to model TRANSITIVITY in which no distinction is made between process types. Consequently all clauses consist of a process and either one or two participant roles, labelled as *Medium* and *Agent*. The role of *Medium* was originally termed *Affected* (Halliday, 1968, p. 185) and denotes “the medium through which the process is actualised” (Halliday & Matthiessen, 2014, p. 336). Therefore, it more closely resembles happenings as opposed to doings. The *Agent*, on the other hand, is defined as an external cause of the process (ibid) and, thus, infers the notion of doing. The transitive model and the ergative model are said to complement each other by representing experience from two different, yet, to some extent, similar angles (ibid, p. 337).

To now continue with the description of the transitive model, which is the focus here, we return back to the description of *Scope*, which is characterised as the participant that is not impacted on by the process carried out; rather, this semantic role specifies the scope over which the process takes place, as exemplified in (13).

- (13) He climbed **the mountain** [Direct Object; *Scope*].

The semantic role *Scope* is often considered similar to a *Goal*; however, *Scope* can be distinguished on the basis of a number of probes that work only for the former. For instance, whilst to probe for the presence of a *Goal*, one may ask “What happened to X?”, this is neither logical nor possible as a probe for *Scope* (Martin et al., 1997, p. 104). It would make no sense to ask “What happened to the mountain?” and respond with “The mountain was climbed.” In addition to the aforementioned, Halliday (1994, p. 148) and Halliday and Matthiessen (2014, pp. 239-242) propose a list of additional criteria that enable a distinction to be made between *Goal* and *Scope*:

1. A *Scope* cannot be a personal pronoun and, thus, cannot be modified by a possessive.
2. A *Scope* is restricted to intransitive clauses.
3. A *Scope* cannot appear with a reflexive verb.
4. A *Scope* can never have a resultative *Attribute*.
5. A *Scope* never appears with a circumstance of *Role: product*
6. A *Scope* is unlikely to be the Subject of a clause.
7. A *Scope* can often be realised by a prepositional phrase.

Examples such as (13) above are said to consist of a non-cognate *Scope* because there is not necessarily a predictable extension of the process, but rather one of a number of plausible options (e.g. he climbed *the wall* or he climbed *the stairs* or he climbed *the pyramid*). These are also examples of what Halliday and Matthiessen (2014, p. 240) have referred to as *Scope: Entity*, which reflect cases in which an entity exists prior to and regardless of whether it finds itself involved in a material process, as in example (13) above. Alternatively, cognate *Scope* participant roles are those instances whereby the *Scope* is a noun that corresponds to the root of a verb, as in (14). These are instead said to come under the category of *Scope: Process* because the noun in question is not a tangible thing, but rather part and parcel of the process itself.

(14) He fought **a good fight** [Direct Object; *Scope*].

Whilst the two aforementioned examples do not require the presence of a *Scope* participant for them to make sense, there are other cases that, as a result of the fact that the Direct Object is what provides the meaning, make the role of *Scope* obligatory. These instances comprise those verbs that are deemed empty of meaning without an accompanying noun phrase, as evidenced in (15) and (16).

(15) He had **a bath** [Direct Object; *Scope*].

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(16) He made **a mistake** [Direct Object; *Scope*].

As we will see in section 2.3.2 below, cases such as the latter are classified differently in the CG, with the *Scope* element, as defined in SFG TRANSITIVITY, actually forming part of the process itself as opposed to reflecting a participant or circumstantial role.

Another useful means by which to identify a *Scope* participant in the SFG TRANSITIVITY network is to establish whether empty verbs with a corresponding noun phrase, as in (17a), can be collapsed into one verb, as in (17b). If they can, the participant is labelled *Scope*.

(17a) He did **a dance** [Direct Object; *Scope*].

(17b) He **danced**.

Finally, as indicated above, *Scope* differs from *Goal* on the grounds that only the latter can take on a resulting *Attribute* (Halliday, 1967, p. 58), as exemplified in (18).

(18) They painted **the kitchen** [Direct Object; *Goal*] **red** [Object Complement; *Attribute*].

The latter point leads us nicely onto another way in which Halliday and Matthiessen (2014, pp. 231-232) discriminate between two subtypes of material clauses. They differentiate between what have been labelled as material creative clauses and material transformative clauses. The former are those in which either an *Actor* or *Goal* is brought into existence as a result of the process unfolding (ibid, p. 231), as in (19) and (20), whilst material transformative clauses involve the transformation of either an *Actor* or *Goal* as the process unfolds (ibid, p. 232), as in (21) and (22).

(19) He **made** [creative] a cake.

(20) Rock **formed** [creative].

(21) He **boiled** [transformative] the water.

(22) The water **boiled** [transformative].

With the potential for either *Actor* or *Goal* to be generated or converted into a new state, then, it is possible to encounter examples of both material creative and material transformative clauses that are transitive, as in (19) and (21), and intransitive, as in (20) and (22). One way in which material creative and material transformative clauses diverge, though, is the fact that an *Attribute* may be assigned to the *Goal* in material transformative clauses,

as evidenced in (23)⁷ but not to the *Goal* of material creative ones, as in (24).⁸

- (23) She painted [transformative] the house **red**.
(24) *She built the house **red**.

Before embarking on a description of mental process types, then, we now conclude this subsection with a summary of the main characteristics of material processes, which are as follows:

1. They construe actions or doings or happenings which may be realised transitively and intransitively (Halliday, 1967, p. 39; Halliday & Matthiessen, 2014, p. 224; Martin et al., 1997, p. 103).
2. These processes may either be categorised as bringing an entity into existence or as transforming an existing entity from its current state into a new one.
3. The actions or happenings in material processes bring about a change, but this may or may not be the result of volition or willingness.
4. Material actions are typically realised using the present continuous tense and may be expressed in either the active or passive voice.
5. There are eight potential participant roles, which may be configured in a number of ways with material processes:
 - a. *Actor* (inherent)
 - b. *Goal*
 - c. *Initiator*
 - d. *Beneficiary_Recipient*
 - e. *Beneficiary_Client*
 - f. *Scope: Entity*
 - g. *Scope: Process*
 - h. *Attribute*

2.3.1.2. Mental processes

To now consider mental process types, Halliday (1967, p. 193) described them as processes that express one's own consciousness or as processes of sensing (Halliday, 1985, p. 106). Within this category, he originally established four subcategories: (i) mental cognition processes; (ii) mental reaction processes; (iii) mental perception processes; and (iv) mental verbalisation processes. These subcategories, however, were later

⁷ Example (23) is taken from Halliday and Matthiessen (2014, p. 232).

⁸ Grammatically incorrect examples such as (24) are indicated with *.

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reconsidered and by the time Halliday (1985) published “An Introduction to Functional Grammar” (IFG henceforth), the mental process categories instead consisted of three subtypes: (i) mental cognition processes; (ii) mental affection processes; and (iii) mental perception processes. Nonetheless, since then, amendments have again been made to the category of mental processes and, currently, there are four types, otherwise labelled as follows: (i) mental cognitive processes (e.g. *think, believe*); (ii) mental emotive processes (e.g. *like, fear*); (iii) mental perceptive processes (e.g. *see, hear*); and (iv) mental desiderative processes (e.g. *want, hope for*) (Halliday & Matthiessen, 1999, p. 138, 2004, p. 208; 2014, p. 256). According to Halliday and Matthiessen (1999, pp. 139-140; 2014, p. 256), each mental process subcategory may share similarities or, else, differ in relation to any one of a number of elements. For instance, all four types permit projection, which is defined as the potential to set up a separate clause that represents the linguistic content of another clause; in turn, the projected clause cannot appear on its own (Halliday & Matthiessen, 2014, p. 509). Nonetheless, differences emerge in terms of projection type when considering each of the mental process subcategories individually. Thus, whilst mental cognitive and mental desiderative types may bring ideas into existence, as in (25) and (26), mental emotive and mental perceptive types can only project pre-existing facts, as exemplified in (27) and (28) below.

- (25) <WJS>[...] but they were in Tulsa and we were in Dallas and I believe **that he and my husband spoke on the phone.**</WJS> (A-MT-110393-11)
- (26) <PAS>Did you want **him to do that?**</PAS> (A-MT-100393-06)
- (27) I regret **that he resigned in 1986** [...] (BNCWeb ABU W:biography)
- (28) No reply was received but the group later heard **that Bashir had been released.** (BNCWeb A03 W:pop_lore)

Although mental cognitive and mental desiderative processes both bring ideas into existence, they, nevertheless, differ in terms of the types of ideas that they create. In the former, an idea consists of information that may or may not be true. This idea (i.e. the content of one’s thoughts or beliefs) is projected in the form of either one or a number of other clauses that appears outside of the mental clause and may emerge as quoted (direct) or reported (indirect) thought. The latter, in turn, is established on the basis of whether the two clauses are independent, which if so, denotes quoted (direct) thought; alternatively, if the second clause is dependent on the first, the projection then corresponds to reported (indirect) thought (Egins, 2004,

p. 232). Desiderative processes, on the other hand, convey ideas denoting action that is yet to be carried out, hence the expression of desirability or lack thereof for it to occur (Halliday & Matthiessen, 1999, p. 140).

As evidenced, then, the concept of projection is crucial to understanding mental processes and is key when distinguishing them from other process types. Nonetheless, projection is not restricted to the mental category; in fact, it may also occur with verbal processes (see section 2.3.1.4 for a more in depth account), as in (29) below.

- (29) She **stated** that the suspect had come to the front door [...] (A-MT-090393-01)

Following on from the latter, Phenomenality (i.e. the potential to include macrophenomena or metaphenomena in the clause) is a second means by which to probe for a specific type of mental process. Macrophenomena refers to a *Phenomenon* denoting an act, as in (30), whilst metaphenomenon expresses a fact, as in (31) (Halliday, 1985, p. 108).

- (30) <PAS>Have you noticed **her doing that** in any other circumstances?</PAS> (A-MT-100393-07)
- (31) Afterwards I realised **that this idea was wrong**. (BNCWeb A0V W:pop_lore)

Whilst metaphenomena can be found in all four mental process types, macrophenomena can only be observed in two of the subtypes, namely emotive and perceptive.⁹

Directionality (i.e. the classification of verbs as belonging to the 'like' or the 'please' type) is another way in which the different mental process subtypes diverge. All four subcategories readily embrace the 'like' type verbs (e.g. *think*, *suppose* and *remember* for cognitive; *perceive*, *hear* and *see* for perceptive; *want*, *intend* and *decide* for desiderative; and *like*, *hate* and *enjoy* for emotive). The 'please' type, though, is largely restricted to emotive processes, with very few listed in the cognitive category alongside just one potential verb for both perceptive and desiderative types (Halliday & Matthiessen, 2014, p. 257). The distinction of 'like' type and 'please' type verbs emerges as a consequence of the fact that, unlike with material clauses, the passive voice, though not impossible, is rarely employed with mental clauses. Material processes may use the passive form by simply

⁹ Although mental emotive clauses permit macrophenomenal participants, they are, nevertheless, most commonly characteristic of mental perceptive clauses (Halliday & Matthiessen, 2014, p. 252).

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reversing the participant roles of *Actor* and *Goal*, whilst a mental clause instead, tends to maintain the active voice and replace the original verb with a substitute that conveys the same point or similar. The substitute is not necessarily a synonymous verb, but an alternative that may be used because it is considered part of a semantic pair. An example is given in (32a) and (32b).

- (32a) I hadn't **noticed** that [mental perception].
(32b) That hadn't **struck** me [mental perception].

In the above examples, the verbs *notice* and *strike* are not synonymous; nonetheless, both clauses convey the same meaning and preserve the active voice. This serves to show, then, how the process of sensing can be construed from two different angles (ibid, p. 246).

A fourth aspect of mental processes is referred to as Gradability, which concerns the potential for the process to be graded on a grammatical or lexical scale. Once again, this is most typical of mental emotive clauses, as illustrated in (33a) and (33b) below.

- (33a) <PAS>Do you **like** him?</PAS> (A-MT-110393-13)
(33b) <DAN>Do you **love** him?</DAN> (A-MT-120393-14)

Gradability is also enabled with mental cognitive and mental desiderative types, but not with those in the mental perceptive subcategory (ibid, p. 256).

Potentiality is another characteristic of mental processes and involves the inclusion of "can" to indicate ability or potential), as in (34) below.

- (34) <DAN>[...] You **can see** his face. [...]</DAN> (A-MT-120393-16)

Lastly, metaphorical modality can assist with distinguishing between mental process subtypes. Metaphorical modality refers to whether or not reference to notions such as possibility, probability, obligation and stance are viable. Interestingly, in Halliday and Matthiessen (1999, p. 141), they assert that metaphorical modality cannot occur with processes pertaining to the mental emotive or perceptive subcategories. However, in Halliday and Matthiessen (2014, p. 256), this argument appears to alter given that they evidence the specific type of modality that corresponds to each individual subtype. To explain, evidential modality, which concerns "the reasoning processes that lead to a proposition" (Cornillie 2009, p. 47), can be used with mental perceptive clauses, as in (35a). Modalisation, as it is termed by Halliday and Matthiessen (ibid), although also commonly referred to as epistemic

modality and understood as the evaluation of how likely something is to be the case or occur (cf. Bybee et al. 1994; Cornillie, 2009; Palmer 1986), is applicable to mental cognitive clauses, as in (35b). Modulation, otherwise termed deontic modality (cf. Palmer, 1979; von Wright, 1951) and defined as denoting permission, inclination or obligation (van Linden & Verstraete, 2011, p. 151), is used with the mental desiderative subcategory, as in (35c); and, lastly, appraisals may be employed with mental emotive clauses, as in (35d).

- (35a) <PAS>Then let me ask you this: When you are talking about pigmentation, you're talking about ... **I heard** you use the words some brown and a reddish-yellow hue?</PAS> (A-MT-110393-13)
- (35b) <DAN>Judge, prior to this question being asked, I want to let my objection be known in advance and **I think** that it's grounds for a mistrial.</DAN> (A-MT-110393-10)
- (35c) <OGK>[...] The gentleman said that **he would like** to do some yard work [...]</PAS> (A-MT-090393-01)
- (35d) **I hate** that I cause her so much pain. (BNCWeb HUA W:fict:prose)

This brings the description of the different criteria to distinguish between mental process subtypes to a close. Nonetheless, there are additional aspects we shall now consider that distinguish mental processes from other principal process categories (Halliday, 1985, p. 102). For instance, mental processes differ from material processes in a number of ways. First and foremost, their participant configuration alters, which occurs as a result of the fact that the most basic probes used for material processes cannot be used in conjunction with mental process verbs. As outlined above, a *Goal* is located by asking “What did X do to Y?” in a transitive clause, as in (36) or “What happened?” in an intransitive clause, as in (37).

- (36) He opened [material process] **the door** [*Goal*]. (A-MT-100393-06)
 Probe: What did X (he) do to Y (the *door*)?
 What X (he) did to Y (the *door*) was open it.
- (37) <PAS>[...] shortly after **this rape** [*Goal*] occurred [material process].</PAS> (A-MT-100393-04)
 Probe: What happened?
 What happened was that (this) rape occurred.

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If we now take a look at examples (38) through to (41) as instances of mental process types, it soon becomes clear that the aforementioned probes are not applicable because, firstly, no force (physical or non-physical) is exerted on an entity and, moreover, the clauses that denote the answers to the probe prove either grammatically incorrect or nonsensical.

- (38) <DAN>And you had **expected** [mental cognitive process] [...] the person that had been identified to you as <<NDFT>>, didn't you?</DAN> (A-MT-100393-07)
Probe: What did X (you) do to Y (the person)?
*What you did to the person was expect the person.
- (39) <A32>I do **like** [mental emotive process] him very much.</A32> (A-MT-120393-16)
Probe: What did X (I) do to Y (him)?
*What she did to him was like him very much.
- (40) <WVL>[...] Because when I **saw** [mental perceptive process] him, I thought of his mother [...]</WVL> (A-MT-110393-11)
Probe: What did X (you) do to Y (him)?
What I did to him was see him.
- (41) <PAS>Did he **want** [mental desiderative process] your \$3?</PAS> (A-MT-100393-06)
Probe: What did X (he) do to Y (your \$3)?
What he did to your \$3 was want it.

In addition to the abovementioned, mental clauses also differ from material (and other process types, as we shall see) with regards to their semantic role configuration; thus, unlike material processes, mental clauses, strictly speaking, require one of the participants to be human or human-like in the sense that they must be a conscious being who can think, feel, perceive or desire something. In any case, Halliday (1985, p. 108) does acknowledge that it is also possible to find instances of non-conscious entities that are, rather, endowed with consciousness (e.g. the whole house) or, otherwise, human collectives that are construed as a single conscious being (e.g. The British public) (Halliday & Matthiessen, 2014, p. 250). Thus, the participant that is, generally speaking, a conscious entity, is referred to as *Senser* and will often be placed in Subject position. The other participant role, which is rarely absent from a mental clause, is termed the *Phenomenon*. This denotes the element that is thought, felt, perceived or desired, and usually occupies the position of Direct Object. Both *Senser* and *Phenomenon* are said to be inherent in a mental clause, although they do not have to appear explicitly. The difference with material processes, then, lies with the fact that the only inherent participant is said to be an *Actor* and, therefore, a

distinction is established between one participant and two participant material clauses; this is not the case for mental clauses.

In relation to the pertinent semantic roles of a mental clause, we encounter yet another difference between mental and material processes. As we witnessed earlier, the semantic roles of a material clause will always reflect a thing and this is also a possibility for the role of *Phenomenon* within a mental clause, as illustrated in (42) below.

- (42) <ODS>I don't understand **your question**.</ODS> (A-MT-090393-03)

However, as inferred above, the *Phenomenon* of a mental clause may also denote an act (macrophenomena) or a fact (metaphenomena) (see examples (30) and (31) above). Facts are considered more abstract than acts or things in the sense that the former is viewed as semiotic in nature, whilst the latter as material phenomena. Acts are commonly found in mental perceptive clauses and are realised using non-finite clauses, in which a process with its corresponding participants and, often, circumstantial elements embody the *Phenomenon*, as in (43) (ibid, p. 251).

- (43) <ODS>[...] I saw **a guy working on a construction crew at 32nd and Peoria**</ODS> (A-MT-090393-03)

Acts have also been argued to appear in what has been termed the receptive variant of a mental perceptive clause, as in (44).

- (44) [...] when **gravid females** were seen **leaving the sloth and laying eggs** [...] (BNCWeb B76 W:non_ac:nat_science)

As illustrated, only the Subject of the non-finite clause (i.e. gravid females) represents the *Phenomenon* as opposed to the non-finite clause in its entirety (indicated in bold), which has, however, consequently led to the question of whether this type of *Phenomenon* is actually an act or, rather, an embedded relative clause (ibid).

As inferred, facts are considered semiotic phenomena and they are, unlike acts, typically realised by a finite clause, as in (45).

- (45) <DAZ>[...] And that's when we discovered **that we made that transition from science to art**. [...]</DAZ> (A-MT-120393-16)

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Given that facts are semiotic, it stands to reason that they will not appear as participants of a material clause. Nonetheless, Halliday and Matthiessen (2014, p. 253) remark on how facts are not exclusive to mental clauses; rather, they may also be found in relational clauses (see section 2.3.1.3 for more details). In any case, both acts and facts alike are applicable to mental processes and not to material ones because they involve concepts that can be sensed and not things that either act upon something or find themselves acted upon (Halliday, 1985, p. 109).

Another final useful indication of how mental processes diverge from other process types, material ones included, is tense. Mental processes most commonly use the simple present tense as opposed to the present continuous. This does not mean, however, that either the mental category or, indeed, other process types, cannot be uttered in another tense; rather, it means that when this occurs, it is possible for the clause to carry a different interpretation (Halliday & Matthiessen, 2014, p. 254).

To conclude, then, mental clauses in the same way as material ones comprise a number of traits that make them unique to other process types and these can be summarised as follows:

1. They construe our inner experiences, i.e. our consciousness, which may only be realised transitively.
2. Mental process verbs may be placed into one of four categories that denote our thoughts (*cognitive*), our feelings (*emotive*), our perceptions (*perceptive*) or our desires (*desiderative*).
3. The four mental process types are distinguishable on the basis of:
 - a. Type of projection
 - b. Phenomenality
 - c. Directionality
 - d. Gradability
 - e. Metaphorical modality
4. There are two inherent participant roles, which are:
 - a. *Senser* (a conscious entity)
 - b. *Phenomenon* (a thing, an act or a fact)
5. The active voice is preferable over the passive voice and is made possible as a result of the potential for semantic word pairs.
6. The unmarked tense is the present simple.
7. They allow for the possibility to project one or more independent clauses that represent an idea.

2.3.1.3. Relational processes

The third of the three initial and major process types considered by Halliday (1967, 1985, 1994) and Halliday and Matthiessen (2004, 2014) in the TRANSITIVITY network is relational processes. Relational processes are less concerned with our inner and outer experience and, instead serve to establish a relationship between two entities (Halliday, 1994, p. 119), which can either characterise or identify one in relation to the other. Thus, relational processes have been subdivided into two subcategories (Halliday & Matthiessen, 2014, p. 262; Thompson, 2004, p. 96), namely relational attributive (also labelled relational ascriptive, cf. Halliday & Webster, 2014, p. 78) and relational identifying clauses (also termed relational equative) (cf. *ibid.*, p. 80). Unlike material processes, which reflect our doings and/or happenings, and mental processes, which are concerned with our thoughts, emotions, perceptions and desires, relational processes construe the experience of being and becoming (Halliday, 1985, p. 112), though not in relation to the idea of existence (Halliday & Matthiessen, 2014, p. 261) as will become clearer in section 2.3.1.6 Nonetheless, relational processes share common aspects with other process types, namely the material and mental categories.

Material clauses, as outlined above, construe change, which is also a prominent feature of relational clauses, although with the latter, no external force is needed to bring the change about. Thus, relational processes may denote “static location [...], static possession [...] and static quality” (*ibid.*, p. 260), each of which imply a change of state but one that has already occurred. If each of these three aspects were, as opposed to static, instead expressed dynamically, they would then be classified as material, as exemplified in (46b), (47b) and (48b) below.¹⁰

- (46a) She **is** in the dining room [static location].
- (46b) She **is walking** into the dining room [dynamic motion].
- (47a) She **has** a mahogany table [static possession].
- (47b) She **is getting** a mahogany table [dynamic transfer of possession].
- (48a) The bottle **is** empty [static quality].
- (48b) She **is emptying** the bottle [dynamic change of quality].

¹⁰ Examples (46), (47) and (48) are taken from Halliday and Matthiessen (2014, p. 260).

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Relational processes are also considered, in many ways, somewhat similar to the mental process category in the sense that both serve to represent temporal states, as evidenced in (49) and (50).

- (49a) She is exceptionally good company when she **is** [relational process] happy (BNCWeb CRS W:ac:polit_law_edu).
- (49b) [...] it's important phoning her, you know, she **feels** [mental process] happy every time when she, you know, spoken to you (BNCWeb KPY S:Conv).

As illustrated in the two aforementioned examples, both adopt the simple present tense and, moreover, the meaning is practically identical; in fact, what appears to differentiate the two is essentially the clause verb pattern that is used in each. Furthermore, as with the participant role of *Phenomenon* in mental clauses, either of the two inherent participants in a relational clause may represent a thing, an act or a fact, thus making one question whether relational and mental processes are, in the end, so akin that a distinction proves somewhat futile. Halliday and Matthiessen (2014, p. 261), nonetheless, insist that there is more to relational processes than the expression of temporal states, the use of the simple present and the potential for semantic roles to take the form of a thing, an act or a fact. As such, they maintain that relational processes are a separate category in their own right and, as we are about to see, they give two key reasons for making such claims.

One way in which mental and relational clauses differ from one another relates to the features of participant roles in each type of clause. Whereas the *Senser*, an inherent participant of a mental clause, is required to be a conscious entity, this is not the case for the semantic roles of a relational clause (ibid). In addition, and as discussed above, mental clauses have the potential to project, thus enabling a new and separate clause to emerge in the form of, for instance, a 'that clause' or otherwise, through employing direct thoughts that are commonly inferred with the use of speech marks. According to Halliday and Matthiessen (ibid), the possibility to project, though not unique to mental processes, is not, however, available for relational clauses. That said, I would contest the latter and the reasons for doing so are, in fact, explained in section 2.4.1.3 below.

In view of the idea that relational clauses, then, are different from the two other process types described thus far, we now turn our attention back to the two main types of being. On the one hand, relational clauses can be classified as attributive and, if so, they include instances whereby the relationship between two entities involves one of those entities being assigned an attribute. This is illustrated in (50) below, where the Subject

(i.e. 'she') is ascribed the attributes 'intelligent', 'sensitive' and as having "an eye for...".

- (50) She **is** intelligent, sensitive, and **has** an eye for an elegant fabric. (BNCWeb CAL W:non_ac:polit_law_edu)

The other subcategory of relational clauses comprises those cases whereby one of the two entities is given an identity, hence the label *relational identifying* clauses. These differ to relational attributive clauses in the sense that, rather than making reference to class membership, what instead is inferred is a unique identity (Halliday & Matthiessen, 2014, p. 263), as revealed in (51).

- (51) John **is** the author of numerous scientific articles and books [...] (BNCWeb KRH S:brdcast:discussn)

Common to both relational attributive and relational identifying clauses is the involvement of two inherent participants, which in the former are known as *Carrier* and *Attribute*, whilst in the latter are termed *Identifier* (the element that does the identifying) and *Identified* (the element that is identified) (Halliday, 1967, p. 224). There is, however, alternative terminology used in SFG to refer to the participants of a relational identifying clause, to include *Token* (i.e. the element being defined, thus consisting of the name) and *Value* (i.e. the element which defines an entity, thus giving another entity an identity) (Egins, 2004, p. 242). These labels are indicated in Tables 2 and 3 below alongside examples for clarification.

(52)	I	am	the doctor
	Identified	Process (Rel: Ident)	Identifier
	Token		Value

Table 2. Participants in a relational clause (i)

Token and *Value* are not always easily distinguishable (Halliday & Matthiessen, 2014, p. 284), but one way of decoding them in a clause is by seeing whether the active or passive voice is being used. If the active voice is adopted, as in (52) above, the Subject of the clause will always be *Token*; if the clause is expressed using the passive voice, the Subject, by default, is *Value*. However, given that many relational identifying clauses consist of the verb *be* as process, which has no passive form, the recommendation is to replace the verb *be* with an alternative that provides the same meaning, as in (53) below and, then, determine which voice is present (ibid, p. 280).

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(53)	The doctor	is (represented by)	me
	Identified	Process (Rel: Ident)	Identifier
	Value		Token

Table 3. Participants in a relational clause (ii)

Aside from the inclusion of two integral participants, then, both relational attributive and relational identifying clauses consist of three further subcategories, which Halliday (1985, p. 112; 1994, p. 119) termed as follows: (i) relational intensive; (ii) relational possessive; and (iii) relational circumstantial. Each shall now be considered in conjunction with their corresponding categories, before drawing on the fundamental differences between attributive and identifying clauses, and mention will be made of the criteria used to determine if a clause pertains to one type or another.

Relational intensive clauses, whether attributive or identifying, comprise the structure of X is Y (Halliday 1994, p. 119) and are clauses that, as a general rule, employ the verb *be*. A range of other verbs are permitted (e.g. *seem*, *sound*, *measure*, *feature*, *illustrate*) in this process category and the verb elected is largely dependent on whether the clause is attributive or identifying as a result of the fact that each has its own criteria selection. In relational intensive identifying clauses, for instance, both participant entities are nominal groups. This, however, is not the case with relational attributive clauses, consisting of a *Carrier* (a nominal group) and an *Attribute*, which may or may not be a nominal group. If the *Attribute* is not a nominal group, it instead takes the form of an Epithet (i.e. an adjective phrase that expresses a quality or attribute to characterise another entity), which means that certain verbs will be ungrammatical in one of the two subcategories, as evidenced in (54b)¹¹ below.

(54a) <JYO>Does that include **doughnuts**?</JYO> (A-MT-090393-03)

(54b) *Does that include **generous**?

Halliday and Matthiessen (2014, p. 267) note that there are several aspects of relational intensive attributive clauses that make it possible to distinguish them from relational intensive identifying ones. Firstly, when the participant role *Attribute*, pertaining to the former, is a noun, it is typically indefinite, as in (55) or otherwise, an adjective is used, as in (56).

(55) <ORH>This is **a photo** that I took of a doorway [...]</ORH> (A-MT-090393-02)

¹¹ An asterisk is used with invented examples, such as (54b), when the clause becomes ungrammatical if altered.

- (56) <OCC>[...] And as I said, the paper is quite **large**.</OCC> (A-MT-100393-05)

Relational intensive identifying clauses, on the other hand, most typically involve a definite nominal group, expressed using either a specific determiner, as in (57a), a proper noun, as in (57b) or a personal pronoun, as in (57c).

- (57a) <PJC>Well this is **the** front door here [...]</PJC> (A-MT-100393-06)
 (57b) The author was **John Hull** [...] (BNCWeb ADL W:non_ac:polit_law_edu)
 (57c) It was **him** who had been doing it (BNCWeb B24 W:non_ac:soc_science)

Relational identifying clauses, Halliday and Matthiessen assert, can never denote an *Attribute* due to the fact that neither a proper noun nor a pronoun can construe classes (ibid, p. 268). In addition, when both semantic roles of a relational intensive attributive clause are nominal and there is not an adjective pre-modifying the *Attribute*, the process (i.e. verb) is typically followed by a preposition, thus making the *Attribute* closely resemble a circumstance (see section 2.3.1.7 for details), as in (58).¹²

- (58) The boy grew **into** a man with blue eyes [...] (BNCWeb FRU W:fict:prose)

Another feature of relational intensive clauses concerns, as with other process types, the use of probes, which with those classed as attributive include being able to ask: *what is X? how does X seem? and what is X like?* These differ to relational intensive identifying clauses, which instead employ the probes *which?, who? or which/who ... as?* (Halliday & Matthiessen, 2014, p. 278).

Last, but not least, Halliday and Matthiessen (ibid, p. 268) insist that relational intensive attributive clauses do not allow for passive forms; as such, it is not possible for the participants in an attributive clause to be switched and have the clause remain intelligible. Relational intensive identifying clauses, on the other hand, do permit roles to be reversed in the clause, although with two exceptions. When the neutral verb *be* or the

¹² In brief, circumstances are considered an extension of the clause and, thus, also optional as opposed to inherent elements. The different types of circumstance will be dealt with in more detail in section 2.3.1.7.

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phased verbs *become* and *remain* are used in an identifying clause, no receptive form is acceptable, as exemplified in (59b).

- (59a) <PAS>[...] on the following Monday in June, he **became** the head detective on this particular case. [...]</PAS> (A-MT-093093-01)
- (59b) *[...] on the following Monday in June, the head detective on this particular case **was became** by him. [...]

The second exception refers to those clauses in which the process is followed by a preposition (ibid, p. 278) and, thus, a reversal of semantic roles would also make the clause nonsensical, as in (60b) below.

- (60a) the oils [...] also **act as** a preservative against infection (BNCWeb A0A W:misc)
- (60b) *a preservative against infection [...] also **act as** the oils

Whilst both (59a) and (60a) are perfectly coherent, then, examples (59b) and (60b) illustrate that it is not possible to reverse the order of the semantic roles in the clause and maintain a grammatically correct utterance.

As detailed above, relational intensive attributive clauses may involve participants denoting two nominal groups or otherwise, include a nominal group with Epithet as Head. This leads us to one of three aspects that have been highlighted in relation to this process type, which is whether the *Attribute* is denoted by an entity (nominal groups) or a quality (nominal group with Epithet as Head). In addition, Halliday and Matthiessen (2014, p. 271) affirm that the process in a relational intensive attributive clause can be either neutral (i.e. with no specific reference to the process of unfolding) or phased (i.e. with specific reference to the process of unfolding, be it to express that something is about to occur, is already occurring or is a finished occurrence). The third aspect they remark upon concerns the domain of attribution and whether it is classed as either material or semiotic. In the case of the former, the *Attribute* embodies our outer experience and, thus, strongly resembles the process of a material clause. In fact, the *Attribute* is commonly formed using the participle of a material process verb (ibid, p. 276), as exemplified in (61a), but is, nevertheless, argued to be relational as a result of tense, which if material, would instead adopt the past continuous, as in (61b).¹³ One may argue that the interpretation in both of the examples below is rather ambiguous and, as such, it is something

¹³ Examples (61a), (61b) and (62) are taken from Halliday and Matthiessen (2014, pp. 273 and 276).

that I return to when describing the criteria for each process type in my outline of a revised TRANSITIVITY system (see Chapter 6).

- (61a) [...] our disk **was corrupted** when it arrived [...]
 (61b) [...] our disk **was being corrupted** when it arrived [...]

In a similar vein, those examples defined as comprising an *Attribute* that is semiotic in nature are argued to concern our inner experiences and, thus, seem very much like those processes pertaining to the mental process category. To explain, semiotic attributes may either denote one's emotions and attitudes, one's cognitions or beliefs, and the concepts of probability desideration and obligation (Halliday & Matthiessen, 2014, p. 273). Consequently, the *Attribute* in such clauses implies a quality of sensing and, moreover, may actually be realised using the present progressive form of a mental process, as in (62).

- (62) I'm sorry, it is **amazing** how effective this system is.

In line with the abovementioned, then, the *Attribute* of a relational intensive clause denoting a quality of sensing is, as with mental processes, also categorised according to whether it is of the 'like' type or 'please' type category of verbs. When corresponding to the 'like' group, the *Carrier* of a relational clause is considered the equivalent of *Senser* in a mental clause and the *Phenomenon* is, otherwise, realised in the form of a circumstantial element (i.e. *Cause* or *Matter*), as in (63).

- (63) She [*Carrier*] was **upset about the news** [*Circumstance: Matter*].

If, instead, the *Attribute* belongs to the 'please' set, the *Carrier* is deemed comparable to the *Phenomenon* of a mental clause and, thus, the *Senser* is akin to the circumstance labelled *Angle* (ibid), as illustrated in (64).

- (64) **It** [*Carrier*] sounds funny **to me** [*Circumstance: Angle*].

As acknowledged by Halliday and Matthiessen (2014, p. 274), there is clearly a fine line when differentiating between relational intensive attributive clauses and mental processes. In fact, at first glance, it would appear to be decided on the basis of the syntax of the clause. Nonetheless, four explicit criteria have been put forward in order to assist with making the distinction between them (ibid, p. 275) and include whether there is potential for modifying adverbs such as *so*, *very* or *too*, which can modify adjectives

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used to describe a noun, as in (65a), but are unable to modify verbs, as in (65b).

- (65a) Sarah was white-faced and **very** afraid. (BNCWeb GWC W:fict:prose)
(65b) *Sarah was white-faced and **very** feared.

A second aspect to aid differentiating between mental and relational clauses is concerned with “marked phase”. By this, Halliday and Matthiessen (2014, pp. 271-272) refer to the way in which the process unfolds, and establish two types of marked phase, namely *time phase* and *reality phase*, with both consisting of subcategories. Time phase may be *inceptive*, as in (66) or *durative*, as in (67).

- (66) <DGI>[...] then we would say we have made a match in that particular case and the frequency of that match then **becomes** important [...]</DGI> (A-MT-100393-05)
(67) That was the plan from the start and it **remains** the plan. (BNCWeb A08 W:fict:prose)

Reality phase, on the other hand, is classified as either *apparent*, as in (68), *perceptive*, as in (69) or *realised*, as in (70).

- (68) The tranquillity **seems** odd after the demonstrations, riots and arrests that beset Kenya last year. (BNCWeb ABE W:pop_lore)
(69) He's lost a lot of weight, but he **looks** very fit. (BNCWeb A57 W:newsp:brdsht_nat:report)
(70) The book **proved** very popular [...] (BNCWeb ASU W:misc)

All in all, if there is marked phase in the clause, then, the likelihood is that the process is relational; if, on the other hand, there is not, the clause would, instead, be considered mental. Tense is also thought to serve as an indicator of whether the clause is relational or mental, with the latter assigned to those cases where the process is realised in the present perfect, as in (71a), whilst the former occurs in the present tense, as in (71b).¹⁴

- (71a) He **is** frightened [relational attributive process].

¹⁴ Examples (71a) and (71b) are taken from Halliday and Matthiessen (2014, pp. 275).

(71b) **He has been frightened** [mental emotive process].

A final point made by Halliday and Matthiessen is that there are a number of subtypes, which, unlike their attributive counterpart, are specific to relational identifying clauses. These subtypes include those which serve to express any one of the following: (i) an equation; (ii) equivalence; (iii) role-play; (iv) naming; (v) definition; (vi) symbolisation; (vii) exemplification; and (viii) demonstration (2014, pp. 284-285).

Having outlined what constitutes a relational intensive attributive clause and touched upon the ways in which relational intensive identifying clauses differ from the former, we now complete the description of yet another element that is common to both types. This is the idea that both can assign, in the case of attributive clauses, an attribute and, in the case of identifying clauses, an identity. These are also referred to as causative relational processes (cf. Eggins, 2004, p. 248). In either type of relational clause, a third participant is permitted and, thus, assigned a new label. For relational intensive attributive clauses, the participant responsible for assigning another with an attribute is labelled as *Attributor* (or *Agent*) (ibid); for relational intensive identifying clauses, the label given is *Assigner* (Halliday & Matthiessen, 2014, p. 288). An example of each is provided below, which, as we shall see with the CG description, bear a close resemblance to the influential process category (see section 2.3.2.5).

(72) **It** [*Attributor*] makes me absolutely furious.

(73) **We** [*Assigner*] have named him the Redway Rapist (BNCWeb CS1 W:ac:soc_science).

Unsurprisingly, examples such as (72)¹⁵ and (73) have also been recognised as remarkably similar to material creative processes, whereby a change in state occurs because something is brought into existence. Nevertheless, Halliday and Matthiessen (2014, p. 289) argue that the circumstance *means* can be left out of a material creative clause, as in (74b), whilst it cannot be omitted from a relational intensive (assigning) clause, as in (75b).

(74a) I knew a guy who made a fortune **out of CB radio** [...] (BNCWeb HTL W:fict:prose).

(74b) I knew a guy who made a fortune

(75a) I can see I've made **a fool of myself** [...] (BNCWeb B20 W:fict:prose).

¹⁵ Example (72) is taken from Halliday and Matthiessen (2014, p. 288).

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(75b) *I can see I've made a fool

Furthermore, material creative clauses have the potential to use the passive/receptive voice; relational (assigning) clauses, such as (75), on the other hand, do not.

In addition to all of the abovementioned regarding relational intensive clauses across subcategories, relational attributive and relational identifying clauses also consist of two other subtypes, one of which denotes possession. Relational possessive clauses construe a relationship between two entities (e.g. X and Y) in which X owns Y (Halliday, 1994, p. 132). The realm of possession in relational possessive clauses is actually quite vast, though, and includes, for instance, the possession of body parts, as in (76), the possession of abstract concepts, as in (77), and the examples that refer to the idea of involvement, as in (78) (Halliday & Matthiessen, 2014, p. 295).

(76) <PAS>Did he **have** a moustache?</PAS> (A-MT-090393-03)

(77) <DAN>[...] you **have** no idea how long they've been there [...], correct?</DAN> (A-MT-090393-02)

(78) <PAS>[...] One of them was that she was a female officer and that this crime or number of crimes **involved** sexual things that might be hard for a young girl to talk about to a male policeman. [...]</PAS> (A-MT-090393-01)

The above three examples indicate that the relationship of possession is realised via the verbal group. This, however, is not always the case as it is also viable to construe the idea of ownership as a feature of the participant role in both relational attributive and relational identifying clauses alike. In both types, a possessive nominal group may be used to denote the possessor, as in (79) below.

(79) <DAN>[...] we discover that it was <<NPJC>>'s **fingerprint**?</DAN> (A-MT-090393-02)

Halliday and Matthiessen (2014, pp. 295-297) explain in their description of relational possessive clauses that the same clause can be considered as either relational attributive or relational identifying, thus leaving the distinction somewhat fuzzy between the two categories. However, it seems that one useful way in which the analysis of a clause can be determined is by probing for whether or not the relationship of possession expressed in the clause is reversible; if so, it is thus classed as a relational identifying possessive; if not, it is a relational attributive possessive.

We now turn to the other subtype of relational attributive and relational identifying clauses, otherwise referred to as relational circumstantial processes. These construe a circumstantial relationship based on, for instance, time, place, manner, cause, accompaniment, role, matter or angle (Halliday, 1994, p. 130; Halliday & Matthiessen, 2014, p. 290). For clarification, two examples, one attributive and one identifying clause, are given below.

- (80) <DAZ>[...] Why bother? All that testimony **is** about 3 hairs.
[...]</DAZ> (A-MT-120393-16) [relational attributive process]
- (81) <WJD>The time **is** 18:27 [...]</WJD> (A-MT-110393-10)
[relational identifying process]

As with relational possessive clauses and also evident in the two aforementioned examples, then, it is possible to express the circumstantial relation through one of the entities of the clause as opposed to through the process itself. When not part of the verbal process, the circumstantial element of a relational attributive clause is realised in the *Attribute*, usually taking the form of a prepositional phrase, as in (82) or an adverbial group, as in (83) (Halliday & Matthiessen, 2014, p. 290).

- (82) <DAN>[...] because <<RDLT>> **is from Oklahoma City**
[...]</DAN> (A-MT-100393-07)
- (83) <DCO>She even showed him things that he had touched
while he was **there**.</DCO> (A-MT-090393-01)

When the circumstance is reflected in the process itself, the *Attribute* in the clause is, instead, a nominal group, as in (84), which resembles the structure of a relational intensive attributive clause (i.e. nominal group + process + nominal group) (ibid, p. 291).

- (84) <DAZ>[...] Your testimony involved **a single 4-inch head hair?**</DAZ> (A-MT-100393-05)

With regard to relational identifying circumstantial clauses, we observe how, as with the attributive type, the circumstantial dimension may again occur as either a participant (i.e. *Token* or *Value*) or otherwise embodied in the verbal group. When taking the form of *Token* or *Value*, both participants may be nominal groups, although the former may also correspond to an adverbial group, as in (85), a prepositional phrase, as in (86) or an embedded clause, as in (87) (Halliday & Matthiessen, 2014, p. 292).

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- (85) <WDM>[...] I told <<NWJS>>, "**Today** is <<FDFT>>'s 29th birthday." [...]</WDM> (A-MT-120393-14)
- (86) The only way to minimise this lack is **by yet further skill-acquisition** [...] (BNCWeb AOM W:misc)
- (87) The main drawback of aluminium is that, **being a metal**, it [...] and so is more costly to heat [...] (BNCWeb ACY W:pop_lore)

When, instead, realised as the process element in the clause, Halliday and Matthiessen (2014, p. 293) argue that many instances will carry metaphorical meaning, inferring that one single verb in English can be used to encode the verb *be* with a circumstance. Thus, *resemble*, as illustrated in (88a), could instead have been expressed using the verb *be* + *like*, as in (88b).

- (88a) [...] and rub in the butter or margarine until the mixture **resembles** fine breadcrumbs. (BNCWeb ABB W:instructional)
- (88b) [...] and rub in the butter or margarine until the mixture **is like** fine breadcrumbs.

Although both relational attributive and relational identifying clauses share the common option of being realised verbally or as entities, there still remains a fundamental difference between the two categories. Regardless of whether they epitomise an intensive relationship or, otherwise denote possession or alternatively circumstantial information, only the latter has the potential to reverse the participant roles within the clause and maintain a logically coherent clause; the attributive clause is, invariably, irreversible.

This brings the discussion of relational processes to a close, although given the volume of facts and the amount of detail, a summary of the main aspects of the relational process category is now provided:

1. Relational clauses concern the notion of being and, essentially, denote a static relationship between two entities.
2. Relational clauses use the simple present tense.
3. Relational clauses may be attributive (assigned class membership) or identifying (assigned an identity) in nature.
4. Relational attributive clauses are at the same level of abstraction; relational identifying clauses are not.
5. Relational identifying clauses are reversible; relational attributive clauses are not.
6. Both attributive and identifying clauses comprise three subcategories, to include *intensive*, *possessive* and *circumstantial*.

7. Relational intensive clauses represent the structure X is Y; relational possessive clauses represent the structure X has Y; relational circumstantial clauses represent the structure X is (+ circumstantial element).
8. Each subtype of relational clause comprises two inherent participants: a *Carrier* and *Attribute* (relational attributive clauses) or a *Token* and *Value/Identifier* and *Identified* (relational identifying clauses).
9. Alongside the two inherent participants of a relational clause, there is room for a third semantic role, designed to either assign a quality (*Attributor* for an attributive clause) or identity (*Assigner* for an identifying clause) to another entity.
10. Relational intensive attributive clauses share a number of similarities with material and/or mental processes; nevertheless, they differ from the former with regard to tense and to the latter with regard to Phase and the potential for submodifiers.
11. Relational possessive and relational circumstantial processes may be expressed through the participants of a clause or otherwise through the process itself.

Aside from the three central process types outlined thus far, then, a further three additional process types have more recently been put forward, two of which did not exist initially (i.e. behavioural and existential processes) and one which was accounted for, although originally as part of the category of mental processes (i.e. verbal processes) (Halliday, 1967, p. 193). This more recent development gives each, at present, individual status as a process in their own right. All the same, they are still defined as minor process types due to the fact that each is positioned midway between any two of the major process types outlined above. What follows now, then, is a description of each minor process type.

2.3.1.4. Verbal processes

Verbal processes constitute verbal action (Eggins, 2004, p. 235) and, thus, refer to all instances of saying and, more broadly, “any kind of symbolic exchange of meaning” (Halliday, 1994, p. 140; Halliday & Matthiessen, 2014, p. 303). A clause comprising a verbal process has one inherent participant, labelled as *Sayer* (i.e. the one who is responsible for the utterance or communicative act). However, if the clause is expressed using the passive voice, it is not obligatory for explicit reference to be made to this participant. In general, the *Sayer* is typically human, although again, this is not a requirement. Thus, in (89) and (90), both bold words represent the

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Sayer of a verbal clause, although the *Sayer* in (89) is animate and in (90) it is not.

- (89) <JU1>You can ask her that question. If **she** says no, you're stuck with it.</JU1> (A-MT-120393-14)
- (90) <JU1>[...] I have received a notice. **It** says, we have made a decision in this case [...]</JU1> (A-MT-120393-16)

Along with the semantic role of *Sayer*, there are three additional participants that may or may not appear within a verbal process clause. These include the addressee, otherwise termed in the TRANSITIVITY network as *Receiver*, the *Verbiage* and the *Target* (Halliday & Matthiessen, 2014, p. 306; Martin et al., 1997, p. 108). The *Receiver* is defined as the participant to whom something is said. If the verbal clause is expressed using the passive voice, the *Receiver* will be placed in Subject position, as in (91):

- (91) <OBI>**I** was told that it was a rape in progress at that location [...]</OBI> (A-MT-120393-16)

The *Receiver* is also most often a nominal group that represents either an animate being, endowed with consciousness or, else, a collective group or institution. Depending on the verbal process, the nominal group may or may not occur with the preposition *to* (Halliday & Matthiessen, 2014, p. 306). A third semantic role that is possible with verbal processes is *Verbiage*, which corresponds to what is said and is subdivided into two types. On the one hand, it can refer to the content of what is said or, rather, the topic, as in (92). On the other hand, it can include instances that name a generic category, as in (93); a type of speech function (e.g. question, order or statement), as in (94); a language that is spoken, as in (95); or a lexicogrammatical category, as in (96) (Martin et al., 1997, p. 108).

- (92) <PAS>[...] Describe **your son**. How do you feel about your son? [...]</PAS> (A-MT-120393-16)
- (93) <PAS>[...] Now he told you that he wouldn't put witnesses on the stand that told exactly the same **story**. [...]</PAS> (A-MT-120393-16)
- (94) <JU1>Just wait, Doctor, if you would until he asks you a **question**.</JU1> (A-MT-100393-07)
- (95) A friend was speaking **Spanish** in a bus and someone told him to shut up because he was in England now. (BNCWeb K1P W:news_script)

- (96) <DGI>Well I don't think I used those **words**. [...]</DGI> (A-MT-100393-06)

The fourth semantic role that can form part of a verbal clause is termed *Target*, which is the entity that is verbally acted upon by the *Sayer* and, thus, the participant who finds him/herself evaluated or under scrutiny. As such, a *Target* can only be used in a certain type of verbal clause, i.e. those cases where some kind of evaluative or judgemental remark is made (Martin et al., 1997, p. 126) about someone, as in (97), or something (abstract or tangible), as in (98).

- (97) <WDM>My son did not commit this crime that **he's** been accused of.</WDM> (A-MT-100393-07)
- (98) However, Alistair Clark, [...] criticised **the decision** to allow banks [...] to charge for conveyancing. (BNCWeb A4K W:newsp: brdsht_nat:report)

Examples such as (97) and (98) are said to lie on the borderline of verbal processes as a consequence of being unable to project. In fact, Martin et al. (1997, p. 126) acknowledge that these clauses and any equivalent alternatives could just as easily pertain to the category of behavioural processes (see section 2.3.1.5) in view of the fact that they edge towards the material end of the TRANSITIVITY cline. It is important to point out that, in clauses in which the verbal process occurs alongside a direct quotation that is aimed at the addressee (Halliday & Matthiessen, 2014, p. 307), as in (99), the *Target* is instead classed as *Receiver*.

- (99) "I'm sure you will, my dear!" he praised **her**. (BNCWeb ABW W:fict:prose)

Verbal processes, then, are said to be frequently employed in a wide range of discourse contexts (Halliday & Matthiessen, 2014, p. 302) (e.g. in narratives, in newspaper articles, on the radio, in academic articles and in courtroom language, to name but a few). This is the result of the fact that in such linguistic settings it is not uncommon to find utterances attributed to a third party, either occurring as reported speech or as direct quotations. In either instance, reports and quotes form the basis of a projected clause (also called a clause complex), which as discussed in Section 2.3.1.2 on mental processes, is also an option available to verbal process clauses. The difference arises because one of the participants in a mental process must be endowed with consciousness, whereas this is not so for verbal clauses. In the latter category, both animate and non-animate entities are valid as

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long as they have the capacity to “put out a signal” (ibid, p. 304). According to Halliday and Matthiessen (ibid), a verbal clause complex can be realised using (i) a finite clause, which is referred to as a proposition, exemplified in (100); (ii) a non-finite clause, as in (101); or (iii) or a modulated finite clause, as in (102) with both (ii) and (iii) termed a proposal.

- (100) <OGK>[...] I asked her if **she meant** somebody who had acne and there were bumps there [...]</OGK> (A-MT-090393-01)
- (101) <DCO>[...] So they asked him **to stand up** [...]</DCO> (A-MT-090393-01)
- (102) <PAS>[...] You've indicated that you have ... that you told him that **he could go out** [...]</PAS> (A-MT-110393-10)

A final point worth making in conjunction with verbal processes, as with those process categories detailed thus far, concerns tense. Verbal process clauses may adopt both the present simple tense, typical of relational processes, as well as the present continuous tense, more characteristic of material processes. The general rule of thumb is that when the *Sayer* embodies human features, either tense is considered appropriate; however, when a non-conscious entity performs the role of *Sayer*, the simple present tense is normally favoured.

All in all, verbal clauses may appear to be, on the surface, a fairly straightforward category to comprehend. Nonetheless, they are not without their complications and, in fact, overlaps arise with mental, relational, material and behavioural process categories. Doubts, for instance, over classification can emerge regarding those ‘saying’ verbs that are evaluative (e.g. *condone* or *excuse*) when consisting of an embedded fact clause. According to Martin et al. (1997, p. 126), though, a decision can be reached regarding which TRANSITIVITY category is most applicable on the basis of whether a *Receiver* is possible or not. When, for instance, an embedded fact clause is included in the main clause, as in (103), a *Receiver* role is not feasible and, thus, the clause cannot be verbal. Without the potential for a *Receiver* role, verbs are instead considered to be mental processes.

- (103) I forgave **the fact that he was merely paraphrasing my final sentence** (BNCWeb FAJ W:fict:prose)

There is also a degree of cross over between verbal and relational clauses in the sense that many verbs are warranted in either process set. Nonetheless, the same probe used to determine whether a clause is mental or verbal can be used to test for relational vs. verbal clauses, given that, as

with mental clauses, whereas the former forbid the occurrence of a *Receiver*, the latter generally admit one (Fontaine, 2013, p. 89; Martin et al., 1997, p. 127). Lastly, a number of verbs denoting verbal action are not listed as verbal processes; rather, they are included in the behavioural category (e.g. *talk*, *gossip*, *chat*). This, however, is the result of distinguishing between those communicative verbs that can project and those that cannot, assigning only the former to the verbal category and the latter to the behavioural set of processes (Fontaine, 2013, p. 90). Thus, the fundamental difference between the two is a question of whether projection is or is not enabled.-

To conclude with a recapitulation of the verbal process category, we can summarise this group of processes as follows:

1. Verbal processes denote any instance in which meaning is verbally exchanged.
2. Verbal clauses consist of one inherent participant, otherwise termed the *Sayer*, although they can cater for three additional semantic roles, namely a *Receiver*, a *Verbiage* and a *Target*.
3. Verbal clauses are able to project (except those consisting of a *Target*), using either reported speech or directly quoting the words uttered by another entity.
4. Verbal processes may adopt both the present simple or the present continuous tense.
5. Verbal clauses are regarded as representing a minor set of processes within the TRANSITIVITY network in view of the fact that they possess characteristics typical of all three major process types.

2.3.1.5. Behavioural processes

A second minor process type that was, again, elaborated at a later stage than the three main process categories, has been labelled behavioural. This category is, perhaps, the most problematic and ill-defined of all the transitivity process types to date because, as Halliday and Matthiessen (2014, p. 301) acknowledge, “they have no clearly defined characteristics of their own” and, thus, “the boundaries of behavioural processes are indeterminate”. Nonetheless, they remain as a process in their own right within the TRANSITIVITY network and, as such, have been defined as those verbs that convey “the acting out of processes of consciousness and physiological states” (Halliday, 1994, p. 107), such as those illustrated in (104) and (105):

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- (104) <WDM>[...] We took several pictures of my hairstyle afternoon. You know, we **laughed** [...]</WDM> (A-MT-120393-14)
- (105) <WEC>[...] so we **chatted** and nothing ever came up of this. </WEC> (A-MT-090393-01)

Examples such as (104) are classed as behavioural because they are considered to reflect an outward expression of a mental state (i.e. happiness). Example (105), on the other hand, is slightly different as it denotes communication, which immediately raises the question of why it is not a member of the verbal process category. As suggested above, though, those 'saying' verbs that lack the ability to project are instead placed in the behavioural category because they fail to adequately fulfil the criteria of verbal processes (i.e. the potential to project a separate clause). Moreover, they are perhaps also considered an external sign of our body functioning (i.e. the combined workings of the lungs, the vocal folds within the larynx and the articulators that lead to the production of audible sound).

As well as sharing common features of mental and verbal processes, behavioural clauses also closely resemble material ones in the sense that the process is strikingly similar to one of 'doing' (Halliday & Matthiessen, 2014, p. 301), although behavioural clauses rarely extend to another entity (Eggins, 2004, p. 233). As with material clauses, behavioural processes also consist of one integral participant, labelled the *Behaver*, who is usually a conscious entity. Although a second participant, namely *Behaviour* (i.e. a restatement of the process and, thus, similar to the *Scope* of a material process) or *Phenomenon* (any entity that does not reiterate the process) (ibid, p. 234), may appear in a behavioural clause, most frequently, their realisation consists of solely a *Behaver* and the process itself, as illustrated in (106):

- (106) <PAS>**Was she crying?**</PAS> (A-MT-090393-01)

With regard to tense, a behavioural clause again is similar to a material process as it also generally adopts the present continuous (Halliday & Matthiessen, 2014, p. 301). The present simple is also possible, but far less common and, as opposed to referring to routine behaviours, it is instead used when denoting instances that do not alter the meaning of the clause from their present continuous tense equivalent.

Finally, and as with the other transitivity processes, there are probes that can be employed for the purposes of determining whether a clause contains a behavioural process as opposed to, for instance, a verbal, a mental or material one. According to Fontaine (2013, p. 90), the first

question one must pose is whether the clause specifies an activity and, if so, whether the activity is, then, associated with verbal or mental qualities. If it is, she argues that it cannot be material. The final test, though, is to check whether the clause is able to project; only if this is impossible may the clause be classed as behavioural. Although unable to project, Halliday (1994, p. 139) remarks that the use of direct speech can, nevertheless, result in a behavioural process representing the 'saying' process itself, as in (107).¹⁶

(107) "Kiss me!" she **breathed**.

Examples such as (107) are problematic in that they involve a metaphorical sense as opposed to a literal meaning. Evidently, humans do not breathe words; rather, we utter them and, thus, *breathe* in the above example should, in my view, be reconsidered (see section 2.4).

Of all the process types in the TRANSITIVITY system, then, behavioural clauses are evidently one of the types described with the most minimal amount of detail and, as such, may be summarised as follows:

1. Behavioural processes construe physiological and psychological behaviours in humans.
2. Behavioural processes consist of one inherent participant, termed the *Behaver* and have the potential for a second semantic role, namely the *Behaviour* or *Phenomenon*.
3. Behavioural processes typically adopt the present continuous tense.
4. Behavioural processes closely resemble three other process types (i.e. material, mental and verbal clauses).
5. Behavioural processes cannot project.

As evidenced, this category also proves difficult to comprehend due to the lack of a more specific set of criteria that make this category unique. According to Thompson (2004, p. 110), behavioural processes serve as one means by which to highlight the inevitable fuzziness of the TRANSITIVITY network. As such, behavioural clauses will be given some attention in section 2.4 where it is my intention to provide a critique of the TRANSITIVITY network as a whole on the basis of the description given here and, subsequently, attempt to resolve potential problematic areas or ambiguities.

¹⁶ Example (107) is taken from Halliday (1994, p. 139).

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2.3.1.6. Existential processes

The last of the process types is the existential category, which has been defined as including verbs that represent the existence or happening of something (Halliday 1985, p. 130). These clauses are also considered a minor category in view of the fact that they lie at the border of two major types (ibid, p. 309), namely material (i.e. reference to happenings) and relational clauses (i.e. the close link between the notions of being and existing). Furthermore, they are thought to be somewhat rare across discourse with perhaps the exception of texts such as narratives in which they serve to introduce or present a new topic (Halliday & Matthiessen, 2014, p. 308; Thompson, 2004, p. 12), as shown in (108).

- (108) <JU1>[...] **There is** an oath that you take to try the case and this oath will essentially contain nothing different than what we've previously discussed [...]</JU1> (A-MT-090393-01)

A fundamental characteristic of existential clauses is the appearance of the proform *there*, with its presence required as an interpersonal Subject (Halliday & Matthiessen, 2014, p. 308). That is not to infer that *there* reflects a semantic role, as it does not, nor does it function as a circumstance (see section 2.3.1.7 below) in the clause, evidenced by the fact that it cannot be probed nor theme-predicted (ibid). In addition, the existential process of a clause is often realised with the verb *be*, although other alternatives are available (e.g. *remain, come about, ensue*).

Existential processes consist of only one participant referred to as the *Existent*; this may be a person, an object, an action, an event, an institution or an abstraction (Halliday, 1994, p. 142). As with all of the process types, existential clauses may, however, also adopt one of a range of circumstances, which, in fact, if placed in Theme position, can mean that the interpersonal Subject *there* is eliminated from the clause (Halliday & Matthiessen, 2014, p. 309), as in (109).

- (109) Behind it on the wall (there) hangs a painting by Robert Colquhoun [...]. (BNCWeb F9U W:biography)

Although not strictly classed as existential clauses, at this stage it is worthwhile touching upon a set of processes that Halliday and Matthiessen (ibid) make reference to and call "a special category of processes". These are labelled as meteorological processes, which occur somewhere between existential and material clauses and are used to experientially describe the weather, as illustrated in (110):

- (110) <DLT>**It was windy** and we all had a little difficulty.
[...]</DLT> (A-MT-100393-07)

As with *there* in existential clauses, *it* in the above example serves exactly the same purpose (i.e. as an interpersonal Subject). Examples similar to (110) are also, essentially, equivalent to, as we shall see at a later stage, the category of environmental processes identified by Neale (2002, p. 171) in the CG TRANSITIVITY network.

This brings the explanation of all six process types (or arguably seven, if one considers the latter to be an independent category) to a close, leaving a description of what is thought to be the more peripheral element (i.e. the circumstance) of a clause to be explored. Before embarking on this, though, we shall briefly summarise the main facets of existential processes, which include:

1. Existential processes concern the representation of existing or happening.
2. Existential processes typically include an existential *there*, which serves as interpersonal Subject in the clause.
3. Existential processes consist of one integral participant, the *Existent*.
4. Existential processes may occur with a range of circumstance categories.

2.3.1.7. Circumstances

Circumstances in SFG, unlike process types and their corresponding participants, are regarded as non-central elements of a clause because they are optional constituents that can simply provide additional meaning to the utterance (Fontaine, 2013, p. 79). A circumstance has also been defined as an indirect participant (Halliday, 1994, p. 150; Halliday & Matthiessen, 2014, p. 312) that serves to describe the process in terms of, for instance, where, when, how and why something occurs or is, and so on and so forth (Thompson, 2004, p. 109). There are four main categories of circumstance, namely: (i) *Expansion: enhancing*; (ii) *Expansion: extending*; (iii) *Expansion: elaborating*; and (iv) *Projection*; each comprises their own set of subcategories that mean a total of nine circumstantial options are available (cf. Halliday & Matthiessen, 2014, pp. 313-314). All types are deemed applicable to any of the transitivity processes outlined above and, as such, each of them is now listed below along with its pertinent subclasses, relevant probes and examples.

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The first of the circumstance categories encompasses those items that come under the heading *Expansion: enhancing* and includes the following subcategories: (i) *Extent*; (ii) *Location*; (iii) *Manner*; (iv) *Cause*; and (v) *Contingency*. Within each of the aforementioned are a number of additional subtypes, which aid to clarify what constitutes the five abovementioned circumstance types. Firstly, *Extent* accounts for references to measurable amounts, in terms of either *distance*, as in example (111), *duration*, as in (112), or *frequency*, as in (113).

- (111) We had travelled **over 12,000 miles** to see him [...] (BNCWeb A0P W:biography)
(112) <OGK>[...] I was with her at the hospital **for several hours**. [...]</OGK> (A-MT-090393-01)
(113) <JU1>He's done that **15 times**.</JU1> (A-MT-100393-06)

As with process types, there are also potential probes that may be used in order to establish whether the circumstance in question is of one type or another. In the case of (111), in which the circumstantial element denotes the distance covered, it is possible to ask the question *how far?* That said, as Halliday and Matthiessen (2014, p. 315) acknowledge, the probe concerns the area over which X is distributed and not the distance in terms of how near or how far X is, otherwise categorised as part of the second subcategory, *Location*. In example (112), the probe is *how long for?* and in examples similar to (113), we may ask *how many times?* or *how often?*

The circumstance of *Location* is subdivided into those cases where reference is made to a place (i.e. spatial location) and those in which the focus is on time (i.e. temporal location). The former provides an indication of where in the world, for instance, something takes place, as in (114), and is thus ascertained by asking *where?* Meanwhile, the latter denotes a point in time that something occurs, as in (115), and involves the simple probe of asking *when?*

- (114) <PAS>Okay. You saw him **here in Tulsa** in September?</PAS> (A-MT-100393-07)
(115) <PAS>Okay. You saw him here in Tulsa **in September?**</PAS> (A-MT-100393-07)

The third option forming part of the *Expansion: enhancing* category is termed circumstances of *Manner*, and comprises four subtypes: (i) *means*; (ii) *quality*; (iii) *comparison*; and (iv) *degree*. The former refers to the means by which something takes place, as in (116).

- (116) They travelled to Chicago **by train** (BNCWeb AOU W:fict:prose)

However, as Halliday and Matthiessen (2014, pp. 318-319) remark that, in addition to including more general expressions to indicate how something happens, as in (116) above, the subcategory *means* can also comprise linguistic references to agency and instrumentality, as in (117).

- (117) <ORH>[...] as I vacuumed the floor **with a special vacuum**.</ORH> (A-MT-100393-07)

The circumstance in example (117) closely resembles a participant role in view of the fact that one could interpret the clause as meaning “a special vacuum vacuumed the floor”, with *a special vacuum*, then, assuming the role of *Actor* in a material clause. Nonetheless, to ascertain whether a *special vacuum* in the aforementioned example, and others of a similar nature, does denote a participant role or, alternatively, a circumstance, one must uncover whether or not a passive by-phrase can or cannot be changed in the corresponding active voice; if it cannot, it is labelled as a participant given that this would imply the element in question is inherent as opposed to optional (ibid, p. 319).

Quality, another subtype of *Manner* circumstances, denotes the way in which something is realised, as in (118).

- (118) <WJD>I would answer it **this way**: [...]</WJD> (A-MT-110393-10)

Meanwhile, the subcategory *comparison* includes lexis that invokes a comparison, as in (119) and *degree* is defined as the extent to which, for instance, something is or is thought, or is carried out, as in (120) (Halliday & Matthiessen, 2014, p. 313).¹⁷

- (119) <PAS>His hair was cut **differently**; is that correct?</PAS> (A-MT-100393-07)
 (120) <A32>I do like him **very much**.</A32> (A-MT-110393-13)

¹⁷ *Degree* resembles mood adjuncts. However, these can be distinguished by defining *degree* (as a circumstance) as “construing the extent to which the process is actualised” through “lexical grading”, whilst mood adjuncts reflect “other types of assessment, i.e. polarity” (Halliday & Matthiessen, 2014, p. 320).

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According to Halliday and Matthiessen (2014, p. 313), the same probe can be used across two subcategories of *Manner*, namely *means* and *quality*, which can be determined by asking *how?* and, simultaneously, can expect the response to entail *thus*. For the *comparison* type, the question is *what like?*, whilst for *degree*, *how much?* is proposed (i.e. to what degree or extent?) (ibid).

The fourth type pertaining to the *Expansion: enhancing* set of circumstances is *Cause*, involving three subtypes labelled as: (i) *reason*; (ii) *purpose*; and (iii) *behalf*. *Reason* contemplates cases that explain the cause for something and, thus, can be probed by asking *why?*, as in (121). *Purpose* is focused on what specific purpose something serves and is probed with the question *what for?*, as in (122). Last, but not least, *behalf* is concerned with who something is done for, hence the probe *who for?*, as in (123).

- (121) <DAN>[...] And you recall back in your mind in October of 1991, <<NA18>> resigned **because of the outrage of this community** [...]</DAN> (A-MT-120393-16)
- (122) <DAZ>Doctor, then did you make a determination **for the purpose of your report** [...]</DAZ> (A-MT-100393-06)
- (123) <JU1><<MDAZ>> will proceed first, closing arguments **on behalf of the defendant.**</JU1> (A-MT-120393-16)

Contingency is the last of the circumstance subcategories belonging to the *Expansion: enhancing* group and, as with the aforementioned, has three different types: (i) *condition*; (ii) *concession*; and (iii) *default* (Halliday & Matthiessen, 2014, p. 313). All three subtypes are closely related in that they convey a general idea of addressing the question *under what circumstances does X do, feel, behave?* and so on. *Condition* specifically refers to the conditions needed for something to be or occur, as in (124). Thus, it is probed by asking *under what conditions?* *Concession*, on the other hand, “construes frustrated cause” (Halliday & Matthiessen, 2014, p. 323), and answers the question of *despite what?*, as in (125); lastly, *default* denotes instances that reflect “negative condition” (ibid), thereby probed with questions such as *under what negative conditions?* (Fontaine, 2013, p. 80) or *unless what?*, as in (126).

- (124) Try to think systematically about your actions **in the event of a launch failure.** (BNCWeb A0H W:misc)
- (125) [...] I was quite startled, **in spite of Sir Robert’s warning.** (BNCWeb A3A W:newsp:brdsh_t_nat:editorial)
- (126) <PAS>**Unless** he was there.</PAS> (A-MT-110393-09)

We now turn to consider the second group of circumstances, placed under the category *Expansion: extending*, concerned with the type otherwise termed as *Accompaniment*. This subcategory is related to the notion of togetherness or lack thereof and, thus, comprises examples labelled either as (i) *comitative* (i.e. to signal with or without something/someone), and (ii) *additive* (i.e. to indicate the addition of something/someone). Thus, the probes for the former are *who with?* or *what with?* and for the latter *who else* or *what else?* An example of each circumstance subtype is provided below.

- (127) <PAS>Does <<FDFT>> get to come down there and stay **without you?** [...]</PAS> (A-MT-110393-10)
- (128) <PAS>[...] There are some forensic chemists or people who work in the lab at the police department **in addition to** <<NOBY>> [...]</PAS> (A-MT-110393-10)

The *Expansion: elaborating* category consists of references to the role of someone or something. Consequently, the circumstance *Role* is divided into two subcategories: those that reflect (i) *guise* (being something), as in (129), and (ii) *product* (becoming something), as in (130) (Halliday & Matthiessen, 2014, p. 326). With the former, the appropriate probe is *what as?* whilst the latter is more suited to the question *what into?*

- (129) <PAS>[...] You were testifying **as a 13-year-old**; is that correct? </PAS> (A-MT-120393-15)
- (130) Madonna is softened through the centuries **into a more human and tender figure.** (BNCWeb A04 W:ac:humanities_arts)

The fourth and final circumstance category is labelled as *Projection*, and is primarily employed with mental and verbal processes. There are two types of *Projection* circumstances, namely (i) *Matter* and (ii) *Angle*. *Matter* resembles the *Verbiage* participant of a verbal clause (Halliday & Matthiessen, 2014, p. 327) and, thus, answers the probe posed of what something is about. An example of a *Matter* circumstance within a clause can be found in (131) below.

- (131) <PAS>Listen to what he tells you **about his daughter.**</PAS> (A-MT-090393-01)

Angle, however, closely resembles the *Sayer* in a verbal process and *Senser* in a mental clause, thus producing the following subcategories: (i)

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source and (ii) *viewpoint*. With regard to the former, the circumstance serves to represent the source of information, as in (132); with the latter, the circumstance denotes a person or group's viewpoint, as in (133).

- (132) <DAZ> And there were certainly unaccountable differences, **according to your report** [...]</DAZ> (A-MT-100393-05)
- (133) [...] there was one particular PC that I detested because he was a dodger **in my opinion** (BNCWeb B24 W:non_ac:soc_science)

This completes the explanation of circumstantial elements as a third, separate part of the clause according to the SFG TRANSITIVITY model. Nonetheless, before proceeding to the next subsection in which the CG TRANSITIVITY model is outlined, I shall finish this description by touching upon difficulties that can arise in relation to circumstantial elements that have already been brought to the analyst's attention (cf. Halliday & Matthiessen, 2014, p. 330-332).

Halliday and Matthiessen (ibid) identify a number of problematic issues that may emerge when attempting to detect if certain items should be classed as circumstances in a clause or, rather, if they are instead participants or part of the process itself. Fundamentally, such reservations arise as a result of the fact that many circumstances are realised in the form of a prepositional phrase, which can also function as an extension of a verb (thus, belonging to the process) or, otherwise, manifest as a semantic role. Thus, whilst acknowledging that the task of identification is by no means an easy feat, they highlight areas of confusion and list potential ways of dealing with difficult cases (see below), if only for the purposes of ensuring a systematic analysis:

1. When there is systematic alternation between the prepositional phrase and the nominal group in the clause, the element is considered a participant role, as in (134a).

- (134a) <PAS>Judge, do you mind if I hand a glass of water **to her**?</PAS>
- (134a) <PAS>Judge, do you mind if I hand **her** a glass of water?</PAS> (A-MT-100393-07)

2. If the preposition forms part of a multi-word verb, the preposition pertains to the process and thus the unidentified element is most probably a participant, as in (135a); if it does not, the element in question is likely to be a circumstance, as in (135b).

- (135a) <OGK>[...] and she was just waiting for **her mom** [...]</OGK> (A-MT-090393-01)
 (135b) Turn left from the entrance and wait **on the first corner**. (BNCWeb HWA W:fict:prose)

3. Changing the Theme of a clause can serve to determine whether a prepositional phrase in a nominal group denotes a circumstance, as with “in a future united Ireland” in (136a), which cannot be moved to the front of the clause; if, however, the prepositional phrase can be placed in theme position, instead it represents a complement in the nominal group and thus, represents a participant role, as in (136b).

- (136a) [...] the hierarchy would not oppose the introduction of divorce **in a future united Ireland** [...] (BNCWeb A07 W:ac:humanities_arts)
 (136b) The introduction of cash crops **in the 1930s** further reduced the amount of land available for food production.

4. A prepositional phrase may take the form of a modal adjunct, thus relating to the interpersonal metafunction, as in (137a), a conjunctive adjunct, reflecting the textual metafunction, as in (137b) or, else, a circumstantial adjunct, representing the experiential metafunction, as in (137c)

- (137a) <WJD>And **in fact**, it would have been 2 weeks or more later.</WJD> (A-MT-110393-10)
 (137b) **On the other hand**, you’ll never know if you can do it till you try. (BNCWeb AOJ W:misc)
 (137c) <PAS> [...] She is going to tell you that **on May 31st, 1991** [...]</PAS> (A-MT-090393-01)

Only when denoting a circumstantial adjunct can the element be classed as a circumstance. This can be verified by seeing whether the adjunct can occur as predicated Theme, which in (138a) is not possible, whilst in (138b) is allowed (Halliday & Matthiessen, 2014, p. 158).

- (138a) *It is **on the other hand**, you’ll never know if you can do it till you try.
 (138b) It was **on May 31st, 1991** [...]

In addition only circumstantial adjuncts make logical sense in a thematic equative clause, making (139) viable and (140) not so (ibid).

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- (139a) <ORH>[...] has a Lincoln Towncar in it, lots of trees and shrubs **on the other side of the house**. [...]</ORH> (A-MT-090393-02)
- (139b) Where there are lots of trees and shrubs is **on the other side of the house**. [...]</ORH>
- (140a) <JU1>[...] **on the other hand**, if you know that's a possibility, then it might help you prepare yourself [...]</JU1> (A-MT-090393-02)
- (140b) If you know that's a possibility, what might help you prepare yourself is **on the other hand** [...]</ORH>
5. Lastly, according to Halliday and Matthiessen (2014, p. 332) difficulties can arise when the circumstantial element in question is abstract or metaphorical, as in (141), an example that they themselves provide. Nonetheless, they neither elaborate upon this issue, nor offer a systematic way to resolve such cases. As such, this is yet another aspect that I shall attempt to address in my own taxonomy.
- (141) We have now been introduced **to a new topic** [*Location: place*]

To sum up, section 2.3.1 has provided an in depth description of the three basic elements that structure the clause, namely process types, their corresponding participants and the circumstantial elements that have been identified within the SFG TRANSITIVITY model (Halliday & Matthiessen, 2004, 2014). These are also summarised in Table 4 below, before proceeding to consider a more recent proposal for an alternative TRANSITIVITY network, better known as the CG TRANSITIVITY model.

Process type	material	mental	relational	verbal	behavioural	existential
Process subtypes	creative	cognitive	attributive: intensive	n/a	n/a	n/a
	transformative	emotive	attributive: possessive			
		perceptive	attributive: circumstantial			
		desiderative	identifying: intensive			
			identifying: possessive			
Participants	<i>Actor</i>	<i>Senser</i>	<i>Carrier (attributive)</i>	<i>Sayer</i>	<i>Behaver</i>	<i>Existent</i>
	<i>Goal</i>	<i>Phenomenon</i>	<i>Attribute (attributive)</i>	<i>Receiver</i>	<i>Behaviour</i>	
	<i>Range/Scope</i>		<i>Attributor (attributive)</i>	<i>Verbiage</i>		
	<i>Beneficiary_Recipient</i>		<i>Identifier (identifying)</i>	<i>Target</i>		
	<i>Beneficiary_Client</i>		<i>Identified (identifying)</i>			
	<i>Initiator</i>		<i>Token (identifying)</i>			
			<i>Value (identifying)</i>			
			<i>Assigner (identifying)</i>			
Circumstances	Expansion: enhancing					
	Extent: distance, duration, frequency; Location: place, time; Manner: means, quality, comparison, degree					
	Cause: reason, purpose, behalf; Contingency: condition, default, concession					
	Expansion: extending					
	Accompaniment: comitative, additive					
	Expansion: elaborating					
	Role: guise, product					
	Projection					
Matter; Angle: source, viewpoint						

Table 4. SFG TRANSITIVITY categories: Processes, participants, circumstances

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2.3.2. Cardiff Grammar TRANSITIVITY network

Unlike the description of SFG provided by Halliday (1967, 1970, 1985, 1994) and colleagues (cf. Halliday & Matthiessen, 2004, 2014), the CG does not view units of grammar as ranked, but instead as a set of elements (i.e. unit classes) which have different degrees of probability of occurrence. The CG TRANSITIVITY system originally derives from an initiative by Robin Fawcett in the 1980s, who, having worked previously alongside Michael Halliday on the system of TRANSITIVITY, reached the conclusion that a comprehensive model of language required not just attention to the social/interactional component; rather, he deemed a combination of the former with cognitive aspects necessary when carrying out a grammatical analysis, thus proposing a psychosociolinguistic framework (Fawcett, 1980, p. 1). Consequently, the COMMUNAL (Convivial Man-Machine Understanding through Natural Language) project was set up in the late 1980s with the aim of creating a computerised model of language that would contain natural language samples to be analysed from a systemic functional linguistic perspective (Neale 2002, p. 4). As a part of this project, Neale (2002) later developed the subcomponent GENESYS, comprising those system networks that deal with the lexico-grammatical rules pertaining to sentences generated by the project. In doing so, Neale created a Process Type Database (PTDB henceforth) for the purposes of producing a more delicate system of TRANSITIVITY, which involved Fawcett's original TRANSITIVITY categories, those of which are now considered before proceeding to discuss Neale's (2002) additions to the network.

In section 2.3, reference was made to the fact that, according to Halliday and Matthiessen (2004, p. 29), the experiential and the logical metafunctions are grouped together to form what is widely known as the ideational metafunction. This is one of the initial ways in which the CG diverges from the explanation given by Sydney SFG regarding how language works. That is, unlike the latter, the former treats the experiential and the logical metafunctions as separate and, in turn, defines the experiential metafunction as entailing "the meanings through which a language reflects the objects, qualities, and relationships that a person finds in the world around him" (Fawcett, 1980, p. 134). To add to this, we have read how Hallidayan TRANSITIVITY consists of three potential components, namely a process, participants, both of which are inherent to the clause, and, lastly, circumstances (Halliday & Matthiessen, 2014, p. 220). With this in mind, then, both the Sydney and the CG TRANSITIVITY systems can be said to share common features. That is, they both recognise a process as constituting the main verb of a clause (cf. Fontaine, 2013, p. 23; Neale,

2002, p. 138), which, in either model, may consist of one word (see (142a) below) or multi-word verbs, as in (142b).

- (142a) <PAS>[...] and ask you if you can **break** the seal on this package and identify the item for the ladies and gentlemen of the jury?</PAS>. (MT-090393-02)
- (142b) Belle **broke up** the fight.

Moreover, both models acknowledge that there are multiple instances in English whereby the extending element that is attached to the main verb is what often gives the clause its meaning, particularly when metaphorical expressions, as in (143), or empty verbs, as in (144),¹⁸ are used in discourse.

- (143) Belle **gave** Sebastian **a kiss**.
- (144) Sebastian **had a bath**.

Both TRANSITIVITY networks also describe participant roles, albeit assigning different labels, as inherent to the clause. Nevertheless, where we begin to witness the two models differ, at least at a more general level of description, is in relation to the notion of circumstances, with, initially, the CG appearing to disregard the idea of them altogether. On closer inspection, though, this proves not to be the case; rather, there are numerous (otherwise considered circumstantial) elements in the Sydney model of TRANSITIVITY that are often understood in the CG as inherent to the process as opposed to optional extras in that, as a result of the verb choice, they are considered predictable. Furthermore, this distinction is largely based on the fact that what SFG typically classes as an adjunct is sometimes, instead, classed by the CG as a Complement, hence the use of different functional labels in each network. Thus, whilst Halliday and Matthiessen would class as *the court's expert* in example (145) below as a circumstance, the CG would otherwise consider it a participant role because it is deemed predictable from the verb choice (i.e. *appoint*) (Butler, 2003, p. 393; Fawcett, 1980, p. 136).

- (145) <WES>[...] I've been appointed **as the court's expert** [...]</WES> (A-MT-110393-13)

We now turn to a description of the different process types and their corresponding participant roles, as originally proposed by Fawcett (1980,

¹⁸ Examples (142), (143) and (144) are taken from Neale (2002).

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1987), which naturally coincide, at least to some extent, with Hallidayan TRANSITIVITY. That is, as with the TRANSITIVITY network first put forward by Halliday (1967), the CG model first comprised three process types also, those of which adopted the same labels as those originally used in the Sydney TRANSITIVITY network, i.e. *action*, *relational* and *mental processes* (Fawcett, 1980, p. 137).

2.3.2.1. Action processes

Although, as described above, the initial label *action* was later changed by Halliday to *material*, the term *action* has nevertheless been maintained in the CG system on the basis that, as Neale (2002, p. 80) suggests, “not all ‘actions’ are material”. As such, action processes, which resemble Halliday’s material category, undergo a divide in the CG in which a distinction is made between those classed as *material action* and those defined as *social action*. The former contemplates lexical verbs that refer to physical actions that bring about a change, as in (146a) as well as events, as in (146b) and natural forces, as in (146c). The latter, on the other hand, entails verbs that, instead, signal social interactions, as in (147).

- (146a) <OAM>[...] after I **cut** it [...]</OAM> (A-MT-100393-05)
- (146b) <OCC>[...] it’s difficult to actually do a hair comparison because of these subtle changes that **take place**.</OCC> (A-MT-100393-04)
- (146c) She cycled quickly along the lane out of the town, hoping to reach home before the storm **burst** (BNCWeb B0B W:fict:prose)
- (147) <DAN>And you **visited** her first in her home. [...]</DAN> (A-MT-090393-03)

Within both the aforementioned subcategories material action and social action processes are classified into semantic groupings of exceptionally fine detail, those of which are largely the result of the number of inherent roles in the clause. That is, the CG describes process types, primarily, in terms of whether they consist of one or two (Fawcett, 1980) or three (Neale, 2002) semantic roles, of which the following options were initially identified: (i) *Agent* only; (ii) *Affected* only; and (iii) *Attribuant* only. In Fawcett’s (1980) initial taxonomy he also referred to the notions of *Agent-centred* and *Affected-centred*, which were originally used as a means to cater for both a transitive (see example (148a)) and ergative (see example (148b)) analysis. However, they have since been disregarded from the network given that, according to Neale (2002, p. 151), such instances can be accommodated

by the current system as it stands, with (148a) denoting a two-role process involving an *Agent* (I) and an *Affected* (the glass) and (148b) involving an *Affected* only (i.e. the glass).

- (148a) When it did not open, I **broke** the glass [...] (BNCWeb GWH W:fict:prose)
- (148b) The glass **broke** with a loud noise (BNCWeb GVM W:fict:prose)

Further modifications have also been made with regards to participant roles. There has been, for instance, a change in terminology concerning the term *Attribuant*, which, more recently has been replaced for the label *Carrier* (i.e. the equivalent of *Carrier* in the Sydney model). In addition, Neale (2002, p. 149) has introduced the role of a *Created* participant (i.e. the entity, be it an object or event, that is brought into existence). Thus, in the CG, the current TRANSITIVITY network of action processes that entail one participant may now involve an *Agent* (i.e. the equivalent of *Actor*, as in (149a) and/or *Initiator*, as in (149b) in the Sydney model), an *Affected* (i.e. the equivalent of *Goal* in the Sydney model), as in (150), a *Created*, as in (151) (Neale, 2002, p. 358) and a *Carrier*, as in (152).

- (149a) <WCP>She **walked** in the room [...]</WCP> (A-MT-100393-07)
- (149b) <PAS>[...] **He** walked you from the dining room [...]</PAS> (A-MT-100393-06)
- (150) <PAS>[...] He walked **you** from the dining room [...]</PAS> (A-MT-100393-06)
- (151) <DAZ>All right. Now Doctor, did you write **a letter** to <<NPAS>> or your office on May 27th, 1992?</DAZ> (A-MT-100393-05)
- (152) You have made **her** happy, Jenna [...] (BNCWeb HGD W:fict:prose)

Whilst a *Carrier* in Hallidayan TRANSITIVITY is listed as a role that pertains solely to relational attributive processes, Neale (2002, p. 154) instead argues that, for the same reasons that the term *Attribuant* is no longer employed, a *Carrier* can, thus, appear in not just relational processes, but also in action process clauses, as in (152) above.

In addition to the four participant roles of action clauses outlined thus far, additional participants are proposed that include a *Manner* (i.e. the participant which is limited to describing how someone acts or behaves or, otherwise, treats someone or something), as in (153).

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(153) They had behaved **well**. (BNCWeb FET W:fict:prose)

Although in (153) the *Manner* participant (i.e. *well*) is explicit, it is also possible for this role to be invoked (ibid), as in (154) in which *They had behaved* means that they had behaved *well*. It is for this reason that *Manner* is, in fact, considered inherent to the process.

(154) They had behaved.

The other participant referred to in the CG system network for action processes is a *Range* (i.e. a non-sentient object or event that is neither affected by the process nor created as a result of the process), as in (155).

(155) He climbed **the mountain** easily, reached the top, and disappeared. (BNCWeb H8G W:fict:prose)

The latter, though, as with a *Carrier* role, is not limited to the action process category; rather, a *Range* can be found in event-relating processes and influential processes, both of which are new additions to the CG TRANSITIVITY network and will shortly be outlined.

We now return, then, to our description of action processes, which have been classified according to whether they entail either one-role (*Affected*) process types or two-role (*Agent* plus *Affected*) process types. In the case of the former, four categories have been established, along with pertinent subcategories that are further subdivided into very delicate process type groups. These are outlined in Table 5 below and an example verb is given in each case.

Category	Subcategory	Most delicate types (example verb)
Stopping being	Dying	(e.g. <i>die</i>)
	Vanishing	(e.g. <i>vanish</i>)
	Expiring	(e.g. <i>expire</i>)
	Perishing	(e.g. <i>perish</i>)
	Disappearing	(e.g. <i>disappear</i>)
Change of state	Change of state as such	Changing (e.g. <i>change</i>)
		Altering (e.g. <i>alter</i>)
		Transforming (e.g. <i>transform</i>)
		Metamorphosing (e.g. <i>metamorphose</i>)
	Change of state specified	Change by moving (e.g. <i>bend</i>)
		Change by cooking (e.g. <i>bake</i>)
		Change resulting in disintegration (e.g. <i>collapse</i>)
		Changing in basic consistency (e.g. <i>corrode</i>)
		Change in vision (e.g. <i>fade</i>)
		Change in quality (e.g. <i>level out</i>)
		Change in size (e.g. <i>snowball</i>)
		Change in number (e.g. <i>multiply</i>)
		Change in temperature (e.g. <i>chill</i>)
		Change in speed (e.g. <i>slow down</i>)
		Change in strength (e.g. <i>strengthen</i>)
		Change in fullness (e.g. <i>empty</i>)
		Change developmentally (e.g. <i>age</i>)
		Evaluative change (e.g. <i>improve</i>)
		Involuntary behaviour
Respiratory (e.g. <i>snore</i>)		
Outward appearance (e.g. <i>blush</i>)		
Bodily substance emission (e.g. <i>bleed</i>)		
Reactive physiological	(e.g. <i>flinch</i>)	
Psychological	(e.g. <i>crack up</i>)	
Internal bodily movement	(e.g. <i>shiver</i>)	
Change in awakeness	Towards waking state (e.g. <i>awaken</i>)	
	Towards sleeping state (e.g. <i>drop off</i>)	
Change in consciousness	Towards consciousness (e.g. <i>come around</i>)	
	Towards unconsciousness (e.g. <i>faint</i>)	
Suffocating as such	(e.g. <i>suffocate</i>)	
Suffocating specified	(e.g. <i>choke</i>)	
(Non-bodily) Emission	Of substance	(e.g. <i>squirt</i>)
	Of light	(e.g. <i>sparkle</i>)
	Of sound	(e.g. <i>squeak</i>)

Table 5. One-role (*Affected* only) process type classification

As evidenced in the table, the largest category of one-role *Affected* action process types denote a *change of state*, in which a distinction is also made

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between the broader, “superordinate” (Neale, 2002, p. 244) group that simply suggests a change of state in general terms and those verbs denoting the specific cause of change, thus inviting a much more delicate level of detail.

Our attention now turns to those action processes that involve two participant roles, namely an *Agent* and an *Affected*, with the former described as acting upon the latter. Within this category, there are also four general categories, which have been labelled as follows: (i) *affecting as such*; (ii) *non-affecting*; (iii) *material action*; and (iv) *social action*. Although the latter two have very briefly been outlined above, substantial detail regarding all four types will now be provided.

The *affecting as such* process group comprises seven different verb senses (Neale, 2002, p. 265) with each, essentially, serving as a synonym of the verb *affect*. These are illustrated in Table 6 below alongside an example in context (1-7). With regard to *non-affecting* processes, only two verb senses are given (8-9), as also exemplified in Table 6.

No.	Verb sense	Example
1.	affect	(156a) <OCC>Yes. Anything that affects your general health [...]</OCC> (A-MT-100393-04)
2.	act on	(156b) Doctors believe Ecstasy may cause a chemical imbalance which acts on the part of the brain controlling temperature (BNCWeb CEN W:newsp:other:report)
3.	colour	(156c) [...] though this did not unduly colour her view of the state of Israel (BNCWeb A66 W:ac:humanities_arts)
4.	disturb	(156d) Inside, the conversion has barely disturbed the original structure. (BNCWeb BMD W:pop_lore)
5.	hit	(156e) Yesterday's loss hit her hard [...] (BNCWeb CH3 W:newsp:tabloid)
6.	influence	(156f) <DGI>[...] That in no way influences what our results and the way we interpret our results would be. [...]</DGI> (A-MT-100393-06)
7.	interfere with	(156g) <OAM>Being that they're collected with saline and saline interferes with genetic markers.</OAM> (A-MT-100393-05)
8.	spare	(156h) While this spared the Bush Administration from the perils of thinking for itself [...] (BNCWeb A87 W:newsp:brdsht_nat:report)
9.	leave alone	(156i) [...] most Tories are content to leave alone what seems to work. (BNCWeb CRA W:pop_lore)

Table 6. Affecting and non-affecting processes

The third category of two-role (*Agent + Affected*) process types are characterised as material action processes, which although defined above, are said to include the following verb groupings in their most general sense: (i) *affecting by contact* processes, as in (157a); (ii) *affecting by lack of contact* processes, as in (157b)¹⁹; (iii) *change of state* processes²⁰, as in (157c); (iv) *preparing* processes, as in (157d); (v) *ingestion* processes, as in (157e); (vi) *concealment* processes, as in (157f); (vii) *change position* processes, as in (157g); and (viii) *using* processes, as in (157h) (Neale, 2002, pp. 274-291).

- (157a) <DAN><<ROBY>>, now would it be more probable to deliver a better print if say your hand **had touched** other parts of your body?</DAN> (A-MT-090393-02)
- (157b) <DLT>[...] After we shot, he said, "How did you do?" And I said, "Okay. **Missed** 6 targets." [...]</DLT> (A-MT-100393-07)
- (157c) <PAS>[...] she used a microscope that **enlarges** the hairs so large that the hairs look like they're, I believe, an inch to 2 inches wide when she's looking at them. [...]</PAS> (A-MT-120393-16)
- (157d) <OCC>[...] You have to take them as they are and **lay** them out, attempt to get them on the slide. [...]</OCC> (A-MT-090393-03)
- (157e) <WJD>No, ma'am. I normally **drink** Dr. Pepper.</WJD> (A-MT-110393-10)
- (157f) <WEC>Thin. It was not ... not a full beard like I said ... like he's got now but I mean it **covered** the face, yes.</WEC> (A-MT-110393-11)
- (157g) <PAS>Okay. And when you **opened** that door, was the screen door on the outside opened or closed?</PAS> (A-MT-100393-06)
- (157h) <PAS>Did she **use** her hands at all?</PAS> (A-MT-090393-03)

Furthermore, within each of these material action subtypes, the CG puts forward even more meticulous process types. Within (i) *affecting by contact* processes, for instance, Neale (2002, p. 275) lists nine more specific process types, to include *destroying* processes, as in (158a), *hitting*

¹⁹ In this subcategory, Neale (2002, p. 280) maintains that there is only one verb sense, which is *miss*.

²⁰ This category can occur in both one-role and two-role process types, as evidenced with the *change of state* process types.

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processes, as in (158b), *killing* processes, as in (158c), *hurting* processes, as in (158d), *touching* processes, as in (158e), *breaking* processes, as in (158f), *mending* processes, as in (158g), *cutting* processes, as in (158h) and *material encountering* processes, as in (158i).

- (158a) Men, with their engineering skills, **ruined** Florida's Everglades. (BNCWeb ABD W:pop_lore)
- (158b) <PAS>[...] When he came in and grabbed her and **pushed** her further into the kitchen, the most terrifying event of this little girl's life began. [...]</PAS> (A-MT-120393-16)
- (158c) Andrew Hagans [...] has admitted he **murdered** her (BNCWeb K1P W:news_script)
- (158d) <PAS>[...] However, he was led to believe that the person who **had harmed** his daughter was trapped in the basement. [...]</PAS> (A-MT-090393-01)
- (158e) <PAS>And in that particular area, he took his hands and **rubbed** your vaginal area or your vagina?</PAS> (A-MT-100393-06)
- (158f) <OCC>[...] Quite often hairs **split**. You used to a call them split ends. [...]</OCC> (A-MT-100393-04)
- (158g) Dad **fixed** it by removing all four wheels [...] (BNCWeb CDM W:biography)
- (158h) <OCC>[...] what they do is they come in [...] and remove it, wash it very carefully, **cut** the end **off** [...]</OCC> (A-MT-100393-05)
- (158i) He **bumped into** the double doors of the courtroom, as they opened out towards him. (BNCWeb G03 W:fict:prose)

It is worthwhile mentioning at this point that, among the nine abovementioned subcategories, a number of similarities across verb senses can emerge, thus making verbs seem sometimes applicable to more than one category. For instance, those belonging to the *touching* set, although sharing the common feature of physical contact with other verb groups such as *hitting* and *killing* processes, are nonetheless said to differ on the basis that, unlike the latter, the former entail verbs inferring non-violent contact. To add to this, whilst *hitting* and *killing* process types are also somewhat similar given the violent nature of both, they merit separate categories, according to Neale (2002, p. 278), given that *killing processes*, unlike the *hitting* type, solely concern references to ending one's life.

Aside from the above, the other general categories of material action, with one exception (i.e. *Affecting by lack of contact*) also consist of

subcategories, those of which are now listed in Table 7 below, along with an example.

Category	Subcategory	Example
Affecting by lack of contact	N/A	<i>miss</i>
Change of state	Change as such	<i>turn around</i>
	Evaluative change of state	<i>improve</i>
	Change by cooking	<i>bake</i>
	Changing consistency	<i>dissolve</i>
	Changing quality	<i>harden</i>
	Changing size	<i>increase</i>
	Changing number	<i>divide</i>
	Changing temperature	<i>chill</i>
	Changing speed	<i>slow down</i>
	Changing strength	<i>strengthen</i>
	Changing fullness	<i>empty</i>
	Changing appearance	<i>blur</i>
	Changing consciousness	<i>send to sleep</i>
	Changing dryness	<i>dampen</i>
	Shaping	<i>flatten</i>
Developing	<i>develop</i>	
Preparing	Preparing as such	<i>compose</i>
	Bodily preparing	<i>shower</i>
	Domestic preparing	<i>hoover</i>
	Food preparing	<i>whisk</i>
Ingestion	Ingesting as such	<i>swallow</i>
	Ingesting food	<i> nibble</i>
	Ingesting drink	<i>swig</i>
Concealment	Concealing	<i>harbour</i>
	Revealing	<i>show</i>
Change position	Relative to opening in enclosure	<i>release</i>
	Relative to upright state	<i>knock over</i>
	Removal of closing device	<i>crack open</i>
	With inherent direction	<i>track</i>
Using	Beginning to use	<i>break into</i>
	Using as such	<i>draw on</i>
	Using completely	<i>get through</i>

Table 7. Material action processes

The last of the two-role process types is labelled as *social action* processes, those of which are further grouped according to whether the social action includes two parties or, otherwise, denote *general social action* (Neale, 2002, p. 266). With the former, specific reference is made to: (i) those verb senses denoting the initiation of a couple's relationship (e.g. *ask out*) or, at

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least, the start of a new period to a relationship (e.g. *propose to*); (ii) those verb senses used to describe the social actions during a couple's relationship (e.g. *have sex with*); and (iii) those verb senses reflecting social actions that reflect the end of a couple's relationship (e.g. *divorce, separate from*). As regards general social action processes, Neale (2002, p. 269) puts forward the following six subcategories: (i) *visiting* processes (e.g. *call in on, meet up with*), which imply the idea of acting with intention, unlike (ii) *social encountering* processes (e.g. *run into*), which convey the idea of 'coincidental happenings' (Neale, 2002, p. 270); (iii) *abusing* processes which can either be of a physical (e.g. *rape*) or verbal nature (e.g. *scold*); (iv) *interrupting event* processes (e.g. *cut off*); (v) *supporting* processes, which as with the *abuse* category, may once again be physical (e.g. *look after*) or verbal (e.g. *encourage*); and (vi) *social action by empowered person* processes, of which the latter are said to include Austin's (1962) performative speech acts (Neale, 2002, p. 270) and, thus, are grouped according to the following subdomains: (i) religion (e.g. *marry, christen*); (ii) employment (e.g. *recruit, make redundant*); (iii) law (e.g. *caution, frame*); (iv) medical (e.g. *cure, treat*); (v) military (e.g. *seize, take prisoner*); (vi) leadership (e.g. *punish, govern*); and (vii) crime (e.g. *steal, do over*). The latter concludes our description of action process types and their corresponding participant roles according to the CG model of TRANSITIVITY. Nonetheless, before continuing to an in-depth look at the second of the initially proposed process categories, namely relational processes, a summary of action processes is detailed below.

1. A distinction is made between *material action* and *social action*, with the former reflecting the construal of physical actions, events or natural forces and the latter a means by which to represent social interactions.
2. Action processes are categorised according to the number of roles inherent in the clause.
3. These processes can consist of one role, two roles or three roles in any one clause.
4. The participant roles that can emerge in an action clause include any of the following:
 - a. *Agent*
 - b. *Affected*
 - c. *Created*
 - d. *Carrier*
 - e. *Manner*
 - f. *Range*
5. Action processes also allow for compound roles in which two participant functions are merged.

2.3.2.2. Relational processes

Fawcett (1980) first proposed four types of relational process to include *relational equative*, *relational classificatory*, *relational associative* and *relational locational*. Nonetheless, he later refers to just three subcategories, using the terms *relational attributive*, *relational possessive* and *relational locational* (Fawcett, 1987). Although these appear, on the surface, to closely resemble Hallidayan categories (i.e. *relational intensive*, *relational possessive* and *relational circumstantial* processes), the CG account of this particular set is, nonetheless, far more extensive in a number of respects (Butler, 2003, p. 395). However, before delving into a description of each type and how they are or are not alike to the Sydney model, we shall first consider the different participant roles that can emerge in any one of the three relational clause types in the CG, which Fawcett (1987) maintains is the result of the semantic role patterns that are plausible. This is one way in which the CG, again, differs from the Sydney model in that the latter assigns specific roles for specific process types.

Relational clauses consist of a variety of semantic roles including a *Simple Carrier*, a *Compound Carrier* (i.e. *Agent-Carrier* or *Affected-Carrier*) and a *Third Party Agent* (i.e. an *Attribute*, a *Possessed* or a *Location*). A *Simple Carrier* is understood as occurring in clauses that indicate either the person or thing that is assigned an *Attribute*, as in (159) below. A *Compound Carrier* may denote either an *Agent-Carrier*, as in (160), inferring that intentional actions are performed that result in appointing an attribute to an individual, or else an *Affected-Carrier*, in which the entity is assigned an attribute as a result of something that has happened, as in (161) (Butler, 2003, p. 394).

- (159) <WJD>I feel like I assume most parents feel, **he** is my son.</WJD> (A-MT-110393-10)
- (160) [...] when **she** became an alcoholic (BNCWeb A7N W:pop_lore)
- (161) The interaction between husband and wife was knocked off balance by a particular type of illness which resulted in a role reversal; **the stronger and more dominant partner** became weak. (BNCWeb CGD W:non_ac:soc_science)

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The role of *Attribute* in the CG, in essence, encompasses the notion of *Attribute* as well as *Identity* in relational intensive clauses in the Sydney model, merging both subtypes into one. *Possessed*, as is perhaps foreseeable, refers to the entity that is possessed by the *Carrier* and, lastly, *Location*, as a participant role, is the equivalent of, what in Hallidayan terms, would be classed as a circumstance of *Location: place*. One of the fundamental ways, then, in which the CG and the Sydney TRANSITIVITY networks differ is, as evidenced, with respect to the participant role configuration and in more than one respect. That is, the semantic roles of a relational clause in the CG are fewer than those pertaining to the Sydney model as a result of the fact that in the former the roles are of a much more generic nature. In addition, unlike in Hallidayan TRANSITIVITY, the CG admits participant role combinations in order to account for instances in which the same participant of a clause role is performing more than one function instantaneously.

We now turn to consider the three relational process categories proposed in the CG, starting with those defined as *relational attributive*. At this stage we encounter yet another notable difference with the Sydney model in that no distinction in the CG is made between those clauses defined as attributive, as in (162) and those of an identifying nature, as in (163). Instead, both subtypes are grouped together and, rather, the main concern is with whether the *Attribute* is classed as a thing, a quality or a situation (Neale, 2002, p. 144).

- (162) <DGI>[...] The dots **are** blue [...]</DGI> (A-MT-100393-06)
(163) <DAN>When you were there, you and <<SOBW>> **are** the first officers on the scene, correct?</DAN> (A-MT-090393-01)

Relational possessive clauses are a second group identified in the CG network and are regarded as indicating a relationship between two entities of having and/or lacking something (Neale, 2002, p. 143), which would seem to closely resemble relational possessive processes as they are described in the Sydney TRANSITIVITY system (cf. Halliday, 1985, 1994; Halliday & Matthiessen, 2004, 2014). Nevertheless, Fawcett's description does alter somewhat when he asserts that this relationship may reflect both the idea of maintaining possession of something as well as to indicate a change in possession. That is, the relational process category allows for a number of verb senses that, in the Sydney model, could, instead, only be classed as material process types (Butler, 2003, p. 395), as exemplified in Table 8 below.

(164)	Somebody	gave	him	a picture
Halliday (SFG)	<i>Actor</i>	material process	<i>Beneficiary_ Recipient</i>	<i>Goal</i>
Fawcett (CG)	<i>Agent</i>	relational process	<i>Affected-Carrier</i>	<i>Third party Agent: Possessed</i>

Table 8. A comparative analysis of process types: Sydney vs. the CG model (A-MT-120393-16)

As evidenced in example (164), due to the implication that an object is obtained, *gave* is characterised in the CG as a relational possessive process in favour of a more material reading. Nonetheless, we must also comment upon the participant roles, starting with the fact that *Somebody* is analysed as *Agent*. This is interesting because it implies that an entity did something, although the process itself overlooks this; rather it seems that the focus of the process is on the outcome (i.e. the fact a picture was acquired) and less on how this process of possession occurred. In addition and, as pointed out above, example (164) includes a participant amalgamation (i.e. *Affected-Carrier*) to once again reflect that an entity not only has something but simultaneously was impacted upon. This latter point would appear to exemplify very well how the focus in the CG model is on the semantic roles with process types, arguably, taking a back seat.

In view of the participants identified in the aforementioned clause, one may argue that the CG analysis of *give* is a warranted interpretation. All the same, it still remains difficult to accept without reservation in light of the fact that in (164) the meaning, which is what supporters of the CG framework claim to be most concerned with, appears to be underrated to some extent. Verbs such as the aforementioned are by no means simple to define, but it is precisely for this reason that definitions must be considered in their entirety. Thus, if we are to embrace the definition of *give* as “to let someone have something as a present, or to provide something for someone” (LDOCE Online), thereby fulfilling the criteria of indicating a change in possession, by the same token it stands to reason that we also embrace the definition of “to put something in someone's hand” (LDOCE Online), which carries the implication that action is equally salient to the meaning of the verb *give*. If the participant roles assigned in (164) are an indication that the occurrence of action is acknowledged, the process should surely do the same. Although certainly more delicate, then, than the description of Halliday (1985, 1994) and Halliday and Matthiessen (2004, 2014), who, as illustrated, classify *give* as a material (i.e. action) process and thus, also fail to capture the meaning (from start to finish) of the clause, the CG, in my view, still remains incomplete. In my own TRANSITIVITY network proposal (see Chapter 6), I put forward a potential alternative for cases such as the

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aforementioned, which is closely aligned with the CG, though even more refined than we have seen thus far.

Before proceeding to outline the last of the three relational categories, as described by Fawcett (1987) and Neale (2002), it is worthwhile remarking on Fawcett's argument that relational attributive processes and relational possessive processes are remarkably similar (1987, p. 151). According to Fawcett, both denote the idea of a changing and/or an ongoing relationship and, moreover, he believes that they are somewhat similar, semantically speaking. Thus, examples (165a) and (165b) below are said to carry the same meaning.²¹

- (165a) Sebastian **is** the boss.
- (165b) Belle **made** Sebastian the boss.

It is somewhat difficult, again, not to challenge the idea that examples (165a) and (165b) are semantically alike. Although (165a), on the one hand, is a clear example of assigning an identity to someone (i.e. Sebastian), (165b) arguably infers a slightly more complex meaning in the sense that, by 'making somebody be someone or something', there is the implication that as well as ascribing an identity to someone, action has been taken, whether that action be physical or potentially verbal, in order for this change to come about. Thus, once again, it seems that the degree of delicacy, at least concerning the process category, is somewhat flawed.

The last of the relational process subtypes, then, in the CG model are relational locational, which are otherwise considered to closely resemble relational circumstantial processes in Hallidayan terms (Halliday & Matthiessen, 2014, p. 289). Nonetheless, the two "supposed" equivalents once again deviate from each other. That is, relational locational processes, according to Fawcett (1987, p. 159), entail verbs of motion, as in the past tense of *drive* in (166) and the bare infinitive *walk* in (167) below.

- (166) <DCO>I immediately left the office and **drove** home as quickly as I could go.</DCO>. (MT-090393-01)
- (167) <OGK>[...] I had her **walk** through the residence with me, starting at the front door where the incident occurred and back to the couch area. [...]</OGK> (MT-090393-01)

As with *give* above, Halliday would instead group both of these two examples under material processes due to the fact that they infer action. However, Fawcett's interpretation would seem to, as with possessive

²¹ Examples (165a) and (165b) are also taken from Neale (2002, p. 144).

processes, centre once again on the outcome of the process (i.e. the place in which the person ends up) as opposed to on the execution of the process itself that denotes how the person arrived at their destination. That said, Neale (2002, p. 145) remarks that verbs of motion may also be classed as action processes if they indicate 'habitual activity', and provides the following example:

(168) Sebastian **jogs** every morning.

Aside from the apparent focus on the process product, shall we say, which as I have remarked on more than once, the point that Neale (ibid) makes here, for me, serves to further complicate what constitutes the relational locational category and what denotes the action process category. To clarify, my scepticism stems from the idea that we can also encounter clauses that specify the location of where habitual actions take place, as exemplified in (169).²²

(169) Sebastian jogs **in the park** every morning.

In instances such as (169), it is unclear whether the location inherent in the process or the fact that an everyday pursuit (i.e. activity) is being described would take precedence in the analysis. In view of this, then, and the fact that we are striving for a semantic system that proves as delicate as possible, it would seem worthwhile revising this category so as, at least, to clarify just what leads to choosing one analysis in favour of another.

Before proceeding to consider mental process types, I will finish this discussion of relational processes by first making reference to editions that, more recently, have been made to the category of locational processes, which now comprises two subgroups. The decision to split the group is said to be a consequence of the participant roles each entails. To explain, whilst the semantic roles of locational processes are typically nouns that describe the location and, thus, sometimes are defined as place adjuncts, as in (169) above, in directional processes, Neale insists circumstantial equivalents are inconceivable because directionality is inherently expressed in the role itself (2002, p. 158). Neale (2002, p. 157) explains that directional processes comprise three semantic role options to include (i) *Source* (defined as the participant role that denotes where the direction originates), as in (170); (ii) *Path* (defined as the participant role that denotes where the movement

²² Example (169) is a modified version of Neale's example (2002, p. 145) in order to illustrate the ambiguity of the description of relational locational vs. action processes when assigning verbs of motion to one grouping or another.

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occurs, i.e. between A and B), as in (171); and (iii) *Destination* (defined as the participant role that denotes where the movement ends or has been directed to), as in (172).

- (170) <WCP>Before we left **the hospital**, she had to have 2 huge shots that made her almost be not be able to walk the next day [...]</WCP> (A-MT-100393-07)
- (171) When the marchers passed **the city's overhead railway**, two trains hooted in solidarity [...] (BNCWeb W:newsp:brdsht_nat:report)
- (172) <DCO>They went to **the hospital** for an examination.</DCO> (A-MT-090393-01)

Relational directional clauses also allow for a combination of the three aforementioned participant roles in each clause, such as in (173a), which is two-directional (i.e. *Source-Destination*), (173b) (i.e. *Path-Destination*) or (173c) (i.e. *Source-Path*). Furthermore, clauses may also comprise all three semantic roles, as in (173d)²³.

- (173a) <WBR>[...] We went to our motel, checked in, went from *there* [*Source*] over to **the gun club** [*Destination*]. [...]</WBR> (A-MT-110393-12)
- (173b) We went to our motel, checked in, went from there, passed **the farm** [*Path*] and over to **the gun club** [*Destination*].
- (173c) We went to our motel, checked in, went from **there** (*Source*), passed **the farm** (*Path*) and over to the gun club.
- (173d) We went to our motel, checked in, went from **there** [*Source*], passed **the farm** [*Path*] and over to **the gun club** [*Destination*].

Lastly, the three aforementioned roles may form part of a participant role combination, which although rare, may denote an *Affected-Source*, as in (174a), an *Affected-Path*, as in (174b) and an *Affected-Destination*, as in (174c).

- (174a) Neither Bridget nor Kitty left **the burning wards** till every baby was safe. (BNCWeb B2E W:biography)

²³ Examples (173b), (173c) and (173d) are modified versions of (173a) for illustration purposes.

- (174b) Trucks would come hurtling down the hill, their breaks would fail, and they'd plough right through **the wall** [...] (BNCWeb C86 W:fict:prose)
- (174c) Local students were so excited that they threw stones at **the painting**. (BNCWeb ANF W:biography)

The above outline of locational and directional processes has, so far, only been dealt with in spatial terms. Fawcett and Schulz (2010), nonetheless, also discuss the notion of temporal location, referring to when something is, as in (175a) and temporal direction, denoting the start and/or duration and/or end point in time, as in (175b).

- (175a) Robert's birthday is **in June** [...] (BNCWeb B1Y W:biography)
- (175b) Run by the UK embassy and guaranteed to attract thousands of visitors the show is **from April 23 to 25**. (BNCWeb E9N W:newsp:other:report)

Fawcett's claim, then, that circumstantial elements, as reported by Halliday and Matthiessen (2014, p. 310) are in fact participant roles seems a rather valid contention in view of the fact that, whilst they may often appear freely in a number of clauses, this is not true of examples (175a) and (175b) above in which, without their occurrence, the clause would be ungrammatical. This in turn, then, supports his view that they can be inherent to the process. Examples (175a) and (175b) are catered for in the Sydney model by classifying them as relational circumstantial processes because they appear with a circumstance, which is one way to deal with this issue. On the other hand, it may be worth contemplating the idea of a distinction between situations in which the circumstance is optional and when it is, in fact, required.

Before concluding our description of relational processes according to the CG, there is one more, brand new subtype which has been put forward and has been labelled as the *relational matching* category of processes (Neale, 2002, p. 155). This process type emerged as a result of the fact that a number of verbs were encountered in Neale's corpus that failed to fit into any of the existing categories of the CG TRANSITIVITY system as it stood (Neale, 2002, pp. 159-160). Such cases reflect a relationship in which there are two inherent semantic roles that possess equal status; that is, rather than there being one participant that impacts on the other, they are on a level pegging and, thus, include verbs such as *match*, *join*, *combine* and *separate from*. In line with this new group, the semantic role *Matchee* is also proposed, which is defined as "an object or person that is or becomes

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matched or compared with another related extension of the concept of matching” to form one entity (Neale, 2002, p. 372), as in (176).

- (176) Do you think that this jumper really **goes with** this skirt?
(BNCWeb CB8 W:pop_lore)

In my view, this new category along with a new participant role proves an interesting development in light of the fact that (i) no such distinction is applied in Hallidayan TRANSITIVITY and, (ii) an attempt is made to draw attention to participant roles as being reciprocal. This is yet another aspect that will be contemplated in my own TRANSITIVITY network as detailed in Chapter 6. To conclude this subsection, then, the relational process category may be summarised as follows:

1. They construe a relationship between two entities that may denote attribution, possession or location, with the last of the three including both reference to location and direction.
2. There are ten potential participant roles, which include:
 - a. *Simple Carrier*
 - b. *Agent-Carrier*
 - c. *Affected-Carrier*
 - d. *Third Party Agent*
 - e. *Attribute*
 - f. *Possessed*
 - g. *Location*
 - h. *Source*
 - i. *Path*
 - j. *Destination*
3. Relational processes also allow for compound roles in which two participant functions are merged.

2.3.2.3. Mental processes

The third category within the CG original proposal for TRANSITIVITY is that of mental processes (Fawcett, 1980), which initially consisted of four subtypes, to include *mental cognition*, *mental perception*, *mental emotion* and *mental communication* processes. This has since changed, however, with the current system discarding the last of the four subtypes, leaving *mental cognition*, *mental perception* and *mental emotion* processes, although further dividing the latter into two subcategories, namely *emotion emotive* and *emotion desiderative* (Neale, 2002, p. 165). Prior to leading into an account of each type, it is worthwhile clarifying beforehand how

communication processes are currently classified, given that they no longer form a subcategory in their own right, unlike in Hallidayan grammar. Rather, in the CG, they are placed within the category of cognition processes because, according to Neale (2002, p. 169), the semantic roles corresponding to mental cognition processes are also considered applicable to communication ones. This leads us to mention that, unlike action and relational processes in the CG, each mental subcategory involves a different participant role configuration, thus also reflecting yet another difference with Halliday's TRANSITIVITY model in which, across all categories of mental processes, the same semantic roles are applicable (i.e. *Senser* and *Phenomenon*) (Halliday & Matthiessen, 2014, pp. 249-251). Each of the mental process types as outlined in the CG shall now be discussed.

Mental cognition clauses may consist of any two of five potential participant roles, to include a *Simple Cognizant*, as in (177a), a *Phenomenon* as in (177b), an *Agent* (who actively does something to acquire knowledge) as in (177c), an *Affected-Cognizant* (who comes to know something as a result of X occurring), as in (177d) and, lastly, a *Matchee* (see above), as in (177e).²⁴

- (177a) I know the area.
- (177b) I know **the area**.
- (177c) **She** studied French.
- (177d) **We** learned that he had left.
- (177e) **He** likened the book to his own experience.

The above examples would also be considered examples of mental cognition in Hallidayan TRANSITIVITY, with the exception of (177c), which based on the definition of *study* in this context would presumably be analysed as material, and (177e) (i.e. *liken*), for the same reasons, would instead be analysed as verbal. Although a valid interpretation of example (177e) is provided, in light of the fact that *liken* is otherwise defined as "to say that someone or something is similar to another person or thing" (LDOCE Online) and Fawcett considers communication as a subdomain of cognition processes, I nevertheless find example (177c) less convincing. This is because the dictionary definition of *study*, in this particular context, is "to spend time reading, going to classes in order to learn about a subject" (LDOCE Online), thus implying that the sense extends beyond merely a mental procedure. Rather, with such a complex definition entailing both the concept of using our minds (i.e. to learn) and carrying out physical actions (i.e. spending time reading and going to classes), it is somewhat

²⁴ Examples (177a) to (177e) are taken from Neale (2002, p. 170).

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questionable whether this idea is, therefore, captured in classifying this type of example within the mental cognition category alone. In my revised TRANSITIVITY network, this is a key issue that is dealt with in order to account for the complete semantic domain of a more problematic verb such as the aforementioned.

A second subgroup of mental processes is the emotion category, which makes a further distinction between emotive processes and desiderative processes. In either case, the participants include an *Emoter* (i.e. the one who conveys how s/he feels, as in (178a) or, alternatively, what s/he desires, as in (178b)) and a *Phenomenon* (the object or event that is emotionally felt, as in (179a) or that which is desired, as in (179b)).

- (178a) <A32>[...] She said, "I love your beard [...]"</A32> (A-MT-110393-13)
- (178b) <JU1>Do **you** want an objection?</JU1> (A-MT-110393-09)
- (179a) <A32>[...] She said, "I love **your beard** [...]"</A32> (A-MT-110393-13)
- (179b) <JU1>Do you want **an objection**?</JU1> (A-MT-110393-09)

At an initial glance, then, emotive processes in the CG appear to closely resemble the Sydney model of TRANSITIVITY, although the latter classes desiderative processes as a separate category as opposed to as a subtype of emotion. Furthermore, what Halliday and Matthiessen (2004, p. 204) have labelled as macrophenomenal phenomena is also recognised by the CG, although, as exemplified in the following example, analysed somewhat differently.

(180)	she	just wanted	to be	at home
Halliday (SFG)	<i>Senser</i>	mental desiderative process	Macrophenomenal Phenomena (act)	
Fawcett (CG)	<i>Emoter</i>	mental emotive process (desiderative)	Event as an embedded clause (relational location process)	

Table 9. Macrophenomenal phenomena: A comparison across systems (A-MT-100393-07)

In Hallidayan SFG TRANSITIVITY, although acknowledged that the macrophenomenal act may consist of participant roles, a process and circumstance(s), these are, nonetheless, not considered in isolation, but rather as a unified cluster. In the CG, however, the finite clause is, in fact, accounted for, as evident in (180) above. A final difference between the two TRANSITIVITY systems in relation to emotive processes is that, as with other process types, a combination of semantic roles is admitted, namely

Affected-Emoter, as in (181). Neale (2002, p. 168) explains that *he* in the following example undergoes a change of state and, for that reason, is labelled as such.

- (181) **He** fell in love with an English girl just because of her cheeks
(BNCWeb A7A W:fict:prose)

Lastly, the CG considers mental perception processes, which unlike the former subtypes, introduce the semantic role *Perceiver* in both an agentive and non-agentive sense. The former concerns those clauses in which a willingness or deliberate act of perception is intended, as in (182a); meanwhile, the latter instead implies a non-volitional sense of perception, as in (182b).

- (182a) <OCC>[...] but somewhat lighter than what I see when I look
at a person's head hair. [...]</OCC> (A-MT-100393-04)
(182b) <WSH>They were just talking at the kitchen table and I
walked in and I smelled Italian food [...]</WSH> (A-MT-
110393-12)

In view of the fact that this category allows for both purposeful and non-purposeful perception, Neale (ibid) remarks that many of what Halliday and Matthiessen (2004, 2014) classify as behavioural processes can instead be grouped within this subcategory of mental processes, which, in fact, is somewhat appealing in the sense that it could arguably cater for many of the current processes that form part of a mishmash category within the Sydney model. This concludes the subsection on mental processes, then, and thus, this category may be summarised as follows:

1. They construe thoughts and communication, emotions, and perceptions, hence the three subcategories *mental cognition*, *mental emotion* and *mental perception*.
2. Unlike other process types, each mental process subcategory comprises its own unique participant configuration. Thus mental cognition processes may consist of:
 - a. *Simple Cognizant*
 - b. *Agent-Cognizant*
 - c. *Affected-Cognizant*
 - d. *Phenomenon*
 - e. *Matchee*

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Thus mental emotion processes may consist of:

- a. *Simple Emoter*
- b. *Affected-Emoter*
- c. *Phenomenon*

Thus mental cognition processes may consist of:

- a. *Simple Perceiver*
- b. *Agent-Perceiver*
- c. *Affected-Perceiver*
- d. *Phenomenon*

3. Mental perception processes of an agentive nature include many of what Halliday and Matthiessen (2014, p. 301) have labelled as behavioural processes.

In addition to the three original process types in the CG and their corresponding subcategories, Neale's (2002) system, in the same way as we saw with the Hallidayan TRANSITIVITY network (see section 2.2), comprises six process types in total. Besides action, relational and mental process types, she adds three others, namely (i) *environmental*; (ii) *influential*; and (iii) *event-relating* processes, each of which are now outlined below.

2.3.2.4. Environmental processes

Environmental processes are, in essence, a category that comprises verbs denoting climate conditions. According to Neale (2002, p. 171), there are two potential realisations, to include the use of a process (i.e. in its verbal form, as in (183a) or the use of an *Attribute* (i.e. in adjectival form, as in (183b)).²⁵

(183a) It **rains** every day.

(183b) It is **sunny**.

When the realisation is as in (183a) above, there is no participant role in the clause, but rather an empty referential *it* as Subject. In (183b), the same occurs with regards to the Subject, although this time one participant role is present, i.e. the *Attribute* 'sunny'. As Neale (ibid) acknowledges, the latter is comparable to a relational attributive process and, in fact, the former corresponds to what Halliday and Matthiessen (2014, p. 309) have referred to as meteorological processes, which they argue are on the borderline of material and existential clauses. This category is different to the others thus

²⁵ Both examples (183a) and (183b) are taken from Neale (2002, p. 171).

far discussed in the CG on account of the presence of an interpersonal Subject, which is needed for the clause to be coherent.

2.3.2.5. Influential processes

The influential process set consists of processes with “an embedded event in the matrix clause that is somehow ‘influenced’ in one way or another by the process” (Neale, 2002, p. 172). This particular group is said to cater for fourteen possible subtypes, with nine pertaining to clauses in which the process includes an *Agent* (thus, implying that something is done or instigated *by someone*) and five that, otherwise, include an *Affected* (thus, implying that something happens *to someone*). In clauses entailing an *Agent*, the initial subcategories that emerge are: (i) *causative* processes, as in (184a); (ii) *permissive* processes, as in (184b); and (iii) *preventative* processes, as in (184c).

- (184a) <PAS>[...] He (*Agent*) **made** [influential process] her put it in her mouth [*Created*]. [...]</PAS> (A-MT-120393-16)
- (184b) <JU1>I [*Agent*] 'll **let** [influential process] her answer it [*Created*].</JU1> (A-MT-090393-01)
- (184c) His hand on the door [*Agent*] **stopped** [influential process] her from opening it [*Created*] (BNCWeb JY8 W:fict:prose)

As evidenced in all three examples, the semantic role *Created* can occur in an influential clause to represent an event that “did not exist until the influence occurred” (Neale, 2002, p. 173). Thus, it is associated with clauses that either make something happen, allow it to happen or, else, prevent its occurrence. In all three of the abovementioned subcategories, the Subject of the embedded clause, in the vast majority of cases, is made explicit, which is what they share in common. However, since they were proposed in Neale (2002, p. 172), an additional category has been added (Fawcett & Schulz, 2010), otherwise termed as (i) *enabling* processes, as in (185).

- (185) A dim light [*Agent*] **enabled** [influential process] him to find room seventeen [*Created*]. (BNCWeb HTG W:fict:prose)

As with the first three subcategories listed, enabling processes consist of an identical participant configuration (i.e. *Agent* + process + *Created*). Unlike the CG, though, the Sydney model would proffer a different configuration, as illustrated in Table 10 below with example (186).

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(186)	He	made	her	put it in his mouth
	<i>Initiator</i>	material process	<i>Actor</i>	
				Embedded clause: material process

Table 10. Participant configuration: The Sydney SFG TRANSITIVITY network
(A-MT-120393-16)

There are a further five process subtypes that adopt the semantic role *Agent*, with four denoting the stage of the process and, thus, are categorised as follows: (i) *starting* processes, as in (187a); (ii) *continuing* processes, as in (187b); (iii) *delaying* processes, as in (187c); and (iv) *ceasing* processes, as in (187d).

- (187a) <OBY>I [*Agent*] **started** [process] working in the area of fingerprints (*Created*) [...]</OBY> (A-MT-090393-02)
- (187b) <OBW>[...] <<ROBI>> went upstairs and I [*Agent*] **continued** (process) searching the ground floor [*Range*] [...]</OBW> (A-MT-090393-01)
- (187c) While their four children were growing up, she [*Agent*] **put off** [process] fulfilling her ambition to run an antique shop of her own [*Range*]. (BNCWeb BMD W:pop_lore)
- (187d) She (*Agent*) **stopped** [process] singing [*Range*] [...] (BNCWeb ACW W:fict:prose)

Example (187a) involves a *Created* participant as a result of the fact that the event did not previously exist; examples (187b) through (187d), nonetheless, instead include a *Range* because the embedded event (i.e. searching) “extends for the same period of time as the matrix event” (Neale, 2002, p. 173), with, thus, the matrix event here referring to *continue* and the embedded event *searching*. Within the influential process category there is also a subset of verbs that are classed as tentative, in which the Subject of the embedded clause is always implicit, as in (188) below.

- (188) <PJC>After I [*Agent*] **tried** [influential process] to open the door [*Range*] [...]</PJC> (A-MT-100393-06)

So far we have outlined the influential process subcategories that involve an *Agent* (i.e. the instigator). However, as Neale (2002, p. 172) asserts, “not all ‘influential’ processes are ‘causative’; rather, clauses can also impact on an entity, thereby meriting the introduction of a separate category for influential processes comprising an *Affected* semantic role. As part of this subtype, there are five subcategories, three of which are already described above (i.e. *starting*, *continuing* and *ceasing* processes). However, to add to these,

Neale also described two other subtypes which have been categorised as *succeeding* processes, as in (189) and *failing* processes, as in (190).

- (189) He **managed** to complete the last lap [...] (BNCWeb A1N
W:newsp:brdsht_nat:sports)
- (190) <DAN>[...] and she's **failed** to place this witness into
evidence. [...]/<DAN> (A-MT-120393-15)

Although the idea of a category for influential processes provides a valuable contribution, it still seems it is not without its shortcomings. On the one hand, it is a category with potential because it caters for aspectual verbs (e.g. *start*, *try*) that are otherwise ignored in an SFG analysis of transitivity patterns in favour of focussing on what is considered as the main verb of the clause (see example (191a) and (191b) for a comparison of the verbs analysed as process in the CG and SFG).

- (191a) <DCO>[...] and I **started** talking to her.</DCO> (CG).
- (191b) <DCO>[...] and I started **talking** to her.</DCO> (SFG). (A-
MT-090393-01)

On the other hand, it unmistakably lacks a certain degree of detail regarding a large part of the meaning of the clause. Neale (2002, p. 173) attempts to partly address this issue by adding to her description that clauses employing an influential process may contain a second participant role, denoting either a *Range*, which as explained above, involves an embedded event simultaneously occurring with the matrix event, thus, making it an extension of the process or, otherwise, leads to a *Created* participant in which either the embedded thing or event did not exist prior to something influencing its emergence or whereby either of the two were caused and, thus, made to occur. As such, it closely resembles the notion of a *Phenomenon* in which an entire embedded clause can be subsumed. Nonetheless, clauses (191a) and (191b) could essentially benefit from a combination of what the both the CG and Sydney models opt to analyse, thus meaning the analysis of all verbs present and, in turn, a more delicate analysis of the clause.

As well as the influential processes considered so far, Neale (2002, p. 175) also draws the reader's attention to instances in which elements of cognition processes (e.g. the verbal subtype), are seen to closely resemble influential processes, as in (192) below:

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- (192) <PAS>Okay. You [*Agent*] **told** [influential process] him [*Affected-Cognizant*] to go around to the back door [...]</PAS> (MT-100393-06)

Arguably, examples such as (192) could be considered to satisfy the group of influential processes, but as Neale (2002, p. 174) explains, there are a number of influential verbs (e.g. *force*, *allow*) that do not convey the notion of communication and instead infer physical action. Consequently, influential processes are considered by Cardiff grammarians to occur somewhere along the scale between action processes at one end and cognition processes at the other. That said, Neale (2002, p. 175) still insists on distinguishing between cases in which the second participant of an influential process reflects an action participant role or a mental participant role. To do so, she introduces the semantic role *Created-Phenomenon*, which corresponds to the mental equivalent of a *Created* role in an action process), as in (193).

- (193) <PAS>Okay. You [*Agent*] told [influential process] him **to go around to the back door** [*Created-Phenomenon*] [...]</PAS> (MT-100393-06)

This last modification goes somewhat, in my opinion, to enhancing the level of delicacy of the TRANSITIVITY system. Nonetheless, this category would benefit from further amendments, like the inclusion of additional participant roles according to the 'Range element' in question. To add to this, no apparent distinction is made between examples such as (165b) above (i.e. Belle *made* Sebastian the boss) and (194) below, despite being remarkably similar. I argue they are alike in the sense that, in both instances, someone influences the occurrence of an event and causes something to be brought into existence.

- (194) Belle made *Sebastian cry*.

A final contention relating to this particular category of processes concerns the subcategories succeeding and failing that pertain to influential clauses comprising an *Affected* participant. Neale (2002, p. 172) asserts that "in succeeding or failing in something, the process is not one that is DONE, but one that HAPPENS TO YOU", which, I would argue, is not entirely accurate. Evidently someone who succeeds or fails at something finds him/herself affected by the outcome, but one must acknowledge that there is also an element of intentional self-involvement in the process, thus implying agency to some extent, and in fact, this is reflected in the dictionary definitions of

both terms.²⁶ Therefore, it may be worthwhile reconsidering these two subcategories in terms of whether they solely pertain to influential clauses consisting of an *Affected* participant role; perhaps we should contemplate the idea of a combined semantic role, as with others that have been put forward that denotes agency (i.e. volition/a deliberate willingness) and affectedness (i.e. impacted upon, whether intentionally or unintentionally speaking) simultaneously in such instances. With this, we conclude the description of influential processes, those of which can be summarised as follows:

1. This category reflects instances in which an event is influenced by the process and comprises 14 subcategories.
2. These processes may denote mental cognition or action processes that have an influential role and bring about a consequence of said influence.
3. There are four potential participant roles that can surface in influential clauses, which include:
 - a. *Agent* (inherent)
 - b. *Affected*
 - c. *Created*
 - d. *Range*
4. These process types are not catered for as a separate set in the Sydney model of TRANSITIVITY.

2.3.2.6. Event-relating processes

The last of the major process types discussed by Neale is labelled as event-relating processes, which are described as “processes whose meaning has been extended through metaphor to relate two events to each other” (2002, p. 175). That is, Fawcett considers event-relating processes as those that “provide a broad set of relationships between pairs of events” (forthcoming.b), either in the form of a clause (i.e. That he failed to put the issue to the voters) or otherwise a nominalisation (i.e. lack of genuine confidence), as in (195).

- (195) That he failed to put the issue to the voters **implies** a lack of genuine confidence.

²⁶ According to the LDOCE Online, ‘succeed’ is defined as “to do what you tried or wanted to do” and ‘fail’ as “to not do what is expected, needed or wanted”.

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As such, these process types are closely linked with Halliday's notion of *grammatical metaphor* (cf. Benítez-Castro 2013, 2014, 2015 for studies on grammatical metaphor). Nevertheless, unlike the Sydney model, which reinterprets the non-congruent metaphorical forms by transforming them into a verbal congruent equivalent, the CG treats such examples as a process type in its own right. Event-relating processes, thus consist of two participants, namely a *Carrier* and any one of the following: (i) a *Created*, as in (196a); (ii) an *Affected*, as in (196b); or (iii) a *Range*, as in (196c) (Fawcett & Schulz, 2010).

- (196a) A dispute with the local rector and manager led to **a group of parents withdrawing their support from the school** [...] (BNCWeb A07 W:ac:humanities_arts)
- (196b) [...] factors like religion have inhibited **the acceptance of Western materialism and industrialisation** (BNCWeb K94 W:commerce)
- (196c) His love of writing, he believes, stems from **his analytical training at university** (BNCWeb CR8 W:pop_lore)

This category is a somewhat extensive category of process types in the sense that it can include a number of verbs that appear in other categories that denote, for instance, cause, permission, inference, comparison or a temporal relationship. That said, the category, nonetheless, varies as a result of the fact that the verb in question is specifically concerned with connecting *two events*, regardless of how they are realised. Thus, there are arguably two key things to note regarding this category, with the first being that events may be expressed as either verbs, as in (196a) or, as nominalisations, as in (196b) and (196c) above (Bartley & Hidalgo-Tenorio, 2015). Secondly, event-relating processes, whilst at least on the surface, appear to be almost a replica of the relational process category as described above, given that they also indicate a relationship between two entities, can nevertheless be distinguished by the nature of the participant roles (i.e. whether both refer to an event or not). Thus, we may summarise the latter category as follows:

1. Event-relating processes are considered as a discrete process type, which are otherwise catered for by Halliday and Matthiessen (2014) as grammatical metaphors.
2. These processes express a relationship between two events, each of which may be realised in the form of a clause or a nominalisation.

3. There are four participant roles that can appear in event-relating clauses, namely:
 - a. *Carrier*
 - b. *Affected*
 - c. *Created*
 - d. *Range*

Having outlined the CG model in terms of process types and participant roles, we finish with an outline of what have been termed *circumstantial roles* (Fawcett, 2009) in the CG network, which as with the Sydney model, are optional elements that provide additional meaning in the clause.

2.3.2.7. Circumstances

Circumstance roles in the CG can, in most cases, be assigned to all process categories, although some are considered to be process specific and others to most commonly occur with an *Agent*. For those described as more generic, Fawcett (forthcoming.a) lists ten circumstantial roles that all serve to denote the concept of time, to include: (i) *time position*, as in (197a); (ii) *duration*, as in (197b); (iii) *repetition*, as in (197c); (iv) *reduplication*, as in (197d); (v) *periodic frequency*, as in (197e); (vi) *regularly repeated time position*, as in (197f); (vii) *regularly repeated duration*, as in (197g); (viii) *usuality*, as in (197h); (ix) *ordinative*, as in (197i); and (x) *inferential time position*, as in (197j).

- (197a) <DAN> [...] See, they started the ball rolling down the hill and only you can stop it. Because **right now**, it's running away. You can't have people changing their testimony. [...] </DAN> (A-MT-120393-16)
- (197b) <WDM>No, sir, he was not. He may have gone to a grocery store **for a few minutes** after we got there. [...] </DAN> (A-MT-120393-14)
- (197c) <PAS>After you ... after he slapped you **twice**, did he leave you alone in the den?</PAS> (A-MT-100393-06)
- (197d) <PAS>[...] She gave that description **again and again and again**. She looked at the photo lineup. [...]</PAS> (A-MT-120393-16)
- (197e) <WJD>I talked to <<AWLI>> and <<FDLT>> on the phone probably **once a month**, at least, maybe more often.</WJD> (A-MT-110393-10)
- (197f) <PAS>[...] I mean did they come **every year** to stay with you?</PAS> (A-MT-110393-11)

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- (197g) Mrs Wood spends **about an hour each night** when the children are asleep talking about all this to her own mother (BNCWeb CGS W:non_ac:soc_science)
- (197h) <WJD>I **always** keep receipts for tax purposes. [...]/<WJD> (A-MT-110393-10)
- (197i) <PJC>**The first time**, 5 to 10 minutes. And **the second time**, not more than 5 minutes.</PJC> (A-MT-100393-07)
- (197j) <PAS>Were they **still** in a sealed condition when you received those items?</PAS> (A-MT-100393-04)

Aside from those inferring time, Fawcett (forthcoming.a) also makes reference to another set of circumstantial roles that can be used with all process types and infer: (i) *place*, as in (198); (ii) *accompaniment*, as in (199); (iii) *concurrent state*, as in (200); (iv) *subsequent state*, as in (201); (v) *participant specification*, as in (202); (vi) *substituted situation*, as in (203); (vii) *proportion*, as in (204); (viii) *dimension*, as in (205); and (ix) *respect*, as in (206).

- (198) <PAS>[...] They will tell you what they saw **at the scene**, what they did and about the little girl that they found **in the basement** [...]/<PAS> (A-MT-090393-01)
- (199) <PAS>[...] As a matter of fact, he was meeting **with him** regularly in May of 1991. [...]/<PAS> (A-MT-090393-01)
- (200) **Feeling uneasy**, we turned to our Africa on a Shoestring handbook (BNCWeb ARB W:misc)
- (201) She put down the receiver, **feeling much happier** [...]
(BNCWeb H8Y W:fict:prose)
- (202) <WPG>**Besides the friends** that went to the shoot there, I also met some acquaintances that I shot with the previous year [...]/<WPG> (A-MT-110393-12)
- (203) <DAN>[...]If I wanted to create an exhibit, **instead of bringing one from the 31st**, wouldn't I bring you something on the 30th? [...]/<DAN> (BNCWeb A07 W:ac:humanities_arts)
- (204) [...] and what is orthodox today may change **with time** (BNCWeb ARF W:non_ac:nat_science)
- (205) **Over time**, these have both adapted their technologies and developed many new product lines. (BNCWeb A6M W:ac:polit_law_edu)
- (206) <OCC>Yes. The same **as for the head hairs**, yes.</OCC> (A-MT-100393-04)

Among those circumstantial roles argued to regularly occur with an *Agent*, Fawcett (forthcoming.a) outlines 8 categories, namely (i) *manner*, as in (207); (ii) *method*, as in (208); (iii) *instrument*, as in (209); (iv) *role*, as in (210); (v) *intentionality*, as in (211); (vi) *client*, as in (212); (vii) *pleasure*, as in (213); and (viii) *substituted*, as in (214).

- (207) <PAS>[...] Repeatedly, I urged you and asked you to please listen to all the evidence and to listen **very carefully** and to observe the demeanour of the witnesses [...]</PAS> (A-MT-090393-01)
- (208) <ODS>[...] **through conversation** that I had with her and her mother, she was going to her dad's office right after I left. [...]</ODS> (A-MT-090393-03)
- (209) <PAS>And you maintained contact with him throughout this time **by telephone** and **by computer**; is that correct?</PAS> (A-MT-110393-10)
- (210) <DAZ>But, Doctor, you're here testifying **as a scientist**, do you think there should be ... and an expert. [...]</DAZ> (A-MT-100393-05)
- (211) <DGI>[...] Because they're usually laying around, people might **accidentally** touch them or whatever prior to actually being taken as evidence.</DGI> (A-MT-100393-05)
- (212) Then Aunt Branwell read **her** a story from the Bible, and I forgot about it. (BNCWeb FNY W:fict:prose)
- (213) [...] we hadn't done any shopping **for him** and he said he could use some clothes, some jeans.</WJD> (A-MT-110393-09)
- (214) The bride, however, may speak **instead of her husband** or as well as him. (BNCWeb FSN W:misc)

Lastly, a total of 9 circumstantial roles are listed in relation to 4 process categories, with 3 often found in material action processes, to include: (i) *body part*, as in (215a); (ii) *material*, as in (215b); and (iii) *physical cause*, as in (215c).

- (215a) <PJC>[...] and he shoved his finger **into my vagina** and it hurt, so I started yelling. [...]</PJC> (A-MT-100393-06)
- (215b) A coin is a piece of money made **out of metal**, usually gold, silver or some copper alloy (BNCWeb ADH W:non_ac:humanities_arts)

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- (215c) Most of the dolphins that were washed up had died **from internal haemorrhaging** (BNCWeb A07 W:non_ac:nat_science)

In addition, mental emotion clauses also include a circumstance of *degree*, as in (216).

- (216) <A32>I do like him **very much**.</A32> (A-MT-110393-13)

Relational processes also have particular circumstantial roles associated with the category, with *exchange*, as in (217a) and *occasion*, as in (217b) commonly featuring in relational possessive clauses.

- (217a) A sheep farmer produces raw wool and sells it to a mill **for £10**. (BNCWeb K92 W:commerce)
(217b) [...]And there was some left and he took it home and had it **for lunch** the next day.</WJS> (A-MT-110393-11)

Meanwhile, relational directional clauses often include circumstantial roles of *direction*, as in (217c), *distance*, as in (217d) and *process manner*, as in (217e).

- (217c) [...] There was a terrible storm coming up and we said we would just go **north** to Lewisville and catch our highway to come up to Tulsa [...]</WDM> (A-MT-120393-14)
(217d) We walked **for a mile** or so, easily outpacing the vehicle which was soon just a pair of yellow lights back down the valley (BNCWeb A6T W:misc)
(217e) <PAS>[...] She had been **brutally** raped and sodomised. [...]</PAS> (A-MT-090393-01)

The latter concludes our description of circumstantial roles, which, whilst on the one hand appear very delicate, on the other hand, often leave an extremely fine line between one circumstance type and another and moreover, as with the Sydney model, the question of just what constitutes a circumstance and what denotes a participant role. Thus, determining the appropriate annotation can often prove somewhat difficult. In any case, all three elements (i.e. participant roles, processes and circumstantial roles) of the CG model are now summarised in Table 11 below.

Process type	action	mental	relational	environmental	influential	event-relating
Process subtypes	one role	cognitive	attributive	n/a	one role	causal
	two role	emotive: desiderative	locational		two role	inferential
	three role	emotive: desiderative	directional			temporal
	material	perceptive	possessive			comparison
	social		matching			simple co-occurrence
Participants	<i>Agent</i>	<i>Emoter</i>	<i>Simple Carrier</i>	<i>Attribute</i>	<i>Agent</i>	<i>Carrier</i>
	<i>Affected</i>	<i>Affected-Emoter</i>	<i>Agent-Carrier</i>		<i>Affected</i>	<i>Phenomenon</i>
	<i>Carrier</i>	<i>Agent</i>	<i>Affected-Carrier</i>		<i>Phenomenon</i>	<i>Created-Phenomenon</i>
	<i>Created</i>	<i>Simple Cognizant</i>	<i>Attribute</i>		<i>Created-Phenomenon</i>	
	<i>Range</i>	<i>Agent-Cognizant</i>	<i>Location</i>			
	<i>Manner</i>	<i>Affected-Cognizant</i>	<i>Source</i>			
		<i>Simple Perceiver</i>	<i>Path</i>			
		<i>Agent-Perceiver</i>	<i>Destination</i>			
		<i>Affected-Perceiver</i>	<i>Affected-Source</i>			
		<i>Phenomenon</i>	<i>Affected-Path</i>			
			<i>Affected-Destination</i>			
			<i>Possessed</i>			
			<i>Matchee</i>			
	Circumstantial Roles	Experiential: <i>time, duration, repetition, reduplication, periodic frequency, regularly repeated / inferential time position, regularly repeated duration, usuality, ordinative</i>				
action: <i>body part, material, physical cause</i>			with Agent: <i>manner, method, instrument, role, intentionality, client, pleasee, substituted</i>			
mental emotion: <i>degree</i>			relational: <i>exchange, occasion, direction, distance, process manner</i>			
<i>place, accompaniment, concurrent/subsequent state, participant specification, substituted situation, proportion, dimension, respect</i>						

Table 11. CG TRANSITIVITY categories: Processes, participant roles, circumstantial roles

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Having discussed in great detail both the Sydney and CG TRANSITIVITY models, it is clear that both networks provide an invaluable contribution to the field of SFG. Nonetheless, as with any linguistic framework, they are not without their limitations, which, although at this stage, have merely been touched upon, will shortly be addressed in far more detail, thus serving as the basis for my own proposal of a refined, delicate TRANSITIVITY network.

2.4. Discussions concerning the ambiguities and complexities involved in analysing transitivity patterns

As acknowledged by Halliday and Matthiessen (1999, p. 549) themselves, the system of TRANSITIVITY is by no means clear-cut, which makes it understandable that often some degree of debate arises regarding transitivity processes and, particularly, which category a given verb pertains to, especially with ambiguous cases. To add to this, Fawcett (2009, pp. 212-222) actually specifies 7 general problems that arise when carrying out transitivity analyses that lead to ambiguity and include the following: (i) there are numerous verbs in English that carry several different meanings depending on the co-text of the verb in the clause; (ii) each of the process types may embody more than one realm of experience; (iii) clauses sometimes lack an overt participant role; (iv) there is a lack of accurate and concise information regarding the probabilities of particular participant roles in a clause; (v) circumstantial roles can become confused with inherent participant roles; (vi) the use of an experientially empty Subject complicates the predetermined layout of a typical clause; and (vii) metaphorical expressions (i.e. most idiomatic expressions) have a literal and an intended meaning which do not coincide. Additionally, Fontaine and Gwilliams (2015) have argued that another fundamental reason for ambiguities is the lack of research in relation to ambiguous examples and a preference for focussing on prototypical cases. Nonetheless, more recently, research has been carried out to try and fill this gap. One example is O'Donnell et al.'s (2009) study in which a total of seventy five people were given a series of clauses to classify in terms of process type with the aim of determining where and why inconsistent analyses occurred. Their findings revealed that, in one study of 7 clauses participants were asked to analyse, complete agreement was only reached on one occasion. In fact, there were instances in which, with 6 process types to choose from for a given verb, 3, 4 or 5 potential classifications emerged. An example of this occurred, for instance, with the verb *talk*²⁷ in the clause provided below.

²⁷ Example (218) is taken from O'Donnell et al. (2009, p. 50).

- (218) Later in the café, we put the flag into the salt cellar and waited. We **talked** for hours. Then we went back to our room, and Jim played the guitar, and I sang.

Of sixty eight responses, forty people analysed *talk* in the above example as behavioural, whilst 24 considered it to be verbal and 4 opted for material. In a subsequent study, also reported in O'Donnell et al. (2009), 3 experimental groups were given 9 clauses to examine and, not once, did all three groups reach a consensus on what process type was used in the clause. The findings from this research serve as a perfect indication of the fact that either (i) a set of solid criteria is lacking to determine whether verbs pertain to one process category or another (ibid, p. 63); or, alternatively, that (ii) certain verbs fulfil criteria applicable to more than one process type and, thus, the classification procedures that are followed need reconsidering.

To add to the aforementioned, Fontaine and Gwilliams (2015) also highlight the difficulties that emerge when determining whether the verbal group of a clause resembles one process type over another. In their article "Indeterminacy in process type classification", they attempt to follow suit with the previous study by asking experienced SFL academics, in line with Halliday & Matthiessen's (2014) TRANSITIVITY system, to classify the main lexical verb in twenty clauses using 1 of the 6 transitivity process categories. Their aim here, then, as with O'Donnell et al. (2009), was to verify whether, among analysts, a set of consistent annotations of the same clause could be obtained. In the event that this did occur, we could argue for what O'Donnell et al. (2009, p. 58) have termed "coder dialects", in which the same criteria are, thus, employed by either all or the majority when analysing the transitivity patterns of a clause. If, however, process types chosen for each clause were to reveal regular inconsistencies, it was Fontaine and Gwilliams' (2015, p. 9) intention to address the reasons behind why this had occurred. An initial result from this study indicated that analysts only reached complete agreement on the analysis of one out of twenty clauses. A second finding highlighted the fine line that sometimes exists between material and verbal processes in relation to a selection of verbs, such as *reject*, *encourage* and *guarantee* (Fontaine & Gwilliams, 2015, p. 12). Fontaine and Gwilliams (2015, p. 13) make a very interesting point by arguing that a potential explanation for the divided opinion regarding verbs such as these three, as either verbal or material, may well be the result of what Austin (1962) and Searle (1969, 1975) termed locutionary and illocutionary speech acts. Thus, they assert that, whilst on the one hand, inherent in these verbs is the notion of verbal activity, on the other hand, it is not necessarily the intended meaning behind them. For

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instance, the verb *reject* in example (219a)²⁸ below can be reworded as in (219b), thus evidencing that it may be interpreted as a verbal process. Nonetheless, an alternative would be to reword the clause as in (219c), which reflects rather the outcome of the utterance and, so, instead results in assigning a material process annotation to the example.

- (219a) The US wanted to set up a working group to study these costs, but other nations **rejected** the proposal. (BNC ANX W:non_ac:nat_science)
- (219b) The US wanted to set up a working group to study these costs, but other nations **said no to** the proposal [verbal process reading].
- (219c) The US wanted to set up a working group to study these costs, but other nations **did not take on** the proposal [material process reading].

Fontaine and Gwilliams (2015, p. 14), when considering a similar instance of *reject* in their own data, argue that the participant configuration would lead them to classify the verb as a material process and their reason for doing so is that they insist that a *proposal* in this type of example more closely resembles the *Goal* participant of a material process than the *Verbiage* of a verbal process. Moreover, they contend that the entity being rejected (i.e. the proposal) is the target of that process. This final point, nonetheless, would seem a somewhat flawed argument given that verbal processes may entail a *Target* role (animate or non-animate) that finds her/himself or itself targeted by the process (Halliday & Matthiessen, 2014, p. 307). In addition, verbal processes involving a *Target* “do not easily project” (ibid), which is also apparent with the verb *reject* and, thus, further undermines their claim. All in all, then, it is patently obvious that the criteria for each process type needs to be further clarified and the potential for overlaps dealt with accordingly.

Similarly to the difficulty observed in distinguishing between material and verbal processes, inconsistencies were also noted with clauses that some analysts claimed were material and others claimed were relational. The authors asserted that this was not actually related to the verb itself though, but, rather, due to the complex task of determining the meaning of the verb in its context (ibid, p. 15). Lastly, Fontaine and Gwilliams (2015, p. 15) deduced that variable analyses emerged because some SFL researchers annotated on the basis of syntax and, thus, used the syntactic probes to carry out their transitivity annotations; meanwhile, others instead

²⁸ Examples (219b) and (219c) are rephrased for the purposes of illustration.

based their reading on a purely semantic analysis (cf. O'Donnell et al. 2009, p. 63 for similar findings). Nonetheless, they have suggested that this can be dealt with by carrying out an analysis on two separate levels. Thus, a clause can be analysed syntactically and semantically simultaneously. In this way, when two different annotations are obtained, this would not mean that one is more accurate than the other; rather, it would avoid the possibility of losing valuable information in relation to the clause, a major flaw currently associated with using one analysis as opposed to another. This proposal certainly has potential, although, whilst Fontaine and Gwilliams (2015, p. 15) acknowledge that there are instances in which “two processes [...] simply cannot be separated”, I am not sure that this will always relate to the syntactic/semantic divide. I would argue that it is also possible for the process of a clause to consist of a range of semantic features that pertain to more than one process type due to the complex nature of some verbs in English (cf. Fawcett, 2009, p. 212), as will become evident in my own taxonomy in Chapter 6. In line with this, I would be inclined to take into account, as they propose, the speaker's intention and the resulting outcome of a particular verb in the sense that “the same physical form of language may realise different functions” (Fontaine & Gwilliams, 2015, p. 13). Therefore, with verbs that seem to be borderline between two types, as in *encourage* in (220) below, in which the intention may be for the speaker to persuade someone to do something, does not mean that the outcome will reflect that said person has been persuaded. The ‘encouraged individual’ may or may not act in accordance, which means that there is potential for a two or even three-way transitivity analysis for verbs denoting manifold meanings, such as this, in combination.

- (220) As Japan has become an economically strong nation, the Japanese government **has encouraged** the building of national museums throughout Japan. (BNCWeb EBX W:pop_lore)

Aside from the three aforementioned studies, research that attempts to address the grey areas of the TRANSITIVITY system description is extremely scarce. However, since embarking on this PhD thesis, scholars, on numerous occasions, have had regular online discussions in which they have requested feedback and debated problematic clauses via the sysfling mailing list (accessed via <https://mailman.cf.ac.uk/mailman/listinfo/sysfling>), to which academics and non-academics alike can subscribe and deliberate SFL related matters via email. One such case is cited below in which the question arose as to whether the verb *prescribe* should be classed as a behavioural process after finding it listed in a table of behavioural process

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verbs by Martin et al. (2010, p. 124). Fusari (personal communication²⁹, December, 8, 2012) explains that, having searched the BNC, a number of examples (fifteen to be exact) show instances of *prescribe* that project, as in (221). This clearly contradicts Halliday's contention that behavioural processes, unlike their verbal and mental counterparts, are unable to project another clause (1994, p. 139), hence the author's enquiry via Sysfling regarding how to classify the verb *prescribe*.

- (221) [...] while feeding the baby at the breast is a natural function, a custom may **prescribe** that breastfeeding should last until the child can walk or speak, [...] (BNC H0P W_institut_doc)

What ensued was a reasonably lengthy discussion regarding whether *prescribe* could, thus, be rendered a behavioural process or, rather, if it should instead be grouped within the verbal process category (Bartlett, Dreyfus, Fusari & Rose, personal communication, December, 2012). Due to the fact that examples such as (221) above can lead to projection and, moreover, given the dictionary definition of *prescribe* as "to say what medicine or treatment a sick person should have" or "to state officially what should be done in a particular situation" (LDOCE Online), it seems more than reasonable to consider reassigning this particular verb to the verbal process set. In any case, regardless of whether the verb *prescribe* pertains to one process group or another is not what I wish to establish at this stage; that will come next. Initially, I wish to make the point that verbs can carry a wide range of meanings (cf. Fawcett, 2009, p. 212); thus, acquiring a list of verbs and placing them in a table, out of context, as was the case here, can arguably serve very little purpose in the sense that the same verb (with several different meanings) may evidently pertain to more than one process category which will be decided on the basis of the context in which the verb is located. All the same, it is not uncommon in theoretical descriptions in SFL to encounter tables comprising a list of words that are given as examples pertaining to a particular category. Thus, in works on TRANSITIVITY (cf. Halliday, 1985; Halliday & Matthiessen, 2004, 2014; Martin et al., 2010) a table of verbs is often included for the purposes of exemplifying a process type; similarly, in descriptions on APPRAISAL (cf. Bednarek, 2008; Martin & White, 2005), a lot of adjectives and nouns are presented in tabular format as an attempt to clarify the type of example that a given category constitutes. Nevertheless, lists essentially take words out of context and, as

²⁹ Personal communications were retrieved from the SFL mailing list (<https://mailman.cf.ac.uk/mailman/listinfo/sysfling>).

such, rarely prove helpful to the discourse analyst, especially when the word denotes complex meanings.

To next consider the question of whether the verb *prescribe* resembles a verbal process or behavioural one, then, what will clearly assist the analyst is if they have a clear set of criteria that enable them to assign an appropriate category; this, however, is obviously easier said than done. To elaborate, many of the process types, especially those at the borderline of two categories or more, share a number of common features with other processes, which means that overlaps regularly occur. Nonetheless, as Bartlett (personal communication, December 8, 2012) briefly mentions in one of the many emails distributed via Sysfling on a daily basis, what we essentially are dealing with, at least in this particular example, is “a continuum of verbality”. This notion of a continuum is very attractive given that the way in which experience is represented will not always be clear-cut; that is, verbs that are grouped into process types do not necessarily fulfil all of the specified criteria of a particular category and, by the same token, they may actually satisfy a number of criteria that are listed in one type as well as a range of different criteria listed in another, hence the potential for overlaps. The latter is evidently a consequence of process realisations embodying intricate meanings, thus making the analyst’s task rather difficult if selection of only one category is permitted. With these issues in mind, then, the idea of establishing a TRANSITIVITY scale and a clear catalogue of criteria is certainly a means by which to address ambiguous cases. To take this a step further, though, it is my contention that, rather than a linear scale, what would perhaps be of more use is, subsequent to deciding what constitutes each process type (see Chapter 6), assess individual events within their context in terms of how many criteria they fulfil of each of the process categories available. When I use the term *events* in the previous sentence, I refer to processes that are realised as either verbs or grammatical metaphors because, in agreement with Simon-Vandenberg et al. (2003), I also subscribe to the idea that experiences may be expressed as nominalisations and, in fact, when they are, I would argue that this can be revealing of the underlying ideology in a text. The inclusion of nominalised forms, as we shall see in more detail in section 2.4.1.5, is one of the ways in which my own proposal differs from both the Sydney and Cardiff TRANSITIVITY networks.

Another discussion that arose on the Sysfling mailing list raised the question of how best to annotate the verb *survive* in the clause exemplified in (222) below.

- (222) Another important church is the Church of St Martin just outside the city’s medieval wall, half of which **survives** today.

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The query posed (Stoian, personal communication, November 11, 2013) was concerned with whether *survive* in the above example should be analysed as an existential or relational process, which led to feedback from several SFL experts. An initial response from Smith (personal communication, November 11, 2013) came through in which he maintained that *survive* in this case should be classified as existential in view of the fact that the meaning of the verb, he believes, is synonymous with the verb *exist*. This would imply that Smith, first and foremost, adheres to a semantic analysis. Bartlett (personal communication, November 11, 2013), however, disagreed with this analysis by arguing that *survives* in example (222) does not mean *exist*, but rather *exists still*, with *still* as a circumstantial element that is conflated with the process. Therefore, he insisted that the clause is not existential, but in actual fact, a one participant relational clause. Doran (personal communication, November 12, 2013) also reached the same conclusion, based on the following criteria: (i) the unmarked tense is likely to be the present simple and (ii) the *What did X do* probe is not really viable, thus making a material and, due to the tense, a behavioural reading inappropriate; (iii) the clause does not require a conscious participant and (iv) *survives* does not project, thereby ruling out a mental and verbal analysis; and lastly a tag question with existential *there* proves ungrammatical, thus rendering an existential reading also problematic. As such, on the grounds that the clause adopts the present simple and there is no requirement for an animate participant, Doran argues that *survives* in the above example is relational. In spite of the above reasoning, Hodge (personal communication, November 11, 2013) adds to the discussion by reiterating the fact that *survive*, as with other verbs in English, is “semantically ambiguous” and, therefore, proposes that “instead of supposing that there should be a decision between existential and relational, I suggest that it be assigned to both”. This idea of pertaining to more than one category is also shared by Bartlett (personal communication, November 11, 2013) and, is something that is acknowledged and accepted as a possibility in my own refined TRANSITIVITY model.

A third and final contention that shall be mentioned here concerns the appropriate analysis of the common idiomatic expression *get a bird’s-eye view* in example (223).

(223) You’ll **get a bird’s-eye view** of this majestic city.

Stoian (personal communication, November 26, 2013) brought the abovementioned clause to the attention of those on the Sysfling mailing list in order to determine whether *get a bird’s-eye view* should be considered as a material process (i.e. *get*) with *a bird’s-eye view* as *Goal* or, alternatively,

if the idiomatic expression in its entirety reflects a mental process. As per usual, different interpretations were put forward with Dreyfus (personal communication, November 26, 2013) asserting that *get* is material with a *bird's-eye view* serving as *Scope*. In contrast to this idea, however, Tucker (personal communication, December 2, 2013) disputed the latter and suggested that *get*, when preceding a concrete object, as in (224), can indeed be analysed as material.

(224) <A32>[...] We waited and waited and waited and waited. And finally, did **get** a seat. [...]</A32> (A-MT-110393-13)

Nevertheless, if appearing before an abstract thing (e.g. *idea*, *view*), as in (224) above, Tucker claimed that a mental process would be the favourable choice. Nonetheless, O'Donnell (personal communication, November 26, 2013) challenged the latter on the basis that *get a bird's-eye view* cannot project, thus making the mental process category, in fact, incompatible; this, consequently, led to the question of whether example (223) is neither material nor mental, but rather behavioural. To add to the confusion, Bartlett (personal communication, December 3, 2013) subsequently reminded us of the CG model and explained how examples such as (223) could, from this alternative perspective on transitivity patterns, be classed as relational possessive as a result of the fact that *get* infers the transferral of a possession. All in all, then, we, once again, witness how an itemised list of clear criteria for each process category is essential in order for agreement to be reached and, in turn, inter-rater reliability achieved when analysing the transitivity patterns employed in a given clause.

2.4.1. Potential flaws of the Sydney and CG TRANSITIVITY networks

Having outlined above a number of problematic examples that have been looked at, discussed at length and later, settled or, in some cases, not agreed upon, we now turn to consider a variety of issues associated with a transitivity analysis and, successively, propose a suitable means by which to deal with them. The issues identified are as follows:

1. Analysing the main verb of a clause
2. Circumstances as an inherent or optional element of clause
3. Process criteria dilemmas and contradictions
4. Participant combinations in the CG: So why not process combinations?
5. The analysis of grammatical metaphors
6. Accounting for a distinction between two clause types

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2.4.1.1. Analysing the main verb of a clause

One of the key reasons behind process ambiguity is related to the issue of, firstly, what constitutes the main verb of a clause, which as acknowledged by Fontaine (2013, p. 25), is complicated in itself. If there is only one verb in the clause, as in (225a), the analysis generally proves relatively straightforward. If, however, there is more than one verb in the clause, as in (225b), the second non-finite form is classed as the main verb and, thus, as the process element (Martin et al., 1997, p. 116).

- (225a) <PAS>[...] do you remember how you **started** the conversation?</PAS> (A-MT-110393-10)
- (225b) <PAS>[...] Well when he started **to talk about** <<NPJC>>, he said, I don't doubt that she was attacked that day. [...]</PAS> (A-MT-120393-16)

Example (225a) would typically be analysed as a material process. However, example (225b) would instead be assigned to the verbal process category, which, although accurate, nonetheless, is not without lacking a degree of detail. In SFG, verbs such as *start* are not analysed when they serve as an aspectual verb that contributes additional meaning to the process in terms of, for instance, time (Fontaine, 2013, p. 25). The reason for this is that the process focusses on the situation expressed in the clause, which in (225b) is said to be primarily concerned with the verbal activity of talking and not with starting something. That said, we must question whether the meaning is captured in its entirety by ignoring the verb *start* and, from my perspective, it is not. In support of this idea, let's take a look at two other clauses in which *recognise* is labelled as the main verb in both instances. However, the aspectual verb *start* in (226a) is replaced with *fail* in (226b).³⁰

- (226a) [...] people will start **to recognise** a change in your shape (BNCWeb AD0 W:non_ac:medicine).
- (226b) [...] people will fail **to recognise** a change in your shape.

Through replacing *start* in (226a), i.e. the verb that originally was not accounted for, with another alternative, namely *fail* in (226b), the meaning of the clause changes entirely from what may be termed an affirmative utterance in (226a) to one that is, in fact, negated. That is, if someone fails to recognise something, s/he did not recognise it, which is the idea

³⁰ Example (226b) has been adapted for illustration purposes.

conveyed in (226b). This leads us to the question of whether the researcher can afford to ignore any elements within the clause and still maintain the delicate meaning of a clause.

Unlike Hallidayan TRANSITIVITY, the CG model in contrast would analyse those verbs that are often classed as aspectual verbs in Hallidayan TRANSITIVITY (e.g. *start*, *continue*, *try*) as the main verb of the clause. Thus, *start* and *fail* in the above examples would constitute the main verb and, instead, pertain to the influential processes group, as exemplified in (227) below, illustrating a comparison across TRANSITIVITY networks.

(227)	People	will start	to recognise	a change in your shape
Sydney model		-	mental process	
CG model		influential process	-	

Table 12. Analysis of the main verb in the clause: The Sydney vs. the CG model (A-MT-090393-01)

As much the CG as the Sydney model, in my view, fail to offer an accurate interpretation of the clause with both producing an analysis that is equally deficient in delicacy. With this in mind, then, my own taxonomy for transitivity patterns is designed to account for all the verbs that proffer meaning to the clause as well as the issue of distinguishing between affirmative and negated clauses (see section 2.4.1.6).

2.4.1.2. Circumstances as an inherent or optional element of the clause

A second issue that must be raised is related to the confusion between whether circumstances constitute an inherent part or, otherwise, optional element of the clause. The treatment of circumstances in the CG differs from the Sydney model in that the former often classes what Halliday and Matthiessen (2014) consider as (optional) circumstances of this process category as, instead, inherent participants of the process (Butler, 2003, p. 396), which as described earlier is the result of the syntactic labels given to the different components of the clause. The way in which they diverge is exemplified in example (228a) in Table 13 below.

(228a)	Ivy	went	to Peru
Sydney model	<i>Actor</i>	material process	Circumstance: <i>Location</i>
CG model	<i>Agent-Carrier</i>	relational (locational) process	Participant role: <i>Location</i>

Table 13. Circumstance or participant role: A comparison across models

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The CG argues that the *Location* element of clauses such as that in (228a) above are inherent in the clause because it is a predictable continuation of the process. The Sydney model, on the other hand, considers *to Peru* as a circumstance in the sense that this information “encode[s] the background against which the process takes place” (Thompson, 2004, p. 109), which although providing additional and, potentially, important information, is nonetheless not considered core to the clause structure (Halliday & Matthiessen, 2014, p. 312). In this particular example, I am more inclined to support the latter in view of the fact that, although this locational information is, arguably, predictable in that the past tense of the verb *go* (i.e. *went*) does indeed infer the idea of going somewhere, by the same token, the information serves to situate the process and, as such, remains optional and by no means needed for the clause to make sense. Furthermore, example (228a) could be rephrased as in (228b) or (228c) in which the meaning of the clause shifts entirely and, in turn, makes one question just what is and what is not a predictable process extension.

(228b) Ivy went **quietly**.

(228c) Ivy went **with her brother**.

Therefore, within my own TRANSITIVITY model, I propose that the following criteria be adhered to when determining whether or not a given component denotes a circumstance:

1. If the questionable element in the passive voice can be made Subject of the clause when expressed in the active voice, it is considered a participant; if, however, it cannot, it is classed as a circumstance.
2. If there is a prepositional phrase located inside a nominal group and it cannot be moved to Theme position of the clause, it serves as a qualifier and, as such, pertains to the participant role; if, however, it can be moved to Theme position, then it is considered a circumstance.
3. If a prepositional phrase that appears like a circumstance includes a preposition that actually forms part of a multi-word verb, the unidentified element is a participant; if, however, it does not, it is labelled a circumstance.

2.4.1.3. Process criteria dilemmas and contradictions

A third issue that emerged whilst learning about the main tenets of both the Sydney and CG TRANSITIVITY models was that a number of somewhat questionable decisions and, in some cases, inconsistencies came to the forefront in relation to the specified process criteria. To begin with the CG

network, my first contention lies with the fact that processes denoting acts of communication are classed within the mental cognition category. I acknowledge that how we communicate is a strong reflection of what we think about the world around us, hence perhaps the decision to consider verbal processes as cognitive. Nonetheless, communication is an act that takes our thoughts past the thinking stage and actively expresses them out loud to the outside world; thus, it implies the deliberate transferral of information to other sources and, as such, is, in my view deserved of pertaining to a separate category, as Halliday (1985, 1994) and Halliday and Matthiessen (2004, 2014) do in the Sydney model. That said, the Sydney TRANSITIVITY network is not without its limitations. Keeping with the notion of communication, Halliday and Matthiessen (2014, p. 303) argue that a verbal process, albeit classed as a minor process type in light of the fact that it is considered on the borderline of two main process types, “covers any kind of symbolic exchange of meaning”. Evidently, this makes the category somewhat broad, which they themselves acknowledge; nonetheless, we later come across a contradiction in terms when we witness examples such as (229) which, despite indicating that meaning is exchanged, via *suggest*, is, nevertheless, categorised as relational identifying.

(229) In Swindon, a council report **suggests** the problem has risen twelvefold in recent years. (BNCWeb K1D W:news_script)

To add to the confusion, if we are to accept that the verb *suggest* in the above example is relational, we face yet another contradiction with the theory as it is described. That is, Halliday and Matthiessen (2014, p. 261) remark that relational clauses, unlike mental and verbal ones, cannot project. However, examples such as (229) do indeed project, which surely means that we must either reconsider the definition of verbal processes or otherwise class examples such as (229) as verbal or, else, reassess the relational process criteria and recognise that they can in fact project. Given that the Sayer of a verbal process, according to the Sydney model, is not required to be an animate being, I would opt to consider all instances in which meaning is exchanged as pertaining to the verbal category. That said, I would also propose that, in any case, relational processes can in fact project, as exemplified in (230a) below.

(230a) <DAN>[...] the substance of this testimony is **that my defendant dyed his hair** [...]</DAN> (A-MT-100393-07)

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The above example would be classed in Hallidayan terms as a relational identifying clause in view of the fact that the participant roles can be reversed, as in (230b).

(230b) **[the fact] that my defendant dyed his hair** is the substance of this testimony [...]

Meanwhile, the CG would consider the both (230a) and (230b) as examples of event-relating processes in which two events are related to one another. I, on the other hand, question whether either of these analyses suffice. That is, if we acknowledge that relational processes can project, in the same way that mental clauses can project a separate clause, it is possible to examine the different elements of the projection in more detail and, thus, reach a far higher level of delicacy. This latter point, in fact, I intend to carry out, thereby catering for the analysis of embedded clauses.

The last point I wish to raise in relation to verbal processes and, specifically the Hallidayan network, relates to the semantic role labelled as *Target*. This participant has been defined as the entity that is verbally acted upon by the *Sayer*, thereby evidencing its purpose in the verbal process category. My issue is, however, with the fact that when a verbal process comprises a *Target*, the potential for projection is, all of a sudden, rather limited. Thus, the analyst is led to question whether the verbal process group as it stands is somewhat ill-defined. I would suggest that a possible solution, given the imprecise nature of language, would be to divide the verbal processes into major and minor on the basis of whether or not they can project. Therefore, example (231a) would be classed as a verbal major process and (231b) a verbal minor process.

(231a) <OBW>She **said** that she had been raped and that a man had come to the door [...]</OBW> (A-MT-090393-01)

(231b) Mr Nelson has **praised** her for being brave enough to take the case. (BNCWeb K35 W:newsp:other:report)

We now turn our attention to the longstanding issue of behavioural processes and whether or not they can either be more clearly defined or whether they should, in fact, be scrapped and reassigned to an already existing category. These process types, which include verbs such as *sneeze*, *cough*, *laugh*, *dream*, *burp*, *yawn*, *sigh*, *gossip*, to name but a few (Halliday & Matthiessen, 2014, p. 302) are classified differently with Halliday and Matthiessen recognising that behavioural processes as a separate set that lie on the border of two major process types and generally denote “human physiological and psychological behaviour” (ibid, p. 301).

Nonetheless, they also acknowledge that they do not have “clearly defined characteristics of their own” (ibid). The CG, on the other hand, does not propose a behavioural category as a process set in its own right; rather, such verbs are allocated to either a subcategory of one-role action processes, otherwise labelled involuntary behaviour or, alternatively, placed in the mental process category (Neale, 2002, pp. 110-111). Within the subcategory of involuntary behaviour, references are made to physiological and psychological conduct or reactions, as in (232a) and (232b).

- (232a) <OBW>[...] Just through natural body functioning, your hands **sweat**, you exude water and the sweat is 98 percent water. [...] </OBW> (A-MT-090393-02)
- (232b) I don't like letting these feelings be known in case people think I'm **cracking up**. (BNCWeb K52 W:newsp:other:report)

Meanwhile, in the mental process category of the CG, a distinction is made between those instances in which there is evidence of deliberate sensing, as in (233a) and those in which the participant reflects a non-agentive sensing role, as in (233b).

- (233a) <PAS>Now when you **looked at** her and you say that you saw a little girl standing there in a swimsuit, did you physically observe any evidence of injury at that point in time?</PAS> (A-MT-090393-01)
- (233b) <PAS>[...] When you first **noticed** them, how close was he to you?</PAS> (BNCWeb K35 W:newsp:other:report)

Given that processes denoting action in either TRANSITIVITY system under discussion allows for both actions that involve deliberate intent and those that are carried out involuntarily, there seems to be no good reason to cater for a separate category for the purposes of representing physiological and psychological behaviours. Furthermore, the idea to differentiate between agentive and non-agentive mental processes is a valid contention as there are certainly cases in which, for instance, we deliberately perceive something, as evidenced in example (233a) above and in which we do so instinctively, as illustrated in (233b). With this in mind, then, my refined TRANSITIVITY network discards the notion of a behavioural process category and, instead, expands on the relevant criteria pertinent to processes denoting action or activities of the mind in order to cater for this, arguably, miscellaneous group as it stands in Hallidayan TRANSITIVITY. Moreover, those verbs that embody communication, but are unable to project and, on these grounds, are classed as behavioural by Halliday and Matthiessen

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(2014, p. 302), are accounted for in my own system through the distinction already discussed between major and minor verbal processes, with the former consisting of verbs that project and the latter those that do not.

Tense is another reason for Halliday and Matthiessen's (2014) distinction between verbs that appear like those found in the mental process category, yet are assigned to the behavioural group. That is, they argue that the present simple is typical of mental processes (ibid, p. 249), whereas the present continuous is characteristic of behavioural ones (ibid, p. 301). This, however, would appear to be a contradiction in terms as illustrated in example (234) below.

- (234) <PAS>Okay. Do you remember first **thinking** that it was April when you saw him as opposed to May?</PAS> (A-MT-110393-12)

On the one hand, we may interpret (234) as behavioural on the basis of the tense used; on the other hand, if behavioural processes cannot project, example (234) must be classed as mental. Therefore, by establishing a divide within the mental process category between those examples in which agency is inferred, as in (234) above, both tense and the potential for projection can be accounted for, with a focus on the meaning of the clause maintained.

Having discussed how to deal with behavioural processes, then, we now turn back to consider the CG model of TRANSITIVITY and, specifically, the classification of one of the three subcategories of relational processes. Unlike Halliday and Matthiessen (2014) who distinguish between relational attributive and relational identifying clauses, Fawcett (2000) and Neale (2002) make no such distinction and, thus, group all examples under the one label, i.e. relational attributive. This, in my view, is problematic if our aim is to attain the most delicate degree of analysis possible. Furthermore, the two subcategories are not exactly alike (cf. Halliday & Matthiessen, 2014, pp. 268, 277-278), thereby supporting the idea that a distinction should be made.

Another issue to address, again in relation to the CG TRANSITIVITY network, concerns the material/social action divide that, on the one hand, seems like a valid proposal given that, as Neale (2002, p. 149) asserts, not all action is of one sort. On the other hand, within the subcategory of social action, there seems to be a degree of overlap in that this category not only caters for social interactions on a physical level, but also of a verbal nature, as in (235).

- (235) They **threatened** me once more [...] (BNCWeb BP7 W:fict:prose)

Where my contention lies is that other types of verbal processes are categorised, instead, as mental cognitive processes. Neale reasons that the difference between verbs such as *threatened* in the above example, classed as a social action process, and *told* in example (236a) below, classed as a mental cognition process, is that mental cognitive processes of communication in the CG are those that “cause someone to know something” (2002, p. 272). Moreover, unlike example (235) consisting of two participant roles, the latter are said to consist of three, namely an *Agent*, an *Affected-Cognizant* and a *Phenomenon* (ibid), as illustrated below.

- (236a) <PAS>Okay. You [*Agent*] **told** [mental cognitive process] him [*Affected-Cognizant*] to go [*Phenomenon*] [...]</PAS> (A-MT-100393-06)

Given that the process in the CG is secondary to the participant role configuration in the sense that the latter will define the former, the above analysis, at first sight, seems reasonable and straightforward. Nonetheless, when encountering other similar examples, this aforementioned explanation begs the question of how examples such as (236b) would be dealt with. That is, *threaten* has been classed as a social action verb because it comprises two semantic roles; however, in the following clause, *be on at*, also listed as a social action verb, includes three participants.

- (236b) He [*Agent*] **was** always **on at** [action process] me [*Affected-Cognizant*] to become a cab driver [*Phenomenon*] [...] (BNCWeb A6E W:biography)

As it stands, then, it is unclear whether example (236b) should in fact be grouped within the mental cognitive category, thereby indicating that the number of semantic roles in the clause are given precedence or, otherwise, whether most weighting should be given to the semantics of the process itself (i.e. considering *be on at* as a form of verbal abuse). I suggest that one way of tackling this issue is, in the same way that the CG permits compound roles (Butler, 2003, p. 394), the option of compound processes should also be made available, thus giving equal precedence to both aspects of the TRANSITIVITY system. Examples such as (236b) clearly shares features of both verbal communication and social interaction and neither one should be overlooked. Thus, as outlined in 2.4.1.4 below, process combinations are

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one of the developments to the TRANSITIVITY network that I propose to deal with such cases.

Another issue has come to my attention regarding the CG and, specifically, the category of influential processes. As well as the treatment of verbs such as *start*, *try*, *continue*, *stop*, this process group also lists verbs denoting the concepts of success and failure, as discussed in section 2.3.2.5. According to Neale (2002, p. 172), these cases comprise solely an *Affected* entity, as in (237a) and (237b).

(237a) To date, 10 million smokers [*Affected*] **have succeeded** in kicking the habit. (BNCWeb AOJ W:misc)

(237b) <ODS>[...] I noticed that I [*Affected*] **had failed** to get her to initial the picture that she picked.</ODS> (A-MT-090393-03)

Whilst I do not dispute that the participant role in the above two clauses is indeed an *Affected* participant, I would argue that the analysis should be stretched slightly further. What I mean is that an individual who succeeds or fails at something is usually responsible for the action that s/he failed at and, thus, in my view, are better defined as a compound role (i.e. *Agent-Affected*).

Another process dilemma that I wish to draw the readers attention to is concerning the fine line between examples (238a) and (238b), yet which, according to Neale (2002) denote different process configurations.

(238a) <PAS>[...] What **made** [influential process] him stop rubbing your vagina, do you know?</PAS> (A-MT-100393-06)

(238b) That's why we **made** [relational process] her the supervisor (BNCWeb JN7 S:meeting)

In example (238a), the analysis reflects the idea that an external influence caused *him* to stop rubbing and, thus, an influential reading seems valid. Example (238b), however, would also seem to infer that someone has caused something to happen, but instead the focus is on the outcome, i.e. that *her* has become a supervisor, hence the relational process tag assigned. Nevertheless, given that an external cause in both instances brings about a change of situation, I would insist that example (235b), in fact, embodies more than one process type, which, if accepted, would be representative of both the external cause and the product of the process. In line with this latter assertion, I now proceed to discuss the value of allowing process combinations in order to encapsulate meanings at their most delicate.

2.4.1.4. Participant combinations in the CG ... so why not process combinations?

The idea of process combinations has briefly been touched upon throughout this chapter and will now, for the purposes of clarification, be expanded upon using examples to illustrate the usefulness of admitting compound processes in the same way as the CG accepts the notion of compound semantic roles. Currently, in the CG, there exists the possibility of combining participant roles (e.g. *Agent-Cognizant*, *Affected-Carrier*) (Neale, 2002, pp. 374-375) in order to account for instances in which the same participant performs more than one role simultaneously. This idea is not acknowledged in the Sydney model, although from my perspective, is a valid contribution to the theory and, thus, is also applied in my own proposal for a TRANSITIVITY network. However, where I believe the CG falls short, as with Hallidayan TRANSITIVITY, is in the lack of a similar application to process types in which, when dealing with verbs in English that denote complex meanings, it could be possible to suggest a far more detailed analysis than, at present, is available. Thus, if, for argument sake, a process within a clause meets 5 of the 8 criteria established for material processes and 2 of the 12 criteria determined for relational processes, I would not choose to classify the example as pertaining to solely one category or the other; rather, I would propose the notion of a compound process. What now follows, then, is a number of examples that denote complex processes, whether dual or multi-processes, and justifications are given in each instance regarding why this analysis is convenient.

The first example we shall consider is a clause consisting of the verb *lend*, which is considered to mean the act of allowing someone to have something that belongs to you, as evident in (239a) below.

(239a) Will you **lend** me your car, Fred? (BNCWeb JXV W:fict:prose)

As we can see, there are essentially two aspects to the definition with, on the one hand the idea of *allowing* and, on the other hand, the notion of *having*. Thus, the above example needs to cater for as much the first as the second part of the definition. *Allow* in the Sydney model is classed as a material process (cf. Matthiessen, 1995), whilst in the CG, it is grouped in the influential process category (cf. Neale, 2002). In my revised taxonomy, the latter actually forms part of the action process category on the basis that action processes can involve an external force or influence that provokes the occurrence of something else; therefore, the above example is firstly considered as partly pertaining to the action category; nonetheless, the notion of *having* is equally central to the meaning of the verb in question,

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which leads to a combined annotation to include the former alongside a relational possessive tag. Due to the overlap of process types, an overlap of semantic roles, as introduced in the CG, also occurs and, thus, the above example would be analysed as indicated in (239b)³¹.

- (239b) Will you [*Catalyst*] **lend** [action-relational_possessive process] me [*Affected-Carrier_Possessor*] your car [*Goal-Possessed_Attribute*], Fred? (BNCWeb JXV W:fict:prose)

To now look at a second example involving the verb *abstain*, which, again, denotes a complex meaning. That is, *abstain*, on the one hand is defined as “to choose not to vote for something”, as in (240a). On the other hand and, in a different context, it may refer to “not doing something you enjoy”, as in (240b) or “not having something you enjoy”, as in (240c).

- (240a) And not only did Gerry Fitt [...] **abstain** in the vote [...] (BNCWeb ASD W:fict:prose)
(240b) How long should they **abstain** from sexual relations? (BNCWeb BND W:religion)
(240c) [...] a study conducted at the University of California found that young people who do experiment with drugs are usually better adjusted than kids who **abstain** from drugs completely. (BNCWeb CGC W:pop_lore)

In all three instances we witness that more than one idea is conveyed in the verb *abstain*, thus inferring that in each case a complex process annotation is applicable. In (240a) the concept of choosing something implies mental desire on the part of the participant role and to account for the fact that s/he did not vote, also a lack of action on their part. As such, example (240a) would be analysed as in (241a) below.

- (241a) And not only did Gerry Fitt [*Senser-Catalyst*] [...] **abstain** [mental_desiderative-action process] in the vote [...] (BNCWeb ASD W:fict:prose)

Examples (240b) and (240c) also denote more than one process type at work, with (240b) necessitating reference to the notions of both “not doing” and simultaneously “enjoying” something. Example (240c) also embodies

³¹ The equivalent of the semantic role *Actor* in the new framework is labelled as *Catalyst*.

the idea of enjoyment, but is instead combined with the sense of having something. Thus, the annotation for each would be as follows:

- (241b) How long should they [*Catalyst-Senser*] **abstain** [action-mental_emotive process] from sexual relations? (BNCWeb BND W:religion)
- (241c) [...] a study conducted at the University of California found that young people who do experiment with drugs are usually better adjusted than kids [*Carrier_Possessor-Senser*] who **abstain** [relational_possessive-mental_emotive process] from drugs completely. (BNCWeb CGC W:pop_lore)

A third example entails the verb *educate*, understood to mean “to give someone information about a particular subject”, as exemplified in (242a) in which the prosecution lawyer of the trial analysed in this piece of research requests that an expert explains to her and the jury about a scientific test carried out during the police investigation.

- (242a) <PAS>I need you to **educate** us just a little bit on the colouration of pubic hairs. [...]</PAS> (A-MT-100393-04)

In view of the fact that s/he who gives information, presumably, does so via means of a communicative interaction, it seems reasonable to assume that *educate*, in part, pertains to the verbal minor process category.³² To add to this, though, we may also deduce that the participant role who receives this information has, at the same time, acquired new knowledge which must also be reflected in the transitivity annotation. Therefore, example (242a) would be tagged as in (242b).

- (242b) <PAS>I need you [*Sayer*] to **educate** [verbal-mental_cognitive process] us [*Receiver-Senser*] just a little bit on the colouration of pubic hairs. [...]</PAS> (A-MT-100393-04)

We conclude with a fourth and final example concerning the verb *convict*, which, given the scope of this PhD, is most certainly worthwhile considering. *Convict*, as with the aforementioned verbs, is by no means straightforward in the sense that when someone is convicted of a crime, an announcement is made that s/he is guilty. As such, the concept of an announcement as

³² “Educate” is classed as a minor as opposed to major verbal process because it cannot project.

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well as the process of attributing guilt to the individual in question must be accounted for, which as illustrated in (243) is feasible in the refined proposal I put forward.

- (243) In July Mr Pettersson [*Receiver-Carrier*] **was convicted** [verbal-relational_attributive process] by the crown court [*Sayer-Attributor*] [...]</PAS> (BNCWeb A57 W:newsp:brdsht_nat:report)

Thus, in the same way that the CG suggests compound semantic roles, what we recognise here is the potential for process combinations as a result of the aim of SFL grammarians to derive the meaning at the core of a clause. In order to achieve this objective and, as delicately as possible, it seems fundamental that the meaning of a verb in its entirety be captured and fully reflected through the annotation tag assigned; as a result, if maximum delicacy requires process or participant combinations, then there seems no reason why this approach should not be embraced.

2.4.1.5. The analysis of grammatical metaphors

We now contemplate what Halliday and Matthiessen (2014, p. 707) have referred to as Ideational Grammatical Metaphor (IGM henceforth) and how best to cater for these linguistic realisations. IGM, essentially, concerns the construal of processes and qualities as if they were entities (Halliday & Matthiessen, 2014, p. 710), thus employing a nominalisation in place of either a verb as illustrated in (244a) or an adjective, as in (244b).³³

- (244a) My **belief** is that life is what you make of it.
(244b) The customs officer checks our passports, notes the **absence** of a visa in both the Mexicans'. (BNCWeb A0U W:fict:prose)

According to Halliday and Matthiessen (2014, p. 710), nominalisations construe entities (i.e. things) as opposed to processes, thus meaning that expressions such as (244a) above are considered non-congruent when designed to express a happening. However, the above example can be made congruent if the process is expressed using an appropriate (verbal) realisation, as in (245).

³³ For illustration purposes, example (244a) is a modified version of “I **believe** that life is what you make of it.” (BNCWeb A0R W:fict:prose) and (244b) a slightly altered version of “The customs officer checks our passports, notes the visa is **absent** in both the Mexicans”.

- (245) I **believe** that life is what you make of it.” (BNCWeb AOR
W:fict:prose)

Halliday and Matthiessen (2014, p 715) recognise that IGM can provide meaning to the clause that, if not considered, can easily be lost, but insist that metaphorical expressions entailing nominalised forms will have a corresponding congruent way of wording the clause that, thereby, enables processes to be identified. There are, however, other scholars who maintain that nominalisations can, in fact, serve to represent processes (Simon-Vandenberg et al., 2003) and, moreover, serve a particular purpose. That is, Woods (2006) claims that one function of using nominalisations in favour of verbal realisations is to obscure the participants involved and, especially, those that potentially indicate an *Actor* who is responsible for something. In turn, the process is argued to be backgrounded and emphasis instead laid on the outcome of said process (ibid, p. 73).

In view of what Woods' (2006) remarks, then, and the fact that in this PhD thesis a fundamental objective is to establish, through a look at transitivity patterns, how certain people and the experience of forcible intercourse with a minor is represented, it is vital that the use of nominalisations in favour of verbs is considered here. That said, the question remains regarding how to cater for them. Unlike Halliday and Matthiessen (2014) who convert the original clause into a congruent one that can be analysed, the CG offers an alternative means of dealing with IGM. As detailed above, one of the process categories of the CG is, otherwise, labelled as event-relating in which examples such as those discussed here are accounted for. Thus, IGM is treated by the CG as a transitivity pattern in its own right (Fawcett, forthcoming.b), in which a clause involves two events that are related and annotated as in (246a) below. According to Fawcett (ibid), event-relating processes can only consist of two participants, namely a *Carrier* and a *Range*, as illustrated.

- (246a) My belief [*Carrier*] **is** [event-relating process] that life is what you make of it [*Range*].

Although the introduction of this category, then, to the TRANSITIVITY system is a valid alternative to what Halliday and Matthiessen (2014) propose in the sense that such cases are treated as transitivity patterns without the need for modifications, nominalisations are, nonetheless, still not dealt with in as much detail as I would argue is necessary. The fact that, for instance, *my belief* is classified as a *Carrier* completely overlooks the mental cognitive meaning inherent in the nominalisation and, thus, is surely inadequate. Furthermore, the metaphorical expression *life is what you make of it*, if

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solely labelled as *Range*, also fails to capture the essence of what the clause signifies, which is that “you alone have the power to determine your own fate”. Thus, in my own TRANSITIVITY network, examples such as (246a) above will not be considered as an event-relating process; rather, recognition of this type of realisation will be given through allowing for the potential in the existing categories for this idea to be catered for and included in the annotation, as in (246b).

(246b)	My	belief	is	that life is what you make of it
		mental_cognitive nominal process	relational_identifying process	
	<i>Identifier-Senser</i>			<i>Identified-Phenomenon</i>

Table 14. Circumstance or participant role: A comparison across models

My belief is classified as a compound semantic role in order to better encapsulate the mental cognitive meaning of the nominalised entity. In addition, *life is what you make it* is, aside from annotated as a dual participant role, as evidenced here, also available for supplementary annotation. This means two things, which are: (i) that in my own TRANSITIVITY system, the clause is accounted for in full; and (ii) that metaphorical expressions are analysed with a focus on semantics rather than on syntax, given that the latter can sometimes have little do with the actual meaning of what is uttered.

SFL analysts, then, are as much focused on what meaning is derived from the clause as on how we choose to convey that meaning through a combination of syntactic structures that inevitably bring something unique to the table depending on the choice of expression. For that reason and the fact that I firmly believe IGM to be a valuable resource for detecting how we represent our experience, my own TRANSITIVITY network caters for both nominalisations and other means of metaphorical expression.

2.4.1.6. Accounting for a distinction between two clause types

(i) Affirmative and negated clauses

Here, I wish to propose that a distinction be made in a transitivity analysis between affirmative and negated clauses given that the meaning of a clause, if negated, is markedly different from its affirmative counterpart, as exemplified in (247a) and (247b) below.

- (247a) Clive and Kevin **play** golf [...] (BNCWeb CLL
W:non_ac:soc_science)
(247b) Clive and Kevin **do not play** golf [...]

SFG considers the notion of polarity, which evidently serves to account for this distinction between *yes* and *no*, but nevertheless, is considered as an element that pertains to the interpersonal metafunction. I am not suggesting that this is invalid, but if transitivity patterns are part of the former, it seems logical that, if a clause is negated, the annotation should reflect this. To further clarify this point, we can consider examples (248a) and (248b).

- (248a) And the Robins' boss was delighted with the performance, claiming that, although they **did not win** the game, they came out on top tactically. (BNCWeb K97 W:newsp:other:report)
(248b) And the Robins' boss was delighted with the performance, claiming that, although they **lost** the game, they came out on top tactically.

Both clauses, essentially, mean the same thing, but if we analyse the transitivity patterns without contemplating the negation in (248a), the clauses will, then, not only fail to portray just how this experience is represented, but moreover, make the analysis somewhat inaccurate through, consequently, reporting them as if the meanings were, in fact, polar opposites, which is in no way the case. In view of the aforementioned, I assign an additional tag in my own analysis that caters for differentiating between affirmative and negated clauses.

(ii) Evaluative clauses: Positive, neutral or negative?

Last but not least, the way in which we represent our experience is largely designed to convey events and people in a more positive, neutral or negative light, depending as much on the subject matter of a text as the author of the discourse itself and his/her intentions. This type of information is, once more, dealt with in SFL via the interpersonal metafunction. However, what I advocate here is that prior acknowledgement of whether the verb or nominalised form denotes a positive, neutral or negative event can serve to compliment the more delicate interpersonal analysis and, thus, provide the analyst with a general picture of whether the type of transitivity patterns used are more or less explicitly evaluative and, if more, in which direction. Therefore, the possibility of applying an evaluative tag, as in example (249), is also made available

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(249) <OBW>She said that she **had been raped** [action_negative process] and that a man had come to the door [...]</OBW>
(A-MT-090393-01)

2.5. Conclusion

The latter now concludes this subsection in which a detailed description has been provided of the two transitivity models put forward to date. Subsequent to a review of each, we outlined potential problems associated with both and how they may be addressed. Thus, in Chapter 3, we proceed to outline the second analytical framework that will be applied to a section of the dataset (i.e. the closing arguments) of this PhD thesis. What follows, then, is a description of APPRAISAL theory as it was described originally (cf. Martin & White, 2005) and the subsequent modifications that have since been proposed (cf. Bednarek, 2006, 2008).

3. APPRAISAL

3.1. Introduction

Whereas the TRANSITIVITY network captures the representation of one's experiences, thus corresponding to the ideational metafunction (Halliday & Matthiessen, 2014, p. 87), APPRAISAL theory otherwise pertains to the interpersonal metafunction of language in which one is concerned with the choices made by speakers that, in turn, reveal their position towards a particular proposition or, otherwise, serve as an indication of the relationship between interlocutors (Martin & White, 2005, p. 7). APPRAISAL theory comprises three individual domains: the systems of *Attitude*, *Engagement* and *Graduation*. A description of each will now follow, starting with Engagement and Graduation before providing details of the system of Attitude in view of the fact that the latter is where the focus lies in this PhD thesis.

3.2. Engagement

Engagement has been characterised as the “resources for positioning the author's voice with respect to the propositions and proposals conveyed by a text” (Rentel, 2012, p. 342). Thus, defined as an “attendant resource” (Martin, 2000a, p. 165) within the overall APPRAISAL network, the system of Engagement is initially divided into two, to allow for the distinction between examples otherwise classed as *monogloss* and those classed as *heterogloss*. The former denotes instances in which an utterance is expressed as a “bare assertion” (Martin & White, 2005, p. 100), as in (1a) below. In contrast, the latter is expressed using *might*, thus leaving room for doubt or the possibility for the addressee to question the assertion, as in (1b).

- (1a) <WJS>[...] his parents **were** in our front bedroom, he **was** in the middle bedroom and my husband and I **were** in the back bedroom.</WJS> (A-MT-110393-11)
- (1b) <WSH>[...] He **might have been** in the house and followed us out there.</WSH> (A-MT-110393-12)

There are a variety of ways in which language can be employed to illustrate that the speaker is not wholly committed to the truth of a proposition. In example (1b) above, for instance, we witness how the speaker uses a modal verb to imply a lack of certainty (i.e. *might*). However, additional linguistic strategies may also be used, to include negation, reference to others as the authorial figure of an utterance or, through using a range of modal markers that enable the force of an argument to be minimised (e.g. *In*

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my opinion, Arguably etc.). Within the heterogloss category of the Engagement subsystem, a further distinction is made between those cases whereby the speaker either endeavours to openly allow for alternative arguments (termed as *dialogic expansion*) or to, otherwise, overtly refute and challenge the proposition in question (termed as *dialogic contraction*). The different heterogloss categories are now summarised in Table 1.

Dialogic expansion		Dialogic contraction	
Entertain	Attribution	Proclaim	Disclaim
	<i>Attribute: acknowledge</i>	<i>Proclaim: concur</i>	<i>Disclaim: counter</i>
	<i>Attribute: distance</i>	<i>Proclaim: pronounce</i>	<i>Disclaim: deny</i>
		<i>Proclaim: endorse</i>	

Table 1. Engagement: Heterogloss subcategories (Martin & White, 2005)

As evidenced above, *dialogic expansion* comprises two subcategories, namely *Entertain* (i.e. the voice that ‘entertains’ the possibility of other voices or opinions) and *Attribution* (i.e. propositions that are attributed to the voice or opinion of another person). Thus, the subcategory *Entertain*, according to Martin and White (2005, p. 104), is the equivalent of what is more commonly termed epistemic modality (cf. Bybee et al., 1994; Palmer, 1986) and evidentiality (Cornillie, 2009; Willett, 1988). Although some scholars claim that epistemic and evidential modalities are one and the same thing (cf. Bybee, 1985; Palmer, 1986), others do distinguish between the two, maintaining that the former refers to expressions denoting the likelihood that a state of affairs is or is not true, whilst the latter, on the other hand, “concerns the speaker’s indication of the nature of the evidence invoked for (assuming the existence of) the state of affairs expressed” (Nuyts, 2001, p. 27). That is, evidential modality is concerned with the source of evidence that gives a proposition a higher or lower level of credibility. Unlike the subcategory *Entertain*, cases of *Attribution* are, instead, more typically realised via direct and indirect reported speech and, thus, constitute utterances involving a mental process, as in (2a) or, else, a verbal process verb (cf. Halliday & Matthiessen, 2014), as in (2b).

- (2a) Your dogs need more fat, not more protein, but for some reason most of the dog-owning world **believes** otherwise. (BNCWeb: A17, W:pop_lore)
- (2b) **She said** he wore a red, white and blue striped shirt [...] (A-MT-090393-01)

In addition to attributing voices and/or opinions to others using verb realisations, it is also possible to encounter nominalisations in discourse that serve the same purpose, as illustrated in (3) and (4) below.

- (3) Her writings make clear **her belief** that it is vital that children acquire abstract modes of thought [...] (*BNCWeb*: EF8, W:ac:soc_science)
- (4) Now prior to this trial, **his statement** was to the 3 tests, I cannot positively include or exclude. (A-MT-120393-16)

It is worthwhile remarking that elements of the interpersonal metafunction, such as those described above, may also be analysed from an ideational perspective, i.e. in terms of transitivity patterns, which goes some way towards demonstrating that a certain degree of overlap occurs between the two metafunctions. This, however, is by no means detrimental; in fact, the two in combination can complement one another and further serve to verify one's analysis, which is precisely what we attempt here with the closing statements of the court case under analysis.

Attribution consists of the following two types: (i) *Attribute: acknowledge* and (ii) *Attribute: distance* (Martin & White, 2005, p. 134). The difference lies in the fact that *Attribute: acknowledge* concerns those cases where there is "no overt indication" (Martin & White, 2005, p. 112) of the stance adopted by the authorial voice in relation to the propositional content of the utterance, thus detaching oneself from it. *Attribute: distance*, however, denotes instances in which there is explicit reference to the "distancing of the authorial voice from the attributed material" (ibid, p. 113). This brings the explanation of dialogic expansion to a close, thus leaving dialogic contraction to now be explored.

Dialogic contraction comprises two categories, those of which are subsequently divided into a further five subcategories (see Table 15 above). The two fundamental categories pertaining to this subsystem of Engagement include *Proclaim* and *Disclaim*, and entail those instances in which the aim is to restrict the potential alternatives that could emerge during interaction to a minimum. Thus, in the case of *Proclaim*, "dialogic alternatives are confronted, challenged, overwhelmed or excluded" (Martin & White 2005, p. 118). *Disclaim* involves the immediate dismissal of dialogic alternatives due to the fact that they are deemed, for instance, irrelevant. Both *Proclaim* and *Disclaim* consist of additional subcategories, to include in the case of the former (i) *Proclaim: concur*, (ii) *Proclaim: pronounce* and (iii) *Proclaim: endorse*, and in the latter (i) *Disclaim: counter* and (ii) *Disclaim: deny*. Each of these shall now be considered.

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Instances of *Proclaim: concur* emerge when, during interaction, the hearer is in agreement with the speaker or, s/he demonstrates that s/he shares the same knowledge as the speaker, which may be indicated through linguistic markers such as *of course*, *not surprisingly* or *certainly*. This subcategory suggests that a particular viewpoint is the only possible perspective or, at least, the most appropriate, which nobody in their right minds would dare to question. What is uttered is considered as common sense and, thereby, at the same time, presumed to be widely agreed upon by everyone, or at least everyone of sound mind. *Proclaim: pronounce* contemplates those examples whereby the voice of the speaker is used overtly in order to insist that what is being expressed is legitimate and, thus, of value (Martin & White 2005, p. 127), as in (5). Furthermore, a range of intensifiers are employed for the same purposes, as in (6) below, or otherwise, in oral language, stress may be placed on a particular word or words.

- (5) <DAN>Now **you'll agree with me**, Officer, that unfortunately in an investigation like this the fibres or hairs or whatever you find, you have no idea how long they've been there or who they belong to, correct?</DAN> (A-MT-090393-02)
- (6) <DAZ>And **indeed** because the victim is Type O, the Antigen H is going to be there anyway; is that correct?</DAZ> (A-MT-100393-05)

Finally, *Proclaim: endorse* concerns those instances which show how external sources are given credit by an authorial voice in relation to a given proposition in order to ensure that it carries maximum weighting and is, therefore, deemed irrefutable. This, in turn, means that both outside sources and the authorial voice share responsibility for the truth of the proposition and, although the utterance may continue to be subjective, it is not a reflection of an individual viewpoint, but rather of multiple positions. An example is given in (7) where we observe how the authorial voice assigns a proposition to an external source (i.e. a picture), essentially as a means to support their own personal standpoint.

- (7) <DAN>[...] but that picture, Judge, **shows** that he was in jail in December.</DAN> (A-MT-090393-03)

Having outlined the subcategories pertaining to *Proclaim* within the Engagement network of the APPRAISAL system, we now turn our attention to also consider the subcategories of *Disclaim*. Firstly, Martin and White (2005, p. 118) refer to *Disclaim: deny*, which they affirm refers to ways in which the

authorial voice rejects the proposition through using linguistic items that evoke denial or a contradiction of what has been uttered, as illustrated by the negation used in (8) below.

- (8) <PAS>You said in the past when they've been there on his birthday that <<AWDM>> had gone in your kitchen and baked cakes for him?</PAS>
 <WJS>**No**, that's **not** what I said. I said that when they were in Tulsa, his mother always baked his birthday cakes from what she has told me. He had **never** been in Dallas before on his birthday that I can remember.</WJS> (A-MT-110393-11)

In (8), a family friend of the defendant's mother denies the proposition put to her by the prosecution attorney in order to clarify what it was exactly that she said and not what was, otherwise, interpreted.

A second subcategory is *Disclaim: counter*, which entails those examples denoting the idea of replacing an original proposition with an alternative suggestion. This may be indicated through the usage of markers like *even though*, *but*, *however* and *yet*, for instance, as in (9a) and (9b), all of which serve to counter an initial argument.

- (9a) <PAS>**But even though** he had 30 days growth on his face, it's still thin?</PAS> (A-MT-120393-14)
 (9b) <PAS>When <<MDLT>> and <<AWLI>> talked to <<NRWL>> back in September of 1992, do you think it's significant that they didn't mention that <<FWJD>> and <<NDFT>> were just almost late for that shoot? And **yet** now they're saying, "Oh, yes, he was late for the shoot. That's why I remember it. [...]"</PAS> (A-MT-120393-16)

This now brings our description of the Engagement subsystem to a close and, thus, what follows is an outline of Graduation.

3.3. Graduation

Graduation is concerned with the ranking of individuals' evaluations somewhere along a scale of two extremes in which reference is made to two categories, namely *Force* and *Focus*. As with the Engagement subsystem, then, Graduation comprises the two aforementioned categories along with their corresponding subcategories, as illustrated in Table 2.

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Force		Focus	
Intensification	Quantification	Sharpening	Softening
<i>isolating</i>	<i>number</i>		
<i>infusing</i>	<i>mass</i>		
	<i>extent</i>		

Table 2. Graduation subcategories (Martin & White, 2005)

As Martin (2004, p. 325) asserts, *Graduation: Force* either amplifies or tones down the volume of gradable concepts, thus referencing degrees of intensity and/or quantity of something. As such, it comprises two further subcategories, to include *Intensification* and *Quantification*. The first of these deals with the magnification or reduction of qualities, as in (10), actions, as in (11), or modal expressions, as in (12) (Martin & White, 2005, p. 140).

- (10) <OCC>The pigment was **slightly** darker in 7-1 than I found in any of the known hairs.</OCC> (A-MT-100393-04)
- (11) <PAS>She had been **brutally** raped and sodomized.</PAS> (A-MT-090393-01)
- (12) <DGI>[...] it's **quite** possible that the victim and the suspect would be the same type. </DGI> (A-MT-100393-05)

Force: Intensification is further subdivided into two groupings, namely *isolating* and *infusing*. The fundamental distinction between the two is based on whether or not a lexical item that stands apart is used to either maximise or minimise the degree of intensity. This is the case with the former, whilst with the latter no separate lexical item is present. Examples of *Force: intensification* (*isolating*) include the pre-modification of adjectives, as in (13), or adverbs, as in (14); the grading of verbs, as in (15), or modalised expressions of likelihood or usuality, as in (16); the use of comparatives, as in (17) or superlatives, as in (18). Additionally, such examples may be realised lexically and, thus, often carry figurative meaning, as in (19).

- (13) <DCO>[...] I received a call in my office from my wife. She was **rather** distraught [...]</DCO> (A-MT-090393-01)
- (14) <RWL>She told me that he was **rather** nicely dressed was her words.</RWL> (A-MT-120393-15)

- (15) <DAN>[...] I know it's tough to have to listen to this, but now we're going to change the course **a little bit** and this is the part of the case that I told you I didn't have to do anything. [...]</DAN> (A-MT-100393-07)
- (16) <DGI>[...] it's **quite** possible that the victim and the suspect would be the same type. We don't know at this point in time.</DGI> (A-MT-100393-04)
- (17) <OGK>And like I said, she was pretty ... she acted much **more** mature than an 11-year-old girl that I'd ever met was. [...]</OGK> (A-MT-090393-01)
- (18) <WEC>[...] He's extremely fond of his parents, which is very important to me because his parents are 2 of the **loveliest** people I know. [...]</WEC> (A-MT-120393-14)
- (19) <PAS>[...] Nobody but this man right here. This man who has a **crystal** clear, unmarked complexion. What do you think? [...]</PAS> (A-MT-120393-14)

Force: Intensification (infusion) implies that the degree of intensity can be conveyed by a single lexical item. Thus, in (20) and (21) we see two terms (i.e. *scared* and *terrifying*) that are semantically related, but vary in terms of where each would be placed along a scale of intensity, with *scared* being lower down and *terrifying* higher up the scale.

- (20) <PJC>I walked with him because I was **scared**.</PJC> (A-MT-100393-06)
- (21) <PAS>[...] When he came in and grabbed her and pushed her further into the kitchen, the most **terrifying** event of this little girl's life began. [...]</PAS> (A-MT-120393-16)

Finally, in the same way as figurative meanings are possible in the *Force: Intensification* (isolating) category, so are they possible in the *Force: Intensification* (infusion) category, as evidenced in (22) below.

- (22) We've managed to keep our costs in line where others have seen theirs **skyrocket**. (BNCWeb K6B S:brdcast:discussn)

With regard to the subcategory *Force: Quantification* (Martin & White, 2005, p. 148), evaluations are made in relation to entities that may be concrete or abstract. The grading process consists of vague number measurements that specify the amount or extent of something such as size, as in (23), weight, as in (24), and time, as in (25).

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- (23) <DAZ><<UOCC>>, I believe that you testified that you spread out the vacuum sweepings on a **large** piece of paper in your room and then sorted that material; is that correct?</DAZ> (A-MT-100393-05)
- (24) <WJD>[...] The gun case with the skeet gun with the barrels for the gun is very **heavy** and when it's down in the trunk of my car, it's quite low, I have to bend in [...]</WJD> (A-MT-110393-10)
- (25) <DGI>[...] I'm making that call based on the fact I've been doing this for **several** years.</DGI> (A-MT-100393-06)

The category *Quantification*, then, is further subdivided into three subcategories, to include *number* (i.e. a specified, though not necessarily specific number) as in (26), *mass*, as in (27), and *extent* (i.e. a specified amount in terms of space or time, in relation to distance and/or distribution) as in (28).

- (26) <OGK>[...] I'd just introduced myself and told her I needed to take a report and get as **many** facts as I could about what had happened. [...]</OGK> (A-MT-090393-01)
- (27) <DAZ>And is that because you can take a very **small** amount of DNA and replicate it over and over to get your sample much larger and more detectable?</DAZ> (A-MT-100393-05)
- (28) <JU1>[...] If you should need to recess, a **short** recess, for restrooms, I would grant you one. [...]</JU1> (A-MT-120393-16)

In contrast to *Graduation: Force*, the category of *Graduation: Focus* deals specifically with the strengthening or weakening of particular lexical items, thus acting as an indication of the extent to which X corresponds to its semantic category (i.e. be it more central or more peripheral) (Martin & White, 2005, p. 137). As such, there are two potential directions in which *Graduation: Focus* can transpire and these have been termed as either *Sharpening*, as in (29) or *Softening* the strength of a given word, as in (30).

- (29) I think a **real** friend is someone you don't have to see the whole time. (BNCWeb ED4 W:pop_lore)

- (30) <PAS>Do you remember any of the conversation on May 30th?</PAS>
<A32>Not really. The day of arrival, just **general** conversation.</A32> (A-MT-110393-13)

As evidenced in the examples above, the notions of *authenticity* (see (29)), and *specificity* (see (30)) are, thus, apparent characteristics of *Graduation: Focus* (Hood & Martin, 2007, p. 755). To add to this, *Graduation: Focus* may also infer *fulfilment*, as in (31).

- (31) <JU1>[...] When you testify, speak into this microphone and the attorney is going to adjust it for you. Just **try to** speak where it's close to you and it is adjustable. [...]</JU1> (A-MT-120393-14)

Having outlined both *Engagement* and *Graduation* in depth above, then, we may now turn our attention to the more central subsystem of APPRAISAL, otherwise referred to as the system of *Attitude*.

3.4. Attitude

Within APPRAISAL theory, the system of Attitude is defined as the system of meanings that represents: (i) feelings and emotions; (ii) ethics; and (iii) aesthetics (Martin & White, 2005, p. 42). Each of these three dimensions has been classified as separate subsystems of *Attitude*, with (i) being termed as *Affect*, (ii) as *Judgement* and (iii) as *Appreciation*. As Hood (2004, p. 27) points out, Attitude is most commonly realised using adjectives (e.g. *important*), although alternative grammatical options are available that prove just as effective for conveying attitudinal meaning. A description of Attitude has been left until the end of this subsection in view of the fact that this system is core to the APPRAISAL framework, unlike the latter two, which are considered to be “attendant resources” (Martin, 2000a, p. 165). Consequently, my own research focuses solely on the latter system for the purposes of examining a section of the closing arguments presented by the prosecution and defence attorneys involved in the criminal case under analysis. What now follows, then, is a detailed summary of the subcategories within the system of Attitude, starting with the theory as it was originally proposed (Martin & White, 2005), before proceeding with a discussion of subsequent amendments that were made, specifically to the domain of Affect (Bednarek, 2008).

Affect is, in essence, concerned with our positive and negative feelings or emotions and, so, is seen in examples such as (32) and (33) below.

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- (32) <PJC>I don't remember, I just know I was very **happy**.</PJC>
(A-MT-100393-06)
- (33) <ODS>She was **apprehensive**, a little **nervous**.</ODS> (A-MT-090393-03)

At a glance, the above description seems somewhat simple, but the category of Affect is, in actual fact, far more complex than it initially appears. To begin with, Affect may be realised in a range of ways, whether through, for instance, the use of a process, as in example (34a), the use of a quality, as in (34b), the use of an evaluative comment, as in (34c) or, else, a grammatical metaphor, as in (34d) (Martin & White, 2005, pp. 45-46).

- (34a) More likely, anything that reminded her of her friend's death probably **upset** her. (BNCWeb ACV W:fict:prose)
- (34b) <PAS>Were you **upset** when you were talking to her?</PAS>
(A-MT-100393-06)
- (34c) **Sadly**, it was not going to work. (BNCWeb A0F W:fict:prose)
- (34d) If a patient dies because of hypoglycaemia, particularly a child, the **upset** and distress this will cause to many relatives is extreme. (BNCWeb HWU W:ac:medicine)

Bednarek (2009, p. 166) has also remarked that Affect can occur either in an overt fashion, whereby resources directly name the emotional reaction of the *Emoter* (i.e. the conscious participant who experiences the emotion) (Martin & White, 2005, p. 46), as in (35) or, otherwise, covertly, whereby resources name the emotional reaction of the *Emoter* indirectly, as in (36). In the latter example, the implication is that the actions of the defendant terrified the little girl, but the wording, nonetheless, reflects an evaluation of a thing as opposed to an overt emotive response of an animate being, as in example (35).

- (35) The threat, unspoken, **terrified** her. (BNCWeb K8R W:fict:prose)
- (36) <PAS>[...] When he came in and grabbed her and pushed her further into the kitchen, the most **terrifying** event of this little girl's life began. [...]</PAS> (A-MT-100393-06)

Finally, the system of Affect comprises a range of subdomains to include: (i) Happiness/Unhappiness; (ii) Satisfaction/Dissatisfaction; (iii) Security/Insecurity; and (iv) Inclination/Disinclination, each of which is listed along with their corresponding subcategories in Table 3 below.

Happiness/Unhappiness		Satisfaction/Dissatisfaction	
cheer	misery	pleasure	displeasure
affection	antipathy	interest	ennui
Security/Insecurity		Inclination/Disinclination	
confidence	disquiet	desire	fear
trust	surprise		

Table 3. Affect (Martin & White, 2005)

Happiness/Unhappiness has been defined as the category comprising those emotions that reflect the “affairs of the heart” (Martin, 2000a, p. 150), thus including feelings of joy and delight in addition to their corresponding antonyms (i.e. sadness and misery). This subdomain is, as indicated above, also further subdivided into four subcategories, two of which pertain to Happiness, namely *cheer*, as exemplified in (37a) and *affection*, as in (37b), and two to Unhappiness, to include *misery*, as illustrated in example (38a) and *antipathy*, as in (38b) (Martin & White, 2005, p. 49).

- (37a) <A32>I don't think anybody asked why. We were surprised to see him and **happy** to see him but didn't ask why.</A32> (A-MT-110393-13)
- (37b) <PAS>That's it? You **love** him, you hate him? Isn't it true you're afraid of him?</PAS> (A-MT-100393-06)
- (38a) At times, she was **downhearted** and wondered whether she would ever write another book. (BNCWeb FPB W:fict:prose)
- (38b) <PAS>That's it? You love him, you **hate** him? Isn't it true you're afraid of him?</PAS> (A-MT-100393-06)

The emotions that are subsumed within this subdomain, then, stretch further than simply making reference to contentment or sorrow; they also denote feelings of fondness, liking and loving or, otherwise, expressions of dislike, hate and disgust.

A second subdomain of Affect has been labelled as Satisfaction/Dissatisfaction (Bednarek, 2008, p. 155; Martin & White, 2005, p. 51) and relates to those emotions that are concerned with the quest to achieve one's goals or, conversely, the failure to do so, thus resulting in feelings of frustration and disappointment. Such feelings may refer to both activities that one is involved in as well as how one feels as a spectator of a given activity (Bednarek, 2008, p. 156). As with Happiness/Unhappiness, the category of Satisfaction/Dissatisfaction also comprises four subcategories, to include *pleasure*, as illustrated in example (39a) and *interest*, as in (39b) on the one hand, and *displeasure*, as in (40a) and *ennui*, as in (40b), on the other (Martin & White, 2005, p. 51).

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- (39a) <JU1>[...] Leave your badge here, if you would. We **appreciate** your service. [...]</JU1> (A-MT-110393-13)
- (39b) Yet he claims to have been a late developed in many respects, a dreamy boy who grew up **absorbed in** cricket and poetry, still unaware, at Oxford in 1939, of anti-Semitism in Germany. (BNCWeb A4M W:newsp:brdsht_nat:social)
- (40a) <PAS>And you were **irate** when you found out he'd been charged; is that correct?</PAS> (A-MT-110393-13)
- (40b) By early evening, I was just too **bored** to stick the place any longer so I went back to the hotel. (BNCWeb A0F W:fict:prose)

Thus, the former includes examples of feeling pleased about or engrossed in something, whilst the latter embraces the notions of annoyance or boredom.

The third category pertaining to the subsystem of Affect is Security/Insecurity, which contemplates emotions that infer the notions of inner peace or, otherwise, anxiety, both said to be the result of our immediate surroundings and the people with whom we share our experience. Martin and White (2005, p. 50) assert that this subdomain comprises the following four subcategories: (i) *confidence*, as expressed in (41a) and (ii) *trust*, as in (41b), both subtypes of Security; and (iii) *disquiet*, as in (42a) and (iv) *surprise*, as in (42b), both subtypes of Insecurity.

- (41a) You should use only those techniques that you are **confident** of being able to control (BNCWeb A0M W:misc)
- (41b) <PAS>Why do you have a bear today?</PAS>
<PJC>Because I feel more **comfortable** with it.</PJC> (A-MT-100393-07)
- (42a) <DCO>I ... on the way there, I was quite **concerned**. I didn't know for sure what the condition of <<VPJC>> was in. [...]</DCO> (A-MT-090393-01)
- (42b) <WSH>We just talked about that I was **surprised** that this was happening.</WSH> (A-MT-110393-12)

The fourth and final subdomain, is Inclination/Disinclination and, according to Martin and White (2005, p. 48), differs from the other three now because it concerns future as opposed to existing events (Bednarek, 2008, p. 156). As such, those emotions subsumed under the category *Inclination* refer to expressions of (future) desire as in (43), whereas those considered as pertaining to *Disinclination*, instead, denote fears that one has (of what is yet to be realised), as evidenced in example (44).

- (43) <JU1>[...] My bailiff will make you some coffee, don't know how good it is, but if you **want** some coffee, we'll furnish you some in the morning. [...]</JU1> (A-MT-090393-03)
- (44) More resources are required and one has to acknowledge that because of their absence the teaching profession is **wary of** accepting additional responsibilities. (BNCWeb GUR W:ac:polit_law_edu)

Thus far, Martin and White's (2005) description of Affect has been outlined, but before moving onto a description of the other two subsystems of Attitude (i.e. Judgement and Appreciation), we will first outline modifications that have been made to two of the subdomains of Affect, namely Security/Insecurity and Inclination/Disinclination (cf. Bednarek, 2008).

In view of the fact that the system of Affect was originally designed with the intention of producing polar opposite categories (i.e. positive vs. negative), Bednarek (2008, p. 168) suggests that, in the case of Security/Insecurity, neither the term *confidence* seems adequate as an opposite of *disquiet* nor *surprise* as the opposite of *trust*. In fact, she goes further to say that it is debatable whether *surprise* actually has a corresponding opposite and, in turn, that, whilst positive emotions may indeed have contrasting negative ones, we also may term certain feelings as neutral (Bednarek, 2008, p. 171). Consequently, Bednarek (2008, p. 169) presents an alternative set of categories for the Security/Insecurity subdomain and, in addition, argues that *surprise* should be considered a subcategory in its own right. In a similar vein, she maintains that the category of Inclination/Disinclination also requires amendments given that, unlike the other three categories, the latter is more concerned with the concept of volition as opposed to emotion and, thus, could in fact be defined as a separate subsystem altogether. Finally, she disputes the extent to which *fear* is the opposite of *desire* and proposes that, rather, the opposite may in fact be *non-desire*. All of the aforementioned changes put forward by Bednarek (2008, p. 169) are now illustrated in Table 4 below.

Category	Before (Martin & White 2005)	After (Bednarek (2008)
Security/ Insecurity	Security: confidence, trust Insecurity: disquiet, surprise	Security: quiet, trust Insecurity: disquiet, distrust
Inclination/ Disinclination	Inclination: desire Disinclination: fear	Inclination: desire Disinclination: non-desire Surprise

Table 4. Affect: Modifications to the original system

3. Appraisal

Having now outlined both the original and, subsequently, modified system of Affect, we shall proceed to consider the remaining two subsystems of the Attitude network, starting with Judgement. Judgement, unlike Affect, is less concerned with the expression of one's emotions and, rather, centred on the stance we adopt regarding a person's character and how s/he behaves (Martin & White, 2005, p. 52). Thus, Judgement concerns expressions of admiration or praise and criticism or disapproval. As with Affect, the Judgement subsystem consists of subdomains, to include *Social Esteem* and *Social Sanction*, both of which can appear somewhere along a positive-negative cline and, moreover, may be classified as examples of inscribed or invoked Judgement (Martin & White, 2005, p. 62). Inscribed Judgement are those instances in which the appraisal is explicit, as in (45), whilst invoked Judgement refers to those utterances in which no explicitly evaluative lexical item is used but, as a consequence of a society's social, ethical, aesthetic and cultural values, an evaluation is inferred in the text as a whole unit, as in (46)³⁴.

- (45) <WDM>[...] My son is a very **friendly** person. [...]</WDM>
(A-MT-090393-03)
- (46) <DAN>[...] You recall when she testified? She said rough. But ladies and gentlemen, she had to admit that in her report and throughout all of the police reports, there was a pockmarked face with bright red hair. And ... but when we come to trial, well we change that a little bit. [...]</DAN> (A-MT-090393-02)

Given that in (46), the alleged victim is reported as saying something in the early stages of the investigation that, at a later stage, she retracts or rather, alters, the defence attorney is insinuating that, as a witness, she is unreliable. No one word in the example is explicitly evaluative, with perhaps the exception of *rough* or pockmarked face to refer to the complexion of the aggressor's face; nonetheless, the victim is, still, conveyed as, someone who cannot be depended upon. The latter contrasts, somewhat, with what Bakhtin (1981, p. 293) argues about how "[c]ontextual overtones are inevitable in the word". Nonetheless, Bakhtin also acknowledges that "[e]ach word tastes of the context and contexts in which it has lived its socially charged life" (ibid), thus, supporting what is exemplified in (46), in which, words, when used in combination in a particular context, can

³⁴ Although there are, arguably, elements in the clause that could be considered overtly evaluative, these are not expressed in relation to the victim; rather, they concern, for instance, the defendant, who is not the focus in this particular example.

produce a positively or negatively charged piece of discourse. Moreover, as Thompson (2014, p. 51) asserts, appraisals that are invoked in this way, in turn, tend to prompt an evaluative reaction.

To now consider the two Judgement subdomains, on the one hand, we have *Social Esteem*, which denotes more of the unspoken rules in a given society of the types of behaviour that would be frowned upon. *Social Sanction*, on the other hand, refers to those examples of behaviour in which official laws and regulations are already established, so that, if they are broken, a punishment will be handed down. Both *Social Esteem* and *Social Sanction* comprise a series of subcategories, as detailed in Table 5.

Social Esteem	Social Sanction
normality	propriety
capacity	veracity
tenacity	

Table 5. Judgement (Martin & White, 2005)

The three subcategories of Social Esteem, as indicated above, include (i) *normality* (i.e. the extent to which someone meets the general standard), as exemplified in (47); (ii) *capacity* (i.e. references to how capable someone is), as in (48); and (iii) *tenacity* (i.e. how determined someone is), as in (49).

- (47) <PAS>Was it a pretty **odd** looking person?</PAS> (A-MT-090393-03)
- (48) <DKU>She was frightened but she was very much in control, a very **mature** 11-year-old who was very cooperative and she was holding it together quite well.</DKU> (A-MT-090393-02)
- (49) <PAS>[...] She took that stand and she didn't cry. Her mom and her dad did, but she didn't cry and she was very **brave**. [...]</PAS> (A-MT-120393-15)

Meanwhile, Social Sanction comprises the following two subcategories: (i) *propriety* (i.e. how moral someone is), as illustrated in (50); and (ii) *veracity* (i.e. how honest someone is), as in (51) (Martin & White, 2005, p. 52).

- (50) <PAS>[...] I asked you to be **fair** and I asked you to listen. [...]</PAS> (A-MT-120393-16)
- (51) <DAN>[...] You can't have people changing their testimony. You can't have people not come in here and be absolutely **truthful**. [...]</DAN> (A-MT-120393-16)

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The third subdomain of the Attitude system is Appreciation, which, unlike the former, entailing evaluations of animate beings, instead concerns the "evaluation of things" (Martin & White, 2005, p. 56), thus including semiotic as well as natural phenomena (Martin & White, 2005, p. 43). According to Martin & White (2005, p. 56) there are three types of Appreciation, namely *Reaction* (relating to how one reacts to something and, thus, can answer the question of whether we liked X or whether it grabbed our attention), *Composition* (relating to how something is composed and, thus, can answer the question of whether X is logical or how complex X is) and, thirdly, *Valuation* (i.e. what one perceives something is worth). An example of each Appreciation subcategory is provided below.

- (52) <WHS>[...] Because when I was sitting in the hot tub and he as sitting in the chair, his feet were right in front of my face and I commented that those were pretty **ugly** shoes. He needed new shoes.</WHS> (A-MT-110393-12) [*Reaction*]
- (53) <DAN>[...] Circumstantial evidence is the proof of facts or circumstances which give rise to a **reasonable** inference of other connected facts that tend to show the guilt or innocence of a defendant. [...]</DAN> (A-MT-120393-16) [*Composition*]
- (54) <PAS>[...] She talked about the **unique** colouring of the known hairs and the questioned hairs. [...]</PAS> (A-MT-120393-16) [*Valuation*]

The latter concludes the description of the APPRAISAL framework, but before drawing this chapter to a close, I will first briefly touch upon a number of dilemmas that have been brought to light by scholars in the field concerning the theory and, specifically, the system of Attitude (cf. Thompson, 2014).

3.5. Attitude: Predicaments

According to Thompson (2014, p. 49), there are three fundamental issues that arise that make an appraisal analysis problematic. Firstly, he queries the scope of the subsystem Affect and whether or not it should be distinguished from *emotion talk* (Bednarek, 2008). Bednarek (2008, pp. 11-12) considers the notion of *emotion talk*, defining it as "the linguistic expressions that denote the speakers emotions", as in (55a) "and others' emotions", as in (55b) (ibid).

- (55a) I am **furious**. (BNCWeb J1G W:email)
(55b) Naomi is **furious**. (BNCWeb HGN W:fict:prose)

To add to this, Bednarek makes a distinction between *emotion talk* and *emotional talk*, describing the latter as, instead, denoting “all sorts of human behaviour that signal emotion”, as in (56), “without recourse to linguistic expressions that denote emotion”, (ibid) as in (55a)³⁵ above, though purely in relation to the speaker.

(56) Oh **Fuck!**

That is, (56) is an expression that denotes anger (i.e. the emotion explicitly stated in (55a)), without having to use the term *angry* or any synonymous words. In view of the aforementioned, then, Thompson (2014, p. 54) suggests that there is an issue with Affect in the sense that it covers a wide range of meanings that extend beyond the interpersonal metafunction. Furthermore, examples such as (55a) and (55b) correspond as much to the concept of *emotion talk* as they do to the category of relational processes within the TRANSITIVITY network (Halliday & Matthiessen, 2014). Examples of Affect: Inclination, by the same token, also correspond to the mental process category (ibid), as in (57).

(57) <PAS>[...] If you love someone and you **want** to help someone, it doesn't mean that you're necessarily making a decision that [...]</PAS> (A-MT-120393-16) [APPRAISAL: Affect Inclination; TRANSITIVITY: mental desiderative process]

Thus, there is an indication here that experiential meanings are just as much at work as interpersonal meanings in the subdomain Affect. According to Thompson (ibid), it is “odd to have two very different orders of linguistic categories – one interpersonal, the other experiential – which map exclusively onto each other”; nonetheless, he also acknowledges that “any representation of human emotion is likely to be engaging”, which leads to the next issue raised in relation to Affect. The attribution of emotions to a third party, as in (55b) above, can sometimes invoke additional evaluations but not necessarily of Affect; rather, descriptions of how others feel can, otherwise, result in character judgements being made, as in (58) below.

(58) <WDM>[...] any time we want to bring any of our children with us, they are more than **happy** for them to come.</WDM> (A-MT-120393-14)

³⁵ Both examples (55a) and (55b) are taken from Bednarek (2008, p. 11).

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In example (58), a token of Affect is used in order to denote the way *they* feel (i.e. *happy*). Nonetheless, one could also argue that this, instantaneously, implies that *they* are welcoming of all members of one's family and, thus, are friendly and kind hearted people. As such, Thompson (2014, p. 55) insists that a distinction should be made between instances of interactant sourced Affect (i.e. expressions of emotions in the first person), as in (55a) and those instances in which the description of another person's emotions serves to also denote their character, as in (58) above. This is, actually, said to be a simplification of what Thompson terms the *Russian doll syndrome* in which "an expression of one category of Attitude may function as a token (an indirect expression) of a different category" (Thompson, 2014, p. 49). This, however, is not solely applicable to Affect, as described above; rather, examples of Appreciation, as in (59) can just as frequently be encountered.

- (59) We serve **delicious** free-range, organic English breakfasts
[...] (BNCWeb AL7 W:advert)

In the above example, the word *delicious* is used to refer to a non-animate thing (i.e. breakfasts) and, for that reason, is classed as an instance of Appreciation. Nevertheless, the fact that an item of food is described as delicious can also infer that the speaker likes this item of food and, as such, invokes a token of Affect. Furthermore, given that the speaker boasts about serving delicious breakfasts, s/he may also be insinuating that the *we* in the clause are competent cooks, thus invoking a token of Judgement. Although, then, the issue here is not with the fact that numerous appraisals can nest one inside the other, as Thompson (2014, p. 60) remarks, the analyst is still faced with the issue of how to decide on the most appropriate analysis. As Macken-Horarik and Isaac (2014, p. 85) asserts, "the system does not give us everything we need" which means that the analyst must consider whether a surface layer analysis suffices or whether potential additional evaluations should be unpicked; if the former is accepted, the risk is that implicit appraisals are left uncovered and the analysis is, consequently, deemed to lack in delicacy; on the other hand, if the latter and, arguably, more delicate analysis is performed, then the researcher faces the criticism of being overly subjective and, thus, reaching inaccurate conclusions from what could be biased interpretations of the data examined. Thus, Macken-Horarik and Isaac (2014, p. 72), goes as far as to question whether a reliable methodology for appraisal analysis is actually obtainable and, even if it is, points out that appraisal annotations are still far more complex than perhaps they appear. In order to work towards addressing issues such as those discussed here, then, Thompson (2014, p. 64) suggests that the

APPRAISAL categories on the whole be revised and, in particular, more clearly defined, a contention I strongly agree with. That said, this idea stretches beyond the scope of this PhD, but for the purposes of analysing the closing arguments of the trial under analysis Macken-Horarik's and Isaac (2014, p. 88) proposal to identify potential double and triple codings will be given consideration in order to ensure that an analysis as delicate as possible is performed.

3.6. Conclusion

Having detailed both SFL theories that I intend to apply to my corpus, which comprises data from a rape trial, the logical progression is to continue by outlining the context in which this piece of research occurs. That said, very little research to date has actually considered TRANSITIVITY or APPRAISAL as analytical frameworks for the analysis of linguistic data in a forensic setting. As such, Chapter 4 first delves into a more general overview of the research that has employed either of these two theories for the purposes of examining a variety of discourse genres. Subsequently, I proceed in Chapter 5 with an in-depth account of what forensic linguistic work has been carried out and make reference to the few studies that have used SFL to investigate language patterns in forensic texts.

**4. SFL RESEARCH:
TRANSITIVITY AND APPRAISAL**

4.1. Introduction

Chapter 4 draws on a number of studies that have applied the Hallidayan TRANSITIVITY system to a range of text types (e.g. political speeches, doctor-patient interactions, newspaper articles, television interviews, educational textbooks, to name but a few) in order to unveil the ideology inherent in a given piece of discourse. Following this, mention will be made of research that has used the CG model, although this is somewhat scarce by comparison. Lastly, attention will be paid to a number of studies that have applied APPRAISAL theory to texts, which are, for the most part, written texts with the aim of shedding some light on the more explicit or implicit evaluative nature of discourse in a range of different contexts.

4.2. Studies in SFG TRANSITIVITY across discourse genres

Studies within CDA and, specifically, with a focus on the transitivity patterns recurrent in a text have emerged in relation to a number of linguistic contexts, one of which is the political sphere. Wang (2010), for instance, carried out research looking at the transitivity patterns in a series of speeches given by US president Barack Obama. Wang (2010) analysed two of Obama's speeches, namely his victory speech and his inaugural address, both delivered in 2009 and among his findings, he noted that the use of material processes, followed by relational and, then, mental processes, were the most recurrent in his dataset (cf. Sharififar & Rahimi, 2015, for similar findings in a comparative analysis of speeches by Barack Obama and Iran's president, Hasán Rouhini). The use of material processes in this study were employed to refer to what the government has already done, what they are currently doing and what they intend to do in the future. With regard to relational processes, Wang (2010, p. 258) found that they were used in order to indicate the relationship between the American people and their traditional ideals or beliefs, as in (1) below.

- (1) America **is** a friend of each nation.

Finally, the third most frequent process type, i.e. the mental category served to invite the general public to yearn for a dedicated president who would make improvements to the country's current situation (Wang, 2010, pp. 258-259). Furthermore, mental processes in Wang's (ibid) dataset also revealed the wishes and beliefs of the government themselves in terms of what they hoped to achieve in the forthcoming term. As a result, the author concluded that analyses such as the aforementioned prove useful for exposing the ideologies pervasive in language. Furthermore, they can offer

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insights into how those in a powerful and, thus, influential position can use language to persuade and, in turn, ensure support for their political agenda.

Kazemian and Hashemi (2014) conducted another study which looked at transitivity patterns in political speeches, although from a slightly different angle, in the sense that they adopted the notion of IGM, understood in SFL as using nominalisations as a substitution for the more traditional verbal realisation of process types, as described in Chapter 2. An example is given in (2a), which is rephrased using a verbal realisation in (2b).

- (2a) The 15-mile metal fence completed near San Diego in late 1992 [...] has reduced **illegal immigration** [...] (BNCWeb CR8 W:pop_lore)
- (2b) The 15-mile metal fence completed near San Diego in late 1992 [...] has reduced the number of people who **immigrate illegally** [...]

Given that nominalisations construe entities (i.e. things) as opposed to processes, expressions, such as (2a) above are considered non-congruent when used to express a happening (Halliday & Matthiessen, 2014, p. 710). Example (2b), however, is congruent because the process is expressed using the more appropriate (verbal) realisation. According to Halliday and Matthiessen (2014, p 715), when a metaphorical expression is used, it will necessarily have a corresponding congruent way of wording the clause, thereby allowing the analyst to identify the process in the clause. Kazemian and Hashemi (2014, p. 1179) adopted this perspective and, in order to carry out their analysis, converted the non-congruent utterances (e.g. *illegal immigration*) into congruent process equivalents (i.e. *immigrate*), where possible, to, subsequently, uncover the relevant transitivity patterns in their data comprising political speeches.

Similarly to the study mentioned previously, Kazemian and Hashemi (2014, p. 1181) take their data from five political speeches delivered by Barack Obama in January (*Military strategy* and the *Third Presidential State of the Union* speeches), September (*Presidential Nomination Acceptance* and the *United Nations General Assembly* speeches) and November (the *Second Presidential Election Victory* speech) of 2012. Their aim was to establish both the frequency of nominalised forms in addition to what their function was in the political discourse under examination. As already remarked in Chapter 2, when nominalisation is used for the purposes of expressing a process, one function, as Woods (2006) maintains, may be to obscure the participants involved, especially those that potentially implicate the individual responsible for something.

Once all non-congruent forms were converted into congruent equivalents, then, the authors noted that the most common process type, by far, was material, which, as with the previous study, was followed by relational and, thirdly, processes pertaining to the mental category. Kazemian and Hashemi (2014, pp. 1185-1186) reasoned that the recurrent use of material processes may be accounted for on the basis that, when trying to influence a particular population, reference to doings are thought to have more of an impact on one's audience than any of the other process types. That said, it is important to acknowledge that many of the examples identified were nominalisations, which, according to Kazemian and Hashemi (ibid), also aided Obama to construct texts that were structurally complex by making them abstract, impersonal and, apparently, more objective. This style is considered typical of political speeches and, moreover, a powerful means of persuasion.

We now turn our attention to another piece of discourse analysed using SFL TRANSITIVITY, which concerns the public sphere, although in a different genre of discourse, namely the media. Mitsikopoulou and Lykou (2015) investigated the representation of the economic crisis in two political magazines in Britain, to include *The Spectator* (29 articles) and *The New Statesman* (30 articles). The former is supportive of centre-right politics, whereas the latter leans more towards a centre-left stance (i.e. the politics represented by the Labour Party in the UK). Ultimately, the aim behind this piece of research was to compare and contrast the ways in which each magazine opted for particular linguistic choices that, otherwise, inferred their position with regard to the economic situation in Europe. Thus, their approach involved an analysis of all the clauses within the articles that contained the term *crisis* in order to identify the processes associated with this particular phenomenon.

Among their findings, Mitsikopoulou and Lykou (2015) observed differences across the two political magazines. In *The Spectator*, for instance, the crisis was viewed primarily as a local issue that, whilst described as a disaster in other European countries (ibid, p. 193), was reported as having a huge negative impact on the British economy. Thus, the focus was on how the UK was the affected party in the European crisis. In *The New Statesman*, on the other hand, the crisis was represented on a much wider scale in relation to a more global and international political context (Mitsikopoulou & Lykou, 2015, p. 196). In fact, Germany and France were singled out as two dominant countries that were largely to blame for the economic crisis. Thus, they were assigned an agentive role (i.e. as *Actor*) when discussing the European economic demise with the rest of Europe portrayed as the affected participants (i.e. assuming the role of *Goal*). As opposed to representing the crisis in terms of grammatical

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semantic roles, they noted that in *The Spectator* the crisis was largely referred to as a nominal group (i.e. an entity rather than a process) which formed part of a circumstantial element of the clause (ibid, p. 194). This, as they maintain, served to simultaneously remove any associations of direct agency with the term *crisis*. An additional key finding acquired from this piece of research was relating to the construal of the crisis as purely economic-related. In the case of *The Spectator*, this was exemplified through certain lexical items (e.g. *finacial*); meanwhile, in the centre-left wing magazine, the crisis was denoted not only as an economical issue, but also, a political one in need of addressing (ibid, p. 198). The latter was indicated through the use of particular expressions such as *crisis of democracy*, or *crisis of political legitimacy*. All in all, then, Mitsikopoulou and Lykou (2015) concluded that, given their conflicting political stances, it should not prove too surprising that differences such as those mentioned above emerged on analysis of two politically contrasting magazines.

Other research on the identification of transitivity patterns in newspaper discourse for the purposes of revealing political ideologies is provided by Oktar (2001). The aim behind this research was to determine how two opposing groups, i.e. the Sheriatists (those individuals who follow government laws that are rooted in Islam) and the Secularists (those individuals who follow government laws that are not based on religion) differ in their discourses as a means of conveying contrasting ideologies that, furthermore, give a sense of an *Us* vs. *Them* paradox, simultaneously inferring a “struggle for power” (Oktar, 2001, p. 317) between the two groups. Oktar’s (2001) dataset comprised two Turkish newspapers which were deliberately chosen on the basis that they adopt opposing positions in relation to societal values, such as freedom, human rights and democracy. Whilst one of the newspapers is supportive of values that promote a liberal world (i.e. the *Cumhuriyet*), the other (i.e. the *Yeni Akit*) is known to endorse oppressive and radical religious beliefs. All in all, Oktar (2001, p. 322) analysed a set of 44 opinion editorials that appeared in the aforementioned newspapers in either February or March of 1997.

On application of the TRANSITIVITY system to the data under analysis, Oktar (2001, p. 324) established two main categories and, thus, classified the process types as pertaining to either actional or relational representational processes. Actional processes comprised any instance otherwise denoted by Halliday (1994, 2004) as a material, mental or verbal process type. Relational processes, on the other hand, directly corresponded to Halliday’s relational processes. According to Oktar (2001, p. 326), a transitivity analysis can offer valuable insights into the portrayal of an *Us* vs. *Them* division given that the researcher can disclose how those who essentially “crack the whip” in society are characterised on the basis of

(i) what s/he does and to whom; (ii) what s/he thinks or believes; (iii) what s/he says; and (iv) what kind of person s/he is.

On the basis of her results, Oktar (2001, pp. 328-329) remarked firstly on the use of relational identifying processes in the Cumhuriyet opinion editorials. She noted that the discourse revealed a clear divide between secularists and shariatists, with the former described in a positive light, whilst the latter adopted a more negative spin. This, unsurprisingly, contrasted sharply with the opinion editorials of the Yeni Akit newspaper, whereby journalists identified Islam and Sheriatists with positive aspects of society, whilst deeming those supporting a secular and democratic society as going against what is moral and acceptable, thereby reiterating a sense of *Us* (as the good ones) and *Them* (as the bad ones). When considering the relational attributive clauses in both newspapers, in which entities are ascribed particular qualities, Oktar (2001, p. 331) uncovered how the Cumhuriyet ascribed negative characteristics to Sheriatists, labelling them as parasites, for instance, or as hypocrites. Moreover, they backgrounded themselves (i.e. those pertaining to the secular group), which at the same time served to leave implicit their own positive self presentation (Oktar, 2001, p. 332). Somewhat foreseeable, we witness the opposite in the Yeni Akit newspaper, with the Secularists (i.e. *Them*) openly criticised as threatening, oppressive and as going against God, whilst, once again, through no explicit mention, inferring that the Sheriatists (i.e. *Us*) are those working for the common good of society (ibid).

To turn now to the use of actional processes (i.e. material, mental and verbal types) as defined by Oktar (2001, p. 324), similar patterns emerged to those already described. Thus, Oktar (2001, p. 336) noted that contrasting ideological positions were brought to the forefront of the discourse under analysis in order to display open aversion towards the "Other", whereas the ideologies of each group remained implicit when derived from the source that was partial to their beliefs. In line with this, Oktar (2001, p. 337) also observed that, in each newspaper, the opposition were portrayed as the *Agents* of actions or, in the case of verbal action, as *Sayers*, which was designed to imply that *they* were the ones responsible for anything (bad) that occurred, whilst *we* were merely passive participants left to deal with the trouble that *they* instigated. All in all, Oktar (2001, p. 342) concluded that the transitivity patterns identified in the texts go some way to proving that the outgroup (*Them*) in each instance (i.e. the Secularists in the Yeni Akit press and the Sheriatists in the Cumhuriyet press) are openly condemned, and that the in-group (*Us*) are portrayed, albeit non-directly, in a far more sympathetic light.

In addition to studies concerned with politics and politicians in journalistic prose, other subject matters have also come under scrutiny in

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transitivity analyses of language in the press. Alameda-Hernández (2008), for instance, examined the way in which Gibraltar, as a community, was represented across ten different newspapers, with two printed in Gibraltar (*The Gibraltar Chronicle* and *Panorama*), four printed in Spain (*ABC*, *El Mundo*, *El país* and *La Guardia*) and four printed in England (*The Guardian*, *The Independent*, *The Telegraph* and *The Times*). This collection produced a corpus of over 160 editorials to be analysed, all of which described the future of Gibraltar during the 2002 referendum in which the British and the Spanish governments were involved in negotiations over its status as a British colony.

Among her findings, Alameda-Hernández (2008, p. 165) observed that the most frequent type of process employed across the two newspapers published in Gibraltar was material, followed by mental types, then relational types and finally, verbal processes, which proved the least common. In the case of the former, the author noted that the clause structure rarely involved an affected participant (i.e. a *Goal* as termed by Halliday & Matthiessen, 2004, p. 180), thus pointing towards the notion that Gibraltar was viewed as a place or society that has little or no impact on other entities or people, and, furthermore, that no responsibility can be assigned to the Gibraltar people; rather things just simply happen there (Alameda-Hernández, 2008, p. 171). In addition, a number of material clauses were formed using conditionals, which also served to denote the fact that any action was, in the main, outside the realm of reality (Alameda-Hernández, 2008, p. 166).

With regard to mental process types in the Gibraltar press, Gibraltar was seen to be represented as a conscious entity that thinks, feels, desires and needs one thing or another. Meanwhile, almost a third of all relational processes were of the relational possessive type and consisted of examples conveying ownership of either abstract entities or otherwise of particular characteristics to describe the local people of Gibraltar (Alameda-Hernández, 2008, p. 167). Finally, *Sayer* proved to be the most recurrent participant among the 59 verbal processes identified in the Gibraltar newspapers and, moreover, the general tendency showed this participant to be represented by someone in a position of power, thus having both the right and the fortune to a voice in the public arena.

On inspection of the Spanish and British newspaper editorials under analysis, Alameda-Hernández (2008, p. 168) once again reported that the most frequent process types to occur in both sub-corpora were either material or mental types. Nevertheless, she also affirmed that the use of material processes in the Spanish and British press, when compared with their usage in the Gibraltar editorials, revealed some discrepancies, such as for instance, the role of Gibraltar as a participant that is impacted upon (i.e. as a *Goal*, *Recipient* or *Client*; see Chapter 2). This, according to Alameda-

Hernández (2008, p. 171), served to conceal the idea of agency and foreground the notion that Gibraltar is much more of a passive participant. In those instances in which Gibraltar, as a conscious entity, was given an active role (i.e. as the *Actor* in a material clause), the Spanish and English press offered distinctive portrayals. In the case of the former, the majority of examples presented the people as responsible for appalling and/or unwelcome acts. In the case of the latter, though, Gibraltar was the *Actor* of non-transactive clauses (i.e. those where something merely occurred).

The mental process types across British and Spanish newspapers evidenced the way in which the feelings of the Gibraltar people are, to a large extent, overlooked in favour of using mental cognitive clauses. In the Spanish press, mental cognitive processes expressed how Gibraltar is expected to understand and accept the situation as viewed by Spaniards, whereas in the British press, they were employed for the purposes of outlining Gibraltar's acceptance or refusal of the situation.

A third finding that contrasted with the newspaper editorials in *The Gibraltar Chronicle* and *Panorama* concerns the number of verbal processes in which Gibraltar were assigned the role of either *Sayer* or *Receiver*, proving particularly low in the Spanish press. As Alameda-Hernández (2008, p. 170) concluded, this would appear to indicate that what the people from Gibraltar have to say is less of a concern than what the British and the Spanish discuss in relation to the future status of Gibraltar. In the British newspapers, the distribution of *Sayer* and *Receiver* roles was almost equal. That said, unlike in the newspaper editorials published in Gibraltar, where those given a voice were those in an authoritative position, the British press instead gave a voice to the people in the local community. In summary, Alameda-Hernández (2008, p. 173) deduced that, in the main, Gibraltar is viewed as a passive entity or nation as well as one that generally refuses to accept the situation.

Another case in which transitivity patterns are analysed in the press is a study by Lee (2016), who collected data from two ideologically different South Korean newspapers in order to draw comparisons between their representation of a nationwide public protest by citizens who were against the import of beef. In view of this aim, the analysis carried out here used a combination of corpus linguistics, for the purposes of examining a large body of data, in conjunction with CDA; this also meant that not only was a more traditional grammatical analysis of process type and participant roles in the data enabled; rather, Lee (ibid) also considered processes at their conceptual level (i.e. in terms of semantic groups), thus closely resembling the approach adopted by Neale (2002, 2006) in the CG model. The motive behind the latter, as Lee (2016, p. 466) asserts, is that a transitivity analysis by those doing CDA "needs to be expanded to incorporate semantic

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analysis at some level to be a more useful tool for CDA” and, in this PhD, we also endorse this idea.

Thus, subsequent to carrying out the annotation of process types and participant roles, using the UAM Corpus tool (O'Donnell, 2016), in the two newspapers under analysis, one of Lee's (2016) initial observations revealed that the most frequent participants to emerge in both papers were the demonstrators, followed by the police. To add to this, both were most commonly associated with the roles of *Actor* in a material process. When moving on to a more conceptual analysis of just what types of material processes were employed, the findings showed that, in the main, the focus was on representing acts of violence (Lee, 2016, p. 490). To elaborate slightly further, whilst the more conservative of the two newspapers was more inclined to draw on violent acts committed by the demonstrators, the other more liberal newspaper, instead, focussed far more on the police as *Actors* of violence, presumably in an attempt to undermine their authority (ibid, p. 491). All in all, then, Lee (2016) concluded that the findings here were able to offer some valuable insights into why accounting for a more semantic-based transitivity analysis is useful. That is, he postulates that, such an approach uncovers how events and those involved in these events will be portrayed in a particular light as a result of the ideological stance of the newspaper in question. Nonetheless, recognition is also made here of the fact that the analysis is far from complete given that only one process category was considered conceptually (i.e. material). Thus, to corroborate these initial findings, Lee (2016, p. 492) rightfully argues that a more thorough analysis of the data is required.

In a similar fashion to the aforementioned study, Bartley and Hidalgo-Tenorio (2015) also analyse the transitivity patterns that surface in two tabloids and one broadsheet printed in Ireland to determine the way in which homosexuality was linguistically construed in the Irish press and, in particular, highlight, evidence, if any, of homophobic discourse. The corpus examined here consisted of newspaper articles that were retrieved from the *Evening Herald*, the *Irish post* (both tabloids) and the *Irish Independent* (a broadsheet) and were published between the end of the Celtic Tiger era, which had represented a period of economic growth, and the subsequent financial recession. In order to establish the representation of homosexuality in each of the newspapers, a manual analysis of the transitivity patterns that appeared in a clause containing any one of four query terms (i.e. *gay**, *homo**, *lesbian** and *queer**) and all potential derivatives was carried out. From this, then, it emerged that the process category that most frequently occurred across the whole corpus was the material process set and, on closer inspection, could be explained by references to, for instance, both the beneficial events that homosexuals get involved in as well as the type of

immoral behaviour that they engage in. In addition, the good and bad things that happen to this minority are also given attention in the newspaper articles (Bartley & Hidalgo-Tenorio, 2015, p. 23). The latter, actually, served to point out how the Irish press in general have a tendency to discriminate, victimise and exclude homosexuals in society (ibid, p. 24). As well as an overall look at the newspaper corpus, a comparison was also made across broadsheet and tabloid types to verify whether the portrayal of gays and lesbians altered from one to the other. However, as opposed to noting many differences across newspaper types, what instead proved more apparent in this study was that the way in which this minority was represented depended more on the lemma used; that is, whereas *gay** more often occurred alongside (negative) actions and processes of saying, thereby implying that gays act immorally and use inappropriate language, the opposite tendency emerged for the term *homosex**. Thus, this led the authors to reach the conclusion that, although ideological differences can impact on the way in which an event or group or individual is linguistically represented, the label (in this case) may also “trigger different descriptions of the same phenomenon” (ibid, p. 29).

A final piece of research that we shall outline concerning transitivity patterns in the press is a study carried out by Clark (1992), who analysed 53 newspaper articles published in *The Sun* newspaper in Britain between November 1986 and January 1987. The news items reported on 36 cases of male/female violence, both of a sexual and non-sexual nature. For the purposes of determining the way in which the attacker as well as the victim were represented and, particularly, to whom the blame was attributed, Clark (1992) applied a two-way analysis. She began by looking at the labels assigned to the different participants (i.e. naming analysis) and, subsequently, examined the transitivity patterns in her dataset.

To begin with, consideration of the names used to describe the alleged attacker and the victim led Clark (1992, p. 211) to uncover notable differences. For instance, Clark (1992, p. 210) observed that the accused was sometimes referred to as a beast, a monster, a fiend, although she also remarked that this was the case for only one quarter of the news articles under analysis, which granted, is arguably seldom. Nevertheless, by labelling the offender using emotive hyperboles, we are still given a strong indication of the author’s or newspaper’s ideology (ibid). Tehseem (2016, pp. 133-134) stumbled across similar patterns in which, on comparison of two broadsheet Pakistani newspapers covering rape cases, perpetrators were often negatively appraised, describing them as attackers, rapists, abusers and the like. This may be contrasted with the names assigned to the female victims, who were, in the case of Tehseem (ibid) only ever portrayed in a neutral or positive light. Clark (1992) also noted that female

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victims, with the exception of when they were, on occasion, characterised as prostitutes, thus implying the blame lay with the complainant as opposed to the alleged rapist (Clark, 1992, pp. 215-216), were rarely ascribed positive or negative attributes. Instead, they were frequently referred to in terms of their name, their marital or familial status (e.g. *wife*, *bride*, *mother* or *daughter*), their occupation (e.g. *housewife*, *prostitute*), their age (e.g. *girl*, *school girl*, *girl guide*) and/or their appearance (e.g. *blonde*) (cf. Tehseem, 2016, p. 130 for similar findings). A final point with regard to naming analysis is that, when the attacker was known to the victim, Clark (1992, p. 219) found that non-offensive labels proved much more common with reference made to either the offender's role in society or to his relationship with the alleged victim. Thus, this, minimised the otherwise evil image conjured up when other terms such as *beast* or *monster* had been employed.

Following on from the aforementioned, Clark (1992) proceeded to explore the transitivity patterns in her newspaper corpus and reported that the sentence structure itself was quite revealing of how the different parties involved were and, typically, are portrayed in the media. For instance, the presence or absence of an *Actor* in a material clause can infer blame to one individual or another, as Clark (1992, p. 213) noted in the following example of an article headline:

(3) **GIRL 7 MURDERED WHILE MUM DRANK AT THE PUB**

In example (3) above, there are two clauses, both of which serve to obscure the responsibility of the alleged attacker. Firstly, through the use of a passive structure (i.e. *Girl 7 murdered*), there is no *Actor* in the clause, but reference solely to the *Goal* (i.e. the *girl* as an affected participant). The suspected offender is at no point mentioned, which in turn effectively reduces their accountability (see also Tehseem, 2016, p. 141) and focuses the reader's attention on the victim as opposed to on the perpetrator (Simpson, 1988). Their responsibility is further diminished as a result of the second clause in which there is an *Actor*, but rather denoting the mother of the victim instead of the defendant. The second clause here implicitly blames the victim's mother for not being where she should have been (i.e. at home with her daughter) when the crime took place. Other examples were detected by Clark (1992, p. 214) whereby the victim as opposed to the offender was also implicated as responsible for what happened to her, especially in those cases where, as described in the naming analysis above, the male attacker was known to the female victim, as in (4).

(4) **LOVER SHIELDED M4 SEX FIEND**

In example (4) above, the message implied is that the victim failed to act appropriately in the situation and, thus, is, to some extent, to blame for the events that took place. Furthermore, we witness how once again the offender fails to occupy the role of *Actor* in the clause. Clark (1992, pp. 215-216) affirmed that, on the few occasions when the attacker was given the prominent role of *Actor*, the female victim was labelled as a prostitute, which inferred again the idea that the blame does not lie with the attacker or, at least, not in its entirety.

In sum, then, Clark (1992) demonstrates how certain labels as well, as the foregrounding or backgrounding of participants in the clause, can provide valuable insights into one's ideological stance in relation to a topic such as sexual and non-sexual violence against women. In addition, she illustrates how other factors, such as the relationship between the victim and her alleged attacker, will also impact upon which labels each are assigned.

We now move away from the analysis of newspaper articles and turn to consider a type of institutional discourse. Institutional discourse has been defined as the "social interactions that are situated in settings recognisable as institutional or what some simply call 'work-related'" (Freed, 2015, pp. 809-810). An example of such discourse was examined by MacDonald (2002), who implemented Fairclough's (1995) CDA framework to take a close look at the three metafunctions in three genres of medical discourse, namely medical research articles, doctor-patient consultations and medical textbooks, although here we shall report on the ideational metafunction, specifically. MacDonald's intention was to verify whether grammatical relations were structured differently across different medical text types and, if so, attempt to understand which govern the rules of their creation, the ways in which they function ideologically, and the nature of their ideological effects (2002, p. 449).

In this study, the dataset comprised four medical research articles taken from the *British Medical Journal* and four transcriptions of doctor-patient interviews concerning the diagnosis of epilepsy in young children, which meant that usually the accompanying parent adopted the role of patient in the communicative exchange. Finally, four extracts from medical textbooks were also used that covered what are considered to be the major subject areas in the field (i.e. pharmacology, biochemistry, physiology and anatomy).

In the medical research articles examined, MacDonald (2002, pp. 457-458) observed that the findings endorsed Halliday's claim that relational processes are the most common type across scientific discourse (1985, pp. 123-124). Following on from MacDonald (2002), Slade et al. (2008), as part of a larger project, also analysed medical discourse, although focusing

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solely on a set of spoken interactions between practising doctors and patients in a hospital based in Sydney, Australia. They explored the ideational meanings in the dataset in order to determine the impact that the language used in the communicative exchange could have on patients in order to identify any instances whereby confusion or misunderstandings occurred between both parties and, thus, establish the causes that brought about this breakdown in communication. Thus, Slade et al. (2008) examined the transitivity processes in their corpus to investigate how pain is construed by patients and practising doctors (cf. Halliday, 1998; Hori, 2006 or Lascaratou, 2007, Chapter 5 for similar studies) and, in doing so, found that patients used notably more mental processes in order to describe their disease or illness, suggesting that they perceive pain as an internal experience. Doctors, nonetheless, employed remarkably more material processes, with a focus less on the feeling provoked by the pain in favour of emphasising the location or nature of the pain instead (Slade et al., 2008, p. 292). Slade et al. (2008) deduced that this was, perhaps, in order to arrive at a solution to the medical emergency as quickly as possible (cf. Matthiessen, 2013, p. 452), although simultaneously inferring that doctors perceive pain as an external experience (Slade et al., 2008, p. 291), which may be a result of the fact that they are not the ones enduring the illness. The authors postulated that the priorities of clinicians and patients vary, which was clearly reflected in the discourses of each group. Whilst the doctors' main concern was to make people better and save lives, which required them to make a diagnosis as quickly as possible and, consequently, ignore patients' anxieties to some extent, patients were, thus, as a result left feeling apprehensive and insecure because what they expected and, arguably, hoped for, was to be reassured.

To turn to another investigation that, as with Slade et al. (2008) above, also considered spoken discourse, but this time is taken from a different setting, is a study by Ryan and Johnson (2009), who looked at language usage in an educational context. They examined oral interviews with three high school students in Australia in order to observe how the three participants perceived themselves as well as others both inside and outside of the school context. On acquiring the data, Ryan and Johnson (2009, p. 249) identified three discourse areas, which they classified as *discourses of youth* (i.e. talk about students' beliefs, their peers and adults that were influential in their lives), *intentional discourses of schooling* (i.e. talk about school-related issues such as the curriculum, academic performance, and positions of teachers and students) and *discourses of society* (i.e. talk about everyday social practices and issues that emerge in society, such as acceptable behaviour according to society). Their analysis involved a look at Halliday's ideational metafunction in addition to the interpersonal

metafunction. As the authors assert, “individuals make choices [...]” (2009, p. 251), which will prove quite enlightening with regards to the ideological stance of both the interviewees under analysis during their talk as well as the texts in which young people are portrayed in a given way or another.

The transitivity analysis carried out here revealed contradictions because, on the one hand, whilst students seemed to fulfil school expectations by working hard and striving for success, which they maintained is the right way to live one’s life, they also showed patent signs of ignorance when questioned about issues such as discrimination in their daily lives, downplaying, for instance, the importance of wrongdoings faced by minority groups on a regular basis. This, therefore, suggests that both the way they view themselves as well as others is largely dependent on the context under discussion. To now turn our attention to the latter, i.e. the representation of today’s youth in different text types, inconsistencies also became apparent. Young people were often conveyed as active *Agents* who were responsible for both their own behaviour and decisions, but at the same time, they were described as passive participants (Ryan and Johnson 2009, p. 254) who, as part of society’s younger generation, were protected, provided for and nurtured. In view of the aforementioned findings, Ryan and Johnson (2009, p. 258) reasoned that a fundamental aim of teachers should be to ensure that students become aware of the way in which language and behaviours are shaped. In turn, teachers are required to encourage students to acknowledge how they speak and how they act, and consider the extent to which their language reflects their behaviour or vice versa both inside the school environment and outside in the real world.

The latter concludes the description of research applying Halliday and Matthiessen’s (2004, 2014) TRANSITIVITY network. Nonetheless, before bringing this subsection to a complete close, we must reference a study by Neale (2006) who, as opposed to using the Sydney model, instead employed the CG system of TRANSITIVITY, although for very different purposes than those detailed above. That is, the aim in Neale’s (2006) study was not to use the CG network to uncover ideologies in discourse; rather, her intention was, as a follow up from her postdoctoral thesis, to establish whether a list of lexico-grammatical items could be used in order to develop the TRANSITIVITY system network. That is, a large number of verbs were acquired through access to a corpus, better known as the *General Service List of English Words* (West, 1953) and selected on the basis of their frequency of occurrence. Subsequently, they were each defined using, originally, the Oxford English dictionary, although later using the Collins Cobuild English Dictionary (Sinclair, 1995) in view of the fact it is more modern than the former. Once each verb had been defined, accounting for all possible meanings depending on the context in which it is

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used, the appropriate semantic role configuration and, thus, process type, could be assigned to each individual verb sense in context and, where applicable, highlight the need for new process types. Thus, Neale (2006, p. 162) concluded that through this type of approach, not only is it possible to modify and, if need be, expand the TRANSITIVITY system network, but also the list of delicate annotations provided can serve to assist future SFL researchers with their analysis of transitivity patterns in discourse. Although the CG model has clearly not received anywhere near the amount of attention that the Sydney model has, the latter study is particularly relevant here given the aims and approach applied, which closely resemble those in my own research.

Having discussed some of the most pertinent research on TRANSITIVITY and, thus, how it has been applied in practice in a variety of discursive contexts, then, what follows below is a description of research that employs APPRAISAL theory for the analysis of both written and spoken discourse.

4.3. Studies in APPRAISAL across discourse genres

A reasonable amount of research has been carried out using APPRAISAL theory to analyse language (cf. Bednarek, 2006; Coffin & O'Halloran, 2006; Lassen, 2006; Page, 2003; Thetela, 1997; White, 2004), most of which has looked at linguistic data of a written nature and, specifically, newspaper discourse or narratives. Page (2003), for example, carried out a study in which she examined and contrasted the types of appraisal employed by men and women when discussing experiences of childbirth. Among her findings, she noted that women differed from men with regards to the number of appraisals employed in their discourse. Women were shown to express more Affect (46%) by comparison to men (33%), who instead adopted the tendency to use more Appreciation (53% vs. 38% by women). In view of this, and as Page (2003, p. 214) remarks, Affect serves to expose the emotion felt by the author or speaker, whereas Appreciation, on the other hand, involves a more impersonal approach given that it obscures the agency of the *Senser* of an emotion (Page, 2003, p. 222) and instead attaches an emotional quality to an entity, enabling the author or speaker to distance him/herself from the utterance. The fact that men tended to prefer the latter communicative style would seem to reflect an inclination of males to more often focus on the content and facts of a situation whilst communicating (Holmes, 1998, p. 464), whereas women appear more inclined to narrate using more emotive language and, in turn, show a higher degree of cooperation with their addressees (Coates, 1986; Tannen, 1990). As White (2001, p. 25) argues, Affect allows one's emotions to be brought to the surface, which, in turn, leads to the establishment of an interpersonal

rapport with the reader or listener, a common trait of communication among females. Page (2003, p. 223) also observed that women showed signs of intensifying their emotions through strategies such as repetition, as in (5)³⁶ or through using, for instance, adverbs that convey magnification of a person's feelings, as exemplified in (6).

- (5) I was silently sobbing, **sobbing, sobbing**
- (6) We were **absolutely** amazed (BNCWeb AT1 W:biography)

Males, on the other hand, demonstrated a somewhat different disposition and, thus, used language (i.e. diminishing quantifiers, nominalisations and euphemisms) that, otherwise, served to mitigate their emotions (Page 2003 p. 224). When men did express Affect, though, the general tendency was to convey Disinclination (as a result of fear).

In contrast to Affect and Appreciation, Judgement was discovered to be notably less frequent across the narratives and, furthermore, irrespective of the author's gender. All instances of Judgement found in the texts also pertained solely to Judgement: Social esteem, thus making references to normality, capacity or tenacity and, specifically, in relation to the author him/herself. Nonetheless, slight differences did emerge at this stage when comparing the subcategories of Judgement that were more pertinent to one particular gender. That is, men displayed signs of Disinclination: fear, which led to, simultaneously, interpreting them as exhibiting (negative) Judgement: tenacity (i.e. signs of being gutless). With regard to cases of Judgement in which the females' character was evaluated, the focus was on capacity and, in particular, on contrasting men and women by describing the latter as the more adept of the two.

In view of the findings examined here, then, Page (2003, p. 233) reached the conclusion that men and women appear to adopt distinct communicative styles (cf. Coates, 1993; Holmes, 1996; Talbot, 1998; Tannen, 1990). Nonetheless, she acknowledges that further research needs to be carried out in which additional variables are accounted for (e.g. age of participants, topic of narratives) in order to confirm that these differences are gender related.

Macken-Horarik (2003) conducted another study that considers the occurrence of particular APPRAISAL domains (i.e. Affect and Judgement) in narratives. The aim, in this instance, was to observe how readers interacted with a text they were given for an exam and, particularly, the reader position they adopted on the basis of the written responses they provided.

³⁶ Example (5) is taken from Page (2003, p. 223).

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Among the findings, Macken-Horarik (2003, p. 295) noted that numerous examples of ethical values in addition to language relating emotions and feelings were present in the text that students were asked to respond to. Furthermore, those students awarded the highest grades evidenced an ability to identify instances of appraisal, whether it be more or less implicit or explicit; thus, at the same time, they demonstrated their understanding of the story and competence to engage with the author's position in relation to the text in question. Macken-Horarik (2003, p. 308) concluded that, through the use of Affect and, specifically, the use of language designed to generate empathy, readers can come to comprehend or, at least, relate to what the character(s) are feeling. Moreover, the author maintains that, through Judgement references, the reader is likely to take on a given stance or another, which may well alter throughout the reading process as the narrative develops.

Hood (2004) has also looked at APPRAISAL in written discourse, specifically academic discourse, given that with this particular genre one expects to encounter instances whereby the author evaluates a theory, his/her own methodological approach and/or the findings that emerge from the research undertaken. Hood (2004) concentrated on the Introduction sections of 10 texts, namely four research articles that had been published in academic journals and six undergraduate dissertations. She argues that the reason for choosing the introductory section was that writers at this stage position their own study in connection with other related research carried out previously, thus providing the opportunity, at the same time, to evaluate the field as it stands and develop their own line of argument (Hood, 2004, p. 25). The focus in this piece of research, then, was on identifying instances that would either be classed under one of the subcategories (i.e. Affect, Judgement or Appreciation) of the system of Attitude or as a resource of Graduation (ibid, p. 27).

One of the initial findings showed that both the published articles and the undergraduate dissertations included numerous examples of explicit attitudinal appraisal, thus revealing a general tendency for writers to not hold back when expressing their stance in this type of text. Hood (2004) distinguished between the instances of evaluation that emerged in relation to the subject matter of the article or dissertation, which she labelled *field of domain* (FD henceforth) and those instances which appeared in specific sections of the text (e.g. research questions, findings), which were classified as *field of research* (FR henceforth). She noted that there was a far higher number of examples of explicit Attitude found in the former by comparison to the latter. Nevertheless, the amount of implicit Attitude, which she alleges was evoked by Graduation resources, was recorded as much more frequent in aspects of FR in contrast to FD (Hood, 2004, p. 29). A third observation

was that of the three Attitude subsystems, Appreciation was the dominant type, which was the result of the writer's aim to "objectify the evaluation to some extent" (Hood, 2004, p. 30). That said, when contrasting the published articles with the undergraduate dissertations, Hood (2004, p. 31) noted that the type of Appreciation in each text type varied. To explain, the published articles most commonly entailed Appreciation lexis that was related to how useful or worthwhile something is (i.e. Appreciation: Valuation). Student dissertations, on the other hand, comprised more instances of Appreciation: Reaction, thus revealing a higher amount of lexis denoting the extent something impacts emotionally on a person. This coincided with a subsequent finding in which students, unlike in the published articles, in addition to referencing ethical considerations in their writing, also showed an inclination to use Affect (Hood, 2004, p. 32). In summary and, as Hood (ibid) concluded, research on APPRAISAL for the analysis of this written genre serves to provide valuable insights into the ways in which writers construct their arguments and engage with their subject matter, whilst simultaneously ensuring to, at least, appear to remain objective.

We now turn our attention to research on APPRAISAL that looks at a different genre of written discourse, namely the language of newspapers. Journalistic prose is known for being a powerful tool of persuasion in encouraging readers to view an event in a more positive or negative light as a result of how it is reported upon. Nonetheless, it can still prove somewhat challenging to detect evaluative language in this type of text because it is not always used explicitly. Furthermore, appraisals can often be attributed to external sources, thus allowing the journalist to evade having to commit to the truth of the proposition s/he makes in their news reports. In view of this, White (2004) undertook a piece of research in which he attempted to detect instances of explicit Attitude in three newspaper extracts (taken from *The Sun*, *The Daily Telegraph* and *The Independent*) and, specifically, the types used (i.e. Affect and/or Judgement and/or Appreciation) and consider whether the evaluated targets were human or not. In addition, he examined whether explicit Attitude was employed. Finally, he looked at whether or not attitudinal triggers were used in favour of explicit evaluation or rather in combination in order to produce a given reaction in the reader.

To first consider the presence of explicit Attitude in the texts under analysis, White (2004, p. 231) remarks that a number of examples were found in *The Sun* extract in which an individual in particular was appraised either positively, as in (7) or negatively, as in (8).³⁷

³⁷ Examples (7) to (8) are taken from White (2004, p. 231).

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- (7) Bayonet fixed and rifle raised, **a soldier comes to the rescue** of his Queen yesterday
- (8) RIFLES RAISED BY GUARDSMEN TO STOP RIOT OVER **HATED PRESIDENT**

As White (2004) affirms, the two aforementioned examples differ in terms of the types of appraisal employed. In (7), the behaviour of the soldier is evaluated and, thus, is classed as an example of Judgement, whereas (8) reflects the feelings felt towards another person (i.e. the President) and, as such, is an example of negative Affect (White, 2004, p. 232). Similarly to *The Sun* newspaper, White (ibid) noted that *The Independent* also contained two examples of explicit Attitude. Nevertheless, as exemplified below, the two examples from *The Independent*, unlike *The Sun*, denote positive Appreciation, as in (9) and negative Judgement, as in (10).

- (9) [...] with Union Jacks and red flags fluttering **harmoniously** in the breeze.
- (10) **Leader of the unfree world** is feted by the Queen as protesters arrested

Examples (9) and (10) also reveal that both humans and objects are found to be targets of positive as well as negative evaluations in the newspaper corpus under analysis. When determining whether the appraisals were simply asserted or, instead, conveyed as if taken for granted, White (2004, p. 234) observed instances of both, claiming that attitudinal nouns are an effective means by which to transmit an idea as assumed, whilst verbs and adverbs were more commonly employed to infer that the proposition is questionable. The use of nominalisations not only served to imply an utterance was an expression of the truth, but also, as White (2004, p. 238) suggests, they aided to distance the author from the text and, thus, make the text seem more objective. As remarked in Chapter 2, we see, once again, how the use of nominalisations can serve a function in discourse.

Last but not least, White (2004, pp. 234-236) tried to identify potential attitudinal triggers in order to see whether they worked alone or in combination with instances of explicit Attitude for the purposes of gaining a given reaction from the reader. In the extracts taken from *The Sun* and *The Independent*, a mixture of explicit evaluation was found, whereas in *The Daily Telegraph* there was no evidence of explicit Attitude; rather, the latter newspaper entailed solely attitudinal triggers (White, 2004, p. 240). When evaluations were used overtly in any kind of text, they were considered to be highly subjective. Consequently, White (2004, p. 243) concluded that the newspaper extract from *The Daily Telegraph* would pass as somewhat

more objective in nature because the implicit evaluations only work if the reader is susceptible to the potential meanings behind the information provided. As Macken-Horarik (2003, p. 314) asserts, "within texts, it's implicitly evaluative meanings that are most coercive of the reader simply because they appear to pass beneath the threshold of conscious awareness".

Another study in which newspapers were examined using APPRAISAL theory (Martin & White, 2005) was conducted by Coffin & O'Halloran (2006), who intended to consider the notion of "dog-whistle" politics in the British tabloid newspaper *The Sun* and, subsequently, demonstrate how readers are positioned to feel that citizens from the EU are a threat to the British people, the British lifestyle and their general welfare. *Dog-whistle* politics is a term that has been employed to refer to the use of covert evaluation in political communication contexts (Coffin & O'Halloran, 2006, p. 78). The term was derived from the idea that what is uttered by the politician, or in this case, the journalist, is pitched to those who have the appropriate knowledge or skill to interpret the message in spite of the absence of any discernible evaluation in the text. In fact, Coffin and O'Halloran (2006, p. 79) maintain that the way in which individual phrases of newspaper articles are themselves positioned in the text serves both to reveal the author's stance as well as prime the reader to interpret the message in one way or another (ibid).

In this investigation, Coffin and O'Halloran (2006) analysed an article published in *The Sun* on the day that 10 new countries officially became part of the EU (May 1st 2004). They also consulted a 45 million word corpus, taken from the Bank of English and collected all of *The Sun* articles that date from 1999 to 2003, labelling this the Sunnow corpus. Lastly, they compiled a mini Sun corpus, totalling 11,141 words, which consists of articles printed in *The Sun* during the week leading up to the expansion of the EU. The intention was to explore how these preceding articles, from both subcorpora, may have swayed readers to feel more or less hostile towards EU citizens at the time the change to the EU was authorised on May 1st 2004. Firstly, details of the Sun mini corpus, which was analysed both quantitatively and qualitatively, will be outlined. Following this, reference will be made to some of the recurrent patterns that emerge in the Sunnow corpus in relation to certain groups and circumstances similar to those of the new situation in 2004. Finally, the findings from the article published on May 1st 2004 will be considered.

The authors began by recording the total number of appraisals in the mini Sun corpus, which were subsequently classified as either positive or negative. In addition, they established whether the examples were realised directly or indirectly, and, finally, attempts were made to ascertain who the

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appraisals were directed towards (i.e. Britain, the British government, the new EU countries or migrants and asylum seekers).

The most frequent type of appraisal across the dataset proved to be Appreciation in which almost half of the examples were realised indirectly and comprised negative Valuations (i.e. negative appraisals of things or conditions or phenomena), with reference, in the main, to the arrival of migrants to Great Britain. This was followed by Judgement, with nearly half of the examples found to concern the British government. Of these, two thirds were negative and the authors found almost an equal split between cases that were direct and indirect. Coffin and O'Halloran (2006, p. 87) noted that these negative direct and indirect judgements were largely used to infer that the government were incompetent based on the way that they handled the issue of foreign arrivals from other EU countries. Lastly, they observed that negative Affect far outweighed positive Affect and that it was generally aimed at migrants/asylum seekers. References were made to the fear and anxiety triggered by the arrival of non-British citizens, for instance, who were portrayed as responsible for any problems arising in the country. An example is provided in (11) below.

- (11) And there are **fears** services like schools and hospitals, already strained, will not be able to meet new demands (*The Sun* 26/04/2004)

To now turn our attention to the Sunnow corpus, Coffin and O'Halloran (2006, p. 92) focus specifically on positive and/or negative semantic prosodies in relation to EU foreigners. The concept of semantic prosody has otherwise been defined as "the spreading of connotational colouring beyond single word boundaries" (Partington, 1998, p. 68) and, thus, according to Sinclair (1996, p. 87), serves to reveal evaluations that are not necessarily obvious at word level. Through an examination of semantic prosody, then, they observed a range of negative associations with Eastern Europeans and the term *migrants* that emerged and re-emerged in the dataset. An example is given in (12) and (13).

- (12) All the **attackers**, the **Eastern European immigrants**, were caught [...] (*The Sun* 15/05/2002)
- (13) **Migrants take us to cleaners** (*The Sun* 09/08/2002)

They argue that prior use of negative semantic prosodies may make readers more susceptible to developing unfavourable views of Eastern Europeans and migrants, thus simultaneously making them less

sympathetic and much more unaccepting of their entry into the EU by mid 2004.

In addition to considering the subsystems of Attitude, Coffin and O'Halloran (2006) also identified instances of Graduation in the Sunnow corpus, given that the intensification of wordings, both numerically and non-numerically, can result in the strengthening of negative opinions towards a particular situation or group of people. As Coffin and O'Halloran (2006, p. 90) acknowledge, instances of Graduation, when isolated from their context, may appear to carry neither positive nor negative meanings. Nonetheless, their recurrent use in previous news items discussing the same or similar negative events or unwanted groups may well result in provoking negative reactions from the general public when identical wordings are used in future discourse and, especially, if concerning the same topic. Thus, once again, we witness how apparently neutral language can, ultimately lose impartiality to a degree and, in turn, prime people to feel or view a situation in a particular light.

To now conclude with an overall description of the article published on May 1st 2004, the appraisal analysis revealed that negative evaluations were predominant throughout the text, with many examples conveying the idea that EU arrivals to Britain would threaten the economy and the general well-being of the British people (Coffin & O'Halloran, 2006, p. 100). The authors also remark on the fact that several instances that seemed to offer a positive image or, at least, one encouraging sympathy towards migrants, nevertheless, had the opposite effect as a result of the negative associations that continually emerged in previous news items. Thus, the evaluation used in the latest text was also deemed largely covert in nature. This evidently occurs because journalists can afford to use implicit evaluation if they have already primed people to foster particular views, in this instance, negative ones of non-British EU residents.

Having mentioned some of the research using APPRAISAL theory, then, that, to date, has been conducted using written discourse, it is worthwhile remarking on the fact that research using spoken discourse is, by comparison, in short supply. This is one way, though, that I hope my own research will contribute to the field. Nonetheless, one study that has examined APPRAISAL in spoken language, specifically in conversation, was carried out by Eggins and Slade (1997), who applied the theory, as originally outlined by Martin (1994)³⁸ in Table 1, to determine whether the use of Attitude in speech can serve as an indicator of solidarity and intimacy between interlocutors (Martin, 1994, p. 116).

³⁸ Since the study by Eggins and Slade (1997) was carried out, APPRAISAL categories have been amended (cf. Martin & White, 2005).

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APPRAISAL Subsystem	Subcategories
Affect	Un/happiness
	In/security
	Dis/satisfaction
Judgement	Social sanction
	Social esteem
Appreciation	Reaction
	Composition
	Valuation
Amplification	Enrichment
	Augmentation
	Mitigation

Table 1. Appraisal resources (Martin, 1994)

The discourse under analysis entails a conversation between five work colleagues (Harry, John, Jim, Keith and Steve) who were on a break at the car factory where they are employed. They were talking about the recent naturalisation ceremony of one of the men as well as about ideas concerning men and women in general. Thus, they attempted to answer the following three research questions: (i) what does it mean to be an Australian?; (ii) what do we think of women?; and (iii) what do real men do and not do? As the authors acknowledge, when carrying out an appraisal analysis, it is important to bear in mind both the co-text in addition to the sociocultural background of those partaking in the conversation (Eggins & Slade, 1997, p. 126).

The analysis considered four strands of APPRAISAL, to include the system of Attitude (i.e. Affect, Judgement and Appreciation) in addition to Graduation, otherwise termed, at this stage, as Amplification (Martin, 1994). On identification of the appraisal used by the interlocutors in the conversation under analysis, Eggins and Slade (1997) subsequently classified the items according to their corresponding category, thus enabling them to perform a quantitative analysis, followed by a qualitative one. The results revealed that Harry used appraisal resources somewhat more predominantly than the other four men in his discourse and, moreover, his evaluations were concentrated within Amplification, Judgement and Appreciation with no use of Affect. When returning to examine the clauses by Harry, the authors noted that the frequent use of Amplification resources allowed him to express himself assertively, whilst also judging others in relation to their capabilities and remark on the extent to which others conform to (Australian) society's norms (i.e. Social Esteem) (Eggins & Slade, 1997, p. 142). The other participants also used Judgement: Social Esteem, though sparingly, by comparison to Harry. In any case, the majority of examples of Judgement concerned the behaviour of men. Meanwhile,

when referring to women, Eggins and Slade (1997, p. 143) recorded more instances of Appreciation, thus revealing a tendency to more readily objectify women, focussing, for instance, on their physical appearance. Finally, only one of the five men (John) used Affect in their discourse and, in fact, he did so on just one occasion to express his personal feelings (i.e. dissatisfaction), as illustrated in (14) below.

- (14) No no I get **angry** because she seemed to be a British subject [...]

The other cases of Affect encountered refer to how a woman feels, thus inferring that women are the ones who express feelings whereas men do not or do so far less often. On this basis of the findings retrieved, Eggins and Slade (1997, p. 143) reached the conclusion that an appraisal analysis of spoken conversation can prove a useful means by which to gain an understanding of how people perceive others and how they feel about their world and those who inhabit it.

4.4. Conclusion

In sum, Chapter 4 has outlined a number of different studies that have been carried out to date applying either one of the SFL analytical frameworks adopted in this thesis. Thus, what follows in Chapter 5 is a closer look at the context in which this PhD is set. That is, the language analysed here is taken from a forensic setting, i.e. the courtroom. As such, this PhD constitutes what is more commonly termed as Forensic Linguistics (FL). However, unlike much of the research that has been conducted in the field so far, my own study contributes to two aspects that appear to be in short supply. Firstly, there seems to be a lack of research into wrongful rape convictions in the courtroom and, secondly, a look at transitivity patterns and appraisal theory in this genre of discourse is also particularly scarce. Thus, Chapter 5 now deals with the type of research that has been carried out in FL before concluding with a description of the few studies that do apply the two theoretical frameworks employed in this PhD thesis.

5. FORENSIC LINGUISTICS

5.1. Introduction

This chapter provides a general overview of research that has been carried out, to date, specifically within the field of FL, which in essence, is one of several strands of linguistic analysis. That said, the analysis of language can be thought of in one of two ways; on the one hand, we can divide up the field of linguistics in terms of the formal structure of language, to include: (i) phonetics (i.e. the study of sounds); (ii) phonology (i.e. the study of phonemes); (iii) morphology (i.e. the study of how words are structured); (iv) syntax (i.e. the study of language at sentence level); (v) semantics (i.e. the literal meaning of words and sentences); and (vi) pragmatics (i.e. the meaning of words and sentences in their context) (Aronoff & Rees-Miller, 2002, p. xv); and on the other hand, it is possible to consider linguistic analysis as a means by which to see how language is applied to a given field (hence the label Applied Linguistics) and, thus, how it works in practice.

Originally, the field of Applied Linguistics was concerned primarily with research into second language acquisition (Schmitt, 2002, p. 2). Nonetheless, nowadays, the field is far broader and is, instead, as Grabe puts it, an attempt to analyse language in order to “resolve language-based problems that people encounter in the real world, whether they be learners, teachers, supervisors, academics, lawyers, service providers, those who need social services, test takers, policy developers, dictionary makers, translators, or a whole range of business clients” (2002, p. 9). With that in mind, then, FL can be considered as one of several components of Applied Linguistics with the focus of study specifically on language analysis within legal settings. This chapter on FL is organised in line with the three fundamental aspects of academic research carried out, thus far, in the field. It begins with a description of studies that contemplate the written language of the law (see section 5.2.1). Subsequently, I outline research carried out looking at the work of the forensic linguist (see section 5.2.2) and, finally, I report on a number of studies that look at language both inside and outside of the courtroom from a range of different analytical perspectives (see section 5.2.3), finishing with those most relevant to this PhD, i.e. those that apply TRANSITIVITY and/or APPRAISAL to their dataset.

5.2. The scope of Forensic Linguistics

As a field of study, FL is a somewhat recent development in contrast to other areas of Applied Linguistics. Nonetheless, there has still been a fairly extensive amount written about the subject as well as FL research carried out to date (cf. Aldridge & Luchjenbroers, 2008; Bartlett, 2005; Felices Lago, 2016; Bell & Loftus, 1985; Benneworth, 2006, 2007, 2009; Coulthard, 1994,

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1996, 2004, 2005; Eades, 1994, 1996, 2005, 2006; Gibbons, 1994; Grant, 2005; Harris, 1984, 2005; Heffer, 2005, 2006, 2007, 2010; Howarth, 2006, 2013, 2017; Johnson, 1997, 2006; Kredens, 2002, 2003; Matoesian, 1999, 2000, 2001; Olsson, 2008; Rock, 2001, 2006; Shuy, 1982, 1993, 1998, 2006; Solan, 1998, 2008; Svartvik, 1968 to name but a few). FL is a term originating with Jan Svartvik, a linguist who in the late 1960s analysed a famous criminal case in which a false confession ultimately led to a wrongful conviction of the accused and resulted in his execution (see section 5.2.2 for further details). Svartvik (1968) used the term FL to denote research that applied linguistic expertise to legal issues, which coincides well with the definition given four decades later in “The Routledge Handbook of Forensic Linguistics” by Johnson and Coulthard (2010, p. 7). They maintain that FL may refer to any one of three concepts, to include: (i) the study of the written language of the law; (ii) the description of the work of the forensic linguist when acting as an expert witness; and (iii) the study of interaction in the legal process (i.e. starting from the initial call made to the emergency services right up to and including the point of sentencing when someone has been found guilty). The latter, and, in particular, courtroom discourse (cf. work by Brennan, 1994; Cotterill, 2002, 2003, 2004; Ehrlich, 2003, 2006; Felton Rosulek, 2008; Hobbs, 2003, 2008; Komter, 1998, 2002; Luchjenbroers, 1997; Matoesian, 1993, 1997, 2005) is where our main interest lies. Nevertheless, prior to a closer and more in depth mention of this strand of research, reference shall first be made to other work in the field in order to provide a fuller picture of how a linguistic analysis can be applicable to numerous types of forensic data.

5.2.1. Written language of the law

To first consider studies that deal with the analysis of written language and the law, we may refer to work concerning typical characteristics of legalese (i.e. legal jargon that is unfamiliar and, thus, difficult to understand for the average layperson). Bhatia (2010) for example, examined the notions of ambiguity and inclusiveness in legal language and how each of these serve a purpose when employed deliberately. By *ambiguity*, he referred to instances of when the law(s) that have been stipulated are “inherently contestable” and can only be “interpreted in the context of the case” in question (2010, pp. 39-40). He noted, for example, how a set of legal documents in Hong Kong regarding the resident rights of individuals born both in and outside the country were written using rather vague instructions or specifications with the deliberate intention of, thus, allowing those in a position of power to freely interpret the information as they saw fit (2010, p. 49), i.e. to suit their needs at the time. The term “inclusiveness”, on the

other hand, he said, reflects the idea of how to combine the use of specific legal jargon and, at the same time, make sure that this is understood by everyone involved. Bhatia (2010, p. 43) explained how difficult it is to maintain the amount of detail needed in legislative documents, designed to reduce the degree of ambiguity among those working within the field of the law and, at the same time, ensure that legal texts are understood by the average layperson. In order for legislation to be comprehensible to almost anyone, legal terminology must be reduced to a minimum; this much is obvious. However, in doing so, one must also appreciate that such legislation is, consequently, left open to a wider interpretation by those working for the judicial system and, thus, far less regulated, as in the Hong Kong case described above.

Stygall (2010) detailed another piece of research which dealt with written language in documents such as pension plans, and, observed the degree of intricacy that can result from using not only specific legal terminology, as indicated by Bhatia (2010), but in addition, through employing long and complex syntactic structures, with a general preference for using repetitive negation (Tiersma, 1999, pp. 203-210), nominalisations or passive structures (Cao, 2010, p. 84). Passive structures (cf. Maley, 1994), in addition to complex prepositional phrases and nominalisations (cf. Bhatia, 1994) are recurrent in legal language. Bhatia, in his research (1994, p. 141), for instance, looked at the syntactic features of the legal provisions made for the Income Tax Act in Singapore and found that, firstly, complex as opposed to simple prepositional phrases were more frequent in legal language in order to reduce the degree of ambiguity invited by simple prepositional phrases (Bhatia, 1994, p. 143). Secondly, he noted that, by comparison to the use of language in everyday encounters, the syntactic structures employed in legislative documents, such as the Income Tax Act, showed a tendency to favour a higher number of nominalised forms over their verbal equivalents for the purposes of condensing information and, thus, ensuring a higher level of precision (Bhatia, 1994, p. 142). Whilst Bhatia's claims are arguably true, one must still acknowledge the counter-argument to this idea; that as a consequence of striving for a more rigorous piece of discourse, the legal specialist only aids to "exploit complexity" for the average layperson (Johnson & Coulthard, 2010, p. 11). Furthermore, the mere layout of the language is often said to be perplexing, which again can make such texts incredibly difficult for non-legal experts to decipher (Stygall, 2010, p. 52).

Aside from the abovementioned, the use of nominalisation and passivisation, although claimed to serve the purpose of ensuring a maximum degree of precision (cf. Bhatia, 1994) as well as objectivity and impersonality (Janulevičienė & Rackevičienė, 2011, p. 145), can also lead

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to obscuring the identity of the *Actor* of a clause, whether it be in written judgements, for instance, or otherwise in spoken legal discourse. Maley (1994, p. 23), for example, remarked on how passive clauses emerge repeatedly in legal and, in particular, courtroom discourse, if not to exclude information deemed undesirable or irrelevant, with the intention of concealing the agent responsible for a crime. Therefore, as a consequence of masking the accountable party, as Tiersma (1999, p. 75) asserts, precision is actually hindered rather than endorsed, which is, evidently, also a conscientious choice, particularly among defence lawyers whose role is to diminish, as far as possible, the responsibility of their client for the wrongdoing that s/he has either committed or been accused of. Thus, whilst on the surface, one may appear to be striving for an impartial account of events, in the knowledge that this is not always the case, the discourse analyst may reach a somewhat different interpretation of why nominalisations or passive structures are prevalent in this genre of discourse. This is an aspect that will be dealt with in detail in my own linguistic analysis, given the potential implications of concealing the identity of certain participants in a corpus such as the one employed here.

In addition to the aforementioned studies, a number of scholars have also taken to analysing other linguistic features such as modal verbs or questions within a wide range of written forensic texts. Foyle (2002), for instance, examined the use of modality in legislative texts, focusing on the usage of three specific deontic markers (*shall*, *may* and *must* in both their affirmative and negated forms) that were present in a corpus of EU legislation texts. By comparing their general usage with how they were employed in legal language, Foyle (2002, p. 366) attempted to establish whether each modal carried several different meanings or whether in fact they lacked meaning altogether. In the case of *shall*, the author noted that in legal language, it was used, almost always, to denote obligation, whilst in general language use, this was not apparent. Foyle (2002, p. 363) found that *may*, unlike *shall*, was assigned both an epistemic (i.e. to indicate possibility) and deontic (i.e. to indicate permission) reading, regardless of the linguistic context in which it was used. Finally, *must* was found to solely convey obligation in the legal corpus, whilst in general language usage it appeared to also adopt an epistemic meaning (i.e. of supposition or, certainty). These findings would seem to reiterate the idea that legal documents are written with a particular readership in mind and, hence, their distinctive form of expression in contrast to everyday language use.

Williams (2006, p. 237) also observed the use of modality, specifically the modal verb *shall*, in legal texts, in order to determine whether or not it continues to frequent this type of discourse as well as serve a particular purpose. According to Williams (2006, p. 238), *shall*, which for around 600

years dominated much of legal discourse, has become gradually less and less frequent across some varieties of English (e.g. Australian and New Zealand English). He remarked that this may be due to the fact that *shall* is considered, to some extent, a vague term that, although sounding elegant when used, actually “adds nothing to the overall meaning” (2006, p. 240) of the utterance. Moreover, he argued that *shall* has been replaced by other modals, to include *may* (especially when negating a proposition) or *must* as well as the *be to* construction. Williams (2006, p. 248) asserted that the latter in which *be to* replaces *shall* is with the purpose of insinuating a softer form of obligation than would otherwise be implied. Another explanation he provided for the general decline in the usage of *shall* is that it is nowadays a term considered overly formal and essentially, out of the realm of everyday language use (2006, p. 249). The latter, however, could be considered somewhat ironic given that legal jargon is, by definition, markedly formal and, consequently, not within the standard linguistic repertoire of the average speaker, making the use of *shall* seem well-suited to this context. In any case, Williams (2006, p. 252) insisted that *shall* does indeed still serve a purpose in legal discourse, both as a means by which to express strong obligation as well as futurity, in spite of the alternatives (i.e. *must* and *will*) also available to language users.

A final piece of research that will be considered at this stage is perhaps not written language of the law in its strictest sense and, thus, differs slightly from the research outlined thus far that has tended to focus on specific linguistic elements within legal texts. Nonetheless, as in the description of other studies in this subsection, it does consider legal documents and the question of objectivity. The difference on this occasion, though, is that the focus is on the impact that the initial documentation may have on the ensuing stages of a criminal investigation, which begins with the police caution and concludes with a written statement.

Rock (2010) conducted an analysis of the way in which written documentation (i.e. the police caution, which is written to be spoken and designed to imply that the investigation is starting) feeds into the police interview process and how this impacts on the talk that takes place during the interrogation phase. In addition, she studied how the verbal interaction throughout the interrogation itself influences the written output (i.e. a written statement reflecting the suspect's version of events), which is produced on finishing the police-suspect interview. Rock (2010, p. 132) identified a common practice when instructing the detainee with the written caution, which is that officers appear to not only state the caution using the official wording, but in addition, frequently provide explanations as they read it aloud. Moreover, they continually check that the accused has fully understood what the police caution purports. As a result of this

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communicative style, the caution arguably loses objectivity to some extent, in the sense that, through the police officer adding their personal touch to the wording, s/he often minimises the face threat (Brown & Levinson, 1987) in order to avoid inhibiting the accused when talking. Furthermore, Rock (2010, p. 132) also remarked on the way that officers sometimes evaluate or rather, advise the suspect as to how s/he should or should not behave or respond, as in (1), also thought likely to have an impact on the interaction that follows (Rock 2010, p. 131).

- (1) **I don't personally advise** that you do that but that's your right.

To now consider the interaction itself and the bearing that it has on the final written output, it is worthwhile first outlining that in order to produce a written statement of what the interviewee has supposedly uttered, there are three steps involved. Firstly, a written description in note form is taken of what the witness has said freely, with little or no intervention from the police officer; the police officer usually then proceeds by asking all of the questions deemed necessary to get to the truth of the matter and extensive notes are taken, once again; finally, the officer reiterates what s/he has noted down so that the suspect can confirm or refute or develop any of the points further and with this version, a final written statement is generated, which is reread aloud to the suspect for the purposes of confirming that the information recorded is correct (Rock, 2010, p. 135). Despite having this procedure in place, Rock (2010, p. 136) draws our attention to the fact that the final written product of a police interrogation with a suspect can still provide an inaccurate reflection of what the suspect said. For example, the interviewer may add details which were not in fact provided by the interviewee, but rather merely confirmed during questioning (phase 2) or, alternatively, omit details that were considered relevant by the suspect and were, nonetheless, not evidenced in the final statement. The issue with this, as Rock (2010, p. 137) highlights, is that this written statement forms part of the evidence at trial. Thus, when discrepancies arise between what is in the written statement and what the accused wishes to make clear whilst testifying on the stand, can mean the suspect becomes easily confused and left in a somewhat vulnerable position during cross-examination (cf. Komter, 2002, p. 168 for similar findings).

On the basis of the findings from her research, then, Rock (2010, p. 138) concluded that written texts do indeed impact upon the interaction that follows from them in a police interview and, by the same token, the police interrogation will also shape the final written product that arguably

summarises the initial testimony of the suspect when placed under arrest or invited in for questioning.

5.2.2. The work of a forensic linguistics expert

Our attention now turns to a description of some of the research that looks at the work of a forensic linguistics expert (i.e. the second of the three strands of FL as put forward by Johnson and Coulthard (2010, p. 7). Forensic linguists may have the authority to act as an expert witness in criminal trials for either the prosecution or defence team involved in the case. Studies pertaining to this particular subdomain range from forensic phonetics and authorship attribution to instances of multilingualism in the courtroom. With regard to forensic phonetics, in spite of its various applications, of particular relevance here, given the focus on courtroom data, is the task of speaker identification, in which samples of speech of both the suspect (assuming there is one) and the unknown speaker (on the audio recording) are compared and then subsequently used as evidence in court, whether with the intention of convicting or clearing the accused of a crime.

As described by Jessen, during the initial stages of a forensic phonetic analysis, it is necessary to acquire a speaker profile in order to determine "the 'class' or 'category' to which a speaker belongs" (2010, p. 381). A range of spoken features can serve to ascertain details about a person in terms of, for example, their age (cf. Schotz, 2006, who noted a decreased fundamental frequency level in men under the age of 40 by comparison to when they turn 50 when there is a sudden increase), the decade they were born as a result of linguistic changes over time (cf. Wells, 1999, who found that the pronunciation of the letter [h] differed for those born in the 1930s with those born in the 1970s), their gender (cf. Simpson & Ericsson, 2007, who confirmed differences in voice pitch among men and women, with the former ranging from 80 to 170Hz on average and the latter from 165 to 260Hz). Cheshire (2002) also argued that women and men differ in speech with women often opting for a more standard linguistic repertoire that, generally, reflects, a higher level of prestige. Another revealing feature may be one's geographical origins (cf. Nolan, 1983, who described differences among speakers in terms of their glottal /p,t,k/ or their use of a postvocalic /l/ in English according to the region that s/he is from or lives in) or, otherwise, one's idiolect (cf. Coulthard, 2004, who commented specifically on lexical expressions that, he argues, pertain to a restricted number of speakers, thereby serving to help identify an individual more easily).

Subsequent to the creation of a speaker profile on the basis of the aforementioned variables, the process of speaker identification can begin. A

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particularly pertinent example of speaker identification is a study by Ellis (1994), who analysed an audio recording of someone claiming to be a well-known serial killer, The Yorkshire Ripper, also known as Peter Sutcliffe. Sutcliffe was responsible for multiple murders and attempted murders back in the mid to late 1970s across the northeast of England. Prior to Sutcliffe's arrest in 1981, a man named John Humble gave a false confession, which was later discovered to be a hoax as a result of careful scrutiny of particular linguistic features (e.g. diphthongal 'u' and 'h' dropping) (Watt, 2010, p. 82) that differed ever so slightly from the original recordings of the actual individual responsible.

Another example of voice identification for the purposes of either convicting or proving the innocence of the defendant on trial is provided by Nolan (2003), who looked at a case in which a man was overheard, according to a key witness (his tenant at the time), instructing another person to set fire to a house which subsequently resulted in a woman's death. This, along with other evidence, eventually led to the accused being found guilty.

In another study, Zetterholm et al. (2009) examined the accuracy of voice recognition by using a recording of two males (aged 22 and 27, respectively). The younger of the two males was the target speaker (i.e. the one with whom comparisons were made when listening to the speech features of a voice line-up). The two men on the recording were talking about their plans to burgle a house and 100 people were asked to listen to the recording and, one week later, told to listen to the spontaneous dialogue of six male voices talking about an array of unrelated topics. Thus, the aim of the study was to try and establish whether, on the basis of similarities in terms of, for instance, pitch, tempo and articulation rate, any of the six voices matched that of the target speaker heard one week earlier, which although claimed by a number of participants to be the case, was in fact, not so. As the authors maintained, whilst this kind of research is extremely relevant to those working in forensic contexts, this kind of study also illustrates potential oversights. For example, it is perfectly feasible for the individual asked to carry out a voice recognition test to feel, either consciously or subconsciously, the need to find a voice match, be there one or not, which can, consecutively, mean an error in judgement and an innocent person undeservedly punished for a crime s/he never committed. In order to minimise such cases of mistaken identity, Turell and Gavalda (2013) proposed the idea of an Index of Idiolectical Similitude (IIS henceforth). IIS is a tool designed to compare the degree of linguistic similarity or difference across samples of written or spoken language in order to confirm, as far as possible, that two or more texts were written or uttered by the same individual (2013, pp. 501-502).

Another strand of work carried out by forensic linguistics experts and closely related to the notion of a speaker profile is authorship attribution, which proved pertinent to the analysis of the linguistic evidence that was used in the Timothy Evans case (Svartvik, 1968). Evans made four statements to police in November 1949 incriminating himself in the murder of his wife and daughter, only to later discover that he provided police with a false confession. Authorship attribution shares similarities with speaker identification as described above in that it relies on the notion that each individual has their own idiolect (Coulthard, 2004, p. 431). Idiolect has been defined as “not the system of language or dialect an individual has, but rather how an individual uses this system of language or dialect in their own distinctive way” (Turell & Gavaldà, 2013, p. 498). A number of studies have adopted cognitive (cf. Chaski, 2001; Grant, 2007) or stylistic (cf. Kredens, 2002; McMenamain, 2002) theories of idiolect, as well as a combination of the two (cf. Ibrahim, 2008; Sloboda, 1986) in order to determine how and why one individual's linguistic production is consistent across a range of texts and, at the same time, different to the texts constructed by others. As Coulthard (2004, p. 432) asserted, we, as humans, are thought to have our own unique idiolect which we, allegedly, produce and reproduce through the texts that we construct. Though only a recent development in FL research, authorship attribution has proven a valuable contribution to Applied Linguistics in general (cf. work by Grieve, 2007;³⁹ Johnson & Wright, 2014;⁴⁰ Koppel et al., 2013⁴¹) and is now proving particularly useful in the courtroom as a form of evidence. Authorship attribution has assisted with the identification of false confessions, as described above, as well as with the analysis of real vs. forged suicide notes, and with revealing the author of anonymous letters, emails and text messages. All of these text types can be gone over with a fine tooth comb by the forensic expert witness in order to deduce the likelihood of who wrote or said the words in question. Some examples of authorship attribution, specifically concerning criminal cases, are now outlined below.

Malcolm Coulthard, one of the pioneers of FL, has looked at a number of criminal cases in which authorship attribution has proved vital in securing the capture of a dangerous felon. In fact, in his 2004 article "Author

³⁹ Grieve (2007) looked at a total of 39 textual measurements, e.g. sentence length and punctuation mark frequency, in order to establish linguistic patterns that are characteristic of a particular individual.

⁴⁰ Johnson and Wright (2014) carried out research on n-grams as a means by which to identify unique features of emails sent by a particular employee at Enron.

⁴¹ Koppel et al. (2013) analysed a variety of text types, to include emails, blogs and late 19th/early 20th century literature for the purposes of ascertaining the author of each of the passages in question.

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Identification, Idiolect and Linguistic Uniqueness", he cited a well known criminal case in the United States that took place over a period of almost two decades, starting in the late 1970s and lasting until 1996. The case I am referring to is the Unabomber case in which Theodore Kaczynski was eventually convicted of sending bombs through the post, those of which on three occasions caused the death of his recipients. Kaczynski's attempted killing spree went on for 18 years and, only subsequent to submitting and requesting that a 35,000 word manuscript that he had written be published, was he actually discovered. It was the defendant's brother who initially came forward and suggested that the written manuscript closely resembled the writing style of his brother, particularly in terms of the expressions employed. When the case went to trial, the prosecution argued that, having had an expert perform a linguistic analysis on the manuscript and compare it with a series of documents found at the home of the accused, there were major similarities in terms of the lexis, grammar and fixed expressions. Nevertheless, the counterargument of the defence was that "anyone can use any word at any time" and "shared vocabulary can have no diagnostic significance" (Coulthard, 2004, p. 433). To defy this claim, the prosecution took a number of lexical items from the questionable document that were considered likely to occur in any type of argumentative text and, whilst noting that a total of 3,000,000 online documents contained either one or more of the twelve words or phrases selected, they also observed that the inclusion of all twelve items only emerged in 69 online documents, all of which turned out to be an online copy of the Unabomber's manuscript. As such, this not only provided very convincing evidence that Theodore Kaczynski was the Unabomber, but also that the notion of idiolect proves extremely valuable as a means by which to carry out authorship attribution analysis and, in turn, help to solve cases of a more or less severe criminal nature.

Another study by Coulthard (2004) concerns a case in which four men were accused of murder, one of whom maintained that he was forced to give a (verbal) confession and that the written version of that same confession was fabricated by police after a spoken interview whilst in custody. Coulthard (2004, p. 439) reasoned that the accused may well have been telling the truth, given that it is deemed tremendously difficult for people to repeat themselves word for word or almost word for word, and, in this instance, the written confession contained strikingly similar wordings to the answers he was claimed to have given in the interview. In addition Coulthard (*ibid*) noted that there were often answers in the written version of the spoken interview which failed to fit adequately with the questions that had been posed, thus leading him to conclude that the accused might

indeed have been framed for a crime that he (or rather, they) did not commit.

Coulthard has also attended court to act as a forensic linguistics expert⁴². On one occasion in 2002, he reported on a number of text messages sent from the mobile phone of a young school girl, Danielle Jones, who had disappeared and was thought to have been murdered. This was a particularly extraordinary case because Jones' body was never found, which, by and large, means that a guilty verdict is much more difficult to ascertain. Nevertheless, Coulthard's ability to note a range of distinctive spellings and vocabulary choices between the victim's text messages prior to and after her disappearance (e.g. *myself* vs. *meself*, *wat* vs. *wot*, *at moment* vs. *at the mo*, *Evone* vs. *every1*, *Y* vs. *why*) led the jury to conclude that the messages succeeding her disappearance were in fact sent by her uncle, Stuart Campbell. Eventually, Campbell was held accountable for her murder and given life imprisonment.

Coulthard (personal communication, July 17, 2012) worked on another very similar case in 2008 in which a woman named Jenny Nicholl disappeared. Jenny Nicholl vanished in June 2005 and has never been seen since, nor has her body ever been found. At the time of her disappearance, a number of text messages were also sent from her mobile phone, but when later analysed by Malcolm Coulthard, these messages were compared with others known to have been written by the victim prior to her vanishing as well as contrasted with messages that had been written by the victim's ex-lover, David Hodgson, believing that Hodgson may have been involved. Several linguistic features were found to coincide with the text messaging style of Mr Hodgson and not with the style of Ms Nicholl: (i) *I am* vs *im*; (ii) *meself* vs. *myself*; and (iii) lack of spacing, e.g. *av2go* vs. *ave 2 go*. Whilst Coulthard could not confirm that Mr Hodgson had definitely written the text messages, he did point out that it was perfectly plausible for Hodgson to have written them and this, along with other evidence, proved enough to convict David Hodgson of Jenny Nicholl's murder, of which he is now serving life in prison.

A third case of this type entailed a double homicide in which a 22 year old mother and her five year old daughter were thought to have committed suicide when in fact they were murdered (Fitzgerald, personal communication, November 3, 2014). The ex-lover of the 22 year old, in order to avert attention from himself as the responsible party, forged a suicide email which he sent to family of the victims on the morning of their death. However, once again, due to a number of linguistic discrepancies (e.g. points of ellipsis and the spelling of *gonna* vs. *gunna*) between the

⁴² Personal communication (July 17, 2012).

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writing style of the deceased and the email that was sent, suspicion soon began to arise surrounding the circumstances of this case, and in 2009 Albert Perez, the victim's ex-lover, was found guilty of the double homicide and is currently serving a sentence on death row.

In addition to speaker and author identification methods adopted to solve criminal cases such as those detailed above, the forensic expert can also be involved in cases requiring an interpreter. Interpreters may be called, for instance, when a detained suspect experiences difficulties either during a police interview or in a courtroom setting as a consequence of lacking the necessary linguistic repertoire in the language being used to understand or articulate themselves clearly and accurately. Whilst this may seem a fairly obvious requirement for non-native people accused of a crime in a foreign country, as Kredens and Morris (2010, p. 455) have discussed, issues often arise with interpreting as much in police interviews as in the courtroom. They investigated a case in which a Mexican man was interviewed in English in relation to a murder case. The suspect was given an interpreter to aid his understanding, but unfortunately for the defendant, the woman he was assigned to act as interpreter lacked any formal training and was unfamiliar with legal terminology both in English and in Spanish (the suspect's native tongue). This led to the interpreter erring time and time again in her translation of both grammar and vocabulary throughout the interview. Furthermore, she often gave her own opinions prior to consulting the defendant on what the police had asked. Here, the point that must be stressed is that an expert witness is indeed essential for suspects who are interviewed in a language that is not their native tongue, but it will only be effective if the translation given, both to the accused and to the police, is not a fabricated or biased version of events.

Another example of interpreting, but this time, inside the courtroom, is described by Hale (2010, p. 444), who briefly recounted the case of an Arabic interpreter committing several errors when translating certain words, to include *prosecution* (translated as *persecution*) and *witness* (translated as *martyr*). Lee (2009) also observed the inaccurate interpreting of witnesses' inexplicit utterances from Korean into Australian English in which testimony was often misunderstood by the interpreter as a result of lacking background information or details of the "extra-situational context" (2009, p. 108). This, in turn, had consequences for the court proceedings. For instance, the interpreter, when faced with vague descriptions concerning who or what the witness was referring to, appeared to either neglect to mention anything that s/he had not comprehended or alternatively reconstruct the discourse so as to make it coherent, though not necessarily reflecting what the witness had stated.

All three of these cases serve to highlight not just the need for an interpreter to be present in cases where the witness is unable to defend him/herself in the native language of the courtroom, but also emphasise how important it is for the interpreter to be familiar with the context of the case, and who or what the witness is referring to at different stages of their discourse. Thus, the interpreter, if highly skilled and competent in his or her profession, will avoid altering the testimony of the witness and, instead, draw the court's attention to the inexplicitness of the discourse by transmitting this imprecision to the jury. In doing so, the court will, ideally, request that the witness (not the interpreter) provide a less ambiguous description, which will give the chance for clarification and a more accurate understanding of the evidence.

Other work of a similar nature has looked at the ease with which miscommunication can occur between legal professionals and individuals placed under arrest or taken to trial, be it the result of one's non-native background as a detainee (and no interpreter present) (cf. English, 2010; Pavlenko, 2008) or as a consequence of lacking the necessary legal knowledge and expertise to understand what s/he is being told (cf. Cotterill, 2000; Rock, 2006, 2007). In the case of the former, English (2010, pp. 423-425) cited a case in which a young Turkish Cypriot male had, presumably unintentionally, incriminated himself in a stabbing that took place at a nightclub in 1994. On the basis of the extracts examined from the police interviews subsequent to his arrest, it soon became apparent that the man charged was manifesting difficulties in both understanding and expressing himself effectively. As such, English (2010) not only highlights this issue as something that needs to be accounted for in similar circumstances, but also proposes potential approaches (e.g. the use of different proficiency tests to reveal the language abilities of the individual in question) to, thus, cater for linguistically disadvantaged suspects and ensure that miscommunication is avoided in this type of judicial context.

In line with the latter, we may refer to another piece of research by Rock (2006) in relation, once again, to the police caution that is read to any person(s) placed under arrest, based on the argument that the accused is entitled to be informed of their rights. That said, Rock asserts that, whilst on the surface, it may seem that statements such as the police caution are read so that defendants understand what rights they have, "the delivery of rights is not a simple transaction of facts" (2006, p. 19). Thus, it may not be just non-natives that struggle with interactions in a legal context. Through this type of research, amendments have actually been made to documentation used when detaining suspects and, thus, has helped towards improving the use of legal jargon that is, nowadays, made more and more intelligible for the average layperson.

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We now turn to a final strand of closely related forensic linguistics expert work in multilingual legal contexts, which considers the issue of immigration and, in particular, the rights of asylum seekers to remain living in a country other than that of their origin. Specifically, linguistic experts have focussed on the analysis of formal interviews with refugees (cf. Blommaert, 2001) that have been carried out in order to determine whether immigrants' reasons for fleeing their native country are deemed genuine on the basis of the language they use to describe both where they have come from and why they have emigrated (cf. Simo Bobda et al., 1999). Although this would seem to be a valid exercise, many concerns have actually been raised (cf. Eades & Arends, 2004; Eades et al., 2003; Fraser, 2009; Maryns, 2004) as to just how reliable these analyses are. To elaborate, Eades et al. (2003, p. 183), for instance, noted that many of the decisions taken regarding the authenticity of stories told by asylum seekers regarding their native background and circumstances were believed or not believed on the basis of a handful of words. This, as Eades et al. (2003, p. 184) argue, is by no means ideal. They explain that the identification of a person's homeland and their ethnicity is by no means straightforward, given that a particular language no longer pertains to one place (e.g. Spanish to Spain, German to Germany and so on). Rather, languages are spreading constantly from one part of the world to another, and, in turn, both linguistic and pronunciation changes are occurring continually, thus making it a somewhat complex task when trying to verify where someone comes from. As such, work by forensic linguistics experts in this area, they insist, will need to continue so as to ensure, wherever possible, that reliable conclusions are reached.

Before bringing this subsection to a close, what now follows is a detailed account of research that examines interaction in the legal process (the third and final substrand of FL) (Johnson & Coulthard, 2010, p. 7). There are numerous scholars working within the field of FL (cf. work by Aldridge, 2008; Benneworth, 2006, 2009; Drew, 1985, 1990; Ehrlich, 2001, 2002; Heffer, 2007, 2008; Howarth, 2009; Luchjenbroers, 1997; Maley, 1985; Matoesian, 1993, 2005; Rock, 2007; Solan, 1993; Tiersma, 1993, 2007) who look at interaction in legal settings from a wide range of discourse analytical perspectives, whether it be concerning the initial stages of a case (i.e. prior to and during the police interview stage) (cf. Aldridge & Luchjenbroers, 2008; Ames & Busch, 2013; Drew & Walker, 2010; MacLeod, 2010) or otherwise the trial phase itself (cf. Brennan, 1994; Cotterill, 2004; Ehrlich, 2006; Felton Rosulek, 2008). The common discourse analytical approaches that have been considered include narrative analysis, Speech Act theory (SAT) and conversation analysis (CA henceforth). Meanwhile, the discourse features subsequently explored include question types, proving very typical of FL analyses and, although

less so, studies on evaluation (including APPRAISAL) and TRANSITIVITY. Within each subsection detailing any one of the aforementioned, those studies that were conducted in the initial stages are first outlined before proceeding with details of those carried out inside the courtroom. Moreover, although a variety of criminal and non-criminal cases will be discussed, particular attention will be paid to studies concerning rape accusations in light of the context of this PhD thesis.

5.2.3. Linguistic analytical perspectives in a forensic setting

5.2.3.1. Narrative analysis

Narrative analysis (Labov, 1972) is considered a prominent area of linguistic research (Giménez, 2009, p. 198) that, over the last fifty years or so, has served the purpose of studying what humans do with talk (Johnstone, 2001, p. 635). As such, it is also one of several analytical approaches applied to the analysis of interaction in legal settings, both inside and outside of the courtroom. A number of definitions have been provided regarding what constitutes a narrative, but a recurrent idea is that it takes the form of a story (cf. Leiblich et al., 1998; Linde, 1993; Ochs & Capps, 1996; Webster & Mertova, 2007). Particularly influential is William Labov, whose concept of narrative focuses specifically on language analysis at clause level. Labov argued that "narrative is not any talk about the past, or any talk about events; it is specifically talk in which a sequence of clauses is matched to a sequence of events which (it is inferred) actually occurred" (1972, p. 360). As part of his approach to narrative analysis in which a series of clauses are strung together to form the basis of a story, Labov (1972, p. 363) has suggested that narratives are structured in a way that comprises six stages, each of which transpires in the order hereby indicated: (i) *abstract* (to announce and summarise the story); (ii) *orientation* (to introduce the characters, the time, the place and the situation); (iii) *complicating action* (to describe the events of the story in a chronological order); (iv) *evaluation* (to indicate what the point of the story is); (v) *resolution* (to indicate how the story turned out); and (vi) *coda* (to announce that the story has come to an end and continue with the subsequent topic of discourse).

Research on narrative analysis outside the courtroom context has recurrently been carried out in order to examine police interviews (cf. Aldridge & Luchjenbroers, 2008; Benneworth, 2009, 2010). One such study is that by Alison Johnson (2008a), who investigated the way in which three police interview narratives were negotiated, recontextualised and transformed into what would eventually be used as evidence at trial for the purposes of establishing the facts of an alleged crime. Each of the

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interviews under analysis were cases of assault, with one involving violence against an assailant's girlfriend, another involving assault on a victim unknown to the assailant, and, in the third instance, a physical attack by a stepfather on his baby, who was under the age of one at the time.

An initial finding in Johnson's study was that the narratives of suspects differed from that of the police interviewer in terms of the degree of formality of the lexis employed (cf. Heydon, 2005, for similar findings on police interviews in Australia). This was considered, in large part, the result of the officer trying to frame the interview to ensure that the expectations of a legal audience (i.e. a judge and jury) were met, given that they would presumably have access to this material at a later stage. Thus, the narrative is reworded to reflect that it is no longer directed at laypeople but rather at those pertaining to the legal institution and, therefore, in a position of power (Johnson, 2008a, p. 333).

A second key finding in Johnson's narrative analysis of police interviews was that her suspects' narratives differed somewhat to those analysed by Labov and Waletzky (1997, p. 30), who observed that the main aim appeared to be to draw one's attention to the potentially strange goings on. The suspects in Johnson's (2008a) study, however, were seen to start narrating with the primary purpose of deflecting any responsibility from themselves with regards to what had occurred. This coincides with Edwards (2008, p. 184), who asserted that, during a police interrogation with a suspect, the description of events was negotiated by both sides (Benneworth, 2010, p. 141); thus, it was necessary for the suspect and police officer to reach an agreement on what happened as well as on the language that should be used to represent what happened. Nonetheless, Johnson also observed that, when police officers presented the suspect with an alternative portrayal of the alleged events, the offender was able to show signs of accepting, at least to a degree, some of the responsibility for the criminal activity that had taken place (otherwise termed as the "mirror process"⁴³). Therefore, Johnson (2008a, p. 347) reached the conclusion that the police interview served as a point of departure for police interviewers to subsequently negotiate the facts of the case with the accused. In addition, she inferred that the transformation of a suspect's narrative from layman's terms into a piece of official institutional testimony was to optimise its validity as evidence in court (Johnson, 2008a, p. 334).

Benneworth (2010) also looked at narratives in police interviews and retrieved similar findings to those described above in her comparative

⁴³ The mirror process refers to the way in which a police interviewer challenges the suspect's account, making the suspect in turn come to view the events differently (Johnson, 2008b, p. 102).

analysis of closed interviews with those of a more open ended nature. She remarked on how, in closed interviews with suspects, police tended to use the “language of precision” (i.e. formal and explicit terminology to describe the criminal activity in question) (Benneworth, 2010, p. 142), thus potentially inhibiting the suspect’s understanding. Police officers were in complete control and seen to only allow suspects the opportunity to agree with or deny what was being narrated (ibid, p. 146). Furthermore, even when suspects were able to deny what was being uttered, at no point in time were they asked by police officers to clarify or expand upon their denial. In view of the aforementioned, then, police control over the interaction simultaneously enabled them to not just decide what to say, but how to phrase it.

As already inferred, Benneworth (2010) compared the closed interview approach, as detailed above, with an open interview one. In doing so, she draws our attention to several discrepancies that emerged in terms of both whom and how the narrative was told in the latter. Firstly, she witnessed a shift in the narrator in open interviews, with the suspect given the chance to elaborate, in as much detail as s/he wished, on exactly what occurred from his/her perspective. This, in turn, led to a different reaction on the part of the accused in the sense that, as opposed to denying the sexual nature of the case, they alternatively constructed narratives with the aim of mitigating their involvement and responsibility. At the same time, they seemed to reconstrue the idea of sexual abuse so that, instead, it appeared to reflect a caring and consensual relationship between the accused and the alleged victim. On the one hand, then, one may deem the open interview approach problematic given the tendency of suspects to manipulate the discursive representation of the alleged sexual abuse against a victim. Nevertheless, as Benneworth (2010, p. 153) explains, through allowing the suspect to narrate their own version of events, the police are then presented with ample material with which to ask a series of reformulating questions to suspects, those of which can, subsequently, confirm the sexually violent and criminal nature of the case.

Another case of narrative analysis is the study by Aldridge and Luchjenbroers (2008), who again examined police interviews concerning cases of paedophilia. However, unlike Benneworth (2010), whose dataset comprised interviews between police and suspected rapists, Aldridge and Luchjenbroers applied narrative analysis to a videotaped interview between a policewoman and a fourteen year old rape victim. The data from the interview revealed how the fourteen year old girl was given free rein to narrate the events regarding the sexual abuse, which initially appeared to be the most appropriate approach (Aldridge & Luchjenbroers, 2008, p. 281) in order to avoid the potential criticism of directing witness testimony.

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Nonetheless, as Aldridge and Luchjenbroers (2008, p. 273) assert, a series of frame inconsistencies in the victim's free narrative led her to, unknowingly, imply that she did not sufficiently resist her attacker, which then worked against her by making her claims seem less credible (Estrich, 1987). Secondly, her own narrative description of how she behaved (i.e. as an accomplice to her attacker on numerous occasions), was also felt to be, at least in part, a contributing factor to her attack. It must be acknowledged that both of the aforementioned form part of what has otherwise been labelled the "rape myth" (Ehrlich, 2001), in which certain unspoken beliefs constitute how one defines both "real rape" and the "legitimate rape victim" (Stevenson, 2000). Due to her compliance and lack of resistance, the fourteen year old plaintiff in this particular case arguably fits the stereotype of someone who fails to fulfil the criteria that, unofficially speaking, constitutes the definition of a *real* rape victim.

Having outlined much of the recent work on narratives that, outside of the courtroom, solely focus on language use at the police interview stages, we now elaborate on the research conducted to date in which narrative analysis is applied to language use inside the courtroom. In line with the generally agreed upon definition that narratives are, in essence, a story, courtroom data are, arguably, a valuable source of data. As Tiersma (1999, p. 147) asserts, a court case serves as a means of presenting a story, or rather "a crime story" (Statham, 2016, p. 232) or "a story of wrongdoing" (Heffer, 2010, p. 199). In fact, back to as early as the 1980s, Bennett and Feldman (1981) had already reached the conclusion that the process of storytelling is a fundamental part of criminal trials and, furthermore, that it is through the act of storytelling that jurors are able to organise and analyse the information they are fed in order to make a decision as to whether the accused is innocent or guilty. Whilst Heffer (2010, p. 200) by no means contradicts this claim, he does contend that whether one views a jury trial as a narrative or not is largely dependent upon which definition of narrative one adopts. Thus, Labov and Waletzky's (1967) description of narrative as clause-based in combination with the frequent interruptions and/or questions brought into play by the lawyer may infer that a court case is a far cry from mirroring a narrative. On the other hand, jury trials may be viewed as narratives if one understands that the witnesses are given the chance to tell their version of events and, furthermore, the role of lawyers is to tell a story (whether reflecting the facts or not) in order to persuade the jury to believe their client's account. With the above in mind, then, it is clear why courtroom language has frequently been examined from the perspective of narrative analysis (cf. Conley & O'Barr, 1990; Harris, 1984; Maley & Fahey, 1991; Spiecker & Worthington, 2003) and, in fact, we shall now outline an array of pertinent research.

Heffer (2010, pp. 200-201) adopts the view that court cases most certainly involve stories and storytelling, but he maintains that they also comprise other phases that, essentially, lead to the emergence of narrative during trial. In Heffer (2010), the different stages of the trial process (i.e. the *voir dire*, the opening and closing arguments, the process of witness examination followed by cross-examination, jury instruction and deliberation, and, finally, the verdict and, where applicable, sentencing of the accused) were analysed with the aim of establishing whether narrative is more inclined to appear at a particular point throughout the trial as well as whether a given stage is more or less likely to induce narratives. To explain the latter, the *voir dire* phase, for instance, involves selecting twelve members of the public to form the jury panel who will, eventually, decide the fate of the defendant on trial. This can be a fairly lengthy process, as evidenced by Cotterill (2003), who reported on the O.J. Simpson murder case in which almost 1,000 people were interviewed for the position of juror. They were each asked questions relating to, among other things, whether they thought that professional sports players were more inclined to display aggressive behaviour towards women as well as the extent to which they considered there to be a problem of racial discrimination against African-Americans in Southern Carolina. These questions were somewhat significant given that O.J. Simpson was both a football star and African-American and the crime he was accused of was the murder his wife. Thus, lawyers could deduce, on the basis of responses given, who would be more or less likely to support their client's version of events. In view of the question-answer sequences typical at this early stage of the trial, the *voir dire* process is, perhaps, less of a reflection of narrative discourse and, instead, more a case of preparation by both attorneys to ensure they nominate a jury who will sympathise and side with the story told by their client or, rather, told by themselves on behalf of their client.

Subsequent to the jury selection process, the jurors on the panel are provided with instructions in conjunction with the law of the country in question and the criminal offence that has allegedly been committed. As Jackson (1988) maintained, this part of the court case, then, is not a narrative in itself; rather it is a statement which denotes the law, the criminal activity that is alleged to have taken place and the notion that the verdict lies in the jurors' hands (see also Heffer, 2010, p. 203).

To now turn to the opening statements which are given by the prosecuting attorney as well as the defence attorney on behalf of the accused, there was agreement that at this stage narrative is certainly at work (cf. Cotterill, 2003; Heffer, 2005; Snedaker, 1991). In fact, Heffer (2005, 2010) asserts that the opening statement closely resembles Labov's

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narrative structure (i.e. *orientation, complicating action*⁴⁴) because it provides the first opportunity for both sides to put forward their contentions and opposing versions of events, which will later be elaborated on or disputed during the examination and cross-examination of witnesses.

The direct examination phase of the trial is considered to be aimed at acquiring the facts or validating what has already been claimed thus far. Whilst Stygall (1994, p. 118) disagreed that this stage of the trial is, by any means, an illustration of narrative, through the analysis of trial data, Heffer (2010) concurred with Harris (2001) and Gibbons (2003), who argued that it certainly does depict features of Labov's narrative framework. During direct examination, for instance, witnesses showed a tendency to give testimony in which they stated when and where the criminal offence occurred, and who was or was not involved (i.e. *orientation*). Furthermore, it is important to acknowledge, as Heffer (2010, p. 207) does, that even in instances whereby a witness is limited to what s/he is allowed to narrate (cf. analysis of the Dr Shipman murder case by Howarth, 2006), this does not infer that narrative is non-existent at this stage. Alternatively, it may be that the narratives are instead uttered by attorneys with the purpose of controlling the direction of the discourse and the evidence that they wish the jury to hear.

Cross-examination is usually deemed more ruthless than direct examination in the sense that it is fundamentally designed to undermine the witness and discredit his/her account of what allegedly occurred. This aim is achieved if the opposing lawyer is able to pull to pieces the proposed account and offer a story that seems a more credible alternative. According to Heffer (2010, p. 211), narration was largely controlled by the lawyers in this section of the trial in that they tried to challenge what was uttered through interrupting and, thus, thwart the witness' narrative or, instead, narrate a somewhat different version to what had been heard by the witness in order to plant a degree of reasonable doubt in the jury's mind.

Following cross-examination, both parties are asked to give a closing argument to the jury as a final chance in which to try to sway the jury members in one of two directions (i.e. towards finding the defendant innocent or guilty). This penultimate stage of the trial bears a close resemblance to the opening argument phase, with the main difference being that, now, the story told by each attorney is viewed as a summary of what the witnesses testified to throughout the court case. Nonetheless, the narratives are not so much about the reiteration of testimony but, rather, designed to give a final speech that will deliberately suggest the trustworthiness or lack thereof of certain narrators.

⁴⁴ See Labov (1972) as described above for further detail.

The final phases of the trial include jury deliberation and sentencing, assuming that they find the accused to be guilty of the charges laid against him/her. With regard to jury deliberation, it has been argued that the evidence is reproduced by jurors who reconstruct stories on the basis of the evidence they have heard (Hastie, 1993). Subsequently, jurors are seen to use these narratives to then determine whether the evidence is conceivable, which they decide in line with their own criteria of what constitutes a logical, coherent account. During the sentencing stage of the trial, narratives also emerge when, for instance, information such as the defendant's criminal record, not previously known in order to evade potential bias against the accused, is announced. In addition, when handing down the sentence (for those found guilty), the judge may choose to expand on the sentence itself and develop a narrative in which, as well as or instead of a run-through of the events, s/he expresses an evaluative judgement of the convicted felon (Heffer, 2010, p. 215).

In view of the aforementioned, then, Heffer (2010) concluded that there are particular points during the trial in which central elements of narratives emerge more consistently. The phases he refers to include: (i) the opening argument stage in which prosecution lawyers present an overall telling of who did what to whom, when and where without interruption or objection; and (ii) the final phases of the trial (i.e. closing argument, jury deliberation and sentencing) when narratives are constructed by those other than the witnesses, although formed on the basis of witness testimony.

To now turn our attention to other research on the use of narrative in courtroom discourse, I will refer to a study by Harris (2001). Harris (2001) followed Labov's model as a point of departure, although making slight amendments to the narrative structure as Labov originally proposed it in order for the narrative sequence to be more applicable to the genre under analysis. To explain, Harris' (2001, p. 60) modifications resulted in there being four phases of narrative as opposed to six, and include: (i) *orientation* (the circumstances which surround the narrative account); (ii) *core narrative* (the account itself, i.e. what happened, including what was said, seen and done); (iii) *elaboration* (provides further details, clarification, explication of the core narrative); and (iv) *point* (significance of the narrative account for the larger trial narrative, i.e. the guilt or innocence of the accused).

Harris (2001) applied this model to her dataset, which comes from three well known criminal cases in the mid to late 1990's: the O.J. Simpson murder trial (see above for details); the Oklahoma Bombers trial, in which two men were tried for the terrorist attack on a federal building in downtown Oklahoma; and the Louise Woodward murder trial, in which an au pair from the Northwest of England was tried and, originally, found guilty of the

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involuntary manslaughter of an eight month old baby boy in her care whilst living in the USA.

In contrast to the claims made by Bennett and Feldman (1981), Harris (2001, p. 55) found very few instances of witness narratives in the discourse she analysed. This corroborates with what Stygall (1994, p. 118) also argued, that, although members of the jury digest the evidence which they then convert in their minds in the form of a coherent narrative, trial discourse is, nevertheless, for the large part, actually anything but a narrative. Stygall's claim is based on the analysis of a trial in which she found that witnesses and defendants were by no means able to produce narratives at length; in fact, they were somewhat restricted in terms of the evidence that they could contribute, either as a result of frequent interruptions or the use of particular question types (i.e. closed questions) by lawyers which guided or constrained the potential for an extended answer. In Harris' dataset, instances of extended narratives were encountered during the process of the trials examined, but they were, nevertheless, rare. When narratives did occur, Harris (2001, p. 61) explains that they appeared when the witness was not testifying to the guilt or innocence of the defendant, but rather creating a picture of the situation for the jurors to imagine the circumstances under which the criminal activity took place. Consequently, the witness was able to engage in a lengthy narrative as opposed to a more restrictive style of communication, otherwise largely controlled by the cross-examining lawyer, who, for strategic purposes, could not risk giving freedom to witnesses that may have proffered potentially undesirable information. This type of narrative testimony, then, whilst considered to be reasonably uncommon in criminal trials (*ibid*), is still more typical of the direct examination phase (Harris, 2001, p. 68).

Despite minimal opportunities for extended narratives throughout criminal court cases and, especially during the cross-examination phase, Harris (2001, p. 58) conceded that, if we adopt the notion of "minimal narrative" (Labov, 1972, pp. 360-361), it is, however, possible to uncover narratives on multiple occasions in the trial discourse under analysis. Labov (*ibid*) asserted that a minimal narrative is a sequence of (at least two) clauses which are ordered in the way that the events actually occurred. Harris (2001, p. 58) expanded on this definition by suggesting additional criteria to further specify what constitutes a narrative, to include: (i) at least two independent clauses; (ii) the events described are temporally ordered; (iii) a summary of past events; and (iv) a predominance of past tense verbs. With this in mind, Harris' (2001) analysis revealed that there are indeed examples of narratives in the three trials examined, but that certain phases of the trial (i.e. direct examination) more openly invite such elaborated types

of discourse. Furthermore, she adds that both a limited number of extended narratives in general as well as even minimal narratives at times can be a consequence of the attorneys' intentions, which will assist in winning the case. Thus, during direct examination, often referred to the more "friendly" part of the trial, lawyers may strive to obtain coherent and credible accounts from witnesses. Meanwhile, during cross-examination, known for being a more hostile stage of the case, lawyers do their utmost to pick narratives apart and cast doubt in the jury's mind as to how reliable and consistent the witness' story is.

Maley and Fahey (1991) carried out another piece of research in which they performed a narrative analysis of courtroom interaction and noted that two types of stories may emerge, which they term the "prosecution story" and the "defence story". Their aim was to reveal how different linguistic strategies such as questions, as employed by examining and cross-examining lawyers, as well as by witnesses, led to the construction of both types (Maley & Fahey, 1991, p. 5). Their dataset comprised a case in which a policeman had entered a property by force and without the owner's permission, which led to a gun being fired at the officer, though the intent to harm or not was yet to be decided.

An initial finding from this study, through an examination of question types (see section 5.2.3.4 for further studies on question types), was that attorneys used a higher number of confirmation seeking questions. This meant that it was far easier for them to adopt the role of storyteller as they were in control of the evidence reported upon and simply sought affirmative responses or denials. This was particularly notable during cross-examination (cf. Harris, 2001; Heffer, 2010, for similar findings as outlined above). In addition to questions, Maley and Fahey also observed the use of repetition (1991, pp. 8-12) and modality (1991, pp. 13-15) in the courtroom interaction under analysis. The former, they argue (1991, p. 8), invites the story to be retold whilst at the same time evaluating, albeit implicitly, the events reported upon and, thus, conveys a favourable story for the lawyer's client. In this particular case, the defence attorney was seen to employ such a strategy in order to imply that the accused did not fire the gun intentionally. With regard to modality, the focus was on expressions of probability, certainty or lack thereof. Lawyers were seen to invoke expressions of uncertainty most often during cross-examination when they attempted to sabotage the witness' account and, thus, expose him/her as untrustworthy. All in all, this study served to show that, for the purposes of winning a criminal case, legal practitioners can employ certain linguistic strategies that may either result in solid narratives, or ensure narratives are deemed inadequate and unreliable.

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Janet Cotterill (2004) conducted another piece of research in which, again, narratives came to the forefront, although in this instance the focus was less on the use of narrative itself and rather on the process of lexical negotiation between witnesses and lawyers that form the basis of a narrative. In this study, the author explored a corpus comprising 5,000,000 words of trial transcripts, specifically concerning cases of sexual abuse and domestic violence. Her intention was to determine how *lexicalisation* (i.e. the process of using a particular word or combination of words to express a concept) and *re-lexicalisation* (i.e. the process of using alternative words to those already uttered which, on the surface, look synonymous, but in fact encompass subtle differences in meaning) unfold during the process of hearing the evidence, be it by the witness or the lawyer; and to explore how this impacts on the way in which a narrative is both delivered to, and received by, members of the jury. Cotterill (2004) focused primarily on the cross-examination phase, given that it is predominantly made up of question-answer sequences, thus rarely leaving opportunities for free narratives to occur.

As acknowledged by Cotterill (2004, p. 514) and also remarked on by other scholars in the field (cf. Luchjenbroers, 1997; O'Barr, 1982), the lawyer is seen predominantly as the narrator during trial. This is largely a result of their position of power, which, in turn, means they can ask the questions they estimate opportune so as to present a convincing case to the jury. In addition, Cotterill (2004, p. 515) noted that the use of vague lexis in her study, leaving room for ambiguity as to exactly what is insinuated by what is asked, can also give the attorney additional control over the evidence because the witness is rarely able to intervene whilst questioned on the stand and, thus, not in a position to demand clarification nor request the use of more precise terminology before answering the question posed. This, consequently, may lead to a somewhat skewed representation of events because the lawyer draws the jury's attention to certain alleged facts in favour of others depending on his/her agenda and, moreover, witnesses, especially those more vulnerable (i.e. women, children), may also retain the feeling that they have not given an accurate version of events in court, simply because they were not given the chance to elaborate on the evidence nor were they able to challenge lawyers' narratives (Cotterill, 2004, p. 516). In line with this, research by Young (1983) revealed that rape victims frequently report how the trial process can serve to extend the psychological trauma already suffered as a rape victim as opposed to help with the healing process. Many cases also finish up by erroneously acquitting the rapist, thus leaving the victim feeling scared, helpless and revictimised (cf. Kebbel et al., 2003). Interestingly, it has actually been acknowledged that rape victims are rarely given an opportunity to develop a

more personal narrative and explain in their own words just what occurred at the time of the criminal offence. However, the reason behind this is the widespread perception of victims as incapable of producing testimony that is clear and unambiguous, which is what is needed for this type of interaction (Lubet, 2002).

The latter concludes our description of some of the most pertinent research on narratives, both inside and outside the courtroom. What follows in 5.2.3.2 below is a look at a second discourse analysis approach, namely Speech Act Theory.

5.2.3.2. Speech Act Theory

We now turn to look at another discourse analytical approach, namely SAT (Austin, 1962; Searle, 1969), which has also been applied to the analysis of language in forensic contexts. SAT essentially treats language as a means by which to perform actions (Schiffirin, 1994, p. 49) and, as such, a variety of speech acts are ascertained, to include: (i) declaratives (also referred to as constatives or assertives), which reflect those instances whereby a speaker changes reality in accordance with his/her proposition, as in (2); (ii) representatives, whereby a speaker expresses his/her views and thoughts, thus committing him/herself to the truth of their utterance, as in (3); (iii) expressives, whereby a speaker expresses his/her attitudes or emotions, as in (4); (iv) commissives, whereby a speaker commits him/herself to future action (i.e. making promises or threats), as in (5); and (v) directives, whereby the hearer is encouraged or forced to take action, as in (6).

- (2) "I **pronounce** you man and wife." (BNCWeb H7P W:fict:prose)
- (3) <PAS>Judge, I **suspect that** the next witness won't necessarily be real lengthy, but we'll get into your afternoon recess time. Would you consider recessing?</PAS> (A-MT-090393-01)
- (4) <JU1>You know, we had a little bit of ice yesterday, that sometimes that causes a problem. But it didn't and we're glad we didn't have to use you, but **we really appreciate** your service.</JU1> (A-MT-120393-16)
- (5) <PAS>She will tell you about her demeanour at the time and her condition at the hospital when she had her rape exam. At that point in time, ladies and gentlemen, I **intend** to rest. Thank you.</PAS> (A-MT-090393-01)
- (6) <WFA>**Give me a mirror** and I'll show you.</WFA> (A-MT-120393-15)

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According to Austin (1962), speech acts can be analysed at one of three levels, namely as a *locutionary act* (i.e. the form and literal meaning of an utterance), an *illocutionary act* (i.e. the force or function behind what is meant) or as a *perlocutionary act* (i.e. the effect or outcome of what is said, which may or may not coincide with what was intended). Thus, when we do things with language, we do so with a certain purpose in mind, whether that purpose be perceived by others or not. If, for instance, we ask a question, we expect a response; if we make a demand, we expect the demand to be carried out; if we request information, we expect the information to be given to us. This leads us onto a study by Drew and Walker (2010), who looked specifically at requests for help that were made during emergency phone calls to the police.

The following study came about in light of findings from previous studies (cf. Whalen & Zimmerman, 1990) showing how formal requests in emergency situations were often found to be more implicit in nature with callers seemingly anticipating that the telephone operator would know just what was needed without having to explicitly ask for it. It is worthwhile mentioning at this point that, similarly to the way in which narratives (Labov, 1972), as described above, are thought to involve a number of stages, scholars have also proposed that there are five stages involved in an emergency phone call made to the police (cf. Heritage & Clayman, 2010; Zimmerman, 1992). Of these stages, one is a *request*, otherwise known as the point at which the caller tells the police their emergency (Tracy & Agne, 2004, p. 79). In addition, there are four other stages, namely an *opening stage* (i.e. how call conversations are introduced in order to give the caller the chance to subsequently explain what the problem is); an *interrogative series* (i.e. a series of questions and answers between the caller and the operator); a *dispatch response* (i.e. the point at which the operator tells the caller that help is being sent); and a *closing stage* (i.e. a goodbye to bring the telephone conversation to a close).

On analysis of twelve emergency phone calls, Drew and Walker (2010, p. 110) reached the conclusion that the phrasing of a request was largely dependent upon what the caller believed they were entitled to as well as what they thought the probability was of their request being granted. Tracy and Agne (2004) reached a similar conclusion in their analysis of emergency phone calls to the police in cases of domestic disputes. They noted that lexical choices made by the complainant were likely to have an impact on whether they were taken more or less seriously or, at least, conjure up a given image or another of the circumstances being reported (Tracy & Agne, 2004, p. 82). In line with this, Drew and Walker found that more hesitant callers were seen to use modal verbs (e.g. *could*, *would*) when making a more tentative request, presumably because they were

uncertain about its validity. This finding was, again, confirmed by Tracy and Agne (2004, p. 80), who witnessed callers doubting themselves with regards to whether their call really typified an emergency. By the same token, Drew and Walker also concluded that those believing themselves to deserve assistance, on the other hand, opted more frequently for using requests in the form of imperatives (e.g. *please help me*), evidencing more clearly that their requests were in actual fact “demands” of help from the police.

Another study applying SAT was carried out by Linell et al. (1993), who used Searle's (1969) revised version of SAT to examine a set of police interrogations as well as criminal court cases; that said, no individual pertained to both groups. Their aim was to determine how admissions as well as denials of guilt unfolded linguistically. We will begin with a description of the police interview data before proceeding to look at the trial transcripts.

With regard to the former, a total of 30 interviews were analysed which deal with individuals who had committed crimes considered to be relatively minor offences. Linell et al. (1993, p. 154) made a slight amendment to the terminology used in SAT referring to the notion of *communicative acts* in place of *speech acts*. The reason for this is that, according to Linell et al. (ibid), SAT suffers from the shortcoming of failing to consider the notion of communication in its entirety; that is, rather than thinking of communication as the action of one individual, as they argue is the case in SAT, the term *communicative acts* is instead designed to reflect an interplay of utterances between at least two, if not more, people, in which both the speaker and hearer share common ground that infers a mutual understanding between them, and, furthermore, both parties have, if not equal, nonetheless, an invested interest in what is being uttered. Thus, *communicative acts* are understood to echo a shared involvement by two or more interlocutors with one or more utterances produced by a speaker that are aimed at bringing about a change, commonly achieved in the form of a response from the hearer. This change occurs as a result of shared knowledge as well as a shared concern, at least to some extent, by all those involved regarding what is being communicated.

One of the things noted by Linell et al. (1993, p. 169) is how, unlike the courtroom discourse also analysed in this piece of research, the police interrogation process strongly resembled an informal interview. This may well have been the result of the differing requirements between the two judicial contexts under analysis. At the police interview stage, for instance, the officers are expected to acquire an account of what happened as well as gain insights into the suspect's stance on what allegedly occurred. Thus, admissions of guilt or denial are often quite implicit. Linell et al. (ibid)

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observed how, on several occasions, the interviewer (i.e. police officer) and interviewee (i.e. the arrested suspect) demonstrated not only confirmation of the facts during interaction but also a shared presumption that the accused was guilty of the crime, though at no point was this explicitly stated (Linell et al., 1993, p. 170). When admissions of guilt or denials were openly expressed in the police-suspect interviews, they tended to appear when the interview was either in full flow or during the closing phases of the interrogation.

We now touch upon the second aspect of this research, which considers the analysis of communicative acts in the courtroom. Linell et al. (1993) detected several differences in terms of how admissions of guilt or denials were realised in the courtroom when compared to the police interview context. As suggested above, the courtroom is perhaps the more formal setting of the two under analysis as a result of what is expected from those involved at each stage of the proceedings. At the trial stage, the fundamental role of the judge, for instance, is to encourage the defendant to admit or deny the offence s/he is accused of. Thus, the accused is explicitly asked for their plea; in turn, the defendant will most likely openly admit or deny the offence because, by law, s/he is required to make a plea, to avoid being charged with contempt of court. With the latter in mind, then, it is clear that an admission of guilt or a denial is not a one way communicative act; rather, it involves a two way sequence that consists of the authoritative figure posing a question which requires, by law, a response from the individual on trial. A judge, as we know, is not present during the police interview and, thus, a firm admission or denial is not deemed a requirement at such an early stage of the investigation. In fact, if the accused has been assigned a lawyer, s/he will often advise his/her client not to answer questions considered incriminating. This could account, then, for the difference across the two strikingly similar contexts with regard to the uttering of an explicit admission or denial.

To add to the abovementioned, although rare in police-suspect interrogations, is the fact that admissions and denials may still occur and do so most often once the interview is well under way or, even, whilst concluding the interview with a detainee. This, again, contrasts with their occurrence in the courtroom where, as Linell et al. discovered, the majority were secured at the start of the trial proceedings, immediately after the charge had been announced (1993, p. 157).

All in all, applying SAT to a set of police interrogations and courtroom trials revealed here how admissions of guilt or denials form part of a two-way communication as opposed to solely pertaining to the speaker (who admits or denies the charges). In addition, we witness how declarations of guilt or innocence may emerge more or less explicitly depending on the

context in which they are used and whether certain prompts are regarded more or less (in)appropriate. It is worth noting that the latter finding proves particularly interesting because whilst implicit admissions or denials are considered, to some extent, standard practice in police-suspect interviews, this would seem to, nonetheless, contradict the general claim that discourse in forensic settings is aimed at obtaining maximum precision.

Before drawing this subsection to a close, we must not neglect to mention the distinction that Searle (1969) has made between direct and indirect speech acts, those of which have been analysed by Bednarek (2014) in the O.J. Simpson murder case. Direct speech acts refer to those acts in which a performative verb is employed, whereas indirect ones do not require a performative verb, but rather necessitate common ground between interlocutors to, thus, allow the hearer to infer what is meant by what the speaker or speakers have (non-literally) uttered (Searle, 1975, p. 60). Bednarek's (2014) work on direct and indirect speech acts in the courtroom looked specifically at their occurrence in the witness testimonies of the O.J. Simpson trial. Her objective was to determine the extent to which those involved in this particular case were able to successfully communicate as a result of common knowledge that they shared regarding the rules surrounding the linguistic context, i.e. inside the courtroom, and any insight that they had into the unspoken intentions of a speaker when performing a particular speech act. All in all, Bednarek (2014, p. 92) discovered that all participants, whether legal professionals or, otherwise, laypeople, were able to act accordingly throughout the O.J. Simpson case due to their shared knowledge about how courtroom discourse unfolds. That is, everyone was already aware of the fact that attorneys are, on the whole, the question posers and that the role of a witness is to respond and provide the clues that attorneys are looking for to prove their case. In addition, the judge was observed to use both direct and indirect speech acts to primarily communicate with either the prosecution or, alternatively, defence lawyer for the purposes of ensuring that the rights of the accused were maintained at all times.

The aforementioned study, then, brings our account of research on SAT in legal settings to a close. We now continue with a look at a third and final approach to the analysis of discourse, commonly referred to as Conversation Analysis, with once again a focus on the language used in a forensic context.

5.2.3.3. Conversation Analysis

In what follows, we take a look first at some of the research examining the interaction of police interrogations and, subsequently, discuss courtroom

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trials in which CA techniques have been applied for analysis purposes. CA (Sacks, Schegloff & Jefferson, 1974) is derived from ethnomethodology, which is understood as the analysis of how people understand, create and recreate social order within their own realities and how people react to the disruption of social order (Garfinkel, 1967). Since the late 1960s, however, CA has been considered a research area in its own right. This approach initially observed interaction patterns in everyday casual conversation, paying particular attention to turns among interlocutors and the responses given by each speaker with the aim of illustrating (i) the speakers' understanding of the social event; (ii) the intentions of the interlocutors; and (iii) the goals of the interaction (McCabe, 2011, p. 37). Nonetheless, the field nowadays consists of a substantially larger amount of research, having widened its scope from everyday conversation to studies now looking at teacher-student interaction (Seedhouse, 2004; Walsh & Li, 2013), doctor-patient interaction (Drew, Chatwin & Collins, 2001; Maynard & Heritage, 2005), lawyer-client interaction (Conley & O'Barr, 1998; Pomerantz & Atkinson, 1984) and police-suspect interaction (Aldridge & Luchjenbroers, 2008; Johnson, 2008a; Johnson, 2008b), to name but a few examples; the latter two contexts are where our interest lies.

Conversation or interaction that has been examined outside of the courtroom primarily consists of studies by scholars who have looked at the way in which police interviews with suspects, victims or other witnesses are conducted (cf. Aldridge & Luchjenbroers, 2008; Edwards, 2006; Rock, 2010). Nonetheless, other examples may include, for instance, telephone calls made to the emergency services (cf. Ames & Busch, 2013; Drew & Walker, 2010), which are often the means by which an investigation is initiated before, subsequently, proceeding to the build up of a case for trial. The analysis of emergency phone calls is said to serve one of two purposes. Given that the phone calls are recorded, they may act as evidence at a later stage of the judicial process (Drew & Walker, 2010: 96); secondly, and, perhaps more obviously, though, they give the public the possibility to contact the emergency services as a means by which to assist and protect oneself and/or others in a dangerous and, consequently, stressful and frightening situation. With the latter in mind, then, I will first refer to a study by Ames and Busch (2013), who analysed two emergency phone calls that were made during the flash flooding that occurred in Queensland in early 2011. They were interested in determining how the telephone call was handled on the basis of what the expectations were of both the caller with an emergency and the police operator who was trying to alleviate the level of distress (cf. Tracy, 1997; Tracy & Agne, 2004 for similar studies). They applied CA techniques to their dataset and found that there were instances during the telephone interaction in which the operator

adopted a more interrogative role (more typical of a policeman) in favour of the role of facilitator. In doing so, conflict arose because the caller had not expected this style of communication, but rather a gentler and more helpful approach from the operator (see also Tracy, 2010 and Whalen, Zimmerman & Whalen, 1988, for similar findings). As Ames & Busch (2013, pp. 83-84) remark, this kind of research can, thus, contribute towards ensuring that telephone operators are provided with the appropriate training to avoid tension or disputes in what often prove to be horrendous circumstances.

We now consider a feature of particular interest to conversation analysts, the notion of turn-taking, which in CA studies concerns how individuals take turns in conversation, how turns are designed to take place, and how speakers interrupt or overlap or provide particular responses (and why they do so) to what has been said (Schegloff, 2007, p. 1). Unlike all other studies mentioned thus far that have looked at police interviews and tended to focus on either the linguistic repertoire of police officers, suspects or interpreters (when provided for suspects) during the interrogation process, Stokoe and Edwards (2010) carried out an analysis of over 100 police interviews with detainees but, direct their attention towards the ways in which suspects' legal representatives participate in the turn-taking process of the police-suspect interview. Among their findings, they reveal how lawyers took turns in a variety of ways, to include: (i) responding to any questions that were raised by their clients, particularly when asked by the suspect if it was necessary to answer the question(s) posed by the police interviewer(s); (ii) intervening, of their own accord, in order to advise their client not to respond to a given question, especially those they considered potentially incriminating; (iii) carrying out repair work, by objecting to questions that were raised by police, requesting clarification or using strategies that guided the suspect to answer in such a way so as to help his/her defence; (iv) providing the suspect with details as to both what the police interviewer was driving at in his/her line of questioning, and thus, what the conceivable consequences would be for the suspect, should s/he decide to even answer or give a particular response; and finally (v) adding detail to the suspect's testimony in order, for instance, to deflect the degree of wrongdoing away from the suspect onto other parties also involved in the affair. Thus, it seems feasible to conclude that an analysis of CA techniques in this type of dataset can offer indications about how, even prior to the court proceedings, the defendant's lawyer is shown to, in large part, control the statements that are uttered at the police station.

Another study that looked at turn taking in a set of police interviews was carried out by Heydon (2005), who tried to determine how turns were organised for the purpose of ensuring that power remains with the authoritative figure (i.e. the interviewing police officer) and, therefore, allow

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officers, at the same time, to construe a potentially modified version of the suspect's testimony (Heydon, 2005, p. 93). Heydon (2005, p. 96) observed that during the opening and closing stages of the interview, the police interviewers were in complete control of how the two-way dialogue developed. In addition, the general unwritten rule that police officers will pose the questions whilst the suspect will answer them was abided by in Heydon's dataset, with the exception being those cases whereby the interviewee sought clarification and, thus, requested an explanation from the interviewer; that said, following clarification, question control was once again allocated to the police (Heydon, 2005, p. 99).

Besides identifying the turn taking procedures in her dataset, Heydon (2005) also explored another feature of CA, namely topic management, by interviewees. She discovered that, when the suspect showed signs of managing the subject matter of the discourse, s/he did so by providing a response to a question, but then expanded on the response in order to disclose additional information that s/he wished the police interviewer to hear. In this way, the suspect's answer was still relevant to the question, but s/he was able to redirect the focus of the discourse and guide the interview to better suit his/her needs (Heydon, 2005, p. 103). This adheres to Sacks' (1972) description of topical organisation, whereby the interviewee often manages to connect new information s/he wishes to divulge with the question that s/he has been asked, when in reality, what was asked actually ties in very loosely with it. Interestingly, Heydon (2005, p. 110) ascertained that, throughout the course of the interrogation, unlike suspects, police interviewers seemed to show a different tendency with regards to the administration of topics. Instead, there appeared to be greater potential for police interviewers to either return to a topic that had previously been remarked upon, be it by the suspect or the officer, or, alternatively, interrupt the suspect's talk by posing a "topically disjunctive question" (Heydon, 2005, p. 111), which served to change the direction of the discourse entirely. The fact that the latter was not even queried, which if attempted by the suspect most probably would have been, is considered a consequence of the interviewer's authoritative and, hence, superior status. Furthermore, interviewers generally undertook the initial part of an adjacency pair (e.g. the question of a question-answer sequence), which, in turn, gave them much more control over which topics would emerge during the interview (Heydon, 2005, p. 146).

Adjacency pairs refer to how a given utterance by a speaker will instinctively elicit a pre-determined response on the part of the hearer. Conversation analysts identify a number of adjacency pairs, to include, for instance, invitation-acceptance/refusal, greeting-greeting and opinion-agreement/disagreement (McCabe, 2011, p. 38). Another typical example of

an adjacency pair is the question-answer sequence. To date, a number of studies within the field of FL have emerged that deal with question-answer sequences, many of which take their linguistic data from police interviews or courtroom interaction.

One such study was carried out by Howarth (2006) who looked at police interviews and applied CA techniques to her dataset in order to examine the notions of power and control maintained, negotiated and, on occasion, lost, during a police interrogation with Dr Harold Shipman. Dr Shipman was convicted of murdering fifteen patients in early 2000. Nonetheless, he was later discovered to have carried out a killing spree for a period of almost 30 years, essentially killing more than 200 people. This particular case proves an interesting example of how power and control is imparted during the interview because it seems to go against the general rule of thumb. Typically, one expects that during the police-suspect interview, the police officer will direct the interview in terms of topics covered (cf. Heydon, 2005, p. 100) as well as assume the role of questioner (ibid, pp. 94-95) and, thus, simultaneously, restrict the potential answers the suspect can provide. That said, in the Harold Shipman case, Howarth (2006) uncovered examples that indicated a shift in power relations with the suspect seemingly the one who recurrently assumed control of the discourse. In her investigation, Howarth (2006) considered four discursive features, namely *topic*, *institutional status*, *question type* and *question-answer sequence* in terms of their impact on the power and control dynamics of a police interview, such as the one under analysis. The author describes her findings of these features in relation to different phases of the police interview, which at the same time reflect, to a large extent, the different topics covered (i.e. the medical records of the deceased, forgery of the deceased's will, cause of the victim's death).

With regard to topic control, then, the accused showed signs, right from the very offset, of allowing the police officer to neither direct nor control the topical agenda (Howarth, 2006, p. 744). In fact, the suspect managed this somewhat successfully throughout most of the interrogation, largely as a result of (i) interrupting, though mitigating the force so as not to appear disrespectful; and (ii) referring to his institutional status, thus allowing him to capitalise on the fact that he possesses (medical) knowledge that the police interviewer is not familiar with. As a consequence, the officer was frequently undermined and left in a vulnerable position, unable to question what s/he was being told and, thereby, less able to control the flow of discourse. Aside from the suspect drawing attention to his institutional status as a means by which to challenge the police interviewer, he also did so for the purposes of portraying himself as a kind and caring professional. Shipman used this strategy as a way of implying that as a doctor, he could never harm anyone

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intentionally and, if any of his patients did die on his watch, he could not assume responsibility because he simply followed the procedures set in place (Howarth, 2006, pp. 747-748).

To now turn to the question types and question-answer sequences in the interview transcript, Howarth (2006) noted that the police interviewer very often handed the floor over to the suspect, posing an information-seeking question which gave the accused the opportunity to narrate as much or as little as he wished. By the same token, it allowed him to have complete control over what was discussed. However, as Howarth (2006, p. 755) recognises, in order to build a solid case against the accused, police must acquire as much information as possible. Therefore, relinquishing control and giving discursive control to the suspect can sometimes prove beneficial to the authorities as long as this is done only as and when appropriate. Howarth (2006, p. 749) also asserts that open question types may, on the surface, appear less restrictive and, thus, less controlling, but this is not necessarily an accurate inference. Rather, when police interviewers revert to open questions that seek explanations for what they already know to be the case (cf. Heydon, 2005, p. 124), there is no reason to conclude that these question types reflect a lack of power or control.

Heydon (2005, p. 146) argues that during a question-answer sequence "it is not possible [...] for any other participant to "hijack" the floor to undermine the intentions or authority of the primary interviewing officer". Consequently, the Dr Shipman case would seem to be by no means a prototypical example as he would appear to do just that, opting for any one of the following strategies as the second part of a question-answer adjacency pair: (i) demonstrate his refusal to cooperate and, thus, openly decline to answer the question; (ii) appear collaborative in his answer, but provide a response that essentially did not answer the question posed; (iii) reformulate the question so as to answer his own question instead of that put forward by the police interviewer; or (iv) deflect his role as responder onto the police officer to ensure a role-reversal, i.e. the suspect answers the original question with another question of his own to which he expects an answer from the officer and, thereby, also manages to avoid having to answer himself. On the basis of Howarth's findings as a whole, then, it seems fair to conclude that, whilst the assignation of power and control is usually self evident in discourse such as this (i.e. in the hands of the authorities), in the Dr Shipman case, sustaining control throughout the interaction was by no means a permanent arrangement from start to finish. In view of the suspect's institutional status, in particular, he regularly challenged the officer and tried to undermine his position as commander, which is something he achieved on more than one occasion.

A final piece of research I shall refer to here concerning data from outside the courtroom is that by MacLeod (2010), in which she examined a set of 6 police interviews with female victims of rape. As MacLeod (2010, p. 12) acknowledges, the vast majority of investigations looking at police interview data of rape cases have focussed on the suspect's testimony as opposed to that of the witness in terms of (more commonly) her linguistic representation of events. Thus, MacLeod attempts to contribute to this research gap. As part of her analysis, MacLeod looked firstly at Goffman's (1974) notion of *footing* (i.e. the ways in which participants adopt particular roles as either speakers or listeners in conversation) before proceeding to apply closely related tools used in CA (e.g. the process of turn-taking, adjacency pairs) to analyse her dataset. In addition, MacLeod (2010, p. 75) explored the use of reported speech and formulations in her corpus, given the argument that rewording or summarising interviewees' discourse will often mean that police interviewers fail to reproduce an accurate reflection of the victim's original testimony. Consequently, at a later stage (i.e. in court), this can prove damaging to the credibility of the victim as a witness (MacLeod, 2010, p. 144) and, thus, make winning a case against the alleged rapist even more challenging. Finally, she considered the use of excuses and justifications in rape victim testimony, which differ in the sense that the former involves the accused acknowledging that an action is wrong, although at the same time refusing to take responsibility for that action. Meanwhile, the latter reflects the way the guilty party admits responsibility but maintains that the behaviour was justified in light of the circumstances in question (Atkinson & Drew, 1979).

Within MacLeod's (2010) study, a number of findings came to light regarding the way in which the linguistic techniques adopted by police interviewers and witness interviewees alike reflected some common assumptions about rape victims, perpetrators of rape and the crime of rape itself. To explain, through discursive tools, such as footing, a number of interview phases emerged: (i) an opening phase, in which the interviewer demonstrated no signs of seeking to personalise the interview and build a rapport with the interviewee; instead s/he seemed intent on representing him/herself as the commanding figure who was simply there to represent his/her institution and perform his/her job; (ii) a free report phase, in which the interviewee was seen to be given more or less free rein to retell the events in his/her own words; (iii) a questioning and retrieval phase, in which, following on from the previous stage of the interview, the officer readopted the commanding role and requested that the witness expand on their testimony in order to gain any clarification needed; (iv) an investigatively important questioning phase, in which MacLeod primarily observed a shift in terms of the audience the discourse was aimed at; (v) a summary phrase, in

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which the interviewee was once again given the floor to at least confirm what the interviewer summarises as reflecting his/her testimony; and finally, (vi) a closure phase, which more often than not involved a discussion of the discourse event itself. MacLeod (2010, p. 114) noted that at no point throughout the interview, when there was a transition from one phase to another, did the police officer personalise the interaction; rather, to reflect the power imbalance of the relationship, the interviewer maintained the distance that comes as part and parcel of being the authoritative figure and the one, to a large extent, in control of the interaction.

MacLeod's (2010) analysis of reported speech showed that interviewers had a tendency to reaffirm what interviewees had testified to, although often making alterations to the original witness's wording. This meant that the police interviewer, albeit consciously or not, succeeded in bringing their own biased interpretation to the table of how the events transpired. As MacLeod (2010, p. 144) recognises, these slight alterations of either a word or phrase will also commonly go unnoticed by the witness who has provided the original report given his/her primary concern to tell the police everything that s/he can remember in favour of ensuring that their exact wording is recited when summarised by the authorities. Furthermore, given that reported speech may include syntactic structures such as "you mentioned" or "you claimed", the witness may also find it difficult to refute or dispute the negotiated version (i.e. a combination of witness testimony and the officer's input).

To turn our attention to the formulations (cf. Auburn et al., 1995; Heydon 2005) identified within the interviews under analysis, MacLeod (2010, p. 172) noted that the way in which police interviewers formulate the narratives they are told by victims can prove very insightful. She explains that formulations can uncover how the police (in general) as an institution hold prior assumptions about sexual violence and, thus, through formulations, indirectly disclose what, for instance, they believe constitutes the model rape victim (i.e. a woman who shows signs of resistance, does not wear provocative clothing or act in a teasing manner, is in no way intoxicated and does not sleep around) (MacLeod, 2010, p. 26). In addition, MacLeod remarks on the focus of police interviewers' formulations, which more often than not denoted the victim's behaviour as opposed to that of the perpetrator's. Thus, agency was frequently assigned to the victim instead of to the suspect. This, once again, is argued to be a reflection of common held beliefs by the authorities regarding the rape victim and how she is expected to behave. What is problematic about this, though, is that, when faced with an authoritative figure querying their actions, female victims become prone to following suit and believing that they are somehow responsible (cf. Anderson & Doherty, 2008). As MacLeod (2010, p. 172)

acknowledges, then, perhaps the question should not be “Why did the victim do X?”, thereby implying that she should have known that doing X could lead her into a dangerous situation, but rather, “Why did the perpetrator do Y?”, thus placing the blame back where it belongs.

We finish with MacLeod's consideration of excuses and justifications, which follows on closely from the latter in the sense that victims tended to employ such strategies in their discourse when making reference to (i) their behaviour prior to the rape; (ii) their relationship with the suspect; (iii) their interpretation of the suspect's behaviour prior to the rape; (iv) their resistance or lack thereof; and (v) their memory of what occurred (2010, p. 198). On several occasions, victims were seen to excuse or justify their behaviour during interaction, thus suggesting that either they attributed some responsibility to themselves for what took place or they were aware that, unless they justified their actions, deep-rooted views about sexual violence would weaken their case against the accused (MacLeod, 2010, p. 199). By the same token, some victims were seen to use common assumptions about rape and sexual violence to their advantage. To explain, when women were victims of rape by someone they knew, it was possible to justify, at least to a degree, their pre-rape behaviour (e.g. inviting the suspect back to her house) in view of the fact that, supposedly, the norm is for someone to feel safe in the company of those s/he knows. As such, the invite is justified and emphasis is redirected towards the inexcusable act of taking advantage of, and raping, an acquaintance or friend. Victims seemed to need to prove that they were aware of how they should behave and, when able to insist that they followed the rules, only then did they attempt to convince others that they were in no way to blame.

To sum up, the CA methods employed in this piece of research served to identify the way in which rape victims face daily struggles as a result of the prevalent attitudes, not just among those working in the police service but in society as a whole, surrounding what constitutes rape and who are eligible victims and/or perpetrators. Rape victims not only deal with challenging the underlying rape myth (Ehrlich, 2001), but also find themselves often sharing the very same ideas that this myth promotes.

Having discussed a number of studies that adopt CA techniques in their analysis, we briefly turn to an issue related specifically to turn-taking strategies, which as evidenced, involve one (initial) speaker taking a turn to speak (Sacks et al., 1974, p. 699) followed by another engaging in the conversation when signalled to do so. It is vital that the person who speaks produce a syntactically complete and correct utterance in order to avoid a breakdown in communication. If the latter does occur, repair work must be done, with either the speaker reconstructing what has been said in order to give it meaning or, otherwise opting to withdraw altogether from the

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conversation. Although following an initial turn, the next speaker may wait to be invited to speak, there are reasonably lax rules in this respect because interruptions or overlaps in conversation are known to occur all the time and certainly in some cultures more than others. In light of this latter point, Conley and O'Barr (1998, p. 21) contend whether the general rules of conversation, then, are actually applicable to contexts such as the courtroom and other institutional settings (e.g. school classroom, doctor-patient interaction) in the sense that, in the former, prosecution and defence lawyers are, by definition, the ones who will always control who speaks and for how long. Lawyers are given the initial role of speaker (i.e. questioner) and witnesses (i.e. hearers) are compelled, in a court of law, to answer the questions truthfully. Thus, speakers are assigned differing degrees of authority in such settings, which may not accurately reflect daily conversations that occur in other surroundings.

With the above in mind, we finish this discussion on CA as a linguistic tool of analysis with mention of a final study by Conley & O'Barr (1998), who used CA techniques for the purposes of analysing courtroom data. Their dataset comprised rape trials and their focus was on the use of question-answer sequences as a turn-taking interaction procedure. Among their main findings, they noted that during the process of cross-examination, lawyers often posed questions that involved a certain degree of repetition of what the witness had already said whilst maintaining as many of the essential details as possible from their client's version of events. This, they argue, served the purpose of giving one's argument more credibility with the jury. Conley and O'Barr (1998) also noted that the rape trial itself more often than not left victims feeling re-victimised, as opposed to bringing them any sense of justice (cf. Kebbel et al., 2003, for similar findings).

Having outlined in detail three different approaches that have routinely been adopted for the analysis of discourse in a forensic setting, we now proceed to consider the first of three analytical features that has repeatedly been the focus of research carried out by forensic linguists. The feature I refer to is question types and their use, first of all, prior to, and, subsequently, during the court case phases.

5.2.3.4. Question types

Closely related to CA, as we have seen, then, is the use of questions for the purposes of conducting a linguistic analysis. Thus, we now turn to the implementation of questions in terms of different types and what purpose they are reported to serve inside and outside the courtroom (cf. Johnson, 2002; Komter, 2003; Russell, 2001; Stokoe & Edwards, 2008; Wright & Alison, 2004). Having discussed some studies on narratives above (see

section 5.2.3.1), one common contention is that the use of questions both inside and outside of the courtroom is a means by which to impede witness narrative. Heffer (2010, p. 208) points out, for instance, how question-answer chains at trial are usually considered to be anti-narrative in that they are often designed to restrict the witness to freely describe what happened. All the same, he also maintains that it is precisely the use of leading questions by the lawyer that gives him/her the opportunity to construct a narrative of the crime story that not only do they wish to tell but, more importantly, wish the jury to hear.

A look at question types in a forensic setting has been somewhat prevalent in forensic linguistic research, as evidenced in Maley and Fahey (1991) and, very briefly, in Cotterill (2004) above. Scholars working in the field of conversation analysis (cf. Schegloff & Sacks, 1973) have also described question-answer sequences as one example of an adjacency pair by which the first part of the pair (i.e. the question) requires the occurrence of a second part (i.e. an answer). In turn, through the question posed, the content of the conversation is also predetermined. In line with this, Heffer (2010, p. 208) asserts that the person in control of the question-answer interaction in the courtroom (i.e. the lawyer) is also in control of the topics discussed, which by the same token, arguably amounts to "narratorial control".

When considering questions as a feature of linguistic analysis, then, it is evidently useful to understand just what a question is. According to SAT (Austin, 1962; Searle, 1969), as outlined above (see section 5.2.3.2), a question is defined as an utterance that, in order to be considered a question, must fulfil a set of criteria. These criteria include: (i) a lack of knowledge on the part of the Speaker about a state of affairs; (ii) a Speaker's desire to learn of the requested information; (iii) a Speaker's hope that the Hearer will be able to provide the information requested (though this is unknown); and (iv) an attempt to elicit the information from the Hearer (Searle, 1969, p. 66). In effect, there is an unknown element to the questioning process and it is the Hearer who is expected to supply this unknown information (Lyons, 1977). Nonetheless, there would seem to be limitations with the aforementioned definition, particularly regarding questions that are used during direct and cross examination in court. In this particular context, questions are often expressed in such a way that they appear largely based on presupposed propositions, which would, at the same time, imply that common knowledge is already shared between both the addresser and addressee. Thus, what is sought is not new information, but merely confirmation of what is, in fact, known. Such question types, otherwise referred to as declarative questions, are often in the form of a statement with a rising intonation, making it rather difficult for the person to

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contradict the information posed to them when responding (Danet et al., 1980), as exemplified in (7) below. Yes/no questions are another type that, although not inferring presupposition, can also be restrictive in the sense that they limit the responder to no more than the chance to confirm or deny the proposition (Woodbury, 1984), as in (8).

- (7) <DAN>You did a very thorough job in trying to collect those fingerprints?<DAN> (A-MT-090393-02)
- (8) <PAS>Did you help her upstairs?</PAS> (A-MT-090393-01)

To also add to the notion that the definition of a question as described in SAT is, to some extent, inadequate, Chang (2004, p. 705) affirms that questions used in criminal proceedings in China are not intended for the attainment of new information; rather, they are exploited by attorneys in order to persuade the jury that either their client is innocent or the accused is guilty of the criminal activity s/he has been charged with. Furthermore, Atkinson and Drew (1979, p. 70) maintain that questions can serve to make accusations against witnesses or, at the very least, challenge what witnesses claim. In view of this, an alternative notion of questions is proposed by Goody (1978), who suggests that questions reflect a proposition to which “the speaker compels, requires or demands that the addressee respond” (Luchjenbroers, 1997, p. 481). Although not universal, the aforementioned, at least in America, is typical of a courtroom context in which you can face charges of contempt for refusing to answer a question posed by an examining or cross-examining attorney at trial.

Before providing a description of a range of question taxonomies that have been applied to the analysis of forensic data, then, it is worthwhile first outlining the different grammatical question types that are described by English grammarians. Greenbaum and Quirk (1990, p. 232), for instance, assert that questions may be classified as either major or minor and, moreover, that they can be grouped on the basis of the response they generate. Thus, within the major question category, they refer to yes-no questions, those of which can be *positive* yes-no questions, *negative* yes-no questions or yes-no questions that appear alongside a modal auxiliary. In addition, major questions may include tag questions, declarative questions, Wh-questions and, lastly alternative questions. Each of the aforementioned types shall now be briefly defined and exemplified.

Positive yes-no questions are those interrogatives that are limited to a yes or no response and either entail a neutral (i.e. non-assertive), as in (9) or positive (i.e. assertive) orientation, as in (10).

- (9) <PAS>Did **anyone** ever ask you to check your records or anything else to help you be certain as to the dates, times and locations?</PAS> (A-MT-110393-11)
- (10) <PAS>[...] Did **someone** answer 911?</PAS> (A-MT-100393-06)

Unlike the abovementioned question type that may or may not be conducive, negative yes-no questions are conducive by nature (ibid, p. 233), and consist of a negative item at some point in the question, as in (11) below.

- (11) <PAS>Don't you trust him?</PAS> (A-MT-110393-10)

Both positive and negative yes/no questions share the common feature of Subject-verb inversion (Woodbury, 1984, p. 8). Nonetheless, where they differ is that, unlike positive yes/no questions, negative ones reflect the questioner's attitude in relation to the proposition ingrained in his/her question. Thus, negative yes-no questions, as Greenbaum and Quirk (1990, p. 233) also explain, imply scepticism and counter expectation to what the questioner had originally envisioned to be the case, which in turn can infer feelings of frustration and/or irritability (Lyons, 1977, p. 766).

The final subtype of yes-no questions, i.e. those assigned a modal auxiliary, involve inferences of permission, as in (12), obligation, as in (13) and possibility, as in (14).

- (12) <DAZ>May I approach the witness?</DAZ> (A-MT-100393-05)
- (13) <PAS>Does **she have to** bring them and give them to you?</PAS> (A-MT-110393-10)
- (14) <DAN>Could it have been November?</DAN> (A-MT-110393-11)

Modals may also be used in questions such as those illustrated above for politeness purposes.

We now turn to tag questions, which are in fact somewhat similar to yes-no questions, and involve a statement followed by a means of confirming or verifying it. If the statement is positive, the tag will usually be negative, as in (15), and vice versa, as in (16).

- (15) <DAN>And you heard every word she said, **didn't you**?</DAN> (A-MT-090393-03)

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- (16) <DAZ>You do not know where they came from, **do you?**</DAZ> (A-MT-100393-05)

Nonetheless, it is possible to encounter positive statements with a positive question tag, as in (17).

- (17) “Ah, so that’s the way the wind blows, **is it?**” said Henry, his mind beginning to stray. (BNCWeb A0D W:fict:prose)

Lastly, tag questions may occur alongside imperative or exclamative clauses, as illustrated in (18).

- (18) Put the light out, **will you?** (BNCWeb A7A W:fict:prose)

Another question type described by Greenbaum and Quirk (1990, p. 235) is the declarative question, also termed by some as prosodic questions (cf. Woodbury, 1984, p. 10). Declarative questions take the form of a declarative statement but conclude with a rising intonation and may assume positive orientation, as in (19), or negative orientation, as in (20).

- (19) <DAZ>That includes if that population sub-group is immediate family members?</DAZ> (A-MT-100393-06)
(20) <PAS>Waitress didn’t get a very good tip?</PAS> (A-MT-120393-14)

As previously remarked, declarative questions involve presupposition, which means that the proposition in the question itself is somewhat difficult to contradict or refute.

Wh-questions denote a fourth major question type and, put simply, entail questions that comprise, usually in initial position, any one of a series of interrogative words, to include *what*, *why*, *when*, *where*, *how*, *which*, *who*, *whom* or *whose* (ibid, p. 237). Two examples are provided below.

- (21) <JU1>**When** did he attack his credibility?</JU1> (A-MT-100393-06)
(22) <PAS>**Who** did she identify?</PAS> (A-MT-090393-03)

The last of the major question categories is labelled as alternative questions and concerns questions that proffer options to which the hearer is expected to choose one or otherwise propose a new alternative answer, as exemplified in (23).

- (23) <DAN>Did she describe it as acne or as scars?</DAN>
<OGK>Rough is how she described it.</OGK> (A-MT-090393-01)

The latter concludes our description of major question types, leaving just three minor question types to be discussed, including: (i) exclamatory questions; (ii) rhetorical questions; and (iii) echo questions (ibid, pp. 239-241). Exclamatory questions, as exemplified in (24), are interrogatives that appear as if they were exclamations and, thus, tend to invite the hearer to agree with the speaker's proposition in the question.

- (24) And hasn't she grown? (BNCWeb K1C W:news_script)

Rhetorical questions are those in which the speaker will not be expecting an answer, as in (25).

- (25) <DAN>[...] She comes to court and she said, I don't know if that's him or not. He's got a beard. So he shaves his beard and what does he look like? He looks like the same man that she saw in the picture. **Is that beyond a reasonable doubt?** No way. [...]</DAN> (A-MT-120393-16)

Lastly, echo questions are defined as those whereby the question reiterates a part of what has previously been said (ibid, p. 240), as indicated in (26) below.

- (26) <PAS>When did you see them?</PAS>
<A32>**When did I see them?**</A32> (A-MT-110393-13)

Aside from the specific question types listed thus far, reference in the literature (cf. Bülow-Møller, 1992; Wright & Alison, 2004) has also been made to open and closed ended questions. These represent two much broader categories into which the abovementioned types can, in fact, be grouped. For instance, declarative questions as well as the yes-no category, which both tend to limit the potential responses of the addressee, may be classed as closed ended questions. Meanwhile, Wh-questions, which hand the floor to the hearer to respond as s/he pleases, would instead be better suited to the open ended class.

Having described a range of question types, then, what now follows is a description of some of the studies within the field of forensic linguistics that have examined any one or several of the aforementioned. To begin with, we may cite a study by Russell (2001), who considered the use of

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And-prefaced questions. These questions begin with *And*, and were posed during the police interview carried out with arrested suspects. Among these questions, she noted the use of declarative questions, which although appearing like statements, were received as questions because they elicited a response from the hearer. One of Russell's findings, which also coincides with claims by Bishop et al. (1998, pp. 416-417), was that many of the declaratives employed by the police interviewer simply required acknowledgement and/or agreement with what the interrogator had stated as presupposed. An example, as in (27) is provided for clarification (Russell, 2001, p. 110).

- (27) Officer: mhm (.) **and this is where you stopped for diesel?**
Suspect: Yes.

Furthermore, Russell (2001, p. 111) observed that, a show of disagreement, which was essentially what the police officer discouraged during questioning of this nature, proved more taxing for the suspect. This is because utterances that incorporate presupposition, typical of declaratives as indicated above, make an unqualified denial more difficult and, in fact, are used by police and lawyers alike for this very reason. With this in mind, then, as opposed to attempting to refute the accusation, the tendency was for the accused to, instead, try to offer an alternative account or justification to what had been proposed.

In addition to the *And*-prefaced questions pertaining to the declarative category, a second question type was also observed, namely *And*-prefaced wh-questions. Russell (2001) concurs with other scholars (cf. Drew & Sorjonen, 1997) who maintain that when *And* is placed before a wh-question, it can come across as more constraining than simple wh-interrogatives because, whilst no particular answer is anticipated, they nevertheless seem more likely to coerce an answer from the suspect.

All in all, Russell (2001, pp. 116-117) found that the frequency of the two question types identified in her study depended, at least to some extent, on the stage of the interview. To elaborate, she argues that during the initial moments of the interview, at which point the police interviewer's intention was to obtain information, they opted for more *And*-prefaced wh-questions. *And*-prefaced declarative questions, on the other hand, which denote assumptions and prior knowledge of the police officer, seemed to occur more often at a later stage in the interview process when information had already been shared by both interlocutors (for similar findings, cf. Myklebust & Alison, 2000).

Another study of question types, similar to that just mentioned, is provided by Johnson (2002), who examined so-prefaced questions in police

interviews when posed to child witnesses and/or adult defendants. So-prefaced questions are defined as questions that start with the word *so*. According to Johnson (2002, p. 91), so-prefaced questions actually share similarities with *And*-prefaced questions, as they are outlined above, in terms of the function that they serve. For instance, when child witnesses were asked so-prefaced questions in her dataset, as in (28) below, Johnson (2002, p. 97) believes that they were beneficial to the victim, arguing that “they construct, scaffold, support, arrange and rearrange the discourse into a narrative that empowers the abused child.”

(28) Officer: **So what does he do when he comes into your bedroom then?**

As well as accounting for so-prefaced questions, Johnson (2002) also noted discrepancies between the use of *so* in general when a comparison was made between the interviewers and interviewees, and when the discourse of child witnesses was contrasted with that of adult suspects. To first consider the former, with the exception of one example, all so-prefaced questions emerged as posed by the interviewer. This, presumably, results from the interviewers intention to, on the one hand, assist child witnesses in developing their account of what happened and, on the other hand, direct the interview of adults to ensure that, where possible, suspects struggle to evade or deny incriminating questions (Johnson, 2002, p. 108). With regards to the latter, Johnson (2002, p. 99) observed that adult interviewees use *so* far more often than the child victims during their interviews. This, she explains, may be the result of the fact that adults will, most likely, have less difficulty in constructing more complex narratives than young children, thus inviting the use of conjunctions such as *so* whilst giving their testimony to police. Johnson insists that in interviews with very young children, free narratives are considered unfeasible, which means police may feel the need to employ communicative strategies (e.g. the use of *And*-prefaced and so-prefaced questions) in order to ensure that the child's story is not only heard, but also coherent (2002, p. 102).

Wright and Alison (2004) also analysed questions that were asked in a set of nineteen police interviews in Canada. The authors focussed on two styles of questioning, namely open and closed questions, in order to demonstrate how evidence was pieced together as well as corroborated by police and suspects to establish exactly what criminal activity took place. Thus, their aim was to determine the extent to which the construction of the alleged crime was purely a reflection of the interviewee's answers or rather the result of a negotiation between him/herself and the police interviewer (cf. Fisher, 1995; Myklebust & Alison, 2000 for closely related studies).

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Among their findings, Wright and Alison (2004) uncovered a noteworthy difference between the frequency of open-ended questions by comparison to closed-ended ones. Throughout the interviews, they noted the former were posed, on average, once every 6 minutes and 15 seconds, whilst the latter were asked once every 42 seconds. Furthermore, as with Russell's (2010) study, Wright and Alison (2004) also remark that the open-ended questions were more favourable at the beginning and end stages of the interview as opposed to during, which may have been with the purpose of urging the suspect or witness to provide details about what ensued. With regards to the use of closed-ended questions, they were seemingly designed to complement the interviewee's version of events (i.e. fill in any potential gaps) as well as confirm or counter the police interviewer statements. As such, the conclusion reached here was that question sequences in this type of institutional discourse setting may not actually invite an account from the suspect, but rather, in line with the expectations of the interviewer, elicit a somewhat biased account (cf. Gibbons, 2003, p. 95; Heydon, 2005, p. 93).

Whilst in the three previous studies, the data analysed was taken from a police interview context, we now turn our attention to specific question taxonomies that have been employed in a great deal of FL research in order to explore the use and effect of question types inside the courtroom (cf. Danet et al., 1980; Harris, 1984; Walker, 1987; Woodbury, 1984). The design of question taxonomies for the analysis of courtroom discourse is linked to the belief that certain question types prove more coercive than others. Danet et al. (1980), for example, assert that declarative questions are the most constraining type of question due to the limited number as well as minimal length of responses required or permitted when answering. Meanwhile, they insist that imperative questions, which are those that, although demanding a request be carried out, as in (29), are said to be, nonetheless, the least coercive type as they do not demand a certain response, but rather are far more open-ended in nature and, so, allow the person more freedom in how they choose to reply.

(29) <PAS>**Tell** the ladies and gentlemen of the jury about your daughter.</PAS> (A-MT-090393-01)

Imperative questions during trial are said to occur more frequently in the process of direct examination in order to provide witnesses with the opportunity to give their testimony, ensuring that it sounds as authentic as possible. In doing so, jurors are also thought to perceive the lawyer as trusting his or her witness(es) (Woodbury, 1984, p. 211). Wh-questions are another question type included in Danet et al (1980) which, in line with their

definition above, are considered to be more open-ended and, thus, come somewhere in between imperative and declarative types, though closer to the former end of the scale. Finally, though more constraining than wh-questions, and less so than declarative questions, is the yes/no category, or any question in which there are a limited range of responses, as in (30) (Bülow-Møller, 1992, p. 82).

- (30) <PAS>**Was** his penis just on the outside of those 2 lips **or was** it inside the 2 lips of your vagina?</PAS> (A-MT-100393-06)

In a piece of research by Conley and O’Barr (1998) on question types, they noted, in agreement with other scholars (cf. Danet et al., 1980; Woodbury, 1984), that among the least coercive type are wh-questions whilst one of the most limiting types, they insisted, are tag questions. They found evidence of usage of both types in their dataset, which included excerpts taken from the Kennedy Smith rape trial. That said, they also discovered that, closely resembling the police interview studies detailed above, the use of certain question types changed according to the stage of the trial. Lawyers were shown, for instance, to use open-ended questions during direct examination to invite their own witness to give an impartial narrative. However, in order to avoid potential injury to one’s case, during cross-examination a general preference for tag questions was observed. In light of their findings, Conley and O’Barr (1998) concluded that a number of linguistic strategies, among them the syntactic form a question takes, were ultimately a means of dominating how discourse develops and, in turn, that this could lead to feelings of, at least, “linguistic” re-victimisation during trial proceedings (Conley & O’Barr, 1998, p. 32).

We now turn to look at the first of our question taxonomies that includes a number of the abovementioned question types. This taxonomy emerged from a study by Woodbury (1984) who tried to identify the questions used in a court case and classify them according to how much control they did or did not give to the speaker (Ehrlich, 2010, p.268). Thus, the more the questioner described the events from their own perspective, the more control s/he was deemed to have over the discourse. The taxonomy in Woodbury’s (1984) study established a distinction between wh-questions and yes/no questions, though the latter were further divided into 4 subcategories, namely *positive yes/no questions*, *negative yes/no questions*, *prosodic questions* and *tag questions* (Woodbury, 1984, p. 19).

Woodbury (1984, p. 8) found both positive and negative grammatical yes/no questions in the dataset, with the former giving the addressee freedom to give as lengthy a response as s/he felt appropriate, as

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evidenced in (31). The latter, however, served to infer a sense of surprise by the speaker towards the hearer's behaviour or reaction, as illustrated in (32).

- (31) **Did** you look at the envelope?
(32) **Didn't** you want to know whether there were guns used?

Prosodic questions (Woodbury, 1984, p. 10), also called declarative questions were also uncovered in the current study. According to Woodbury (1984, pp. 10-11), prosodic questions were employed to imply what the speaker believed to be true, whether that be to suggest that something was or was not the case. In turn, this question type, she argued, invited a pre-foreseen answer (i.e. *yes* in response to positive prosodic questions, as in (33), and *no* in response to negative prosodic questions, as in (34)).

- (33) That's the room where M. kept banging on the table and telling you were a liar? **Yes**, sir.
(34) You didn't know whether V. had them? **No**, sir.

Finally, a number of tag-questions surfaced in the data under scrutiny,. This question type was found to take any one of three forms (Lyons, 1977, p. 764), namely checking-tag questions, which were designed to check the alleged facts and denote cases in which one part of the question expressed either positive or negative polarity and the second part the opposite, as in (35) below. A second type was labelled the confirmatory-tag question, which neutralised the polarity of the checking tag questions, as in (36), and displayed a change in focus from the hearer to the speaker. Finally, copy-tag questions echoed instances of declaratives with corresponding tags, as in (37) (Woodbury, 1984, pp. 13-14).

- (35) You knew that, **didn't you**?
(36) The others remained in the place where you had been, **right**?
(37) You were a tenant in an apartment, **were you**?

On reflection of the question types that are outlined in Woodbury (1984), it is clear that certain types are more or less restrictive and those which are employed will largely depend on the aims of the speaker. Additional information regarding each type of question can also be deduced, to include the fact that some (i.e. negative *yes/no* questions, prosodic questions and tag questions) insinuate that the content of the question is already known to both the speaker and the hearer, whilst others (i.e. positive *yes/no* questions and *wh*-questions) infer just the opposite.

Harris (1984), in other research, also employed a question taxonomy in which she postulated three principal question types, namely interrogatives, which refer to questions comprising any indication of interrogative syntax (e.g. tags) (ibid, pp. 9-10), declaratives (questions that are considered to reflect information presumed to be known by the defendant and, thus, serve to act as purely a request for confirmation) and moodless items, which could, according to Harris, otherwise constitute feedback, but instead indicate a question as a result of level or rising intonation (ibid, p. 9). Each of these question groups consists of various question subtypes, which are summarised in Table (1) below (Harris, 1984, pp. 10-12).

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Question group	Question subtype	Example	
Interrogatives	Polar interrogative	Do you work?	
	Disjunctive interrogative	Are you married or single?	
	Declarative + interrogative (positive) frame	Is it true that [...] made an order [...] for your husband to pay eight pounds?	
	Declarative + interrogative (negative) frame	Don't you think you ought to have sent it back?	
	Declarative + interrogative tag	That means you've got to pay £13 doesn't it?	
	Interrogative request	Will you tell the court your full name please?	
	Wh-interrogative (frameless)		How much do you earn per week?
			How many times have you received £16?
	Wh-interrogative (with frame)	Do you know how much you owe on the TV?	
	Interrogative location (where)	Where are the children now?	
	Interrogative (when)	When were you taken sick?	
	Interrogative (which)	Which solicitor have you been to?	
	Interrogative (who)	Who wrote this letter for you?	
	Interrogative (what)	What are you going to do about it?	
	Interrogative (how) with frame	Well, how do you explain it?	
	Interrogative (how) frameless	Have you any idea of how you're being taxed?	
	Interrogative (why) with frame	Would you like to tell the magistrates why that is?	
Interrogative (why) frameless	Why is it you're suddenly flush with money?		
Declaratives	With frame	You're asking us to say that you are unable to pay [...]?	
	Frameless	And then you did two week's work?	
Moodless items	With frame	You mean a total of five pounds?	
	Frameless	From November to April?	

Table 1. Question taxonomy (Harris, 1984)

Harris (1984) employed the above framework to examine the use of questions in a magistrates' court case. Her aim was to demonstrate how certain questions are designed to largely control what is going to be discussed in addition to what is not and, thereby, expose the authority in-

built in such questions. Questions are evidently viewed as one of the means by which to direct courtroom discourse and they prove effective because they essentially compel the addressee to respond, whether at length or not.

On analysis of her dataset, comprising audio recordings and transcripts, Harris (1984, p. 14) found that just less than 6% of the questions posed to the defendant on trial required or presented the opportunity for a more elaborative response. As such, she also concluded that, with almost 95% of question types permitting only limited responses, be it a *yes* or *no* or otherwise one word response, went some way towards hinting at who is in control of the discourse, i.e. the questioning attorney (ibid). Besides the fact that particular syntax dictates the range or length of potential or appropriate responses to specific question types, question forms also revealed the asymmetrical relationship between participants involved in the trial itself (Harris, 1984, p. 6).

In addition to the aforementioned, Harris (1984, p. 15) argues that there were other indications of how the lawyer was the one dominating how the discourse unfolded at trial. For instance, of the 188 questions observed in the dataset under analysis, only 6 were asked by the defendant, which was consistent with the general norm of interaction in the courtroom context and a strong indication that the accused was rarely the one in the driving seat. Consequently, the direction in which the discourse developed was also managed by the lawyer because, through asking specific questions, s/he focused on the topics that s/he considered most pertinent and, thus, worked towards acquiring the desirable response (cf. Matoesian, 2005 for similar findings). All in all, the conclusion reached was that a large number of the questions asked by attorneys in Harris' data were highly conducive or had the potential to be so. This, then, supports the common assumption that authority in the courtroom lies, primarily, with the lawyer as opposed to with the accused or witnesses, who are otherwise obliged to answer all questions posed to them whilst on the stand. When questioned by attorneys, matters can be further complicated for the defendant if an attempt is made by him/her to provide more detail than required by the lawyer, because, as Harris (1984, p. 16) noted, the defendant may be repeatedly interrupted. Interruptions occur as often as the lawyer determines necessary and are permitted or go unquestioned as a result of the subordinate standing assigned to the accused. In a similar vein, when questions include a completed proposition or, else, a cleverly embedded presupposition, it proves much more taxing for the hearer to contradict or challenge the question, because it requires an elaboration on his/her part, and, more importantly, the freedom and permission to do so.

The latter leads us to another element of questions that Harris (1984) also gave some attention to in her study: their propositional content, which

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she maintains can prove just as powerful and persuasive as the syntactic form itself. Harris (1984, p. 19) asserts that questions in the courtroom context were aimed at fulfilling one of two purposes. On the one hand, they were designed to acquire information and, on the other, they were used to make an (implicit) accusation. That said, depending on the co-text, the participant roles and their intentions, and one's intonation, the same question could actually serve both purposes. For instance, if the defence lawyer in a sexual assault trial had asked the accused what s/he was wearing, we could presume that the lawyer's intention was purely to acquire information. However, if the same question was posed to the victim of a sexual assault trial, the lawyer could potentially have a hidden agenda and, instead, be intending to discredit the victim's integrity and imply that, due to her choice to dress provocatively, s/he is, to some extent, to blame for the alleged sexual assault.

The abovementioned illustrates that not all questions are requests for information (as also outlined in SAT, see Searle, 1969). Rather, as with any other kind of utterance, interrogative sentences may serve a wide variety of functions, such as to make an offer (example), proffer an invitation (example), or perhaps more typical of trial discourse, to make an accusation (example). In order for the intended function of any speech act to be understood, then, both context and co-text are vital.

Another piece of research regarding question types in courtroom discourse is carried out by Luchjenbroers (1997), who analysed the questioning process of 33 witnesses by both the prosecution and defence attorneys in a murder trial in Australia over a period of almost a week in February 1986, two years after the crime took place. This investigation was designed to establish, firstly, the extent to which witnesses were given the freedom to tell their version of events in their own words, and, secondly, whether the questioning strategies employed by either the prosecution or the defence involved in this trial, were centred around the degree of sympathy felt for the witness in question (Luchjenbroers, 1997, pp. 478-479). It turned out that the latter, through application of statistical analysis showed the extent of empathy felt towards the addressee to influence the question types s/he was asked. In addition, findings from this investigation showed that the questions posed were, to a large extent, influenced by the legal phase (i.e. direct examination or cross-examination) of the trial. Wh-questions, for instance, dominated the direct examination stage for the purpose of constructing an outline of the events that took place, whilst declarative questions governed the cross-examination phase in order to contradict and challenge the aforementioned version of events (Luchjenbroers, 1997, p. 488). Furthermore, a significant higher number of backgrounded answers (whereby the barrister reiterated the supposed facts

before forming either a tag question or equivalent) emerged during cross-examination, which Luchjenbroers (1997, p. 493) remarks was revealing of the fact that the lawyers, as opposed to the witnesses, were the storytellers. In line with the latter, Conley and O'Barr (1998, p. 26) argue that questioning, when used in a controlling fashion, serves to transform cross-examination from dialogue into monologue that purely serves the purpose of the speaker, regardless of the responses elicited to the questions posed. Finally, Luchjenbroers (1997) uncovered a significant association between question types and the witness required to answer. The author maintains that the lawyers tended to opt for questions that require limited responses from those considered hostile witnesses whilst posing questions of a more open-ended nature to those witnesses regarded as supportive of the lawyer's contention (*ibid*, pp. 491-492).

In sum, Luchjenbroers (1997) reached the conclusion that a lawyer's duty is to guide witnesses during questioning, but all the while allowing witnesses to tell their own story with as few interruptions as possible; this, however, is arguably not the way in which the current judicial system works and, in fact, some researchers (*cf.* Brereton, 1997; McBarnet, 1981) have highlighted the inconsistency between what happens in the courtroom and what is, in fact, supposed to happen.

Bülow-Møller (1992) also conducted a piece of research on questions in the courtroom in which the more general distinction was made between the use of open and closed ended questions. As suggested above, the former denote those questions that elicit a free narrative style response from the witness, whilst the latter concerns those that exert control over the witness and, thus, includes either yes/no questions or declarative questions containing a proposition which merely requires confirmation or denial (Bülow-Møller, 1992, p. 85). In the court case under analysis, Bülow-Møller observed that, whilst open questions were most commonly interpreted as an invitation to give evidence without restriction, particularly during direct examination, they were nonetheless also used during cross-examination, but with a completely different intention. To explain, legal representatives who cross-examined witnesses also employed open questions for the purposes of encouraging the witness and, especially, the accused, to back him/herself into a corner, and, essentially, hang themselves all on their own (Bülow-Møller, 1992, p. 84). The use of such a strategy means that the jury could infer what they must from the evidence given and, in turn, feel the story was more credible having reached their own uninstructed conclusion.

With regard to closed questions, witnesses were coerced into giving either a limited response or corroborating the facts presented by the questioning lawyer. The cross-examining attorney also made every effort to deliver questions in such a way that ensured the members of the jury

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reached what s/he hoped they would see as the most logical conclusion. In line with this latter point, Bülow-Møller (1992) draws our attention to the concepts proposed in SAT of locution and illocutionary acts in order to explain how questions can prove effective coercive devices in the courtroom. Bülow-Møller (1992, p. 86) asserts that a lawyer's locution can ensure that the necessary illocutionary effect is produced and thus, coerce the jury to inferring one thing as opposed to another. All in all, then, it becomes clear once again that questions, whether more or less limiting, inevitably serve as very a persuasive tool in the courtroom.

It is worthwhile remarking at this point that, interestingly, no mention has been made of rhetorical questions in any of the aforementioned studies. This is, arguably, surprising given their potential to be, presumably, just as persuasive as any other of the question types examined. In fact, as Zillman and Cantor (1974) point out, the use of rhetorical questions in the courtroom are indeed powerful tools of persuasion as they have been shown to aid in persuading a jury to either maximise or minimise the prison sentence bestowed on the accused.

We now move away slightly from syntactic types of questions as described in detail above and turn our attention to a study that examines the use of complex, wordy questions by defence attorneys in trials dealing with alleged cases of child sexual abuse. Evans et al. (2009) attempted to test whether the degree of question difficulty potentially impacted upon a child's ability to produce coherent and credible witness testimony and, in turn, resulted in a more or less likely conviction or acquittal of the defendant on trial. They parted from the hypotheses that the defence attorney would use more complex questions than the prosecution and, secondly, that more complicated questions would increase the likelihood of an acquittal because children would struggle to give adequate or appropriate responses, thus rendering them unreliable witnesses.

Using an automated linguistic tagger programme, otherwise known as the Connexor Functional Dependency Grammer parser, Evans et al. (2009) analysed a set of forty six transcripts in which they first excluded any questions posed by the judge or court in order to focus solely on those asked to child witnesses by the prosecution and defence attorneys. The degree of question complexity was determined on the basis of the number of noun phrases included in a single question; thus, the more noun phrases, the more complex the question was considered. In addition, the longer the question itself in terms of how many words were included, the wordier and, therefore, the more complex it was also regarded.

Initial findings showed that there were no statistically significant differences between the wordiness of the questions posed by the prosecution in contrast to the defence lawyers. Similarly, there proved to be

no significant correlation between the wordiness of the question asked by either lawyer and the age of the child witness to whom the question was directed. Finally, the measure of complexity when questioning the child witness did not differ significantly between both parties and, once again, the level of difficulty employed in the lawyers' questions was shown to have no relation with the age of the child responder. All that said, a significant correlation did emerge between the number of words and the degree of complexity of each question. Whilst this may appear logical, as Evans et al. (2009, p. 260) acknowledge, it is more than feasible to produce a complex question comprising very few words and a non-complex question that is, otherwise, somewhat wordy, making this finding by no means imminent.

When considering possible associations between the complexity of questions used and the outcome of trial in terms of whether the accused was found innocent or guilty, Evans et al. (2009, p.261) found that the difficulty of questions asked by the defence counsellor did prove a statistically significant predictor of the jury's verdict. Nevertheless, this finding failed to verify the authors' original hypothesis; that is to say, rather than observing that the more complex the questions asked by the defence were, the more likely they were to accomplish an acquittal, as originally proposed (Evans et al., 2009, p. 259), what in fact occurred was that the increased level of difficulty instead made it twice as likely to result in a verdict of guilty as charged for the defendant standing trial. To try and account for the latter, the authors took the analysis a step further and considered the children's answers to questions posed by the defence, thus establishing 6 potential categories: (i) questions that resulted in a *don't know* response; (ii) questions that resulted in a *no* response; (iii) questions that resulted in a *no + additional information* response; (iv) questions that resulted in a *yes* response; (v) questions that resulted in a *yes + additional information* response; and (vi) questions that resulted in an open ended response. On application of a logistic regression, Evans et al. (2009, p. 262) noted that when the defence posed questions of increased complexity that elicited either "don't know" or "no + additional information" responses from child witnesses, a verdict of guilty proved more probable than when the defence asked less difficult questions that evoked the same responses. As Evans et al. (ibid) advocate, the latter would suggest that members of the jury in child sexual abuse cases are influenced by the child's responses to questions more so than by the complexity of the questions asked by attorneys. Furthermore, the authors reason that, when children answer with a "don't know" response, juries may not reach the conclusion that this reflects a memory lapse on the child's part, but instead infer that the child has failed to understand the question, given its high degree of complexity. Finally, they suggest that the jury may view the use of complex questions as

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unreasonable as well as a means by which to deceive or coerce the child witness and undermine his/her credibility as a witness. This, then, may cause the jury to empathise with child witnesses, and, at the same time, turn against the accused (Evans et al., 2009, p. 263), which, evidently, means a conviction is also more likely. Nonetheless, in light of the unforeseen findings here, Evans et al. (ibid) propose that further studies be carried out to verify the results prior to making any generalisations regarding these conclusions.

To continue with a similar line of criminal activity, I now return to consider research on grammatical question types that was conducted by Ehrlich (2002). Ehrlich (2002) examined two trials concerning accusations of sexual abuse against two women by the same assailant. Through a comparison of a sexual assault criminal trial and a sexual assault civil trial, Ehrlich (2002) looked at the power of questioning during direct and cross examination, and how this can frame the experience of sexual assault in a particular way, though not always reflecting the victim's actual construal of events. In Ehrlich's (2002) study, whilst both women claim that they were sexually assaulted, the defendant nonetheless maintains that rape did not occur; rather he asserts that consensual sex took place. This, in turn, led to the victims and the defendant in this case proffering somewhat different accounts of the alleged events of the case.

Ehrlich's (2002, p. 199) analysis brought a number of findings to light, to include the fact that lawyers, through using declarative questions with presupposed information, managed to insinuate that the plaintiff had failed to act forcefully enough to prevent what was happening to her. In addition, when negated declarative questions were employed, these served to indicate a certain level of surprise on the part of the lawyer at what s/he had presupposed (i.e. that the victim was not insistent enough when saying no or in notifying others as to what was going on). Lyons (1977, p. 766) actually states that non-affirmative questions are often an indication of impatience or annoyance, which may well be what the lawyer was aiming for here, as if not in the least impressed with the victims' attempts to avert this type of situation. Whilst the complainants in these cases insisted that fear of what might otherwise happen to them was primarily what prevented further resistance, the lawyer, nevertheless, still succeeded, through their line of questioning (i.e. repetitive use of declaratives), in conveying an image of a passive woman who was not perturbed by what was going on at the time of the alleged sexual assaults.

As well as more coercive questioning in both trials, Ehrlich (2002) also noted examples of open-ended questions in her dataset. A prime example emerges during direct examination of the criminal trial under analysis in which the plaintiff was asked to explain what happened with no

interruptions, nor any evidence of trying to make her feel inhibited. However, as Maley (1994) remarks, this style of questioning is far more typical of direct examination because questions of an open-ended nature create space for witnesses to give their own version of events and not the version otherwise construed by lawyers' questions during cross-examination. That is not to say, though, that during direct examination, lawyers do not impose their own assumptions on witness testimony as this would be an inaccurate interpretation of how direct examination plays out. As Ehrlich (2002, p. 208) argues, institutional authority inevitably impacts, to a large extent, on how a witness performs when testifying in court.

A final piece of research worth mentioning here, before concluding this subsection, also concerns the use of question types posed to alleged rape victims in the courtroom, which was carried out by Brereton (1997). The contention in his study was whether or not the question forms adopted by lawyers working to prosecute or defend their client in a rape case differ from those employed by lawyers working on comparable, yet slightly different criminal cases (i.e. cases of physical assault of a non-sexual nature). There is a general assumption that the questions drawn upon in rape trials would not be permitted or even considered for use in other criminal cases; however, it is also true that aside from Brereton's (1997) paper, very few comparative studies exploring rape trial discourse and other non-sexual criminal activities are yet to emerge. As such, Brereton (1997) attempted to fill this gap and assembled a corpus of trial transcripts comprising a total of 40 allegations of rape and 44 allegations of physical assault. His intention was to make comparisons between the two types of criminal case and determine whether question types do indeed differ as a result of the offence indictment.

On examination of question content, to include the general character of the victim, his/her drinking habits, his/her immediate reaction following the alleged crime and the original version of events s/he gave to the police, Brereton (1997) observed similarities across the sub-corpora in terms of the questioning strategies adopted by defence lawyers. When discrepancies were found to transpire, they related to questioning of the sexual history of the alleged victim (regarded as irrelevant in physical assault cases) as well as the actual length of time witnesses were interrogated, with rape victims spending significantly longer on the witness stand. The latter was deemed to be a consequence of rape cases proving more complex in nature by comparison to physical assault cases. In rape trials the defendant was seldom a stranger to the victim, which meant that lawyers could delve into a number of issues to establish the truth or, rather, present a credible case. Physical assault trials, on the other hand, repeatedly involved reports of a much simpler structure, given that the assailant was rarely familiar to the

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injured party and after ascertaining this detail, all that often followed was a description of the alleged attack, lasting no more than a few minutes. Thus, this led Brereton (1997) to conclude that the assumption surrounding rape trials as unique in terms of the question types used may well be more than just a theory; however, he adds that more research would be needed in order to verify whether question types are indeed more or less exploited depending on the misdemeanour on trial. Moreover, he proposes that, as opposed to focussing all our attention on rape trials, one should also consider looking at the overall shortcomings of the general judicial process as a whole (Brereton, 1997, p. 259; Conley & O'Barr, 1998, p. 22).

5.2.3.5. Evaluation

We now turn to consider a second feature of discourse analysis, namely Evaluation (cf. work by Alba-Juez, forthcoming). Evaluation has been assigned a variety of definitions by different scholars. Labov and Waletzky (1997, p. 32), for instance, refer to evaluation, as described above, as part of the narrative structure and assert that this feature "reveals the attitude of the narrator towards the narrative by emphasising the relative importance of some narrative units as compared to others". An alternative notion of evaluation that also heeds to the idea that it forms part of a particular discourse structure is the problem-solution pattern proposed by Michael Hoey (1983), in which he argues that there are four stages of a text, one of which is evaluation. Hoey (2001, p. 133) maintains that a text contains a context (phase 1) in which a problem (phase 2) arises, which is then met with a response (phase 3) and, depending on whether the outcome is successful (i.e. the response fulfils the requirements to address the problem), it is then positively or negatively evaluated (phase 4). Aside from reference to evaluation as a component of a discourse arrangement, though, the term has also been frequently coined to embrace concepts such as polarity (cf. Martin & White, 2005, p. 94), evaluative parameters (cf. Bednarek & Caple, 2012; Thompson & Hunston, 2000), stance (cf. Biber et al., 1999; Hodge & Kress, 1988), modality (cf. Arrese, 2004; Bybee & Fleischman, 1995; Bybee et al., 1994; Cornillie, 2009; Gabrielatos, 2010; Halliday, 2004; Palmer, 1986) and appraisal (cf. Alba-Juez, 2000, 2014; Bednarek, 2009; Martin & White, 2005). Thus, many of the forthcoming studies consider any one or more of these notions in either a police interview context or, otherwise, to analyse discourse inside the courtroom.

To begin with, then, we consider Johnson (2008b) who looked at a series of interviews between the police and witnesses or suspects. In her analysis, she adopted both Labov and Waletzky's interpretation of what constitutes evaluation as well as Martin and White's notion of evaluation as

outlined in APPRAISAL theory (2005) (see Chapter 3 for details). Given that Appraisal theory forms part of the interpersonal metafunction (Martin and White, 2005, p. 1), the system was established with the aim of catering for the analysis of how writers and speakers alike show their approval or lack thereof, how they share their feelings and values and, in turn, align themselves with those of others. Thus, Johnson (2008b) applied the theory to her dataset for the purposes of identifying examples of evaluation that emerged in the discourse of the police interviewer, the discourse of the interviewee and how, through a cooperative interaction between both sides, each succeeded in eliciting evaluative language from the other.

One of Johnson's (2008b) initial findings was that very little evaluation actually transpired in the discourse of suspects or witnesses, especially during the initial moments of the interview; instead, she noted that the police interviewer most commonly drew attention to what was relevant about the narrative as well as being the one who employed discourse markers and evaluative lexis to indicate a partial perspective regarding the alleged events. Johnson (2008b, p. 88) concluded that this is not particularly remarkable given that, presumably, the suspect wished to tone down the extent to which one could consider his/her criminal behaviour as serious. By overtly showing his/her attitudinal stance towards the crime, the suspect simultaneously gives prominence to what happened and, thus, remains in the limelight as the evil one responsible for the crime. Nonetheless, Johnson (2008b, p. 92) also witnessed how, as a result of interviewer evaluation and subsequent negotiation by both parties as to what occurred and who was to blame, the interviewee was, more often than not, sufficiently self aware to later reflect on events past. In turn, s/he eventually provided police with a more complete account of exactly what took place, thus highlighting the main incidents of the case as well as "moving from a position of denied responsibility to acceptance of culpability" (Johnson, 2008b, p. 111).

As inferred above, the notion of evaluation is also prevalent in studies on modality, which brings me to another piece of research by Edwards (2006), who looked at the usage of modality in the police interview room, with a specific focus on the use of the modal *would* by both police and by suspects during more than 140 police interrogations. Edwards (2006) observed how suspects often used the modal *would* with the intention of demonstrating their lack of willingness to commit the criminal offence that they had been accused of. Thus, suspects tried to undermine the credibility of the victim's claims by insinuating that it was impossible for the allegation(s) that they are presented with to be a reflection of the facts because it was just not in their nature to behave the way that they are being depicted (Edwards, 2006, p. 480). Benneworth (2004, p. 127) uncovered

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remarkably similar patterns in her corpus of police interviews with suspected paedophiles, whereby again the suspect was found to regularly employ the modal *would* to assert that the accusation of sexual abuse against a minor was just not a plausible one. Edwards also considered the usage of *would* by the interviewers (i.e. the police) in the interrogation room and concluded that its usage was to, generally, counter or question the suspect's earlier testimony (2006, p. 476) in light of the fact that there existed no obvious nor logical reason as to why the victim's claims would be a fabrication or exaggeration of the facts.

The aforementioned research has, once again, focussed firstly on language use prior to the trial stage. Thus, what follows is now an account of those studies that comprise data from inside the courtroom, starting with Dong's (2013) analysis of modality in the cross-examination phase of several court cases. As Dong (2013, p. 1311) acknowledges, whilst SFL analytical frameworks have been applied to a wide range of discourses, courtroom discourse has rarely been examined.

Dong (2013) employs Halliday's (1994) basic notion of modality as comprising two subtypes (i.e. *modalisation* and *modulation*) and in turn, four further subcategories, namely *probability*, *usuality*, *obligation* and *inclination*. As acknowledged by Halliday and Matthiessen (1999, p. 526), modality acts as "a rich resource for speakers to intrude their own views into the discourse: their assessments of what is likely or typical, their judgements of the rights and wrongs of the situation and of where other people stand in this regard". For this very reason, a modality analysis of courtroom discourse can prove rather revealing in terms of how lawyers and witnesses structure their arguments or testimony for the purposes of convincing the jury that their version of events is the credible one.

In this particular study comprising four samples of courtroom language during cross-examination, Dong (2013) reports that there was a notable difference between the lawyer's and the witness' use of modality. In the case of the former, Dong (2013, p. 1313) detected a prominent use of objective modality, whereby the lawyer, as perhaps to be expected, used language that evidenced their complete and utter confidence in their line of argument. Thus, s/he employed examples of high value modalities, to include, for instance, *will* (probability) and *never* (usuality). The witness, on the other hand, demonstrated certainty to a far less extent in their utterances, through their usage of low value modal expressions that denoted a reasonable degree of hesitancy, such as in *I think* and *I am not sure*. This, as Dong (2013, p. 1318) explains, provides an accurate reflection of how courtroom discourse is thought to unfold, given that the jury must be persuaded by the lawyer that his/her client is either the injured party or innocent of the crime s/he has been accused of. In order to be

successful and, thus, convince the jury, then, the lawyer must demonstrate that s/he is providing an objective, accurate and unquestionable account of events, which s/he can indeed achieve through the use of linguistic expressions of high modality. In addition, it is the lawyer's responsibility to cast doubt on the story of the opposition, which means that s/he will strategically encourage the hostile witness to waver whilst testifying, as observed here in the aforementioned case.

Other research looking at evaluation is Cotterill's (2004) study in which, aside from a look at narratives, she also examined the use of particular lexical items that have positive, negative or neutral associations. The author's focus was on how the words used by lawyers were altered in the (minimal) narratives of witnesses during the cross-examination phase.

Cotterill (2004) draws readers' attention to three examples of lexis in particular, namely the use of *push* vs. *lash out*, *friend* vs. *acquaintance* and *smash* vs. *hit*. Although lawyers are renowned for being the chief narrators during cross-examination, the subtle use of different lexis by witnesses or the victim when responding to questions or filling in any gaps, can prove a powerful tool for ensuring that their version of events is heard as it should be and not as the defence lawyer portrays the case. Cotterill (2004, p. 521) found that, for instance, victims, when trying to put their story across during cross-examination, sometimes opted for particular lexis that, unbeknown to the jury, subconsciously produced negative associations in their minds, which consequently gave the victim the potential to damage the credibility or integrity of the defendant. This is exemplified in Cotterill (ibid) when she remarks on the use of *push* in the lawyer's narrative, which was rephrased as *lash out* by the victim, with the latter implying a notably higher degree of violence. As a result, the accused is portrayed as a cruel and vicious person, without the victim having to explicitly say so.

With regard to the use of *friend* in favour of *acquaintance*, the lawyer attempted to convey that the victim failed to adequately resist or remove herself from a situation of domestic violence because if she had truly felt threatened, she would have presumably gone to a friend. The victim, however, tried to convince the jury that the level of threat was not the issue but, rather, that this person in question, described by the lawyer as a friend, was in actual fact an acquaintance (i.e. someone you know but do not have a close relationship with). Therefore, the victim argued that, whilst one may indeed seek help from a friend under such frightening circumstances, by the same token it was not appropriate behaviour to do so with a mere acquaintance.

Finally, in another instance of domestic violence, Cotterill (2004, p. 525) points out the use of *smash* by the lawyer to indicate that the alleged victim was just as aggressive and so, just as much to blame as the accused

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for the abuse that was said to have taken place. The victim, nonetheless, substituted the word *smash* with the word *hit* for the purposes of transmitting to the jury that, of the two, she was by far the least brutal and when seen to retaliate, she simply did so in self defence. Thus, the aforementioned examples serve to highlight, as Cotterill (2004, p. 527) concluded, that lexicalisations in narratives that emerge during cross examination which, on the surface, appear neutral, can in fact be exploited as much by lawyers as by witnesses in order to strengthen one's case. In addition, the six terms under analysis also give rise to the fact that evaluative language can be realised lexically as much as grammatically and, even if used implicitly, can still serve to manipulate the way in which our intended audience view a given account of events.

Thus, through the use of lexicalisations and re-lexicalisations, Cotterill (2004, p. 528) also comments on the construction of what she labels a lexical landscape, which denotes the idea of composing a narrative that seems more credible to jury members as a result of the lexical items that are used by the speaker. As already inferred in this section, juries are more likely to believe a narrative if it is coherent (Bennett & Feldman, 1981). Moreover, lawyers may be successful in winning the jury over through employing lexical items that contain subtle positive or negative connotations in place of using terms that are explicitly evaluative because, as opposed to being instructed on which conclusion to reach, it allows jurors to make their own inferences from the arguments implied (Frederick, 1987, p. 179). By the same token, whilst lexis may be used to initially aid the victim or defendant in their case, such strategies can sometimes backfire (Cotterill, 2004, p. 529). When the victim of violence, for instance, details the fear she felt when she was attacked, she does so presumably to gain the sympathy or, at least, understanding of the jury members. The defence lawyer, nonetheless, may use this description of fear to then question the victim's actions or responses to the alleged events by implying that, if extreme fear is felt, certain actions would have been taken. This strategy enables the defence lawyer to undermine the victim's testimony and imply that her account is neither coherent nor plausible, but without, once again, having to state this unequivocally. This is actually argued to be a common occurrence in trials of sexual abuse against women and other vulnerable victims (cf. research by Ehrlich, 2001). As such, studies such as Cotterill's (2004) give emphasis to the importance of considering how to ensure that alleged victims of sexual abuse are given the chance to "construct a lexical landscape of their own before the process of cross examination by legal professionals" (Cotterill, 2004, p. 535), those of whom are well aware of how to persuade juries to believe one version of events over another.

Another piece of research that instead examines appraisal in the same genre of spoken discourse, i.e. in the courtroom and, thus, is particularly relevant here, is a study by Statham (2016). Statham (2016) looks at appraisal devices used in the closing arguments of a court case in order to determine how evaluation is rendered in the courtroom. His focus lies on the subdomain Judgement (i.e. how we depict ourselves and others in relation to a set of societal standards). The analysis carried out here serves to highlight the fact that, on the one hand, whilst the law theoretically forbids evaluative judgements to be made by lawyers during trial, the requirement to remain neutral proves a somewhat complex endeavour given the intricate nature of the trial process and, especially, at the closing argument phase when attorneys are given their last chance to persuade the jury of their case.

Statham (2016) took the data for this study from a 2008 trial in which a woman, Raelyn Balfour, was accused of the manslaughter of her young baby in Virginia, in the USA. The focus here was on the closing arguments of the case, which were assumed to depict a summary of what had been reported during trial, although with an evaluative bias attached. That is, the prosecution attorney was thought likely to portray as negative a picture as possible of the accused, whilst the defence lawyer just the opposite (ibid, pp. 247-248).

Statham (ibid) hypothesised that, during the discourse of both sides' closing arguments, each attorney would employ evaluation to the extent necessary to win their case. In addition, he proposed that, although the aims of each party (i.e. prosecution and defence) contrasted, similar types of evaluation would nonetheless also be observed. That is, both were thought likely to opt for using judgements that were, as well as explicit, sometimes implicit, yet still serving to invoke evaluation in the jurors' minds. In this way, the lawyers could be said to be abiding by the law that states evaluations are not permitted and, at the same time, provide persuasive arguments that will convince the jury to believe their case.

On observing the findings from this study, Statham (2016, p. 258) noted that relatively few explicit evaluations were employed by the prosecution and, when they were, they tended to focus on judgements pertaining to the *Social Esteem: capacity* category (cf. Heffer, 2007 for similar findings). On closer inspection, those cases denoting capacity revealed that the prosecution were focussing on Balfour's failure to assume responsibility of looking after her son. Although the number of explicit evaluations was considered particularly low, which seemed unusual in light of the fact that a positive or negative portrayal of the accused is presumably the essence of a closing argument, a potential explanation can, nonetheless, be provided. Within the law there is a rule insisting that

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judgements are not made by attorneys during trial; thus, a limited number of occurrences would seem to suggest that this ruling, in the main, was abided by in this case. Furthermore, this particular case, as recognised by Statham (2016, p. 254), was not necessarily an accurate reflection of what one might expect a typical manslaughter case to be like. To elaborate, the woman on trial accepted responsibility for the death of her child from the very beginning and, so, it was unnecessary for the prosecuting lawyer to convince the jury that she was guilty of the crime and characterise her as an evil person; in fact, although she was responsible for the incident on trial, this woman had still, nonetheless, just lost her son and was, presumably grief-stricken. Thus, the prosecution were seen to be somewhat careful when choosing their words so as not to openly appear unreasonably hostile. This leads us onto another finding from this study; that is, although relatively few instances of inscribed evaluation emerged, evidence, nonetheless, did bring to light a number of examples of invoked Judgement by the prosecution. This would imply that the prosecution's closing argument was by no means judgement-free (Statham, 2016, p. 259). Rather, lawyers were simply aware of the need to be strategic in their discourse in order to succeed in creating the desirable picture in the minds of the jury.

On a closer look at the closing argument by the defence lawyer for Raelyn Balfour, Statham (2016, p. 261) found examples of invoked Judgement far more frequently by comparison to inscribed cases. This was again thought to be a consequence of the law that is enforced on attorneys in the courtroom, regardless of the side they are fighting for. Where a difference did transpire among attorneys, however, was in relation to the type of Judgement used. Unlike the prosecution's tendency to focus on Balfour's incapacity, the defence instead drew more on propriety, which, when used positively, was designed to focus the jury's attention on the redeeming qualities of the defendant; any negative propriety was purely to reference the fact that a young child had died unnecessarily. This strategy may well have been adopted because the defence lawyer's function, on this occasion, was not to prove the innocence of his/her client; rather, it was to portray a picture of a mother that would invite members of the jury to feel empathy as opposed to anger towards her.

In sum, the aforementioned studies on evaluation in a forensic setting and, specifically, the courtroom provide invaluable insights into the ways in which language, that is both implicitly and explicitly evaluative, can play out in a given context and the impact this can have on language usage when restrictions are imposed. All the same, Statham (2016, p. 284) maintains that in spite of constraints placed on language use in the trial process, closing arguments are inevitably an extremely judgemental stage of a court case. Thus, whether lawyers choose to employ more or less implicit

evaluations in their discourse will naturally coincide with their aims and what they deem as vital to achieve a successful verdict for their client.

5.2.3.6. TRANSITIVITY

Last, but not least, we consider TRANSITIVITY, which, especially from a functional perspective, has been applied to the analysis of an assortment of text types, to include for instance political speeches (cf. Abrafi Adjei & Ewusi-Mensah, 2016; Duran, 2008; Ghachem, 2015; Kazemian & Hashemi, 2014; Kondowe, 2014; Wang, 2010) discourse on education (cf. Ryan & Johnson, 2009), literary works (cf. Carter, 1997; Darani, 2014; Halliday, 1971; Kennedy, 1982), newspapers (cf. Adampa, 1999; Alameda-Hernandez, 2008; Bartley & Hidalgo-Tenorio, 2015; Clark 1992; Mitsikopoulou and Lykou, 2015; Oktar, 2001; Statham, 2016; Waskita, 2014) and institutional discourse in general (cf. Felton-Rosulek, 2008; Halliday, 1998; Hori, 2006; MacDonald, 2002; Matthiessen, 2013; Shimazumi, 1996; Slade et al., 2008). Nonetheless, the latter has been somewhat limited to medical discourse with attention rarely given to the language used in a forensic context (Dong, 2013, p. 1311; Idrus et al., 2014, p. 180). We now make reference to some of the few studies that have been carried out, though, are now outlined below.

Shimazumi (1996) carried out a transitivity analysis of institutional discourse, using a combination of spoken legal and medical discourse. Her data was acquired from the BNC and on application of Halliday's TRANSITIVITY system to the texts, her aim was to explore the power relations between the institutional worker and the uninformed layperson. Among her initial findings, Shimazumi (1996) remarked that both the institutional worker and their client used material processes (i.e. verbs denoting actions or events), as in (38a), followed by mental processes (i.e. verbs denoting thoughts, feelings, desires), as in (38b), and then relational processes (i.e. verbs denoting being or becoming), as in (38c)⁴⁵ most frequently. Nonetheless, on delving further into the results using statistical analyses, the institutional worker was shown to use significantly more material processes, whilst the client used significantly more mental processes.

- (38a) Did he ever **use** any violence on the child ... towards the child?
 (38b) I **think** you've got to be careful [...]
 (38c) I **am** glad you said that [...]

⁴⁵ Examples (38a) through (38c) are taken from Shimazumi (1996).

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When comparing the use of processes in general across different stages of the interaction, perhaps unsurprisingly the institutional worker used the most processes to initiate communication (75%) whereas the layperson used most in order to respond (82.2%) to what was said to him/her (Shimazumi, 1996, p. 61). As the author asserts, this led to the question of, as the initiator of much of the discourse, whether the transitivity choices of the client were, thus, to a large extent, manipulated. This, however, proved not to be the case in the present study.

Another finding from this piece of research concerns the involvement or rather, mention, of the two interlocutors in the interaction and, when referred to, in relation to which process and participant types and by whom. Shimazumi (1996, p. 71) reported that the layperson/client was named significantly more often than the institutional worker. Nonetheless, when taking a closer look at the particular semantic roles assigned to each speaker, significant differences were revealed with the latter appearing more frequently than one would expect as both *Senser* (of a mental process) and *Sayer* (of a verbal process), and the former emerging much less than anticipated. In turn, the client, more often than expected, occupied the role of *Carrier* (of a relational process) and *Behaver* (of a behavioural process), whilst the institutional worker less so than originally foreseen. Shimazumi (1996, p. 79) also established a scale of 'agentivity' which served to uncover whether either of the two participants were ascribed more or less assertive roles (i.e. as *Actor* as opposed to *Goal*). The findings illustrated that the institutional worker was more often assigned an active role (i.e. of *Actor*), whereas the client was delegated a more passive role (i.e. of *Goal* or *Beneficiary*) (Shimazumi, 1996, p. 83). This is perhaps to be expected given the type of relationship between the two parties in question (Shimazumi, 1996, p. 96). A final point worth mentioning is that both interlocutors spoke about the layperson significantly more often than about the institutional worker. This is also thought logical given that the context in which the interaction takes place is designed to solve the client's problem, thus making them the focal point of any conversation between communicators.

On account of the aforementioned results, Shimazumi (1996, p. 102) reached the conclusion that the choice to use particular transitivity patterns in favour of others was affected by the roles of individuals in institutional settings such as that outlined in this piece of research. Furthermore, the types of processes used and their frequency also appeared to correlate not just with who speaks, but who one speaks about.

A second investigation considering transitivity patterns in a legal context is provided by Idrus et al. (2014) who examined the oral proceedings that took place concerning an on-going territorial dispute over

Pedra Branca Island, lasting almost 30 years between Malaysia and Singapore. When comparing the use of process types (Halliday, 1994), verbs pertaining to the mental process category, thus denoting thoughts, opinions, perceptions and desires, proved to be the most frequent for both countries; nonetheless, differences also emerged, with Malaysia using significantly more verbal processes than Singapore, a sign of the former demonstrating their power and position, according to the authors (Idrus et al., 2014, p. 183). They also remark on the fact that whilst existential processes in the discourse by Malaysia were ranked fifth out of the six potential types, they were the second most common category in Singapore's discourse and designed, specifically, to infer who established the island (ibid).

A third study and of particular interest given the scope of this PhD is the analysis of transitivity choices made by five appellants in rape cases (De Carvalho Figueiredo, 1998). That is, five rape victims took their case to the Court of Appeals in order to have the judges reconsider the evidence and, in the best case scenario, have the verdict altered from that originally agreed upon. Where this research differs from my own, however, is that, unlike my own corpus acquired using language in the courtroom, appellate decisions "do not describe in detail what happened in the courtroom" (De Carvalho Figueiredo, 1998, p. 99); rather, the latter are reports produced by judges that are, subsequently, published and used as either resources at law school or, otherwise, as a guide for future cases of a similar nature.

During the legal proceedings under analysis, De Carvalho Figueiredo uncovered that, during a particular stage of the judgement, namely the story-telling stage, there were more material processes than any other type (1998, p. 105). The fact that a high number of material processes were used at this point is argued to be the result of the evidence primarily focussing on relaying the events of the crime that took place. In line with the frequent use of material processes, De Carvalho Figueiredo noted recurrent references to the male as *Actor* (i.e. the one responsible for the action), thus emphasising who has control (cf. Thwaite, 1983) and the female as *Goal* (i.e. the one affected by the actions of another), thus, denoting her as the more submissive one. The female was also found, time after time, to be labelled as *Sayer*, serving again to reiterate that she is the less dominant of the two participants. Lastly, of interest, is the fact that when depicting just what the male criminal did in the appellate decisions, the material processes employed were very often used in the passive form, which one can only assume was intended to conceal the person responsible. Similar findings to those described above have also been reported in other TRANSITIVITY research that examines newspaper coverage of a crime (cf. Adampa, 1999; Clark, 1992; Statham, 2016).

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We bring this section to a close with a discussion of one final study by Felton-Rosulek (2008) concerning the transitivity analysis of spoken interaction in the courtroom, which as Dong (2013, p. 1311) points out, is rather unique in light of the rarity of SFL research examining discourse in the courtroom context. In fact, in view of this, my own PhD project is, actually, an attempt to help fill this current research gap.

In her analysis of courtroom data, Felton-Rosulek (2008) focuses her analysis on the closing argument stage of the trial, paying particular attention to (i) the main topics that emerge during the discourse, through a look at Theme and Rheme at clause level; (ii) the system of TRANSITIVITY; and (iii) van Leeuwen's (2002) social actor theory. Her objective is to determine how lawyers recreate their own version of events during the closing speeches they make to give their client's story ultimate credibility before the jury. Felton-Rosulek (2010, p. 218) asserts that closing speeches are of much interest to CDA scholars (cf. work by Eades, 2006; Stygall, 1994; Walter, 1988⁴⁶) because they provide data in which (at least) two individuals (i.e. the prosecuting and defence lawyers) produce a monologue comprising a summary of the evidence concerning the same people, the same events with the aim of either proving the guilt or innocence of the defendant on trial. Essentially, closing speeches provide lawyers with their last chance to sway the jury and, as such, their linguistic repertoire is chosen very carefully to ensure that they effectively convey their goals and beliefs and ensure maximum plausibility of their stories.

In the present study, through a consideration of two SFL theories and subsequent application of t-tests to determine whether the quantitative results obtained in this study are statistically significant, Felton-Rosulek (2008, p. 530) attempts to establish how, in a court case concerning accusations of child sexual abuse, the opposing sides refer to the participants involved. In addition, she investigates which processes and circumstances recur in the discourse of each lawyer to describe the same defendant, the same victim, the same witnesses and the same events, yet all the while providing conflicting accounts of the same case. As Felton-Rosulek (2008, p. 531) remarks, "multiple sets of linguistic choices conspire together to fulfil the same function, and in doing so create a specific

⁴⁶ Eades (2006) carried out research on the use of certain lexical items employed intentionally by lawyers given their awareness that the language they use may or may not be more likely to coerce the jury in one direction or another. Stygall (1994) analysed the closing arguments of a trial, focusing on the passive voice and the use of collective pronouns, i.e. *we* vs. *they*. Walter (1988) looked at different sentence constructions in closing arguments, e.g. imperatives, assertions, etc., in order to identify where the lawyer's focus lay, whether on appealing to the emotions of the jury members or, otherwise, on legal definitions.

interpretation of reality". It is worthwhile mentioning that the focus here is as much on which events and participants are present and foregrounded as those that are absent or backgrounded. According to Huckin (2002, p. 353), what is excluded may be termed as "silencing", which serves the purpose of deleting or denying particular facts that the addressee of a certain piece of discourse may otherwise have access to. By the same token, Felton-Rosulek (2008, p. 532) introduces the notion of "highlighting", whereby certain information is openly brought to the jury's attention. In view of the fact that both sides of the case have access to, presumably, the same base of evidence, lawyers can, thus, deliberately include or exclude particular details in order to manipulate the outcome to their advantage (ibid).

In her analysis, Felton-Rosulek (2008) made a number of interesting discoveries, of which firstly she noted that discussion of the defendant and the victim by the prosecuting attorney amounted to more or less the same. This would seem to contrast with Heffer's (2005) findings, in which he noted that the opposing attorneys failed to coincide when providing their closing arguments and, thus, each drew attention to different participants. A subsequent observation made by Felton-Rosulek (2008, pp. 536-537) relates to the distinct characteristics assigned to each participant. To explain, explicit reference was made to the young age of the victim by the prosecution, presumably as a means of appealing for the jury members to empathise with their client. Meanwhile, the defence instead opted for formal descriptions, using the victim's full name, for instance, as illustrated in (39) below, as well as making inferences that seemingly distance the victim's character from the jury.

- (39) Defence: Your heart goes out to a person on the witness stand like **Eliza Smith** [...] (Felton-Rosulek, 2008, p. 538).

On inspection of the transitivity processes in her dataset, Felton-Rosulek (2008, p. 540) reported on how both prosecuting and defence lawyers referred to the victim and defendant as *Actors* (i.e. *Agents*) of material processes far more frequently than as *Goals* (i.e. affected participants). When the victim was appointed the role of *Goal*, naturally examples referred to her as the person acted upon (i.e. as the one who had been sexually abused) although rather than making explicit reference to the victim as a person, the lawyers tended to name her in relation to her body parts. Although both the prosecution and the defence teams frequently assigned the role of *Actor* to the defendant, the former did so in order to highlight specific sexual actions allegedly committed by the accused, whilst this was avoided at all costs by the latter party. This coincides with the topic focus of each lawyer, with the defence showing signs of avoiding any discussion of

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the abuse so as not to incriminate their client. The prosecution lawyer, however, draws precisely on the issue of alleged sexual cruelty against a minor.

Finally, Felton-Rosulek's (2008) transitivity analysis revealed how both sides employed mental processes for different purposes. For instance, the defence focussed on negative feelings of the victim, such as her hatred for her stepfather (also the accused), in an attempt to undermine her accusations, whereas the prosecution, wherever possible, appeared to silence these feelings and, rather, concentrate on her thoughts and, especially, fears, in an effort to gain the jury's understanding and sympathy (Felton Rosulek, 2008, p. 541).

In light of the abovementioned, Felton Rosulek concluded that, evidently, the lawyers on either side of a criminal case such as the one examined here, were able to compose different standpoints in their closing speeches by "highlighting and silencing different aspects of the crime, the trial and the people involved" (2008, p. 548). Furthermore, she argues that an analysis such as the one carried out here, in which different SFL theories are combined, has the potential to provide valuable insights and, thus, allow the researcher to explain how the same actions and actors can be represented in remarkably different ways (Felton Rosulek, 2008, p. 549).

5.3. Conclusion

This chapter has considered a vast range of research that, to date, has, little by little, led to the acknowledgement of forensic linguistics as a field of research in its own right. All of the aforementioned consider both spoken and written data produced in a legal context and analyse it from an array of linguistic perspectives, which, as evidenced, show certain analyses to be much more recurrent than others. That is, although question types have, for some time now, been the focus of a number of studies within this discipline, TRANSITIVITY and, likewise, APPRAISAL are yet to be explored in more depth.

Although the research discussed here, then, is based on language use inside and outside the courtroom, in both cases I have tried to pay particular attention to cases involving allegations of sexual abuse in view of the similarities these studies seem likely to share with my own dataset. What now follows, then, in the subsequent chapter, is a detailed outline of the corpus I employ in this PhD thesis alongside a description of the methodological procedures employed. Given that, as indicated in Chapter 2, I propose a number of modifications to the existing TRANSITIVITY networks, that is, both SFG and the CG models, I will also outline the criteria I have employed to denote particular process types, those of which I will later apply to the analysis of sections within my own trial transcript. In doing so, I

expect to reveal the way(s) in which the defendant and victim are represented in a rape trial in which, unlike in other research carried out thus far, the alleged rapist, in this case, is wrongly accused and, as a result, unlawfully imprisoned.

6. MATERIALS AND METHOD

6.1. Introduction

I begin Chapter 6 with an outline of the methodological procedures involved in the data collection process. Following this, I continue with a description of the corpus and, more specifically, the selected corpus sample, which entails data that was acquired from two separate sources, the reasons for which shall become clear in this chapter. After detailing the specifics of the dataset to be analysed, a subsection is, then, devoted to explaining how the data were processed. Subsequently, I proceed by illustrating the modifications made to both the Sydney (Halliday & Matthiessen, 2014) and Cardiff (Fawcett, 1987; Neale, 2002) models of TRANSITIVITY (see Chapter 2 for details). Editions have been proposed with the aim of ensuring that analysts can arrive at a more delicate interpretation of a text. Lastly, in view of the application of APPRAISAL theory (Bednarek, 2006, 2008; Martin & White, 2005) to the final phase of the court case (i.e. the closing arguments) (cf. Heffer, 2007; Statham 2016 for comparable studies), this chapter concludes with a discussion of the APPRAISAL categories considered here, specifically those that come under the system of Attitude.

6.2. The dataset

This PhD thesis takes its data from two sources, namely the BNC, alongside its web-based interface (i.e. the BNCWeb) and the *Innocence Project* (<http://www.innocenceproject.org/>). The BNC is an online collection of both written and spoken samples of language that reflect a wide range of discourse types that use British English. Nonetheless, the vast majority pertain to the former mode (90%) with only 10% representing oral data. The texts are taken from a wide range of sources, to include for instance, university essays, newspaper articles, popular fiction (in the written part) and business or government meetings and radio shows (in the spoken part). All in all, the texts produce a total of 100 million words. Nonetheless, for this piece of research, a subsection of the BNC was chosen and, thus, includes the set of texts that are listed under the category S_courtroom (i.e. spoken courtroom language), which consists of 13 texts and a total word count of just over 140,000. The BNCweb, which was employed for the purposes of retrieving examples in context, is a concordance software program that comprises the data stored in the BNC and enables researchers worldwide to access the texts online. Lastly, the *Innocence Project* is an online database consisting of trial transcripts in which access to the public to a selection of criminal cases, ranging from less serious crimes (e.g. burglary) to other more serious ones such as rape and murder, has been provided on

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request for the first time. What follows now is a more in-depth description of this latter archive and the purpose it serves in this PhD thesis.

6.2.1. The Innocence Project

The *Innocence Project* (<http://www.innocenceproject.org/>) is an independent non-profit organisation in the USA designed to help exonerate individuals who are innocent of a crime that they find themselves convicted of and imprisoned for. This project was set up in the autumn of 2003 at the Benjamin N. Cardozo School of Law at Yeshiva University and, to date, owing to the introduction of DNA testing, has led to the acquittal of almost 300 people across America, all of whom had spent time in prison, with some even facing the death penalty for an offence that they never committed.

The *Innocence Project* team comprises members pertaining to three different organisations, all of whom have worked together for over 20,000 hours to generate the online database. Firstly, more than 700 volunteers (i.e. court personnel, paralegals, law students and summer associates) from Winston & Strawn LLP have gathered information in relation to each case in order to create a number of summary abstracts, in which the following details are provided: profile (including testimony) of the accused; profile (including testimony) of the alleged victim; case reference number; pre-trial information; charges brought against the accused; trial and sentencing dates; sentence(s) awarded for the crime(s); the date of exoneration and prison time served; eye-witness identifications, if any; confessions, if any; evidence of self-incriminating statements at trial; details as to whether or not there is defendant testimony during trial; relevant forensic information, e.g. hair, DNA testing; and any additional information deemed necessary at the time. When attempting to perform a linguistic analysis, the aforementioned information proves somewhat useful because, depending on the data available (e.g. victim testimony, defendant testimony), as well as the researcher's aims, a given case may or may not be selected in the end. In addition to the aforementioned contributions by Winston & Strawn LLP, then, employees at Merrill Corporation have also offered their services by storing case files free of charge in light of the cause at hand. Finally, Microsoft Corporation has supplied the necessary software as well as hardware to set up the website itself.

Once the court case data and public records are acquired by the *Innocence Project* team, each pre-transcribed file is uploaded as a .pdf document to the online database. Subsequently, the dataset is examined by employees at Winston & Strawn LLP, who identify key details that they later input and codify in order to allow the public to search for information online in relation to specific cases. The database currently holds information

corresponding to 258 cases, although a number of these entail incomplete records. Thus, details of the number of document types available are provided in Figure 1⁴⁷.

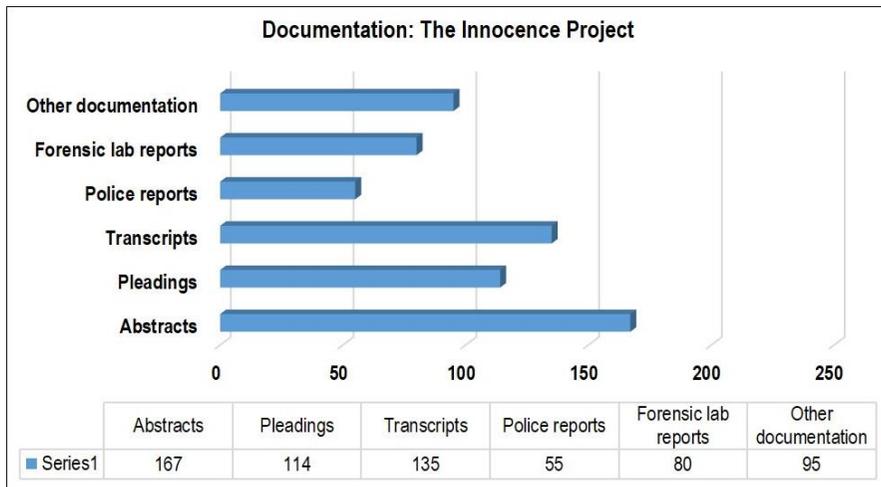


Figure 1. Breakdown of documents available on the Innocence Project database

Through the hard work and collaboration of those working as part of the *Innocence Project*, then, it has been possible to exonerate an overwhelming number of innocent people and, furthermore, the team have managed to expose just how prevalent wrongful convictions are. That is, they have succeeded in drawing attention to the need for reform within the justice system in order to avoid, at all costs, unwarranted incarceration, which is, ultimately, their fundamental aim.

6.2.2. The Innocence Project: Corpus sample

For this particular piece of research, the dataset was selected, first and foremost, on the basis that the trial under analysis dealt with rape as the primary criminal offence. Nonetheless, other charges (to include attempted robbery, burglary, use of firearms, kidnapping, attempted rape, lewd molestation, sodomy, attempted murder and murder) often also accompany the main criminal charge and, thus, form part of the same case. All in all, though, a total of 24 cases were identified whereby rape was designated the main felony. Among these 24 cases, discrepancies emerge, to include the number of documents available regarding each case (ranging from 14 to 284 files) as well as the number of charges brought against the accused (in

⁴⁷ The category “Other documentation” includes depositions, DNA testing application letters as well as other letters of approval concerning a given case.

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15 cases, just sexual assault, whilst in 9 cases up to 9 additional indictments). The general profile of the alleged felon and the profile of the supposed victim, unsurprisingly, also vary given that each case is, evidently, unique. In three of the rape trials in question, for instance, the female victim is a minor, with the youngest aged 8 and the eldest aged 12.

For the purposes of this dissertation, the rape case selected for analysis was chosen in view of the fact that access was available to: (i) a complete set of the trial transcripts; (ii) a sufficient sample size; and (iii) testimony by the victim of the crime, which was crucial in order to examine just how she represented the ordeal. Furthermore, the fact that the victim was a minor, aged 12 at the time of the offence, was thought to possibly influence the way in which she spoke of what happened to her (cf. research by Aldridge & Luchjenbroers, 2008; Bartley, 2016; Brennan, 1994; Pipe et al., 2007). As individuals, we have a tendency to construct unique accounts for the purposes of describing the same social reality (van Dijk, 2001), be it to reflect the experience of rape (cf. Adampa, 1999) or any other event.

This particular dataset also proved interesting because, to my knowledge, the most common type of rape trial analysed from a CDA perspective to date has been with the aim of (i) comparing the way in which the female victim and the accused produce different versions of the same series of events (cf. Capps & Ochs, 1985; Ehrlich, 2001, 2002), (ii) revealing how female rape victims recurrently fail to describe their experience as rape (cf. Bartley, 2016; Kahn et al., 1994) or (iii) illustrating the way in which the male perpetrator and (usually) female victim are portrayed as individuals by others either outside of the courtroom (cf. Clark, 1992) or by those involved in the trial process (cf. Felton-Roseluk, 2008; Ehrlich, 2010). In this case, however, the defendant on trial does not actually testify as to what happened because, although found guilty, he is not the one responsible for the crime. Had he indeed testified, we can only presume that he would simply have tried to refute the accusations made against him; he was unlikely to offer the jury an alternative representation of the events to that depicted by the victim in question because he was not present at the time or place of the crime and, thus, lacks the information necessary to be able to put his own spin on the way the alleged rape transpired. To add to this, the fact that the defendant did not testify in this case may well be the result of the fact that the defence lawyers felt it in the best interests of the accused. That is, lawyers in general are renowned for their tendency to manipulate witness testimony to their advantage (cf. Cotterill, 2004; Harris, 1984; Matoesian, 2005) and, thus, the defence attorneys may have advised their client not to testify in order to ensure that the prosecution could not use the defendant's statements in order to somehow incriminate him. As the defence lawyer continually reiterates throughout the trial, it is not for the

defence to prove the innocence of the accused, but rather for the prosecution to prove, beyond a reasonable doubt, the guilt of the man on trial, which means it is deemed completely reasonable for the defendant to refuse the right to testify and instead allow the evidence to unravel on its own in the hope that justice will be served. Given the objectives of this particular research, defendant testimony was deemed unnecessary because the main aim here is not to establish how the accused represents the sexual assault of a minor; rather, the intention on this occasion is to determine how a guilty verdict could be attained in view of the evidence presented in court, which would appear to suggest otherwise.

6.3. Data processing

This PhD thesis reflects a CADS approach (cf. Baker et al., 2008; Morley & Bayley, 2009), which involves a combination of corpus linguistics with critical discourse analysis in order to examine a substantial amount of data from both a quantitative and a qualitative perspective (Freaker, 2012, p. 3). Through consolidating both analytical approaches, the researcher is able to identify the frequency and statistical significance of particular language patterns, whilst simultaneously carrying out an in-depth enquiry into how language items are used in context and, as such, what meanings are derived from their usage. A CADS analysis, thus, fulfils what I am working towards here, which is to, on the one hand, demonstrate the rate of occurrence of particular transitivity patterns and, on the other hand, unveil how these language patterns consist of and infer an underlying ideology on the part of the speaker or, otherwise, the entity responsible for a proposition.

6.3.1. Data processing: The BNC

As briefly mentioned in 6.2 above, a section of the BNC was used in this PhD thesis, corresponding to the 13 texts that represent the genre of spoken courtroom data. These texts were obtained in line with one of the initial and fundamental objectives of this piece of research, i.e. the establishment of a database, using Excel, to produce a modified and improved system of TRANSITIVITY in dictionary format. Thus, on retrieval of the aforesaid dataset, the concordance software AntConc 3.4.4w (Anthony, 2014) was employed. AntConc enables researchers to analyse text concordances on a very large scale through searching for all examples that contain a given word, as in the example shown below when carrying out a search for the lemma *guilty*. Each concordance is also shown alongside the reference to the text in which it can be found.

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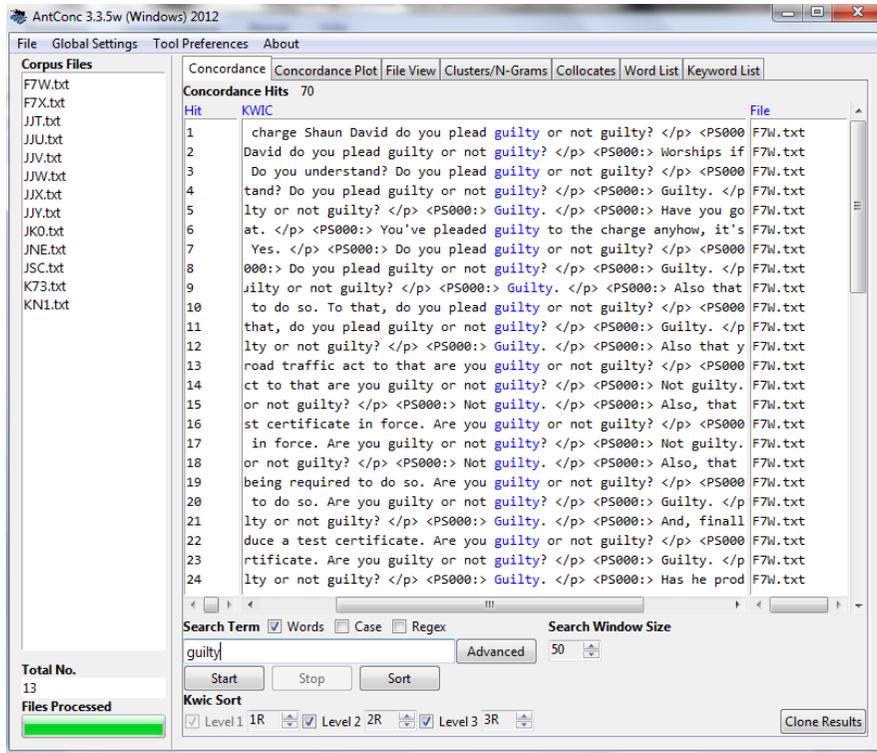


Figure 2. Screenshot of AntConc search of the lemma *guilty*

In addition to the aforementioned, AntConc 3.4.4w also offers the option of identifying particular language patterns that occur in the corpus under analysis, simply by selecting the option 'clusters' or 'collocates' in the overhead toolbar. This is very useful when conducting a linguistic analysis of a large sample of language because it is a fast and effective way of discovering key ideas in relation to, for example, the ideology of a corpus. To explain, if a certain word within a set of texts tends to collocate with negative ideas or situations, this can provide the analyst with an initial picture of what he/she might find when taking a closer look at the data, i.e. an overall negative attitude with regards to the topic in question. The latter is closely linked with the notion of positive and negative semantic prosody, whereby an evaluative potential that is not always obvious at word level is nevertheless present and apparent when verified through an examination of corpus data (Channell, 2000; Louw, 2000; Xiao & McEney, 2006).

AntConc also enables the researcher to acquire a standard wordlist as well as a list of keywords. The latter serves to see whether, in comparison to other corpora, the appearance of particular words is or is not significant. A standard wordlist was initially assembled here in order to extract the verbs and their pertinent nominalised forms that would provide the basis of the

TRANSITIVITY dictionary. The reason behind the inclusion of nouns, in spite of the general tendency to only examine verbs when carrying out a transitivity analysis (Halliday & Matthiessen, 2014), is that I consider nominalised forms as equally valid tokens for analysis. Whilst the same idea could also be expressed in verbal format, through using a nominalisation we are left to interpret the author's intention for doing this, that of which may be manifold. Thus, for instance, the aim may simply be to condense the meanings into a single clause (Coffin, Donohue & North, 2009, p.423) for the purposes of ensuring that communication is compact, as in (1a) below, as opposed to in (1b).

- (1a) <PAS>Was there any **hesitation** in her **response** at all?</PAS> (A-MT-090393-03)
- (1b) <PAS>**Did she hesitate** when **she responded** at all?</PAS>

As illustrated, example (1a) could have otherwise made explicit reference to the participant who hesitated and responded, but this, in turn, would mean spreading the information out across more than one clause. This more compressed style of communication is somewhat typical in formal contexts, among which the courtroom is one such setting. Consequently, the discourse is, generally speaking, considered dense and, moreover, very much concerned with precision and objectivity.

To add to the abovementioned, an alternative function of nominalisations is that they serve to shift the focus of the clause away from the participant roles and, instead, centre on the process itself, as in (2).

- (2) <PAS>And what is his DQ Alpha?</PAS>
 <DGI>His DQ Alpha type, these are given in Numbers, his DQ Alpha type would be what's known as 1.1/1.2. We each have 2 different DQ Alpha types. So his 2 types are labelled at 1.1 and 1.2.</DGI>
 <PAS>Was that **determination** made through recognised procedures in the performance of DNA testing?</PAS> (A-MT-110393-12)

In the above example, no reference is made to who determined the DQ Alpha type, thereby inferring that a general consensus was reached as opposed to implying that this was the conclusion of just one person, which would otherwise, potentially, render the evidence less credible. Therefore, the author of a text can intentionally obscure certain participants to implicitly aid their arguments. In addition, one may use nominalisations in order to

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delete agency of actions and, thus, divert attention away from the responsible party, for instance, as in (3) below.

- (3) The television report said the couple fled from **the shooting**.
(BNCWeb AAL W:newsp:brdsht_nat:report)

In (3) we are not informed about who carried out the shooting; rather, it is expressed as an agentless action. All in all, then, nominalisations, as discussed here and, albeit briefly in Chapter 5, are often preferred in the type of discourse under analysis because they are not only considered more formal and objective, but also a useful means by which to construct covert persuasive arguments. Thus, if we were to ignore their usage, a considerable amount of rich information could be lost in relation to the way in which the experience of rape is represented here. Ultimately, what forms the essence of a transitivity analysis is to identify the way in which we represent our experiences and nominalisations are one way in which we do this; therefore, they merit inclusion in this investigation.

Adjectives were also observed in view of another central part of the analysis process. That is, aside from studying the transitivity patterns within my dataset, I also apply APPRAISAL theory (Martin & White, 2005) to the closing arguments of my court case, specifically with a focus on Attitude. The subsystem of Attitude is concerned with the way that people evaluate things and behaviour, which proves particularly pertinent given the typically evaluative nature of closing statements made by lawyers. Evidently, evaluation may be expressed in a number of ways, but the use of adjectives to do so is extremely commonplace, hence their inclusion.

Thus, all verbs, nouns and adjectives were, subsequently, inserted into an Excel spreadsheet, where, at a later stage, they were individually defined using two online English dictionaries⁴⁸. The latter was necessary given the complex nature of open word classes in that they may denote more than one meaning depending on the context in which they are used and, therefore, all potential definitions could, in this way, be accounted for.

Having completed this preliminary stage, the next step involved finding examples in context that included the verbal, nominal and adjectival terms incorporated in the Excel database. Examples, if available, were first extracted from the trial transcript obtained from the *Innocence project* database (see section 6.2.2 above). When, however, an example was unattainable, it was necessary to consult and select from the BNCWeb interface. The location of examples in context for all words, thus, concluded

⁴⁸ The two dictionaries accessed were The Online Longman Dictionary of Contemporary English and the Collins Dictionary of English.

the set up phase of the TRANSITIVITY database. Below, then, we shall now outline the procedures put in place following acquisition of the *Innocence project* court transcript.

6.3.2. Data processing: The Innocence Project

Above, a description has already been given of the court case transcript selected for analysis. However, following the selection process of the trial to be analysed, a number of additional decisions were taken in relation to the write up (i.e. copy of the original transcript) of the court case, which are now described below. The trial comprised two components, namely the *voir dire* and the *main trial hearing*. The *voir dire* takes place prior to the trial and includes questioning of potential jury members by the prosecution and defence attorneys to determine who, if selected, will best serve to judge the case at hand.

The idea behind this procedure is to ensure that the jury members are neither familiar with any of the persons involved in the crime nor will they have preconceptions that may, consequently, influence their verdict prior to having heard all of the evidence in court. Although this pre-trial question-answer phase was also recorded in a set of 4 .txt files, this section of the transcript was later discarded in my research in favour of focussing the analysis solely on the main trial hearing itself. With this in mind, then, whilst the original corpus size comprised 200,683 words, the sub-corpus (i.e. the main trial) amounts to around 156,000 words.

The second decision concerned how best to code the written copy of the original transcript. Due to the fact that the trial entails a number of adjournments, the transcription was initially separated into 21 .txt files, each new file starting subsequent to a recess, be it at any point throughout the day. Each of the files were then coded according to three criteria in order to later distinguish between different sections of the hearing, and in line with the following:

- (i) which section of the trial the text pertained to
 VD = Voir dire
 MT = Main trial
- (ii) a six-digit code to reflect the date of the trial
 090393 = 9th March 1993
- (iii) a two-digit code to enable a distinction to be made between different sections of the trial on the same day
 04 = 4th recess of the entire trial

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Thus, an example of a coded text may be *MT-110393-11*, which denotes that this particular file pertains to the main trial hearing (MT), to the 11th March 1993 (110393) as the date of trial and up to the 11th recess (11) of the entire court case. To add to this, however, supplementary files were also created in order to focus on specific stages of the case; thus, each individual closing argument was saved as a separate file. In addition, individual .txt files were generated to separately store the questioning by each attorney to the victim as well as the victim's responses to each lawyer.

In addition to the codification of individual text files, then, it was also necessary to create a coding system for all the individuals involved in the trial (i.e. the lawyers, individual witnesses, the jury members, the clerk, the judge, the defendant and the victim) in order to maintain complete anonymity. As a result, a total of 61 participants were assigned a three letter code, in line with their role and their name or surname, as detailed in Table 1 below.

	Description	Code		Description	Code		Description	Code
1.	Judge	JU1	21.	Dismissed Juror 6	DJV	41.	Witness 2 (Doctor)	DGI
2.	Clerk	CK1	22.	Dismissed Juror 7	DJI	42.	Witness 3 (Doctor)	DKU
3.	Jury panel (whole)	JE1	23.	Dismissed Juror 8	DJM	43.	Witness 4 (Doctor)	DLT
4.	Juror 1	JAD	24.	Dismissed Juror 9	DJO	44.	Defence witness 1	WBR
5.	Juror 2	JBF	25.	Dismissed Juror 10	DJR	45.	Defence witness 2	WCH
6.	Juror 3	JFL	26.	Dismissed Juror 11	DJU	46.	Defence witness 3	WDM
7.	Juror 4	JGL	27.	Dismissed Juror 12	DJQ	47.	Defence witness 4	WEC
8.	Juror 5	JGR	28.	Dismissed Juror 13	DJY	48.	Defence witness 5	WES
9.	Juror 6	JLU	29.	Prosecution attorney	PAS	49.	Defence witness 6	WJD
10.	Juror 7	JMK	30.	Defence attorney 1	DAN	50.	Defence witness 7	WJS
11.	Juror 8	JMI	31.	Defence attorney 2	DAZ	51.	Defence witness 8	WLI
12.	Juror 9	JSI	32.	Witness 1 (Officer)	OAM	52.	Defence witness 9	WPG
13.	Juror 10	JSM	33.	Witness 2 (Officer)	OBI	53.	Defence witness 10	WSH
14.	Juror 11	JVC	34.	Witness 3 (Officer)	OBW	54.	Defence witness 11	WSK
15.	Juror 12	JYO	35.	Witness 4 (Officer)	OBY	55.	Defence witness 12	WWL
16.	Dismissed Juror 1	DJB	36.	Witness 5 (Officer)	OCC	56.	Prosecution witness 1	WCP
17.	Dismissed Juror 2	DJD	37.	Witness 6 (Officer)	ODS	57.	Prosecution witness 2	WFA
18.	Dismissed Juror 3	DJE	38.	Witness 7 (Officer)	OGK	58.	Prosecution witness 3	WWG
19.	Dismissed Juror 4	DJF	39.	Witness 8 (Officer)	ORH	59.	Rebuttal witness 1	RWL
20.	Dismissed Juror 5	DJG	40.	Witness 1 (Doctor)	DCO	60.	Defendant	DFT
						61.	Plaintiff	PJC

Table 1. Coding system for participants in attendance at court

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The 61 participants listed above were present in court, but an additional 71 participants were not in attendance; rather, they were mentioned at some point throughout the trial. Therefore, it became apparent that there was a need to discriminate between codes for participants who spoke during the court case and those who were simply referred to. This distinction was made by using three letter codes for the former (see above) and four letter codes for the latter. When referencing an individual, the four letter codes were also inclusive of information such as whether, for instance, they were called by their first name or surname. There are a total of ten code variations per participant that can be found in Table 2 along with the information that the code corresponds to. There are also cases in which, information, such as the title (e.g. Mr vs Mrs or Miss) of the participant is unknown. In such cases, a D is used as the initial part of the code. When it is known, then, we use an *M* for *Mr*, *A* for *Mrs* and *U* for *Miss*. Thus, to give an example, the defence attorney (DAN) is known to be a *Mr* and, therefore, the option to code DAN as a *Mr* is provided (i.e. MDAN). The title of the Clerk (CK1), however, in the case, is not known and, consequently we assign a D to code this participant (i.e. DCK1) to indicate that this information is not disclosed. As evident, the potential codes for each individual are illustrated in Table 2 below.

CODE	Mr (+ name)	Mrs (+ name)	Miss (+ name)	First name	Second name	Full name	Diminutive first name	Diminutive second name	Role (+ first name)	Role (+ second name)
	M	A	U	F	S	N	V	I	R	L
JU1	MJU1	X	X	FJU1	SJU1	NJU1	VJU1	IJU1	RJU1	LJU1
CK1	DCK1			FCK1	SCK1	NCK1	VCK1	ICK1	RCK1	LCK1
JAD	MJAD	X	X	FJAD	SJAD	NJAD	VJAD	IJAD	RJAD	LJAD
AOM	X	AOAM	UOAM	FOAM	SOAM	NOAM	VOAM	IOAM	ROAM	LOAM
DAN	MDAN	X	X	FDAN	SDAN	NDAN	VDAN	IDAN	RDAN	LDAN
DJB	DDJB			FDJB	SDJB	NDJB	VDJB	IDJB	RDJB	LDJB
JUH	DJUH			FJUJH	SJUJH	NJUJH	VJUJH	IJUJH	RJUJH	LJUJH
JBF	X	AJBF	UJBF	FJBF	SJBF	NJBF	VJBF	IJBF	RJBF	LJBF
OBI	MOBI	X	X	FOBI	SOBI	NOBI	VOBI	IOBI	ROBI	LOBI
WBR	MWBR	X	X	FWBR	SWBR	NWBR	VWBR	IWBR	RWBR	LWBR
JUP	DJUP			FJUP	SJUP	NJUP	VJUP	IJUP	RJUP	LJUP
JUG	DJUG			FJUG	SJUG	NJUG	VJUG	IJUG	RJUG	LJUG
OBW	MOBW	X	SOBW	FOBW	SOBW	NOBW	VOBW	IOBW	ROBW	LOBW
OBY	MOBY	X	SOBY	FOBY	SOBY	NOBY	VOBY	IOBY	ROBY	LOBY
OCC	X	AOCC	UOCC	FOCC	SOCC	NOCC	VOCC	IOCC	ROCC	LOCC

Table 2. Participant code

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Furthermore, for those participants who spoke throughout the trial, opening turns were indicated with <> and closing turns with </>, as illustrated below.

(4) <PAS>Does she notice details?</PAS> (A-MT-100393-07)

Thus, having previously set up the Excel spreadsheet with a list of verbs, nouns and adjectives that were initially taken from the wordlist produced in AntConc from the BNC subcorpus of spoken courtroom language, a wordlist was next retrieved from the *Innocent project* rape case corpus, having now transcribed and coded it. Although many of the items were already present in the Excel database, those missing, nonetheless, could also now be included. Thus, a combination of the two corpora produced a total of 4,709 examples, with each of the verbs, nouns and adjectives ascribed the relevant definition(s). A screenshot of the Excel table at this stage can be seen in Table 3 below.

A	B	C	D	E	F
Verb / Noun / Adjective	Dictionary definition	Example (BNC Web)	Text reference (BNC Web)	Example (Trial transcript)	Text reference (Trial transcript)
admit	1. to say that you have done something wrong, especially something criminal			<i>[...] you admit to this jury that you violated standard police procedure [...]</i>	A-MT-090393-03
	2. to allow someone to enter a public place to watch a performance or game	<i>[...] those few pubs which admit children somewhere</i>	A14 187 (W:misc)		
	3. to admit evidence: allow evidence to be used			<i>State would move to admit State's Exhibit Number 1 [...]</i>	A-MT-090393-01
	4. to admit defeat: to give up	<i>[...] the High Authority had to admit defeat [...]</i>	CLR 425 (W:non_ac:polit_law_edu)		
	5. to admit to hospital: take someone to hospital for treatment	<i>Joanna had dislocated her hip and was admitted to hospital</i>	A70 765 (W:pop_lore)		
admittance	1. permission to enter a place			<i>I move their admittance also [...]</i>	A-MT-110393-13
admission	1. a statement in which you admit something wrong you have done	<i>Sharon's face lights up as she hears his admission of love.</i>	CBF 7292 (W:newsp:other:report)		

Table 3. The TRANSITIVITY database

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As illustrated in Table 3, the Excel spreadsheet comprises a number of columns, each of which is now explained. In column A, the complete list of verbs, nouns and adjectives as described above are included; in column B, all the possible senses are listed in order to cater for every potential context in which the word could be used, in the same way this information is offered by a dictionary. Columns C and E provide examples from the BNCWeb and from the trial transcript analysed in this PhD, respectively. Columns D and F record the text reference from which the example in question was extracted.

Thus, on inclusion of all the pertinent definitions of terms, a total of 6,129 examples were required from the two subcorpora, which would subsequently serve as the basis for my TRANSITIVITY dictionary. This starting point closely resembles the work by Neale (2002), who worked with the CG and set up a process type database using a list of 5,000 verb senses to establish the corresponding process type and participant roles for each. My proposal differs from hers, though, in the sense that Neale (2002) concentrates on the original categories of the Cardiff model and, as a result of her dataset, adds three process types of her own to the system to better cater for certain items; my own model, on the other hand, addresses the fact that both the Sydney and Cardiff models alike, even with Neale's additions, continue to offer inadequate conceptual and terminological accounts of TRANSITIVITY. That is, neither of the two models yet caters fully for a number of verbs which entail more complex meanings. On the basis of the criteria that are used to describe each of the categories, we still encounter cases in which there would appear to be an overlapping of process types as a result of the verb definition covering criteria from more than one process type. Thus, I put forward an alternative system which takes aspects from the two aforementioned networks; nonetheless, I also propose a number of editions for the purposes of assisting the analyst with attaining a more delicate and, in turn, what I argue a more accurate analysis of discourse (see Chapter 2, section 2.4.1). Furthermore, the creation of a TRANSITIVITY dictionary here is merely the first phase in this investigation, which serves to subsequently annotate subsections from a piece of real life courtroom discourse in which ideologies are present, yet often shrouded in language, making them less obvious and, thus, more difficult to detect. Specifically, the annotations focus here on the closing arguments by the prosecution and defence attorneys as well as on the questions posed by the two sides to the victim and her responses to those questions. The former are analysed because it is at this stage when the ideology of each side is expected to shine through in a final attempt to persuade the jury to believe their client's version of events. Meanwhile, the latter are equally worth analysing in order to acquire insights into the ways in which particular transitivity choices by the lawyers can serve to steer the discourse in a

particular direction and, simultaneously, reflect the ways in which they view those who are central to this case (i.e. the victim and the accused) as well as the events that are alleged to have occurred. In addition, the victim's responses are expected to shed light on how she feels about what happened to her and how she represents the experience and/or herself as a victim.

Once the initial stages of the Excel spreadsheet were complete, then, what followed was to determine the criteria of each process type. Due to the complex nature of this task, a combination of the two existent models (i.e. the Sydney and the Cardiff networks) proved effective as a point of departure; subsequently, modifications were made, where appropriate, to ensure that any example could be accounted for and, moreover, a delicate and systematic TRANSITIVITY network could be exploited by critical discourse analysts. The features of each process type were also recorded in the subsequent columns of the Excel spreadsheet and a number 1 was inserted where applicable to indicate those criteria that were fulfilled in any given example. Two examples are provided for clarification in Tables 4 and 5 below.

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Verb / Noun / Adjective	Definition	Thought	Emotion	Perception	Desire	Like type	Please type	Present simple	Present continuous
appraise	1. to officially judge how successful, effective or valuable something is	1				1		1	1
		Imperative	agentive Senser	non-agentive Senser	Phenomenon	Created-Phenomenon	Inducer	Able to project	Nominalisation
		1	1		1				

Table 4. A sample of the mental process annotation criteria applied to examples in the verb list

Verb / Noun / Adjective	Definition	Symbolic exchange	Verbal (interaction)	Passive voice	Present simple	Present continuous	Imperative
describe	1. to say what someone or something is like by giving details about them	1	1	1	1	1	1
		Sayer	Receiver	Verbiage	Target	Able to project	Nominalisation
		1	1		1		

Table 5. A sample of the verbal process annotation criteria applied to examples in the verb list

This stage of concordance analysis was carried out manually and was designed, at a later stage, to be used as the basis for an examination of the aforementioned subsections of the courtroom discourse employed in this PhD thesis through applying the relevant pre-defined annotation. The same procedure was applied to the appraisal analysis of the closing arguments in which I adopt Bednarek's (2008) editions to the APPRAISAL subsystem Affect, whilst maintaining the subsystems of Judgement and Appreciation as they are put forward by Martin and White (2005). For the transitivity analysis, however, the annotation was carried out using the UAM corpus tool (O'Donnell, 2016), which is a computer software program that is available online and designed with the aim of enabling analysts to annotate a range of text files at different linguistic levels (ibid), either manually or using an automatic annotation, as illustrated in Figure 3. In this instance, I opt for the *Design your own* option, given the modifications I make to the TRANSITIVITY networks as they stand currently.

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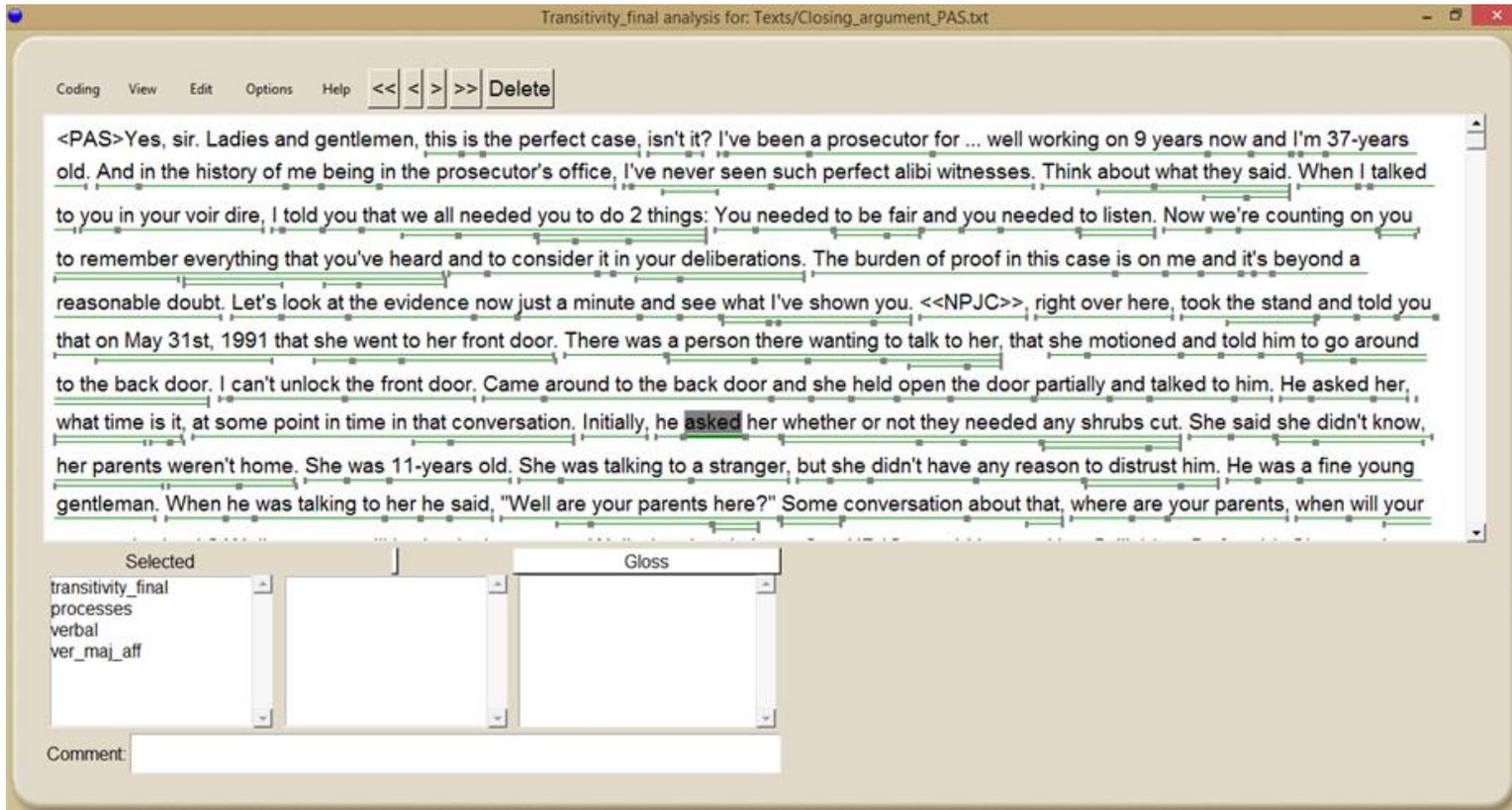


Figure 3. Screenshot of the UAM Corpus Tool annotation (i)

Subsequent to using the UAM corpus tool to annotate the data under analysis, the Chi Square test was also applied in order to determine whether or not the patterns were or were not statistically significant. What remains now, then, is to provide a description of the criteria for each of the transitivity process types that form part of the revised TRANSITIVITY proposal, which is now discussed in more detail below, along with justifications for the decisions taken.

6.4. The revised TRANSITIVITY system explained

6.4.1. Process and participant configurations

As outlined in Chapter 2, the Sydney TRANSITIVITY network comprises 6 process types (i.e. material, mental, relational, verbal, behavioural and existential), each of which have particular characteristics, allowing, in most cases, for distinctions to be made between one type and another. To add to this, the CG also currently comprises 6 process types (i.e. action, mental, relational, influential, meteorological and event-relating). Upon close inspection of both TRANSITIVITY networks, however, it seems that a number of modifications may benefit analysts and enable a more delicate analysis of linguistic data to be carried out. As such, I proceed with a proposal for a revised and improved TRANSITIVITY model in which a number of existing elements within the TRANSITIVITY networks are employed and others amended. These are now outlined below alongside explanations for the different decisions taken.

As with both TRANSITIVITY models, then, my network also proposes 6 process categories, with, unlike the CG, but as Halliday and Matthiessen (2014) suggest, a distinction between major and minor types. However, in Halliday and Matthiessen, major and minor types refer to three process types as major (i.e. material, mental and relational) and three process types as minor (i.e. verbal, behavioural and existential). I, on the other hand, use the notions of major and minor in relation to the same process category (e.g. mental major vs. mental minor) in order to differentiate between those verb and noun senses that fulfil particular criteria of a particular process set and those that do not. The categories I propose can be found in Table 6, with an example⁴⁹ of each that follows below in Table 7 for further clarification.

⁴⁹ All of the examples are taken from the trial transcript, with the exception of (11b) and (13a), which as indicated, were retrieved from the BNCWeb.

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	Sydney model	Cardiff model	New proposal
Categories	material	action	(inter)action
	mental	mental	mental
	relational	relational	relational
	verbal		verbal
	behavioural		
	existential	environmental	non-referent
		influential event-relating	
		complex process	
Major/Minor distinction	major: <i>material, mental, relational</i>	-	major: <i>projecting mental, projecting verbal</i>
	minor: <i>verbal, behavioural, existential</i>		minor: <i>non-projecting mental, non-projecting verbal</i>
Subcategories	material: <i>transformative</i> material: <i>creative</i>	action: <i>material</i> action: <i>social</i>	(inter)action: <i>transformative</i> (inter)action: <i>creative</i>
	mental: <i>cognitive</i> mental: <i>emotive</i> mental: <i>desiderative</i> mental: <i>perceptive</i>	mental: <i>cognitive</i> mental: <i>communication</i> mental: <i>emotive</i> mental: <i>desiderative</i>	mental: <i>cognitive</i> mental: <i>emotive</i> mental: <i>desiderative</i> mental: <i>perceptive</i>
	relational: <i>attributive</i> relational: <i>identifying</i> (<i>intensive, possessive, circumstantial</i>)	relational: <i>attributive</i> relational: <i>possessive</i> relational: <i>locative</i>	relational: <i>attributive</i> relational: <i>identifying</i> (<i>intensive, possessive, circumstantial</i>)
			complex process: <i>dual</i> complex process: <i>multi</i>
Nominalisation	annotated using a congruent equivalent	event-relating process	annotated as a nominalisation

Table 5. Comparison of processes across systems

Process category	Subtypes		Examples
(inter)action	transformative		(5a) <ODS>I took the photograph [...]</ODS>
	creative		(5b) <PAS>[...] If you believe that I've manufactured any evidence in this case [...]</PAS>
mental	mental cognitive	major	(6a) <DAZ>Do you believe that it was degraded prior to that first date of 31, May?</DAZ>
		minor	(6b) <PJC>[...] he asked me if there was any money in the house and I told him, "Not that I know of ."</PJC>
	mental desiderative	major	(7a) <DAZ>[...] Well, this scientist decided he better run it again. So he used more elaborate separation. [...]</DAZ>
		minor	(7b) <DAN>[...] his man is innocent. I want you to find him not guilty of all this stuff [...]</DAN>
	mental emotive	major	(8a) <DAZ>[...] As an expert, do you feel there should be objective criteria in DNA testing [...]</DAZ>
		minor	(8b) <PAS>[...] Well I feel like any father would feel about their son. [...]</PAS>
	mental perceptive	major	(9a) <PAS>[...] Did you notice that they completely ignored the fact that <<RDGI>> said there was a low sperm count [...]</PAS>
		minor	(9b) <DAZ>[...] Do you remember? I looked at the young girl. [...]</DAZ>
relational	attributive	intensive	(10a) <DGI>[...] The dots are blue rather than black and white.</DGI>
		possessive	(10b) <DAN>[...] Well he had brown hair and a moustache. [...]</DAN>
		circumstantial	(10c) Thank you, ladies and gentlemen. And I know this has been a long week.

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Process category	Subtypes		Examples
relational (cont.)	identifying	intensive	(11a) <JU1>[...] All right. Those are the verdicts. [...]</JU1>
		possessive	(11b) The school plant is owned by the church (BNCWeb A07 W:ac:humanities_arts)
		circumstantial	(11c) <DAN>But this was the first time that he showed you any pictures [...]</DAN>
verbal		major	(12a) <DGI>[...] I said that we did have some evidence [...]</DGI>
		minor	(12b) <WLI>[...] But yes, I'm sure we spoke to him.</WLI>
non-referent	interpersonal <i>it</i>		(13a) I notice the difference on those occasions when it is raining and I wear a hat. (BNCWeb J52 W:non_ac:nat_science)
	interpersonal <i>there</i>		(13b) <PAS>[...] there is a government study that came and was immediately withdrawn the next day [...]</PAS>
complex processes	dual process	(inter)action – mental_cognitive (minor)	(14a) <DAZ>[...] the sorting of them and the evaluation of them was done by the State. [...]</DAZ>
		(inter)action – mental_desiderative (minor)	(14b) <DAN>[...] She picked him out and I'm sure that's him. [...]</DAN>
		(inter)action – mental_perceptive (minor)	(14c) <DAN>[...] the only set of pictures that he ever showed to <<FPJC>> and what did he tell you? [...]</DAN>
		(inter)action – relational_attributive_intensive	(14d) <PAS>He has you inside what you have labelled there, I believe, the back entrance; is that correct?</PAS>
		(inter)action – relational_attributive_possessive	(14e) <DAN>[...] Somebody gave him a picture, he said, and I put it in here [...]</DAN>
		(inter)action – verbal (minor)	(14f) <PJC>After I left a message, I hung up the phone and picked it up again and called 911.</PJC>

Process category	Subtypes		Examples
complex processes (cont.)	dual process (cont.)	mental_cognitive (major) – relational_attributive_intensive	(14g) <PAS>[...] we tried something different and it was something I wasn't familiar with either. [...]</PAS>
		mental_cognitive (minor) – relational_attributive_possessive	(14h) <DAN>[...] That none of these other guys were even one of the 52 people he had calls on . [...]</DAN>
		mental_emotive (minor) – relational_attributive_intensive	(14i) <PAS>[...] Okay. Was he glad to see you? [...]</PAS>
		mental_cognitive – verbal (major)	(14j) <PAS>[...] <<RDGI>> came in and talked to you about his DNA studies and explained them to you. [...]</PAS>
		mental_cognitive – verbal (minor)	(14k) <DAZ>I apologise if I misled you. [...]</DAZ>
		mental_emotive – verbal (minor)	(14l) <DAZ>I apologise if I misled you. [...]</DAZ>
		mental_perceptive – verbal (minor)	(14m) <DAZ>[...] it never appears in any reports that were read to me. [...]</DAZ>
		relational_attributive_intensive – verbal (minor)	(14n) <DAN>[...] Now what did she call them? Chuckaboots. [...]</DAN>
		multi-process	(inter)action – mental_cognitive – verbal (major)
	(inter)action – mental_perceptive – verbal (major)		(15b) <DAN>[...] We're showing you the things that were charged. [...]</DAN>
	(inter)action – mental_cognitive – relational_attributive_intensive		(15c) <PAS>[...] I asked you to be fair and I asked you to listen. [...]</PAS>

Table 7. Examples of the different revised process types

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The above proposal, then, involves a culmination of the Sydney and the CG models, which, although individually, provide useful classifications, are, by far, more effective when considered in combination. Furthermore, in merging elements of the two taxonomies with regard to process and participant categories, a number of additional modifications could be made to assist with securing a more systematic and detailed analysis of transitivity patterns in discourse. That is, in the same way that the CG puts forward the possibility of compound participants, this is also a viable option in my own proposal. By the same token, then, I take this a step further by suggesting the possibility of complex processes which may emerge when the meaning of a verb or noun is so intricate that it denotes criteria pertaining to more than one process type, as evidenced in Table 7 above. Thus, if a verb or nominalisation carries meaning that implies the presence of certain participant combinations and, moreover, that involves more than one process working simultaneously, the notion of a complex process seems one way in which to deal with such cases. We can see, for instance, in example (16) below, that the meaning of *hand* means that the *you* participant not only gives *her* a picture, thus implying that an action is performed (see section 6.4.1.1 for additional criteria for the (inter)action category), but furthermore, in order to give something to someone, one must have that said item in their possession, a notion which is considered a criterion of the relational process category (see section 6.4.1.3 for more details of the criteria), hence its application here. Thus, in turn, the role of *her*, who, in the example below, is handed something, consequently means that she has also acquired something (i.e. a picture in this instance). As evidenced in the annotation, then, two process categories occur concurrently along with their corresponding participant combinations.

(16)	I	handed	her	the exact same photo lineup
	<i>Catalyst-Possessed_Carrier</i>	(inter)action-relational	<i>Beneficiary-Possessed_Carrier</i>	<i>Goal-Possessed_Attribute</i>

Table 8. Clause analysis (i) (A-MT-090393-03)

Whilst briefly considering the potential for process combinations in this PhD thesis, it is worthwhile pointing out that when more than one category is functioning with another, the combined processes are listed in alphabetical order. This decision was taken after considering the potential for, otherwise, two issues to arise. Firstly, as the number of process combinations increases, it becomes more and more difficult to ensure that the same combination is not recorded more than once in the taxonomy; in addition, whilst recognising that particular examples may denote more criteria

pertaining to one category than another, this is not necessarily always the case. Rather, there are verbs (e.g. *apprehend*) that fulfil the same quota of one process type (33% of the (inter)action criteria) as another (33% of the relational criteria) (see Appendices) and, thus, by ordering the categories in terms of how many criteria are met, examples like the latter could prove misleading. That said, a record is provided in the TRANSITIVITY dictionary of the number of criteria that each of the lemmas fulfils for a particular process category or, otherwise, categories for the purposes of observing, in the case of complex processes in particular, whether a verb pertains more to one category than another.

In order to gain a better grasp of complex process category, it is worthwhile first describing the foundations of each process category individually and, thus, in turn, acknowledge the possibility of amalgamations in relation to both process types and the range of semantic roles that are outlined in this chapter. The process categories outlined in Table 7 above are now considered individually.

6.4.1.1. (Inter)action processes

The label (inter)action, although generally understood in linguistics to refer to verbal communication, is assigned in this instance as the label to comprise the group of processes that denote any one of three types of action. That is, it may involve those more general material actions (e.g. *make, draw, play*) as well as what may otherwise be described as physical interactions. Thus, it includes process realisations that involve some form of social action, in which a verbal exchange does not occur (e.g. *hug, kiss, hit*). Thirdly, this process set consists of examples in which actions are, as well as voluntary, also considered to be involuntary (bodily) reactions (e.g. *laugh, cough, yawn*). On this basis, then, whilst the (inter)action category shares a number of similarities with the material process category described in the Sydney model of TRANSITIVITY (Halliday & Matthiessen, 2014, pp. 224-244), it nonetheless, offers a slightly more comprehensive group in the sense that it includes many, although not all, of what Halliday and Matthiessen (2014, p. 301) have classified as behavioural processes. thus, making it simultaneously a close resemblance to the category labelled as action processes in the CG (Fawcett, 1987; Neale, 2002). (Inter)action processes, then, can be said to embody the following aspects:

- 1) They may represent material actions.
- 2) They may represent directed and/or non-directed action.
- 3) They may represent action directed towards another or to oneself.
- 4) They may represent social interactions of a physical nature.

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- 5) They may represent events or happenings.
- 6) They may represent internal and external bodily reactions.
- 7) They may reflect actions and reactions that are voluntary or involuntary.
- 8) They may represent an external (inanimate) force.
- 9) They may represent an external (animate) influence.
- 10) They may bring about a change of state, otherwise labelled as (inter)action transformative.
- 11) They may bring an entity or an action into existence, otherwise labelled as (inter)action creative.
- 12) They may be expressed in the active or passive voice.
- 13) They may be realised in the imperative.
- 14) They may express actions as routine activities, using the present simple tense.
- 15) They may refer to actions and events that are in progress and, thus, use the present continuous tense, which although a criterion here, is not applicable to all process types.
- 16) They may involve one or more participant roles, to include:
 - a) a *Catalyst: Actor, Force, Reaction or Event* (animate or inanimate)
 - b) an *Influence* (animate or inanimate)
 - c) a *Goal* (animate or inanimate)
 - d) an *Affected* (animate or inanimate)
 - e) a *Beneficiary_Client* (animate)
 - f) a *Beneficiary_Recipient* (animate)
 - g) a *Created* (animate or inanimate)
 - h) a *Continuation* (gerund or to infinitive)
 - i) a *Carrier* (animate)
 - j) an *Attribute* (inanimate)
 - k) a *Scope_Area* (inanimate)
 - l) a *Scope_Reiteration* (inanimate)
 - m) a *Scope_Extension* (inanimate)
 - n) a *Reciprocal* (animate)
 - o) a *Reactor* (animate)

Having listed the participants that can potentially occur in an (inter)action process, each is now defined and exemplified. The term *Catalyst* (cf. Lenat, 1995) is used here to refer to the participant who is responsible for bringing about a change, whether it be by performing an action, as in (17a), by representing a force, as in (17b), a (bodily) reaction, as in (17c) or engaging in some sort of social interaction, as in (17d). The latter is concerned with social encounters or, otherwise, actions that indicate some form of physical contact, as in (17e).

- (17a) <DAN>Did **you** drive to Dallas? [...]</DAN> (A-MT-120393-14)
- (17b) **The wind** blew snow around the house and over the gravestones. (BNCWeb FNY W:fict:prose)
- (17c) <OGK>[...] She was quiet at times and **she** cried at times. [...]</OGK>
- (17d) <DAN>And **you** visited her first in her home. [...]</DAN> (A-MT-090393-03)
- (17e) <PJC>He came and **he** hugged me.</PJC> (A-MT-100393-06)

Although animate in four of the above examples, a *Catalyst* is not required to be so as evident in (17b).

A second semantic role that may emerge in an (inter)action clause is an *Influence*, otherwise labelled by Halliday and Matthiessen (2014, p. 351) as *Initiator* and, alternatively, in the CG as *Agent* of an influential process. This participant is defined as the one who causes the *Catalyst* to perform an action, as in (18a) or otherwise inhibits this, as in (18b). The *Influence* may also provoke the occurrence of an event, as in (18c) or, else, prevent it, as in (18d).

- (18a) <PAS>[...] He pulled out his penis. **He** made her put it in her mouth. [...]</PAS> (A-MT-120393-16)
- (18b) <ORH>[...] I applied my tape and **the rough surface** wouldn't let you take it off.</ORH> (A-MT-090393-02)
- (18c) <JU1>All right. I'll let the last answer stand.</JU1> (A-MT-120393-15)
- (18d) **Those conditions** will not allow the breaking open or the lyses of the spermatozoa which may also be present in that. (A-MT-100393-05)

In line with Halliday and Matthiessen (2014), then, I also establish a difference between the participant who performs an action and the one causing another participant role to perform an action. No such distinction is made in the CG as a result of the fact that participants are considered generalisable across process types (see Chapter 2, section 2.3.2.5 for details).

The third semantic role is *Goal*, which is defined as the one that denotes the entity of a clause to whom a material action is directed. That is, this role is impacted upon by the material action, as in (19).

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- (19) <DCO>I went into the kitchen and <<VPJC>> was there and I grabbed **her**.</DCO> (A-MT-090393-01)

The Sydney model uses this semantic role, which is instead labelled as *Affected* in the CG. The latter, however, is a label I also adopt, but for the purposes of distinguishing between when the participant that is impacted upon is simultaneously the *Catalyst* (termed *Affected*) and when s/he is not (and, thus, assigned the role of *Goal*). This distinction is designed to deal with intransitive clauses such as those below, in which a participant undergoes a change of state through no cause of another entity but, rather, through one's "own" actions, as in (20a) or one's body's inability to continue functioning, as in (20b).

- (20a) <DAN> This guy is still out there unless his name is <<NA29>> and **he** died [...]</DAN> (A-MT-120393-16)
(20b) [...] **she** fell hard against the door (A-MT-120393-16)

A *Beneficiary* may also surface in an (inter)action clause in order to, as remarked in the Sydney model, denote the participant for whom a service is done (labelled as a *Beneficiary_Client*), as in (21a), or to whom goods are given (labelled as a *Beneficiary_Recipient*), as in (21b) (Halliday & Matthiessen, 2014, p 237).

- (21a) <PAS>[...] you baked **him** a cake [...]</PAS> (A-MT-120393-14)
(21b) <ODS>[...] I gave **her** my pen [...]</ODS> (A-MT-090393-03)

The CG, again, does not consider the need for a *Beneficiary* role in view of the fact that examples such as (21a) and (21b) are instead accounted for as relational possessive clauses in which *him* and *her* in each of the above clauses are said to be *Carriers* who have acquired an object (Neale, 2002, pp. 141-142). Whilst, as discussed in Chapter 2, this is arguably the outcome of the process in clauses such (21b), example (21a) does not imply possession because what is being baked neither initially exists nor is possessed by the possessor until and, if, it is actually given to him. Thus, example (21a) is analysed as illustrated in Table 9 below. Example (21b), on the other hand, as also exemplified, involves a more complex meaning with an initial action resulting in the possession of an item by another.

(21a)	You	baked	him	a cake
	<i>Catalyst</i>	(inter)action	<i>Beneficiary_Client</i>	<i>Created</i>
(21b)	I	gave	her	a pen
	<i>Catalyst-Possessive_Carrier</i>	(inter)action-relational possessive process	<i>Beneficiary_Recipient-Possessive_Carrier</i>	<i>Goal-Possessed_Attribute</i>

Table 9. Clause analysis (ii)

The annotation in (21a) is slightly different from (21b), then, for two reasons. Firstly, the Subject in the latter clause possesses the item (i.e. *a pen*) which is subsequently given to another participant role (i.e. *Beneficiary*) and, therefore, becomes possessed by the *Beneficiary_Recipient-Possessive_Carrier*. In (21a), on the other hand, a cake is not possessed by anyone as, it does not exist until it has been baked. To add to this, once baked, it may or may not be given to someone,. Thus, we may consider the notion of possession as sometimes appearing more explicitly or, otherwise, more implicitly as in clause (21b). An additional difference concerns the annotation assigned to *a cake*, which is labelled as a *Created* role (cf. Neale, 2002, p. 358) to indicate that it has come into existence, thus making it distinct from a *Goal*. However, a *Created* role can also take the form of, rather than a nominal group, a non-finite clause, which means that a *Created* participant may denote any instance in which a thing or, else, an embedded clause, represents a process coming into existence as a result of something or someone that instigates this. The latter is exemplified in (22) below,

(22)	[...] you (all)	allowed	to leave
	<i>Catalyst</i>	(inter)action	<i>Created</i>

Table 10. Clause analysis (iii) (A-MT-100393-07)

Whilst a *Created* role may emerge in an (inter)action creative clause, in those that are labelled as (inter)action transformative, a new role is put forward to account for those non-finite clauses that follow on from another process and imply the notion of sustaining an action, as in (23a) or else, discontinuing it, as in (23b). This role has been termed a *Continuation*.

- (23a) <PAS>Did he continue **to hold on to your wrist** [...] </PAS>
(A-MT-100393-06)
- (23b) <PAS>[...] What made him stop **rubbing your vagina**, do you know?</PAS> (A-MT-100393-06)

Two additional roles that, whilst occurring more typically in a relational process clause, can, nevertheless, emerge in an (inter)action clause,

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although only as an element of compound roles, include a *Carrier* and an *Attribute*. A *Carrier* is considered to represent the semantic role that, on the one hand, possesses something, with that something termed an *Attribute*, as in (21a) and (21b) above. Otherwise, a *Carrier*, as in (24a) may be assigned a quality, with that quality again termed as *Attribute*, as in (24b) below.

- (24a) Some people complained when the owners painted **it** [*Goal-Carrier*] white (BNCWeb ADM W:non_ac:soc_science)
- (24b) Some people complained when the owners painted it **white** [*Attribute*] (BNCWeb ADM W:non_ac:soc_science)

An eighth semantic role that is catered for in the Sydney network, originally termed *Range* in both models (Fawcett & Schulz, 2010; Halliday, 1967, p. 58) is also an option here. However, we use the label more recently adopted by the Sydney model, which is the term *Scope*. A *Scope* is unlike other semantic roles in the sense that it often closely resembles a circumstantial role. That is, the *Scope* is neither impacted upon by the process nor qualified with an *Attribute*; instead, a *Scope* has the potential to provide a means by which to infer the area over which a process takes place, as in (25a).

- (25a) Peasants abandoned **the land** and fled illegally to towns [...] (BNCWeb EE2 W:ac:humanities_arts)

To add to the aforementioned, and in line with Halliday and Matthiessen (2014, pp. 240-241), a *Scope* can also denote those instances in which a noun appears alongside a verb and, thus, aside from specifying the entity over which an action takes place, it simultaneously serves to give the clause its meaning, as in (25b). The verb *take* is, essentially, a verb that collocates with *bath*, but the noun itself is what clarifies the action in question.

- (25b) <PAS>Did you get to go take **a bath**?</PAS> (A-MT-100393-06)

Lastly, a *Scope* may be realised by a deverbal noun and, as such, acts as a reiteration of the process itself, as in (25c).

- (25c) She waved to Shelley, and began to sing **a song** made famous by Miguelito [...] (BNCWeb JYA W:fict:prose)

Given the fact that *Scope*, then, is rather a broad participant category, my own proposal distinguishes between each of the aforementioned examples. That is, the semantic role in example (25a) is labelled as *Scope_Area* to indicate that the process takes place over an area. Example (25b), on the other hand, is instead labelled as *Scope_Extension* in order to indicate that the noun accompanying the verb (i.e. *bath*) is what serves to clarify the meaning of the process. Lastly, example (25c) uses the term *Scope_Reiteration* for the purposes of inferring that the participant (i.e. *song*) acts as a restatement of the process (i.e. *sing*). In the same way as *Scope* is not impacted upon by the process in a clause, we also propose the semantic role *Reciprocal*, which can occur in (inter)action processes to refer to the (usually animate) participant roles engaged in a mutual action, such as *marrying* or *meeting up with*, to name a few examples. Thus, these processes, as opposed to denoting a participant that is impacted upon by another, as indicated by a *Catalyst* and a *Goal*, rather, invite the concept of an equal power balance between semantic roles in which both participants are equally immersed in the process. This is signalled here by labelling both Subject and Object of such clauses as *Reciprocals*. This idea was previously put forward in the CG, although instead using the term *Matchee*; nonetheless, the CG describes this role as pertaining to a subcategory of relational processes, namely matching processes, whereas here I wish to argue that it has the potential to appear in (inter)action processes. An example of the role *Reciprocal* in an (inter)action clause, then, is provided below in *I* and *the officer*.

- (26) <ORH> Then **I** met **the officer** at the back door and was given a brief summary of what she had determined at that point.</ORH> (A-MT-090393-02)

The last of the participant roles that has been considered as pertaining to the (inter)action process category is labelled as *Reactor*. A *Reactor* represents the semantic role that has a physical reaction to a stimulus, although it is not necessary for the stimulus to be mentioned, as in (27a).

- (27a) <WDM>[...] You know, **we** laughed and [...]</WDM> (A-MT-120393-14)

As with the previous example, the majority of clauses comprising a *Reactor* are intransitive and, furthermore, this role is employed in clauses that tend to denote the outward expression of inner states. However, when the clause is, instead, transitive, it may consist of a *Scope_Extension*, which stands for

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the noun that gives meaning to the process and represents the physical reaction to a stimulus, as in (27b).

(27b) His mouth hardened and he gave **a laugh**. (BNCWeb JXU W:fict:prose)

Examples (27a) and (27b) are arguably identical in meaning but they would, nonetheless, be annotated differently, as illustrated in Table 11 below.

(27a)	We	laughed	
	<i>Reactor</i>	(inter)action process	
(27b)	He	gave	a laugh
	<i>Reactor</i>	(inter)action process	<i>Scope_Reiteration</i>

Table 11. Clause analysis (iv)

The latter brings the discussion of semantic roles found in (inter)action clauses to a close. Nonetheless, prior to embarking on a description of a second process category (i.e. mental processes), we finish with a set of probes that may be used to identify this process category, also used by Halliday and Matthiessen (2014, p. 230), to include:

- 1) Probe: What does/did X do? What is/was it that X does/did?
Response: What X does/did is Y.

(28a) <DAN>[...] So he **shaves** his beard [...]</DAN> (A-MT-120393-16)

Response: So what he does is **shave** his beard.

- 2) What is X doing? What is/was it that X is doing/was doing?
Response: What X is/was doing is Y.

(28b) <DAN>[...] She's dragging <<FPJC>> down here all the time [...]</DAN> (A-MT-120393-16)

Response: What she is doing is **dragging** <<FPJC>> down here all the time.

- 3) What does/did X do to Y? What is it that X does/did to Y?

(28c) <ODS>[...] She described the person that **had attacked** her [...]</ODS> (A-MT-090393-03)

Response: What the person did was **attack** her.

4) What is/was X doing to Y? What is it that X is/was doing to Y?

- (28d) He was **touching** her, even now [...] (BNCWeb GUM W:fict:prose)
 Response: What he was doing was **touching** her, even now [...].

5) What (is it that) happened to Y?

- (28e) <PAS>[...] for approximately 20 minutes, she was brutally raped [...]</PAS> (A-MT-090393-01)
 Response: What happened to her was that she **was brutally raped**.

6.4.1.2. Mental processes

Mental processes in my proposal more closely resemble the Sydney model than the CG in the sense that, unlike the former, the latter considers processes denoting communication as pertaining to this group. Following Halliday & Matthiessen (2014, p. 256), I, however distinguish between the subcategories *mental cognitive*, as in (29a), *mental emotive*, as in (29b), *mental perceptive*, as in (29c) and *mental desiderative* processes, as in (29d).

- (29a) <WJS>[...] he came in and he had a beard and it was, I **think**, the first time I'd ever seen him with one and I loved it. [...]</WJS> (A-MT-110393-11)
 (29b) <WJS>[...] he came in and he had a beard and it was, I think, the first time I'd ever seen him with one and I **loved** it. [...]</WJS> (A-MT-110393-11)
 (29c) <WJS>[...] he came in and he had a beard and it was, I think, the first time I'd ever **seen** him with one and I loved it. [...]</WJS> (A-MT-110393-11)
 (29d) <OBW>Initially, he **wanted** to know where the suspect was and he was informed that the suspect was not there [...]</OBW> (A-MT-090393-01)

Nonetheless, my own TRANSITIVITY network diversifies in more ways than one from the Sydney model on account of, firstly, the distinction made between those processes that project, as in (30a) and those that cannot project, yet continue to reflect some sort of mental activity, as in (30b).

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- (30a) <OBI>[...] Upon his arrival, he **thought** that we still had the suspect there, but the suspect was not in the house. [...]</OBI> (A-MT-090393-01)
- (30b) <DAN>How many cards did you **look at**?</DAN> (A-MT-090393-02)

According to Halliday and Matthiessen (2014, p. 302), the former is an example of the mental process category whilst the latter is considered as pertaining to the behavioural process set. However, I propose a rather different classification on the basis that both of the above examples represent types of mental activity (i.e. thinking and perceiving) and, therefore, merit mental process status; nonetheless, they differ in the sense that a number of verbs that denote a mental process, as in (30a), have the potential to project a separate clause; others, on the other hand, are unable to project in this way, as evidenced in (30b) above. As such, those mental verbs that can project (e.g. *think*, *believe*, *hope*, *know*, *expect*, *decide*, etc.) are, hereby, labelled as mental major processes because they fulfil a fundamental criterion of the mental process category that a number of mental activity verbs do not. In turn, those that cannot project a separate clause are, thus, termed mental minor processes. It is worthwhile pointing out at this stage that the same verb in English may project in particular contexts, as with *decide* in (31a) and not project in others, as with *decide* in (31b); in such instances, the aforementioned major/mental divide is applied.

- (31a) <WDM>[...] and we **decided** that we would go to Dallas [...]</WDM> (A-MT-120393-14)
- (31b) <DAZ>But you **decided** to run it again?</DAZ> (A-MT-100393-06)

When the mental process projects a separate clause, the participants and processes that form part of the *Phenomenon* role are analysed as they are in any other clause which is illustrated in Table 12 below.

(31a)	We	decided	that	we	would go	to Dallas
	<i>Senser</i>	mental_ desiderative process	<i>Phenomenon</i>			
				<i>Catalyst</i>	(inter)action	Circumstance: <i>Location:</i> <i>place</i>

Table 12. Clause analysis (v)

Clauses, such as (31b), however, in which a non-finite clause emerges from the mental process, lead to a different annotation. Thus, what was originally labelled *Phenomenon* is, instead, termed *Created-Phenomenon*, given that the follow up clause comes into existence as a result of the initial process. This is exemplified in Table 13 below.

(31b)	We	decided	to run	it	again
	<i>Senser-Catalyst</i>	mental_ desiderative process	<i>Created-Phenomenon</i>		
			(inter)action process	<i>Goal</i>	<i>Circumstance: Extent: frequency</i>

Table 13. Clause analysis (vi)

The above differs to those cases of macrophenomena in which the *Phenomenon* denotes an act as in (32), given that this act does not result from the mental process; rather, it can be said to happen simultaneously.

(32) <DAN>[...] he remembers **seeing him after he shot** [...]</DAN> (A-MT-120393-16)

To continue with our description of mental process types, then, we now turn to a number of cases that, according to Halliday and Matthiessen (2014, pp. 301-302), are in fact behavioural processes. However, as we witness above, the behavioural category has been disposed of in the new proposal and with a fundamental reason for doing so. That is, the verbs that are claimed to pertain to this group are, to a large extent, a random assortment that, furthermore, can be accounted for in other existing categories if modifications, such as those suggested here, are made. Thus, in addition to differentiating between mental processes that do and do not project, my revisions also embrace an idea put forward in the CG that considers participant roles that appear in mental processes with the potential to denote agency (cf. Neale, 2002, p. 168). Thus, examples such as (30b) above infer that the Subject voluntarily observes the cards as opposed to (33) below in which involuntary perception is, instead, implied.

(33) <PAS>Okay. You've **seen** him with a beard and without a beard; is that correct?</PAS> (A-MT-090393-02)

Although the latter idea of agency is only discussed in relation to the mental perceptive category in the CG (ibid), it is also applicable to mental cognitive process types, as in (34).

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- (34) <DAN>[...] There's no pockmarks on him. Shaved off his beard and he had gone to another state. They did such a bang-up job, let's **think about** all these fingerprints they got. There's tons. [...]</DAN> (A-MT-120393-16)

Think about in the above context is understood as an intentional mental activity as opposed to a simple reflex of the mind and, consequently, would be annotated as entailing an *agentive_Senser* role. On the basis of the description of mental processes thus far, then, we may outline a list of pertinent criteria that serve as a means to identify this process type, to include:

- 1) They may represent the expression of our internal mental activities, to include our:
 - a) thoughts
 - b) emotions
 - c) desires
- 2) They may represent the expression of our external mental activities, to include our
 - a) perceptions
- 3) They may be classed as major process types if they project; otherwise, they may be classed as minor process types if they do not project.
- 4) All four mental process subcategories may comprise metaphenomena (facts).
- 5) Emotive and perceptive processes that have the potential to project may comprise macrophenomena (acts), as in (35a) and (35b).

(35a) She always **worried** that her friends wouldn't like each other. (BNCWeb A0L W:fict:prose)

(35b) She **noticed** that he walked as though he had pebbles in his shoes. (BNCWeb A68 W:biography)

- 6) They are most commonly expressed in the active voice.
- 7) They may be classed as 'like type' mental clauses, as in (36a) or as 'please type' verbs, as in (36b).

(36a) <WDM>I **imagine** he probably did.</WDM> (A-MT-120393-14)

(36b) <WEC>[...] that **does not surprise** me because I'm sure it would be hard for her to remember a brief meeting that morning.</WEC> (A-MT-110393-11)

- 8) They are expressed using the present simple tense when referring to non-agentive sensing.
- 9) They may be expressed using the present simple or present continuous tense when, otherwise, referring to agentive sensing.
- 10) They consist of one inherent participant role, labelled as follows:
 - a) an (animate) (*agentive*) *Senser* (cognitive and perceptive clauses only)
 - b) an (animate) (*non-agentive*) *Senser*
- 11) They may also consist of any of the following participant roles:
 - a) a *Phenomenon* (animate or inanimate)
 - b) a *Created-Phenomenon* (non-finite clause)
 - c) an *Inducer* (animate or inanimate)

Whilst the concepts (*agentive*) *Senser* and (*non-agentive*) *Senser* have already been exemplified above, we now proceed to define the roles *Phenomenon* and *Inducer*. A *Phenomenon* can be found in any type of mental clause and, as described by Halliday and Matthiessen (2014, p. 249), is the role that is thought, as in (37a), felt, as in (37b), perceived, as in (37c) or, otherwise, desired, as in (37d).

- (37a) <WHS>[...] And she said, "You won't believe **this**." And I said, "Well what are you talking about?" [...]</WHS> (A-MT-110393-12)
- (37b) <WDM>I'm his mother, I love **him**.</WDM> (A-MT-120393-14)
- (37c) <PAS>Okay. You've seen **him** with a beard and without a beard; is that correct?</PAS> (A-MT-090393-02)
- (37d) <PAS>And based upon the State's evidence, the case should be dismissed. I want a **directed verdict**.</DAN> (A-MT-100393-07)

Although in each of the examples given, the *Phenomenon* embodies what is termed an animate or inanimate entity, this same semantic role may also denote a projected Act. That is, the *Phenomenon* takes the form of a projected finite clause which consists of a separate process, participants and the potential to include circumstances, as in (38a).

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(38a)	I	thought	you	said	later in the year
	(<i>non-agentive</i>) <i>Senser</i>	mental_cognitive process	<i>Phenomenon</i>		
			<i>Sayer</i>	verbal process	<i>Verbiage</i>

Table 14. Clause analysis (vii)

Alternatively and, as already outlined above, a *Created-Phenomenon* may also occur when a projection is in the form of a Fact and results from the mental process, as in (38b).

(38b)	I	want	to ask	it	more carefully
	(<i>non-agentive</i>) <i>Senser</i>	mental desiderative process	verbal process	<i>Verbiage</i>	<i>Circumstance</i>
				Metaphenomenon	

Table 15. Clause analysis (viii) (A-MT-10039305)

The primary purpose for delving into the elements that make up the macro- or metaphenomenon is that my interest is not purely based on finite clauses; rather, my analysis is equally concerned with those non-conjugated verbs given that they also bring meaning to the utterance. The Sydney model fails to account for this level of detail on the grounds that they consider each case to consist of only one process. Here, however, we suggest that not only is that not the case, but, moreover, that it is possible to annotate in a Russian doll like manner, thereby grinding down to the maximum level of detail present within any one clause. In doing this, we can go beyond solely the fact that someone thinks or wants something and gain insights into what it is exactly that s/he thinks or wants.

A fourth and final participant that can occur in a mental process that is of the 'please type' is labelled here as *Inducer* in view of its function to represent the cause that provokes the *Senser* to think, feel, perceive or desire something, as exemplified in (39).

- (39) It's a favourite because **it** reminds me of the most exciting part of political campaigning [...] (BNCWeb ADK W:commerce)

In example (39) the *Senser* is "me", with "it" causing "me" to remember "the most exciting part of political campaigning". With this, then, we conclude the summary of mental process types with probes that can also aid with their

detection. These include the following and synonymous equivalents of the verbs in each case:

- 1) What does/did X think? / What is X thinking? What is/was it that X thinks/thought/ is/was thinking?

(40a) <PAS>[...] I **think** her name was <<ADJB>> [...]</PAS> (A-MT-090393-01)

Response: What I **think** is that her name is <<ADJB>>

- 2) What/How does/did X feel? / What/How is X feeling? What is/was it that X feels/felt is/was feeling?

(40b) <JU1>but you can send out all that you **feel** you need to [...]</JU1> (A-MT-110393-13)

Response: What you **feel** is that you need to ...

- 3) What does/did X perceive? / How does/did X perceive (Y)? What is/was it that X perceives/perceived/ is/was perceiving?

(40c) <DAN>[...] You **heard** their memory. [...]</DAN> (A-MT-090393-01)

Response: What you **heard** was their memory

- 4) What does/did X desire? What is/was it that X desires/desired/ is/was desiring?

(40d) <OBW>Initially, he **wanted** to know where the suspect was[...]</OBW> (A-MT-090393-01)

Response: What he **wanted** was to know where the suspect was

6.4.1.3. Relational processes

As Halliday and Matthiessen (2014) and Fawcett (1987) maintain, relational processes construe a relationship between two entities, thus inferring that two inherent participants appear in this type of clause. Nonetheless, the two networks differ with regard to the relational process subtypes that each considers. The Sydney model recognises three relational clause types, to include intensive, possessive and circumstantial. As outlined in Chapter 2, each of these three categories may be further subdivided into two types, namely attributive and identifying clauses. The Cardiff model, on the other

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hand, whilst also acknowledging three types of relational clauses, instead considers those denoting a relationship of attribution, of possession or of location. Thus, both contemplate the concept of possession, but whereas the Sydney model distinguishes between attributive and identifying subtypes, the Cardiff model amalgamates these two types and lists them under relational attributive clauses. Moreover, those in the CG labelled as relational location processes (i.e. referring to spatial and temporal location) are instead included in the Sydney TRANSITIVITY model under the relational circumstantial category, which is, nonetheless, more elaborate as it makes reference to location and time as well as to *Manner*, *Cause*, *Accompaniment*, *Role*, *Matter* or *Angle* (cf. Halliday & Matthiessen, 2014, p. 290). Moreover, unlike the CG, Halliday and Matthiessen (2014) distinguish between an attributive and an identifying relationship on the basis that the two clause types are not equivalent, grammatically speaking. That is, relational attributive clauses, as discussed in Chapter 2, are not reversible; relational identifying clauses, on the other hand, are. Furthermore, attributive clauses may consist of two nominal groups, as in (41a) or, alternatively, one nominal group and an adjective phrase, as in (41b). Relational identifying clauses, nonetheless, can only comprise two nominal groups, as in (41c). In view of this, then, the same distinction is applied in my proposal.

- (41a) <WJS>[...] My son-in-law **is** a chef and he broke his back several years ago [...]</WJS> (A-MT-110393-11)
- (41b) <ORH>[...] As an expert, do you feel there should be objective criteria in DNA testing where you can say here's the line and the finding here **is** negative [...]</DAZ> (A-MT-100393-05)
- (41c) <ODS>[...] Number 2 **is** the one that attacked me."</ODS> (A-MT-090393-03)

All four examples above contain the verb *be*, which is also used in each clause in the present simple tense. This is rather typical of relational processes given that they construe the experience of being and the qualities, temporal states or identities that characterise an animate or inanimate entity. In line with this then, relational processes also serve to reflect states or feelings towards someone or something, as in (42) or to indicate a change of state, as in (43) (Halliday & Matthiessen, 2014, p. 276).

- (42) The idea of fighting against men of their own race **was** hateful to them. (BNCWeb HXX W:ac:humanities_arts)

(43) <OAM>[...] so that I would know if the seal **was** broken.</OAM> (A-MT-100393-05)

However, my own proposal treats examples (42) and (43) slightly differently in the sense that, whilst also recognising that the verb *be* is used and, thus, denotes the notion of being, the idea that something is hateful in (42) simultaneously implies that someone feels the negative emotion of hate towards something. Therefore, similarly to the complex nature of clauses such as *give a book to someone*, in which an action by someone results in another acquiring a possession, instances in which temporal emotional states are expressed will also be analysed as denoting more than one process simultaneously. This in turn, means that compound semantic roles also emerge, as exemplified in (42).

(42)	The idea of fighting against men of their own race	was	hateful	to them
	<i>Carrier-Phenomenon</i>	relational_ attributive_ intensive process	<i>Attribute</i>	
		mental-emotive (Minor) process		<i>Senser</i>

Table 16. Clause analysis (ix)

Similar, yet slightly different to the above example are instances such as (43). Here we witness the way in which language, when lacking a sufficient amount of surrounding co-text can lead to a degree of uncertainty with regard to the appropriate word class of a particular lemma. Thus, *broken*, which derives from the verb *break* may on the one hand be considered to denote the passive form, thereby meaning that someone (acted upon and) broke something (i.e. the seal). However, *broken* also serves to describe the condition or state of something, thus suggesting that (43) could reflect a relational process. Whilst I do not wish to suggest that *broken* here functions as a verb and an adjective simultaneously, the point I do wish to make is that, without more context, it is difficult to determine the most appropriate analysis. As a result, then, examples in which this type of pattern emerges are annotated as indicated in Table 17 below. In doing so, the meaning can, again, be said to be captured in its entirety.

(44)	The seal	was	broken
	<i>Carrier-Goal</i>	relational	<i>Attribute</i>
		(inter)action process	

Table 17. Clause analysis (x)

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Having outlined some of the main points regarding this process category, we may now proceed to consider a more general list of criteria that will aid to determine what constitutes a relational process and, more specifically, its relevant subcategories (i.e. a relationship of *attribution*, *identification*, *possession* or otherwise *circumstantial*).

- 1) They construe a relationship of being or becoming.
- 2) They may represent an attributive relationship.
- 3) They may represent an identifying relationship.
- 4) They may represent a possessive relationship.
- 5) They may represent a circumstantial relationship.
- 6) They may represent states.
- 7) They may represent a change in state.
- 8) They are realised using the simple present tense or an imperative.
- 9) They most typically employ the verb *be*.
- 10) They are usually expressed in the active voice, unless a synonym of the verb *be* is used (e.g. *represent*).
- 11) The *Attribute* of a relational attributive clause may be modified by intensifying adverbs (e.g. *very*, *so*)
- 12) They have the potential to project.
- 13) There are two inherent participant roles, of which neither is required to be a conscious being.
- 14) They may include any of the following participant configurations:
 - a) *Carrier + Attribute*
 - b) *Carrier + Attribute + Attributor*
 - c) *Identifier + Identified*
 - d) *Identifier + Identified + Assigner*

Prior to an in-depth description of the different participant roles of a relational clause, we first consider the fact that this process category can project which, whilst indicated in the aforementioned list of criteria, has not yet been explained in any detail. What I am referring to here is the fact that, in contrast to what Halliday and Matthiessen (2014, p. 549) claim, relational processes do in fact have the potential to project, as exemplified in (45).

- (45) <DLT>No, sir. There's no doubt in my mind. Initially, there could be except for several real specific unique things. One **is** that it's the only time I've shot with <<NWJD>> on a squad out of state. [...]</DLT> (A-MT-100393-07)

Thus, as with mental processes that may project a thing, an Act or a Fact, the relational process group may also project either of the latter two.

To now turn our attention to the different semantic roles as they are listed above, we may start with the concept of *Identifier*, given that definitions of *Carrier* and *Attribute* have already been dealt with in section 6.4.1.1 above. The *Identifier* of a relational clause, then, is the semantic role that defines the other role in terms of an identity, as in (46a), in which *the one taken from the basement* serves to identify the role of *this*. In turn, then, the semantic role that is identified according to the *Identifier*, is, otherwise, termed the *Identified*, as in (46b).

- (46a) <ORH>Okay. This is **the one that I got from the basement**.
[...]</ORH> (A-MT-090393-02)
- (46b) <ORH>Okay. **This** is the one that I got from the basement.
[...]</ORH> (A-MT-090393-02)

Examples such as (46a) and (46b) above are rather prototypical, but others less so are also encountered in the corpus under analysis, as evident in (47), (48) and (49) below,

- (47) <DAZ>And that portion that you're using **represents** the extraction of material from that piece of fabric there?</DAZ>
(A-MT-090393-02)
[...] the extraction of material from that piece of fabric there **is represented by** that portion that you're using [...]
- (48) <PAS>[...] 21 of those **matched** the known pubic hairs of <<NDFT>> [...]</PAS> (A-MT-090393-02)
[...] the known pubic hairs of <<NDFT>> **matched** 21 of those [...]
- (49) <DAN>[...] Circumstantial evidence **gives rise to** a reasonable inference of other connected facts that tend to show the guilt or innocence of a defendant. [...]</DAN> (A-MT-090393-02)
[...] a reasonable inference of other connected facts that tend to show the guilt or innocence of a defendant **is reasoned by** circumstantial evidence [...]

Although all relational clauses include two inherent participant roles, be it in those that denote a relationship as illustrated above or one of possession or else, a circumstantial relationship, they also have the potential for a third participant role. If the clause is one of attribution, the semantic role *Attributor* may also emerge, as in (50) and, thus, is the entity that attributes a quality to the *Carrier*.

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(50)	I	wouldn't call	it	scraggly
	<i>Attributor-Sayer</i>	relational-verbal process	<i>Carrier</i>	<i>Attribute</i>
			<i>Verbiage</i>	

Table 18. Clause analysis (xi) (A-MT-090393-01)

If the clause is one in which an entity is identified by another, an *Assigner* may emerge, as in (51), in which a participant (i.e. the *Assigner*) assigns an identity to an *Identified*.

(51)	We	made	her	the supervisor
	<i>Assigner-Catalyst</i>	relational-(inter)action process	<i>Identifier</i>	<i>Identified</i>
			<i>Goal</i>	

Table 19. Clause analysis (xii) (BNCWeb JN7 S:meeting)

Thus far, our attention has focussed on determining characteristics of attributive and identifying clauses, given that both types can occur in all three of the relational clause subcategories (i.e. relational intensive, relational possessive and relational circumstantial clauses). The main difference between each of the subtypes of relational clause, nonetheless, is that intensive clauses denote the idea of who or what someone or something is, as in (52).

(52) <PAS>[...] They **have become** more certain, more positive [...]</PAS> (A-MT-090393-02)

Relational possessive clauses, on the other hand, as the label suggests, contemplate what someone or something has, as in (53).

(53) <ORH>[...] He knows at that time that the suspect and the victim **share** one of those. [...]</ORH>

Lastly, relational circumstantial clauses are those in which a relationship is established circumstantially (i.e. in terms of, for instance, time, place, manner), as in (54).

(54) The beach **stretches** to the horizon (BNCWeb ARB W:misc)

To conclude our description of relational process types, then, we finish with a list of probes that can be applied to determine whether, first and foremost, the relational intensive clause in question is one of attribution or identification. To verify this, we may ask:

- 1) Is it possible to reverse the clause? If so, we are dealing with an identifying clause; if not, the clause is relational attributive.
- 2) Is it possible to ask *What?*, *How?* or *What like?* If so, the clause is attributive; if, instead, it is possible to ask *Which?*, *Who?* Or *Which/Who as?*, then the clause is identifying.

In addition to the abovementioned probes, a distinction between relational intensive, relational possessive and relational circumstantial process types can also be verified through asking:

- 1) What/Who/Which is X? (relational intensive)

(55) <DAN>[...] because the truth **is** what is on trial. [...]</DAN>
(A-MT-090393-01)

Probe and response: What **is** the truth? The truth is what is on trial.

- 2) What does X have? or What belongs to X? (relational possessive)

(56) <OBY>The latent print **belongs to** a <<NPJC>>.</OBY> (A-MT-090393-01)

Probe and response: What **belongs to** a <<NPJC>>? The latent print is what belongs to a <<NPJC>>.

- 3) Is there one nominal group and a circumstantial element? If so, the clause is relational circumstantial and the following probes may be used:

- a. Where is X? How far is X?

(57a) <DAZ>[...] I saw when she **was** downstairs that she had blood in the crotch of her panties. [...]</DAZ> (A-MT-090393-01)

Probe and response: Where was she? Where she **was** when she had blood in the crotch of her panties was downstairs.

- b. When is X? How long is X for? How many times is X?

(57b) <PAS>[...] <<NPJC>> said it **was** either 5 till 11 or 5 after 11. [...]</PAS> (A-MT-090393-01)

Probe and response: When was it? It **was** either 5 till 11 or 5 after 11.

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c. What is X for?

(57c) <ODS>It **was** for body samples.</ODS> (A-MT-090393-01)
Probe and response: What was it for? What it **was** for was body samples.

d. Who is X for?

(57d) But the gift **is** for you both (BNCWeb FRF W:fict:prose)
Probe and response: Who is it for? Who the gift **is** for is you both.

e. How is X?/ What is X like?

(57e) <DAN>[...] Showed her some pictures and he **looks like** the man. [...]</DAN> (A-MT-090393-01)
Response: What he **looks like** is like the man.

f. How much is X?

(57f) It **costs** £4.99 from good d-i-y stores. (BNCWeb A16 W:instructional)
Response: How much/What it **costs** is £4.99.

g. What is X about?

(57g) Everything about a musician's life **concerns** money (BNCWeb A6A W:misc)
Response: What a musician's life **concerns/is** about is money.

h. What/Who is X with?

(57h) <PAS>[...] She **was** with him Friday night. [...]</PAS> (A-MT-120393-16)
Response: Who she **was** with Friday night was him.

6.4.1.4. Verbal processes

Although Halliday (1967, p. 193) originally classed verbal processes as a subcategory of mental processes, and, in fact, the CG continues to use this classification, Halliday (1985) and Halliday and Matthiessen (2014, pp. 302-

303) later reconsidered this idea and currently class them as a separate, albeit minor, category of clauses that entail “any kind of symbolic exchange of meaning”. That said, as outlined in Chapter 2, this claim proves a slight contradiction in terms given that a number of verbs denoting a symbolic exchange of meaning are also classed as relational clauses in their Sydney model (cf. Halliday & Matthiessen, 2014, p. 285), as illustrated in (58) below.

- (58) The fluorocarbon-halon theory **suggests** that there should be a change in the partitioning of chlorine [...]

Evidently, the verb *suggest* is used metaphorically in examples such as that provided; nonetheless, the notion that meaning is exchanged is irrefutable. Moreover, a contradiction arises if we class this process as relational given that Halliday and Matthiessen (2014, p. 261) assert that relational processes cannot project and yet, as we witness, example (58), taken from their description of relational processes, includes a projection (i.e. *that there should be a change in the partitioning of chlorine*). In my own proposal, then, verbal processes are treated, in line with Halliday and Matthiessen (2014), as a discrete category but the claim that they involve any symbolic exchange of meaning is, unlike with the former, embraced fully here. This is possible in light of the fact that my own network does not require the role *Sayer* to be animate and, moreover, the option for complex processes exists, thereby, acknowledging that more than one process type (i.e. verbal and relational) may be working at once. Nonetheless, whereas verbal processes in the Sydney model are considered a minor category because they are thought to share common features with other process types (e.g. material and mental processes), I instead distinguish between major verbal and minor verbal processes on the basis of whether or not they project, as with the mental category described above (see section 6.4.1.2). Thus, those that can project, as in (59a) are classed as major verbal clauses; those which cannot, as in (59b) are, rather, assigned to the minor verbal process set.

- (59a) <OBW>She **said** that she had been raped [...]</OBW> (A-MT-090393-01)
 (59b) <PAS>Do you **speak** with any individual in particular when you call?</PAS> (A-MT-110393-10)

By discriminating between those verbal clauses that project, as in (59a) and those that do not, as in (59b), the inconsistency in the Sydney model regarding their classification is eliminated. That is, the fundamental element

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in their definition of a verbal clause is that “it covers any kind of symbolic exchange” (Halliday & Matthiessen, 2014, p. 303), which would lead one to interpret that either of the two abovementioned clauses come under the verbal process category; nonetheless, this is not the case. Rather, those “near-verbal” clauses, as Halliday and Matthiessen (2014, p. 302) refer to them, that do not project (i.e. *speak*) are, instead, considered as examples of behavioural processes. Thus, their description of verbal clauses becomes somewhat questionable. We could perhaps accept that those clauses that, once again, project are verbal and those that do not are behavioural if this did not result in yet another contradiction, which relates to the range of semantic roles that are put forward by the Sydney model as potentially emerging in a verbal process, one of which is labelled as *Target*. The *Target*, as described in Chapter 2, is the semantic role that is evaluated by the *Sayer* (e.g. *blamed, criticised, praised*) and when included in the clause, tends to hinder the potential for projection, as in (60). That said, even without the potential to project, example (60) is still classed as a verbal and not a behavioural process.

- (60) First the man **insulted** her, and now he seemed to be taking a perverse delight in taunting her (BNCWeb HH1 W:fict:prose)

Thus, it is evident that a number of verbs which indicate an exchange of meaning and are unable to project are, on the one hand, listed as behavioural and, yet, another list denoting these same two criteria are, nonetheless, considered verbal. This is clearly problematic and, as such, is addressed and resolved here by: (i) disposing of the behavioural category; (ii) adhering to the definition in full that verbal clauses consider “any kind of symbolic exchange of meaning”; and (iii) introducing a distinction between major and minor types in view of whether the process fulfils a fundamental criterion of the category (i.e. the ability to project). Aside from the distinction made between verbal clauses that project and those that do not, though, a number of other criteria are associated with this process type and are now specified below.

- 1) They represent any kind of symbolic exchange of meaning.
- 2) They represent social interactions of a verbal nature.
- 3) They may be expressed in the active or passive voice.
- 4) They may be expressed in the imperative.
- 5) When there is an inanimate *Sayer*, they are expressed using the present simple.

- 6) When there is an animate *Sayer*, they may be expressed using the present simple or present continuous tense.
- 7) When the verbal clause can project, it is classed as a verbal major process; if it cannot project, it is considered a verbal minor clause.
- 8) Verbal clauses may project a finite clause or a non-finite clause.
- 9) They may involve one or more participant roles, to include:
 - a) a *Sayer* (animate or inanimate)
 - b) a *Receiver* (animate or inanimate)
 - c) a *Verbiage* (inanimate)
 - d) a *Target* (animate or inanimate)
 - e) an *Attribute* (animate or inanimate)
 - f) a *Scope_Extension* (inanimate)
 - g) a *Created-Verbiage* (non-finite clause)

Before proceeding to define each of the participant roles, it is worthwhile touching upon the fact that verbal processes may be expressed in either the present or past simple, as in (61a), the present or past continuous tense, as in (61b) or, otherwise as an imperative, as in (61c).

- (61a) <PJC>I **yelled** to them and told them that I was downstairs in the basement.</PJC>
- (61b) <PAS>[...] this is the same photo lineup that you've **been testifying** about [...]</PAS>
- (61c) **Promise** me you'll never go there again. (BNCWeb FAT W:fict:prose)

In all three examples above, the verbs infer communication, hence their status as a verbal process. Moreover, there are no tense restrictions on the use of each verb that, otherwise, make their usage in any of the clauses ungrammatical. However, it is important to highlight the fact that the *Sayer* in each of the above examples is also animate, which is not a requirement of this participant role. That is, a *Sayer*, the participant responsible for the exchange of meaning, may also be inanimate, as in (62).

- (62) **The first chapter** states “the true challenge is for the chemist” [...] (BNCWeb ACV W:non_ac:nat_science)

Examples such as (62) would be classed by Halliday and Matthiessen (2014) as relational as a result of the fact that the role who does the stating is inanimate and because there are tense constraints. The present continuous in the above example would make the clause ungrammatical. However, I would contend that the notion of communication is certainly

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apparent and must not be overlooked in the above example. Thus, if we accept that either tense is valid and that a *Sayer* can be inanimate in a verbal clause, it is possible to cater for clauses such as (62). However, we must also acknowledge that only the present simple is employed with inanimate *Sayers*, whilst animate ones are more flexible in this respect. All that said, the above example would not, in any case, be considered as solely comprising a verbal process; rather, it would be analysed as a complex process in light of the fact that *state*, when used in relation to an inanimate *Sayer* (i.e. a written document) contemplates the notion of containing information. Thus, example (62) above would actually be annotated as in Table 20 below.

(62)	The first chapter	states	the true challenge [...]
	<i>Sayer-Possessor</i>	verbal-relational_ possessive process	<i>Projection: Verbiage- Possessed_Attribute</i>

Table 20. Clause analysis (xiii)

Given that, unlike the Sydney model, my own description proposes that relational clauses can project, the annotation applied in Table 20 above is also, thus, acceptable.

In addition to a *Sayer*, there are other semantic roles that may occur in a verbal process to include a *Receiver*, which represents the entity to whom the exchange of meaning is addressed, as in (63a) or a *Verbiage*, which stands for the information exchanged, as in (63b). In line with Halliday and Matthiessen (2014, p. 306), the *Verbiage* role may denote either the content of what is said, the name of a saying (e.g. question, statement), a more generic category (e.g. story, report) or the name of a language (e.g. Spanish, English).

- (63a) <DAN>Now tell **this jury** what she said to you on August the 14th.</DAN> (A-MT-090393-03)
- (63b) <OBI>[...] in the sense that whenever we would ask her a **question**, she didn't hesitate about having a description [...]</OBI> (A-MT-090393-01)

A fourth potential participant that can occur with a verbal process is a *Target*, the role which serves to denote the one that is evaluated by the *Sayer*, whether positively or negatively, as in (64).

- (64) For long British Conservatives praised **local government** and **voluntary groups** as a check on an over-mighty (obviously Socialist) central government [...] (BNCWeb A6FW:ac:polit_law_edu)

To add to this, when a *Target* does appear with a verbal process, an *Attribute* may also, as in (65).

- (65) [...] his enemies called him **weak** (BNCWeb ABWW:fict:prose)

Another semantic role that we have already discussed in the (inter)action category and that can also be found in a verbal clause is a *Scope_Extension*, in which a noun accompanies a lexically light verb and, thus, is what gives away the meaning of the clause. An example is given in (66).

- (66) <DAN>[...] Did you not make **the statement** [...]</DAN> (A-MT-090393-03)

Lastly, we introduce a new role here, which has been termed a *Created-Verbiage*; this role closely resembles a *Created-Phenomenon* in a mental clause in the sense that it represents what comes into existence as a result of the verbal exchange. Thus, in (67) below, the follow up action (i.e. *to go down there*) transpires because to do so is verbally solicited.

- (67) <PJC>[...] and he told me **to go down there** [...]</PJC> (A-MT-100393-06)

As with all other process types outlined thus far, then, we finish this subsection with two relevant probes for facilitating the identification of this category. Thus, we may ask, firstly, whether or not there is reference to a symbolic exchange of meaning; if so, the clause is unequivocally verbal. Secondly, and on the basis of the outcome of the latter, the analyst may then check the potential for projection and/or the inclusion of a *Receiver* in order to establish whether the process belongs to the major or minor verbal subset.

6.4.1.5. Non-referent processes

This category of process types has been discussed under different labels in each of the existing models of TRANSITIVITY. That is, in the Sydney model,

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there is a set of processes labelled as existential (see Chapter 2, section 2.3.1.6) which also include reference to meteorological processes. Similarly, in the CG, although no specific mention is made of an existential type, there is a category entitled environmental processes, in which those clauses that describe the weather are accounted for. What both have in common is the fact that they are designed to account for those clauses in which there is “no real world referent” (Neale, 2002, p. 171); rather, an interpersonal Subject is required in order to produce a grammatically accurate clause, which is typically the case in expressions about the weather, as in (68).

(68) Today **it is raining**. (BNCWeb G02 W:fict:prose)

The motive behind a category of existential processes, then, in the Sydney model is based on the fact that it is also viable to encounter the use of an existential *there* to indicate existence, which as with *it* above, also functions as an interpersonal Subject, as in (69).

(69) <DGI>Yes. **There** are 2 documents here. Actually, I don't know if you want both of them.</DGI> (A-MT-100393-05)

With the aforementioned in mind, it is my contention that the focus here is not on expressing the weather conditions but, in fact, on the use of a non-referent interpersonal Subject, whether that be *there* or *it*. In further support of my argument and, as Halliday and Matthiessen (2014, p. 310) acknowledge, it is possible to construe the weather as a form of action/event, as in (70), which would be annotated as shown in the table.

(70)	The sun	is shining	again
	<i>Catalyst</i>	(inter)action process	<i>Circumstance</i>

Table 21. Clause analysis (xiv) (BNCWeb H0F W:fict:prose)

As such, through specifying a group that only considers weather processes, as the CG does, we are faced with the difficulty of knowing how to analyse examples such as (70). That is, we are left in doubt about the appropriate interpretation of the clause (i.e. whether it should be annotated as an action or, as the CG argues, an environmental process). Meanwhile, the Sydney model considers the notion of meteorological processes as coming somewhere between existential and material clauses, yet also asserting that weather-related clauses may be realised in the form of relational attributives (e.g. *It is windy*). Thus, although accepting of potentially different realisations, Halliday and Matthiessen (2014) neglect to consider that what is essentially common to existential clauses and a number of clauses

describing the weather is the use of an interpersonal Subject. If, therefore, we reconsider the label and propose a category of non-referent processes, the focus shifts somewhat and any instance in which an interpersonal Subject is used can be accommodated, whether it be to denote the climate conditions or otherwise specify the existence of something. On this basis, then, the criteria denoting a non-referent process is considered to be as follows:

- 1) They may construe the existence of an entity.
- 2) They may construe the weather.
- 3) They may be realised using the present simple or the present continuous tense.
- 4) They may not be realised using imperatives.
- 5) They incorporate an interpersonal Subject and one of the following participant roles:
 - a) a *Weather_verbal*
 - b) a *Weather_adjectival*
 - c) a *Presence*
 - d) an *Absence*

A *Weather_verbal* role may occur in this process group with the interpersonal Subject *it*, as in (71a) or, otherwise, the interpersonal Subject may appear accompanied by an adjective (i.e. a *Weather_adjectival*), as in (71b).

- (71a) It is **snowing**. (BNCWeb KP6 S:conv)
 (71b) It is morning and it is **sunny** and there is a world to be explored. (BNCWeb G1L W:fict:prose)

The semantic role *Presence*, on the other hand, is designed to denote what Halliday and Matthiessen (2014, p. 309) have referred to as *Existent*, as exemplified in (72a). However, to ensure that this category also contemplates cases in which, rather than indicating the presence of something or someone, what in fact occurs is that something or someone is signalled as absent, as in (72b), the role *Absence* is also proposed here.

- (72a) <DGI>[...] There are **guidelines** that we use to make minor interpretations in our calls and a lot is based on experience. [...]</DGI> (A-MT-100393-06)
 (72b) There lacks **any connection between the Association's leadership and the members**.

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In view of the fact that the new proposal offers the potential to indicate cases of affirmative and negated clauses, it is important to clarify that in instances in which the meaning implied is that something is not present, through using negation, the annotation would thus be as shown in Table 22 below.

(73)	There is not	a single person
	non-referent (negated) process	<i>Presence</i>

Table 22. Clause analysis (xv)

With the latter, we now conclude this description of non-referent processes with how they can be probed, which essentially begins with the question of whether or not there is an interpersonal Subject in the clause. If there is and this is realised as *it*, the resultant participant is an *Attribute*; if, however, the interpersonal Subject is *there*, the resultant role is a *Presence*; nonetheless, where *there* is used affirmatively, but followed by an indication that no entity is present, as in (72b), the sematic role is otherwise labelled as *Absence*.

This brings our description of individual process categories to a close and, in fact, those that form part of the complex process category are described in detail in Chapter 7, given that these possibilities were not pre-determined; rather, they were introduced on the basis of examples that were encountered in the corpus under analysis. Before we conclude this chapter, though, a description of how grammatical metaphors are treated in the revised TRANSITIVITY system is first outlined, followed by an explanation of the different circumstantial elements that may emerge.

6.4.1.6. Treatment of grammatical metaphors across process categories

Grammatical metaphor, as described in Chapter 2, is treated differently by the two existing models of TRANSITIVITY, with the Sydney network rejecting the notion that they represent a process type in their own right and the Cardiff Grammar network proposing a separate category altogether to cater for these examples. The CG model has labelled this category event-relating processes on the basis that the clause is said to comprise two events that are connected. Meanwhile, the Sydney model advocates a congruent equivalent of the grammatical metaphor and, thus, converts the example from a nominalisation into a suitable verbal equivalent, as illustrated in Table 23 below.

Non-congruent	His belief	is	that work has to go on all year round
Congruent	He	believes	that work has to go on all year round

Table 23. Analysis of grammatical metaphors according to the Sydney model

The same example provided above, then, is, instead, annotated by the CG as indicated in Table 24.

His belief	is	that work has to go on all year round
<i>Carrier</i>	event-relating process	<i>Range</i>

Table 24. Analysis of grammatical metaphors according to the CG model

Using either of the two analyses, a certain degree of detail is evidently lacking. That is, in the first instance, through transforming the non-congruent form into an alternative means of inferring the same idea, a certain amount of information is lost. To explain, when linguists and, especially, those doing critical discourse analysis, strive to describe and interpret the use of language in a given text, it is of much interest to them to consider what is said or written as it is to see just how the information is conveyed. Thus, if we choose to rephrase an idea, the latter is, inevitably, discarded. By the same token, in choosing to acknowledge grammatical metaphors as an individual process in the way that the CG model does, we also risk omitting a large piece of the meaning entailed in the clause. By this, I mean that how something is said is considered in the second instance, but very little is revealed about what is said.

With the above in mind, then, the treatment of grammatical metaphors in the new proposal ensures that both what and how something is expressed is accounted for. To do so, in each of the process categories described, the option has been introduced for the linguist to annotate the nominalisation or adjectival derivation of a verb in question as a process that assumes a grammatical metaphor realisation, as illustrated in (74) and (75).

(74)	the	outrage	of this community
		<i>Phenomenon</i>	<i>Senser</i>
	mental_emotive_nominalisation process		

Table 25. Analysis of grammatical metaphors according to the new proposal (i)

(75)	what	was	his	response
	<i>Identified-Verbiage</i>	relational_identifying_intensive process		<i>Identifier</i>
			<i>Sayer</i>	verbal_major_nominalisation process

Table 26. Analysis of grammatical metaphors according to the new proposal (ii)

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As shown, example (74) consists of a single process type due to the lack of any verbal realisation alongside the IGM. Example (75), on the other hand, is annotated in order to encompass the past tense of the verb *be* in the clause, which embodies one process type, as well as bring the IGM that denotes verbal action to the forefront. In that way, all meanings that emerge in this utterance and how these meanings are expressed are considered.

This concludes the description of IGM realisations that are available in the new TRANSITIVITY network put forward in this PhD thesis. Thus, we proceed with the way in which the circumstantial elements are dealt with and, especially, the different types and subtypes.

6.4.1.7. Circumstances

For the purposes of identifying types of circumstances in my own analysis, I employ the list provided by Halliday and Matthiessen (2014, pp. 313-314) in which reference is made to 9 different types and their corresponding subtypes, which, although described in detail in Chapter 2 (section 2.3.1.7), are provided in Table 27 below as a reminder, along with the probes that serve as a means of determining the circumstance category in question.

Type		Probe	
Enhancing	<i>Extent</i>	<i>distance</i>	How far?
		<i>duration</i>	How long?
		<i>frequency</i>	How many times?
	<i>Location</i>	<i>place</i>	Where?
		<i>time</i>	When?
	<i>Manner</i>	<i>means</i>	How? By means of what?
		<i>quality</i>	In what way?
		<i>comparison</i>	What like?
		<i>degree</i>	How much?
	<i>Cause</i>	<i>reason</i>	Why?
		<i>purpose</i>	What for?
		<i>behalf</i>	Who for?
	<i>Contingency</i>	<i>condition</i>	In which case?
<i>default</i>		Unless what?	
<i>concession</i>		Despite what?	
Extending	<i>Accompaniment</i>	<i>comitative</i>	With what? With who?
		<i>additive</i>	Who else? What else?
Elaborating	<i>Role</i>	<i>guise</i>	What as?
		<i>product</i>	What into?
Projection	<i>Matter</i>		What about?
	<i>Angle</i>	<i>source</i>	According to who/what?
		<i>viewpoint</i>	In whose opinion?

Table 27. Types of circumstances (Halliday & Matthiessen, 2014, pp. 313-314)

In addition and, as also described in Chapter 2 (see section 2.4.1.2), the issue of determining whether or not a clause element even denotes a circumstance is decided in line with the following three criteria:

1. If the unknown element in a passive clause, as in (76a) can be made Subject of the same clause when realised in the active voice, as in (76b), it is considered a participant; however, the unknown item is classed as a circumstance, as in (76c), if the former is not feasible, as evidenced in (76d).

(76a) <DKU>That she had been sexually attacked by **an intruder**. [...]</DKU> (A-MT-090393-02)

(76b) **An intruder** had sexually attacked her.

(76c) <DAZ>[...] Now we know that some of that evidence was collected **by vacuuming the sofa**. [...]</DAZ> (A-MT-120393-16)

(76d) *Vacuuming the sofa collected the evidence

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2. If there is a prepositional phrase located inside a nominal group and it cannot be moved to Theme position of the clause, it serves as a participant role, as evident when transforming (77a) into (77b); if, however, it can be moved to Theme position, then it is considered a circumstance, as exemplified by the reorganization of (78a) in (78b).

(77a) We will encourage the introduction of a system **of child care vouchers** [...] (BNCWeb AM9 W:misc)

(77b) ***of child care vouchers** we will encourage the introduction of a system

(78a) [...] there is a new kind of racial violence **in schools** (BNCWeb A6V W:non ac:soc_science)

(78b) **in schools** there is a new kind of racial violence

3. If a prepositional phrase includes a preposition that actually forms part of a multi-word verb, the unidentified element in the clause is a participant, as in (79a); if, however, it does not, it is, thus, classed as a circumstance, as in (79b).

(79a) <PAS>Okay. When you looked at **that picture**, was there anything different about him?</PAS> (A-MT-100393-06)

(79b) <PJC>I looked **out the window** and I told the person at the door to go around the back.</PJC> (A-MT-100393-06)

We have now outlined the circumstances and detailed each of the process categories that represent the foundation of my TRANSITIVITY network proposal. Nonetheless, we must not finish without reminding the reader that the transitivity patterns are also considered in relation to whether (i) they are used affirmatively or negated, and classified according to whether (ii) they describe a neutral, positive or negative experience. The latter was taken into account in this PhD thesis in order to both compliment the APPRAISAL analysis (see below) and, moreover, ensure a more delicate analysis by bringing to the surface the more general evaluative nature of the text.

6.4.2. APPRAISAL

In addition to examining the transitivity patterns, an appraisal analysis is applied here to a subsection of the trial transcript under analysis, namely the closing arguments by both the prosecution and defence attorneys involved in the case. The closing arguments include a total of 4,815 words, thus meaning that they reflect what Bednarek (2009, p. 19) has otherwise termed as a micro-level analysis. A micro-level analysis forms part of a

three-pronged approach in which, according to the size of the dataset under analysis, one or another term is ascribed to the type of methodology applied. Thus, a micro-level analysis denotes those pieces of research in which an individual text is analysed qualitatively as opposed to quantitatively on a small or large-scale.

A specific subsystem of APPRAISAL theory is applied to the dataset, namely the system of Attitude, which comprises Affect, Judgement and Appreciation (see Chapter 3 for details). Between the three subcategories, it is possible to identify evaluative language in relation to people, behaviours, feelings, natural phenomena and inanimate or abstract things, which may emerge both explicitly or implicitly. Although a number of studies have applied APPRAISAL theory to the analyses of language, very few, as remarked in Chapter 3, have used it to look at spoken data (cf. Eggins & Slade, 1997; Statham, 2016; Benitez-Castro & Hidalgo-Tenorio, forthcoming). As such, my own study is designed to contribute towards this current shortage of research in the field.

For the purposes of examining the closing arguments I employ APPRAISAL theory as put forward by Martin and White (2005) for the categories Judgement and Appreciation, whilst adopting the editions made to Affect by Bednarek (2008, p. 160). An outline of the three subsystems, although already described in Chapter 3, are provided again below in Tables 28, 29 and 30 below⁵⁰.

Happiness (+)	Unhappiness (-)
cheer	misery
affection	antipathy
Satisfaction (+)	Dissatisfaction (-)
interest	ennui
pleasure	displeasure
Security (+)	Insecurity (-)
quiet	disquiet
trust	distrust
Inclination (+)	Disinclination (-)
desire	non-desire

Table 28. Subsystem of Affect (Bednarek, 2008)

⁵⁰ The +/- signs are to indicate that the evaluations can emerge as either positive or negative.

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Social Esteem (+/-)	Social Sanction (+/-)
normality	propriety
capacity	veracity
tenacity	

Table 29. Subsystem of Judgement (Martin & White, 2005)

Reaction (+/-)	Composition (+/-)	Valuation (+/-)
quality	balance	
impact	complexity	

Table 30. Subsystem of Appreciation (Martin & White, 2005)

Unlike the analysis of transitivity patterns, which are annotated using a personalised framework set up in the UAM corpus tool (O'Donnell, 2016), the APPRAISAL categories were annotated using an Excel spreadsheet in which individual concordances were examined (see Appendices).

6.5. Conclusion

With the latter, we bring Chapter 6 to a close, although it is important to also remark on the fact that, in addition to the abovementioned APPRAISAL categories, I also take into account the entity that is responsible for appraising, otherwise termed the *Appraiser*, and that which is being evaluated, the *Appraised* (Martin & White, 2005, p. 71). The reason for doing so is that, although the closing arguments are, essentially, monologues, they nevertheless cite the voices of others as the ones responsible for a given proposition. Thus, this can be revealing of who tends to evaluate or rather, who is claimed to be evaluating and who or what they are evaluating. Moreover, accounting for Appraiser and Appraised roles can also act as a useful indicator of how the prosecution and/or defence attorneys, in this instance, make reference to outside sources for the purposes of, during their final plea, persuading the jury panel to believe their client's version of events.

What now follows in subsequent chapters, then, is both evidence and a discussion of the results that are retrieved from the transitivity analysis (see Chapter 7). Subsequently, I review the findings obtained from applying APPRAISAL to the closing argument phase of the court case (see Chapter 8) and attempt to draw some insightful conclusions from using both SFL theories to examine the language used in the rape case of a minor, which, on this occasion, resulted in a wrongful conviction.

7. RESULTS AND DISCUSSION

TRANSITIVITY: APPLYING THE REVISED FRAMEWORK TO COURTROOM DISCOURSE

7.1. Introduction

This chapter explores the heart of this PhD thesis by addressing two of its fundamental aims. That is, firstly, using examples from my own dataset, I exemplify how a bottom-up approach can demonstrate the inadequacies of the most widely-used TRANSITIVITY networks (Halliday & Matthiessen, 2014; Fawcett, 1987; Neale, 2002) as they presently stand (see also Chapter 2). In fact, these examples prompted the emergence of several new process and participant combinations in my revised framework (see section 7.2 below). In addition, I attempt to justify multiple layer annotations for the purpose of capturing the finest level of detail possible when conducting a critical discourse analysis. From this, then, transpires a second key objective of this thesis, which is to evidence the way in which the reformed TRANSITIVITY network can, in turn, provide insights into the ways in which different individuals can represent a particular experience. To begin with, I use the amended TRANSITIVITY system to offer a more general overview of the most and least frequent process, participant and circumstance types in the section of the trial transcript under analysis with the aim of uncovering the overall portrayal of events and participating entities (see section 7.3.1). Subsequently, closer attention is paid to the three attorneys' discursive construal of the accused, the victim and the alleged crime of rape itself (see section 7.3.2). The findings for the latter are taken from the closing arguments of each lawyer, with one employed for the prosecution and two who work for the defendant. In addition, I will carry out an analysis of the victim's testimony in response to the questioning posed to her by both sides in order to determine how the different attorneys frame the experience when addressing the victim and how, when given the opportunity to do so, the victim herself depicts what she went through (see section 7.3.3).

7.2. A database using the refined TRANSITIVITY model

As outlined in Chapter 6, the creation of a dictionary database of process types involved the collection of a list of verbs, and nominalisations (e.g. *his understanding*) and adjectival forms (e.g. *understandable*), taken from the trial in question as well as a set of 13 judicial texts available in the BNC. This resulted in a list of over 3,000 words, which were then subdivided, accounting for the different senses of each. Once the list was completed, using an example that corresponded to the specific meaning of each verb, noun or adjective, an analysis could be carried out of each of the words in their context. Although a complete list can be found in the Appendices, this subsection will include several examples from my corpus that serve to show the reasons behind why a number of modifications to the Sydney and

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Cardiff models of TRANSITIVITY were necessary in addition to explaining what purpose such a fine level of detail can serve for critical discourse analysts. Subsections 7.2.1 through to 7.2.7 are now detailed as they have been used in practice on the basis of what was drawn to the reader's attention as problematic in Chapter 2.

7.2.1. How we analyse the main verb of a clause

First, we return to consider the issue of how both the Sydney and the Cardiff models of TRANSITIVITY consider the clause to comprise only one process. As shown in Tables 1 and 2 below, each model analyses only one of the verbs in the clause, despite the fact that there are two. In addition, one model tends to analyse the first verb whilst the other opts to annotate the second.

(1)	I	started	yelling
Sydney	<i>Sayer</i>	-	verbal process
Cardiff	<i>Agent</i>	influential process	<i>Created</i>

Table 1. Analysis of the main verb (i) (A-MT-100393-06)

(2)	I	tried	to open	the door
Sydney	<i>Actor</i>	-	material process	<i>Goal</i>
Cardiff	<i>Agent</i>	influential process	-	<i>Range</i>

Table 2. Analysis of the main verb (ii) (A-MT-100393-06)

Either analysis in the abovementioned examples are, evidently, lacking in detail by exclusively accounting for one verb and disregarding another, despite the fact it also brings meaning to the clause. Therefore, I put forward an alternative analysis, which, as exemplified, strives to capture the meaning of the clause in its entirety and simultaneously reflect the finest level of detail in the annotation. The analysis for examples (3) and (4) using the revised framework is illustrated in Table 3.

(3)	I	started	yelling	
	<i>Catalyst-Sayer</i>	(inter)action: creative process	<i>Created</i>	
			verbal major process	
(4)	I	tried	to open	the door
	<i>Catalyst</i>	(inter)action: creative process	<i>Created</i>	
			(inter)action: transformative process	<i>Goal</i>

Table 3. Analysis of the clause in its entirety (i)

To explain the above annotations, aspectual verbs such as *start*, *try* and synonymous equivalents are classified in the new TRANSITIVITY network as pertaining to the (inter)action creative process category in view of the fact that they reflect the notion of a predisposition to bring an action into existence. To add to this, then, the action that results from the first verb in the clause is ascribed more than one annotation tag. That is, on the one hand, the text following the aspectual verb is tagged as a *Created* participant, although only at its more general level of detail. However, in order to contemplate the most delicate meanings across the whole clause, the analysis must be taken a step further and, therefore, adopts a Russian doll-like approach in which more detail, as indicated, can be given with regards to *yelling* in example (1) and *to open the door* in (2). As evident in Table 54 above, there is no predetermined pattern regarding the finer detailed annotations in terms of whether they merely consist of a second process, or a process and participants, which serves to, simultaneously, typify the flexibility of the revised TRANSITIVITY model.

Similarly to the treatment of aspectual verbs as they are described above, there is another set that, primarily, come under the mental process category, specifically, mental desiderative verbs (e.g. *want*, *wish*, *need*). Once again, these are of a more complex nature than either the Sydney model or Cardiff model would seem to cater for, with once again considering only what each argues is the main verb of the clause, as in Tables 4 and 5.

(5)	I	want	to thank	you
Sydney	<i>Senser</i>	mental desiderative process	<i>Phenomenon</i>	
Cardiff	<i>Emoter</i>	mental emotive: desiderative process	<i>Phenomenon</i>	

Table 4. Analysis of the main verb (iii) (A-MT-120393-16)

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(6)	We	need	to approach	the bench
Sydney	<i>Carrier</i>	relational attributive possessive process	<i>Attribute</i>	
Cardiff	<i>Emoter</i>	mental emotive: desiderative process	<i>Phenomenon</i>	

Table 5. Analysis of the main verb (iv) (A-MT-100393-07)

Although there are several things to comment upon here, we shall begin with the focus on the verbs *want* and *need* as they are considered by both networks as the process of the clause whilst considering what follows as events that are yet to occur (Neale, 2002, p. 167) which, are instead classed as participants. Although Table 5 indicates that both perspectives agree on the analysis of *want* in terms of process type, with *Emoter* merely used by those who employ the CG model as an alternative term to *Senser* in order to specify the specific mental process subcategory in question (See Chapter 2 for more details), the annotations applied to the verb *need* differ, with the Sydney model proposing a relational possessive process and the CG model proposing a mental desiderative process reading. The former acknowledges the lack or absence of possession that is inherent in the verb *need*, but, as with what is put forward in my own revised TRANSITIVITY system, it is necessary to make a distinction between those cases in which there is evidence that the need reflects a desire on the part of a, usually conscious, “needer” and those examples in which this is not the case, as in (7) below, which instead suggests that something is simply lacking and, thereby, reflects a relational attributive possessive process.

- (7) This **needs** a suitably smooth surface [...] (BNCWeb AT6 W:misc)

Nonetheless, the most delicate level of detail possible is still lacking on both sides if we accept the analyses provided in Tables 4 and 5 above. Thus, to address this issue, the new amended network would instead annotate the two clauses as indicated below.

(8)	I	want	to thank	you
	<i>Sayer-Senser</i>	mental desiderative process	<i>Created-Phenomenon</i>	
			verbal minor process	<i>Receiver</i>
(9)	We	need	to approach	the bench
	<i>Catalyst-Senser</i>	mental desiderative process	<i>Created-Phenomenon</i>	
			(inter)action: transformative process	<i>Circumstance: Location: place</i>

Table 6. Analysis of the main verb (v)

On examination, both cases are considered as mental desiderative processes that pre-empt an event occurring. However, what an individual wants or needs is equally as valuable to the meaning of the clause as the expression of desire itself, hence the decision to delve further and annotate all elements of the clause. Furthermore, if, as the latter example shows, the Sydney model opts to analyse the first verb (i.e. *need* or *want*) in these cases, it seems contradictory that they would, then, disregard the analysis of aspectual verbs (e.g. *start*, *try*), as in (1) and (2) above. In the Sydney model (Halliday & Matthiessen, 2014), the combination of participants is also not contemplated; the CG model, however, suggests fusing participants and, in fact, they also refer to the option of a *Created-Phenomenon* to represent the thing that “is brought into being as the result of a mental process” (Neale, 2002, p. 175). This idea is shared here, although on a broader scale in that the CG refers specifically to its occurrence with mental cognitive verbs such as *think up*, *devise* (ibid); my proposal, on the other hand, advocates that a *Created-Phenomenon* can appear alongside any mental process subcategory, as illustrated, and, thereby, can cater for the more general annotation of one’s thoughts, desires, feelings and perceptions prior to exploring further just what these actually are. This means that a *Created-Phenomenon* may include a process + participant configuration, as in (8), a process + circumstance arrangement, as in (9) or, alternatively, a process, as in (10).

(10)	You	needed	to listen
	<i>Senser</i>	mental desiderative minor process	<i>Created-Phenomenon</i>
			mental perceptive minor process

Table 7. Analysis of the main verb (vi) (A-MT-120393-16)

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All in all, then, we witness how, using a Russian doll-like procedure, the new TRANSITIVITY network makes it possible to account for more than what has, to date, otherwise been labelled as the main process of the clause. That is, unlike in the two TRANSITIVITY models discussed (see Chapter 2), which analyse just one verb (i.e. *needed* by the Sydney model and *to listen* by the CG), we can also draw out any additional underlying processes along with their corresponding participant configurations and/or attending circumstantial elements and capture the complete meaning inherent in the entire clause. In the Sydney and CG models, the notion of analysing just one verb is the result of their claim that there can only be one process per clause; however, this idea is disputed here for the purposes of providing as detailed an analysis as is conceivable.

7.2.2. Circumstances: An inherent or optional element?

When debating whether to classify circumstances as an inherent part of the clause or, instead, as an additional element that provides extra information in the clause, the decision was taken to adopt three criteria, as specified in Halliday and Matthiessen (2014, pp. 330-331). These include whether there is potential for systematic alternation between the prepositional phrase and the nominal group, which in (11b) is possible, whilst in (12b) is not. Thus, the former is classed as a participant, whilst the latter is annotated as a circumstance.

- (11a) <JU1>[...]. the parties who are witnesses in this case are admonished **by the Court** [...]</JU1> (A-MT-110393-11)
- (11b) [...] **the court** admonished the witnesses in this case
- (12a) <DKU>This girl had been sexually abused with partial penetration **by a penis** [...].</DKU>
- (12b) a penis had sexually abused **this girl** [...].</DKU>

The second of the three criteria that is adhered to here concerns cases in which a prepositional phrase that is located inside a nominal group acts as a qualifier, thereby further defining the noun. Thus, if the prepositional phrase cannot be moved to Theme position of the clause because it actually pertains to the nominal group, it is considered part and parcel of the participant role, as in (13b). If, however, it can take Theme position and, therefore, does not qualify the noun, it is instead labelled a circumstance, as in (14b).

- (13a) <PAS>[...] she found the presence **of Type O** in some of the samples analysed [...].</PAS> (A-MT-090393-01)

- (13b) [...] ***of Type O** she found the presence in some of the samples analysed [...]
- (14a) <PAS>[...] she found the presence of Type O **in some samples** [...]</PAS> (A-MT-090393-01)
- (14b) <PAS>[...] **in some samples** she found the presence of Type O [...]</PAS>

A third and final criterion is, as detailed in Chapter 2, associated with cases in which a prepositional phrase forms part of a multi-word verb sequence. In fact, when this is the case, the questionable element is classed as a participant, as in (15a), and when not affiliated with the verb, it is instead labelled as a circumstance, as in (15b). Thus, in (15a), the preposition forms part of the verb, whereas in (15b), it does not.

- (15a) <DAN>[...] And they were looking for **somebody** [...]</DAN> (A-MT-120393-16)
- (15b) <PAS>[...] every one of the people who testified **for the defence** [...]</PAS> (A-MT-120393-16)

To add to the aforementioned and, as detailed in 7.2.2. circumstances are also now included in the count when delving down to the most delicate level of detail possible. That is, they may form a part of participant roles that are, subsequently, broken down into levels of far finer detail, as illustrated in (16) and other previous examples.

(16)	He	told	me	to sit	down on the couch
	<i>Sayer</i>	verbal minor process	<i>Receiver-Catalyst</i>	<i>Created-Verbiage</i>	
				(inter)action: transformative process	<i>Circumstance: Location: place</i>

Table 8. Clause analysis breakdown (i) (A-MT-100393-06)

By the same token, circumstantial elements may include a rather large stretch of discourse and, thus, are, within themselves, also analysed wherever feasible, as in (17).

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(17)	[...] remember	it	because	that	was	a strange event
	mental_cognitive process	<i>Phenomenon</i>	<i>Circumstance: Cause: reason</i>			
			<i>Intensive_Carrier</i>	relational_attributive process	<i>Attribute</i>	

Table 9. Circumstance breakdown (i) (A-MT-120393-16)

The latter concludes the treatment of circumstances and, thus, what follows is an outline of cases that, at first glance prove dilemmas for the analyst; nonetheless, the revised network is expected to resolve these issues and here we explain how this is done.

7.2.3. Process criteria: How we deal with dilemmas and contradictions

As remarked in Chapter 2, there are a number of process criteria dilemmas and contradictions that arise, starting with, for instance, the classification of what Halliday and Matthiessen (2014) have labelled *behavioural processes*. This category has been discarded from the revised TRANSITIVITY framework, first and foremost, to remove a group that, in essence, caters for a mishmash of cases that are otherwise difficult to categorise in the Sydney model as it stands. Here, however, they can be accounted for through simply expanding the list of criteria for each of the process types and, thus, allowing for a more flexible annotation. To explain, a behavioural process is said to represent the outward action that stems from one's psychological and/or physiological state and, therefore, this category incorporates verbs like *laugh, cry, yawn, sleep, cough, watch, think about*, to name but a few. Thus, at first sight, this category seems to include a mixture of action (e.g. *laugh, cry*) and mental perceptive (e.g. *watch*) or mental cognitive (e.g. *think about*) verbs. The former are catered for in my own TRANSITIVITY network through pre-establishing that one criterion of (inter)action processes, as they are now referred to, may also denote both conscious and involuntary bodily reactions. Nonetheless, a distinction is made between those clauses in which a deliberate action is carried out by a *Catalyst*, and those clauses where the action reflects a bodily reaction and, thus, the participant role is instead labelled a *Reactor*. An example taken from the corpus under analysis is given in (18).

(18)	I	was crying
	<i>Reactor</i>	(inter)action: transformative process

Table 10. The *Reactor* participant role (A-MT-100393-06)

With regard to those closely resembling a mental process, an alteration to the participant status is also employed in order to enable voluntary cognitions and perceptions to fit the criteria determined for mental process types. That is, in line with the CG model, this revised network also acknowledges the need to discriminate between an *agentive Senser* (i.e. s/he who senses voluntarily) and a *non-agentive Senser* (i.e. s/he who senses intuitively). An example of the former can be found in (19a) and of the latter in (19b).

- (19a) <PAS>[...] Let's **look at** the evidence now just a minute
[...]</PAS> (A-MT-120393-16)
- (19b) <DAN>[...] He looks like the man that she **saw** in the picture
[...]</DAN> (A-MT-120393-16)

Through distinguishing between verbs that involve an *agentive Senser* and a *non-agentive Senser*, it is possible to maintain the inherent mental sense associated with the verbs in question (e.g. *look at* vs *see*), which is useful given that the difference between semantically similar verbs is often a question of participant features (i.e. whether or not the mental action is deliberate).

To now move to another dilemma, we will consider verbs that denote communicative behaviour, which, in the CG model, are subsumed under the mental process category. This is inadequate in view of the aim here, which is to reach the maximum amount of detail possible and requires, in the same way as the Sydney model allows for, a separate category to be used for verbal processes. That said, there are also verbal processes on the surface that, instead, are classed by Halliday and Matthiessen (2014) as relational. To explain, if there is an animate being that says something, as in (20a), the process is analysed as verbal; if, however, the role of what one would presume is a *Sayer*, is a non-animate entity, as in (20b), this is considered a relational process with a *Carrier*.

- (20a) <PAS>[...] She **says** it was him, right there, I'm sure
[...]</PAS> (A-MT-120393-16)
- (20b) <DGI>I think only in the sense that **it** says it was a cutting
from a swimsuit.</DGI> (A-MT-100393-05)

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This idea has been amended in the new framework proposal with all examples of a similar nature annotated as pertaining to the verbal process category on the basis that what fundamentally renders a process verbal is if a symbolic exchange of meaning occurs, which is certainly apparent in both examples above. A distinction has been made, however, between those processes that project a separate clause, which are labelled as verbal major processes, as in (21a); when, however, examples do not project, they are instead labelled as verbal minor process types, as in (21b).

- (21a) <PAS>[...] Inside these colours, she **indicated** that both <<NDFT>> and the person who the pubic hairs belonged to had fine, granular particles of brown. [...]</PAS> (A-MT-120393-16)
- (21b) <PAS>[...] you seen how <<UPAS>> **cross-examined** these witnesses [...]</PAS> (A-MT-120393-16)

The decision to group all verbs that denote the exchange of information under the same category (i.e. verbal processes) was taken in view of the fact that the notion of communication is inherent in verbs such as *say* and others that are similar (e.g. *suggest*, *indicate*, *imply*). Moreover, although not the case for all verbs, many of those that convey a “symbolic exchange of meaning” (Halliday & Matthiessen, 2014, p. 303) can project, which is claimed to not occur with relational processes (ibid, p. 261). Thus, we have a contradiction in terms if we assign examples such as (20b) to the relational process category, given that this type of clause is able to project a separate clause that “represents the linguistic content of another” (ibid, p. 509) and is, thus, unable to stand alone. This gives further support, then, to the argument that verbs inferring communication should be classed as pertaining to the verbal process set. That said, the criteria for relational processes have, in any case, been reconsidered in light of the ability for a relational verb, such as *be*, to actually project in certain contexts, as illustrated in (22) below.

- (22) <DAN>[...] the substance of this testimony **is** that my defendant dyed his hair [...]</DAN> (A-MT-100393-07)

As evidenced, examples such as (22) do have the potential for projection, although such cases are rather rare. In any case, though, the aforementioned example does not solely comprise a relational process; rather, there are several other embedded elements that can be analysed in the above clause, as illustrated in Table 11 below.

(22)	the substance of this testimony	is	that	my defendant	dyed	his hair
	<i>Identified</i>	relational_ identifying process	<i>Identifier</i>			
				<i>Catalyst</i>	(inter)action process	<i>Goal</i>

Table 11. Clause analysis breakdown (ii)

In relation to the idea that it is possible, then, for processes to become embedded inside other elements of a clause, we also put forward the idea that two or more process types may be functioning at the same time, as illustrated in Table 12 below.

what	we	know	is	that	people	are	outraged
<i>Identified</i>			relational_ identifying process	<i>Identifier</i>			
	<i>Senser</i>	mental cognitive major process		<i>Phenomenon</i>			
					<i>Intensive_Carrier-Senser</i>	relational_ attributive intensive process	<i>Attribute</i>
						mental emotive process	

Table 12. Clause analysis breakdown (iii) (A-MT-120393-16)

Table (12), as well as showing the breakdown of all the analysable items in the clause, also illustrates the possibility that has been made available in the new system for participant combinations and process overlaps. Although, syntactically, the projection in the above example reflects a relational process, the fact that *people are outraged* inevitably denotes, as the definition of *to outrage* suggests, causing people to feel angry and shocked. For this reason, then, the semantic reading is also encompassed here and a mental emotive process is assigned in combination with the former process category. In view of this latter point, what follows in the next subsection is a description along with examples designed to clarify how verbs involving more complex meanings may stretch into more than one process category, and, thus, can result in either process amalgamations or overlaps, and, in turn, the blending of participants.

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7.2.4. Participant and process combinations

As outlined previously, the notion of participant combinations first emerged with Fawcett (1980, 1987, 2000) and Neale (2002) and, as such, was put forward as a feature of the CG TRANSITIVITY network. Where my own proposal differs from the CG model is that mine extends the amalgamation beyond participant roles to process categories and subcategories. Thus, we now proceed with a range of examples retrieved from the analysis in order to reveal the different process and participant combinations that have emerged from the text as it appears in the courtroom. It is worthwhile pointing out that the different process combinations were not pre-determined; rather, they were generated on the basis of what a verb, nominalisation or a de-verbal adjective means in a particular context. As a consequence of using this open-ended approach, the examples that emerged denote combinations of either two or more process types, but the possibilities may not be limited to those that have been identified thus far.

7.2.4.1. Complex processes and participants: Binary categories

To first consider the complex processes consisting of two process types simultaneously as a result of the complex meaning of the verb, noun or adjective in question, we encounter a range of different combinations. These also account for instances when the item is negated or else, inherently positively, neutrally or negatively evaluative in nature.

One of the initial process combinations that were uncovered in this particular dataset is evidenced in example (24a) below, in which the general layout of the clause is complex in itself.

(24a)	the evaluation	of them	was done	by the State
	mental_cognitive nominal process	Goal- <i>Phenomenon</i>	(inter)action process	<i>Catalyst- agentive_Senser</i>
	<i>Scope_Extension</i>			

Table 13. Analysis of complex processes (i) (A-MT-120393-16)

To explain the above example in more detail, an alternative wording of the clause could have been, using the active voice, that the state evaluated them. Nonetheless, a nominalised form of the verb *evaluate* was used in a passive sentence as opposed to the alternative just put forward and this must somehow be acknowledged. This, hence, explains the reason for, first and foremost, coding this part of the clause, as illustrated in Table 13, as a nominal process. Moreover, the word *evaluation*, understood here to mean careful consideration of something, is also what led to the decision to opt for

the mental cognitive category. That said, the fact that an evaluation was *done* would appear to imply that in addition to a mental assessment of *them*, action was also carried out, especially given the proceeding part of the example, which is evidenced in (24b).

- (24b) <DAZ>[...] Now **the vacuuming contents, the storage of them, the sorting of them** and the evaluation of them was done by the State. [...]</DAZ> (A-MT-120393-16)

Furthermore, we consulted the Oxford collocations dictionary and found that the verbs *carry out* and *make*, both suggesting action, commonly collocate with *evaluation*. On these grounds, then, the annotation of this particular example involves a double process. Evidently, as a result of a combined process category, the corresponding participants may also be formed of more than one semantic role. Thus, the State, for instance are labelled as a *Catalyst-non_agentive_Senser* because they both do and mentally assesses something, whilst *them* has been annotated as *Goal-Phenomenon* to represent the thing that something was done to and simultaneously judged. The tag *Scope_Extension* is also employed here, as described in Chapter 6, for those examples whereby an empty verb such as *do* in this case is used and, thus, the meaning of the process is actually conveyed in the accompanying noun (i.e. evaluation), as in the example above.

A second complex process type comprising two of the original categories is one that surfaced when considering the phrasal verb *pick out*, as illustrated in the following example.

(25)	you	picked out	the picture of the man
	<i>Catalyst-agentive_Senser</i>	(inter)action-mental_ desiderative _minor process	<i>Goal-Phenomenon</i>

Table 14. Analysis of complex clauses (ii) (A-MT-100393-07)

Once again, we come across a combination of mental and physical activity in which in order to pick something out, the individual involved must decide which or what to pick, hence the mental desiderative process tag. In addition, s/he must also demonstrate their choice through, presumably, some kind of movement, thus supporting the fact that this verb may be considered as equally pertaining to the (inter)action category. Although rather similar to the annotation offered in (24) above, one way in which example (25) does differ is in the mental process subtype, with example (24) denoting cognition, whilst (25), instead, pertains to the mental desiderative subcategory.

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A third and final combination of processes denoting mental and physical activity is evidenced in example (26), in which the verb *show* is used, and consists of what one may, perhaps, consider to have a two-way meaning.

(26)	the only set of pictures (that)	he	ever	showed	to <<FPJC>>
	<i>Goal-Phenomenon</i>	<i>Catalyst-Inducer</i>	<i>Circumstance: Extent: frequency</i>	(inter)action-mental_perceptive process	<i>non_ agentive _Senser</i>

Table 15. Analysis of complex processes (iii) (A-MT-120393-16)

By a two-way meaning, what I refer to is the idea that the act of showing something to someone does not end with the person who does the showing, as such; rather, in line with the definition of *show* in the online Longman dictionary, which states that it means “to let someone see something”, the role on the receiving end of the showing is, thus, involved, at the same time, in a process of perception. For that reason, the verb *show* in this particular context is annotated as a complex process embodying both action and perception. To add to this, then, the participant roles in this clause are also amalgamated with *the only set of pictures* tagged as *Goal-Phenomenon* because it is that which is acted upon as well as perceived. Elsewhere, *he* has been labelled as *Catalyst-Inducer* in order to reflect the role that acts and, simultaneously, is responsible for another role perceiving, in this case, a set of pictures. Lastly, <<FPJC>>, who represents the victim in this case, is classed as *non_ agentive_ Senser* because she is who senses or, more specifically put, perceives something (i.e. the picture).

As well as combining mental and physical action processes to better capture the meanings inherent in a number of verbs, examples also emerged in the trial transcript under analysis that denote both the notions of action and attribution, as in (27) below.

(27)	I	label	them	with the names of the individual
	<i>Attributor-Catalyst</i>	(inter)action-relational_ attributive_intensive process	<i>Intensive_ Carrier-Goal</i>	<i>Attribute</i>

Table 16. Analysis of complex processes (iv) (A-MT-100393-04)

The verb *label* in the above clause is assigned the same dual process tag as previously because, in this instance, to label something means to attach

a tag to something that consequently brands it as a particular thing. Therefore, there is the action of attaching the label in addition to ascribing a name or quality to the item in question. This, by the same token, clarifies why *I*, in the example, is classed as an *Attributor-Catalyst* (i.e. the role who attaches and assigns a quality to X), why *them* is designated the role of *Intensive_Carrier-Goal* (i.e. the role who represents the targeted item that is also ascribed a name or quality) and why *with the names of the individual* is listed as *Attribute* (i.e. the role that depicts the name or quality ascribed).

A second process category comprising (inter)action and relational process types is used when the questionable item infers action and possession simultaneously, as in (28).

(28)	his daddy	gave	him	\$100
	<i>Possessive_Carrier-Catalyst</i>	(inter)action-relational_attributive_possessive process	<i>Beneficiary_Recipient-Possessive_Carrier</i>	<i>Attribute-Goal</i>

Table 17. Analysis of complex processes (v) (A-MT-120393-16)

Verbs such as *give*, as with the case of *show* above, stretch beyond the action of passing one thing to another and also entail the notion of having something in one’s possession. In fact, the definition of *give* provided is “to let someone have something”. Therefore, the decision was taken to assign a dual process reading to annotate examples such as (28). In terms of the semantic roles, the person responsible for giving is labelled as *Possessive_Carrier-Catalyst* in line with the fact that s/he who passes an item to another must therefore have said item in his/her possession to begin with. By the same token, s/he who receives the item is labelled *Beneficiary_Recipient-Possessive_Carrier* because this combination more effectively echoes the entity who receives an item and, as a result of the transfer, now also possesses it. Finally, then, the item that is handed over is annotated as an *Attribute-Goal*, thus symbolising a possession and, at the same time, the item that is acted upon.

A sixth and final binary process combination in which material action forms part of the fusion of meanings is a category that caters for verbs such as *call*, as in (29a) and *present*, as in (29b).

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(29a)	Who	's	the first person (that)	you	called
	<i>Identifier</i>	relational_identifying intensive process	<i>Identified</i>		
			<i>Goal-Receiver</i>	<i>Catalyst-Sayer</i>	(inter)action-verbal_minor process

Table 18. Analysis of complex processes (vi) (A-MT-100393-06)

(29b)	I	(did) present	to you	evidence
	<i>Catalyst-Sayer</i>	(inter)action-verbal_minor process	<i>Beneficiary_Recipient-Receiver</i>	<i>Goal-Verbiage</i>

Table 19. Analysis of complex processes (vii) (A-MT-120393-16)

As with other examples in the corpus, (29a) involves a dual process clause. Here, however, our interest lies with the breakdown of the binary process assigned to the verb *called*. This verb is considered within the new framework as both a case of physical and verbal action on the basis that *to call someone* arguably denotes a two stage process. That is, the action of calling someone, in this particular context, starts with someone picking up the telephone receiver and dialling the relevant number. Following this, when someone is called, providing that s/he is reached, what then ensues is communication, before the conversation is then brought to an end by both parties who finish by hanging up. With this in mind and the intention to capture the meaning of processes in their entirety, it therefore seems more than reasonable to class this as a two-way process, which means, as with the other aforementioned examples, participant combinations also emerge. Thus, the caller (i.e. *you*) is labelled as *Catalyst-Sayer* to convey that this semantic role initiates both the physical and verbal action and, in turn, the person who receives the call is, thereby, tagged as *Goal-Receiver* to stand for the one who is simultaneously acted upon and spoken to. To briefly turn our attention to example (29b), what comes to light in this instance is the slightly different participant configuration that also can emerge with an (inter)action-verbal minor process. S/he who *presents*, as with s/he who *calls* in (29a), is annotated as *Catalyst-Sayer* due to the fact that presenting evidence in a court of law is understood to combine using certain items and speaking about them in order to prove one's case. Thus, the person responsible for this must both act and communicate, hence the designated label. Where the tags now begin to diverge, though, is that what is presented (i.e. *evidence*) is labelled here as *Goal-Verbiage* because it represents what is both being used as well as being said. Lastly, the role

Beneficiary_Recipient-Receiver emerges here in order to describe s/he who is spoken to and on the receiving end of the presenting.

We now consider three more process combinations comprising mental and relational subcategories, starting with an amalgamation of the mental cognitive and relational attributive intensive types, as illustrated in (30) below.

(30)	I	want	you	to find	him	not guilty
	<i>non_ agentive_ Senser</i>	mental desiderative minor process	<i>Created-Phenomenon</i>			
			<i>Attributor- non_ agentive Senser</i>	mental_ cognitive major- relational_ attributive intensive process	<i>Phenomenon</i>	
					<i>Intensive_ Carrier</i>	<i>Attribute</i>

Table 20. Analysis of complex processes (viii) (A-MT-120393-16)

The analysis provided in Table 20 above indicates that the dual process in question is to describe the verb *to find*. We understand that “to find someone guilty of a crime” may otherwise be interpreted as meaning “to think someone is guilty of a crime”, thereby clarifying just where this dual process comes from. On establishing this process combination for instances such as (30), it was then necessary to see whether it worked on the basis of the corresponding participants that appear in the clause and, as evidenced, their distribution proved equally plausible. Thus, *you* on the one hand is asked to attribute a quality to *him*, hence the decision to annotate *you* as an *Attributor* and, simultaneously, *you* is also asked to reach a particular conclusion about *him*, which explains why *you* is also tagged here as a *non_ agentive_ Senser*. Likewise, the role *Phenomenon* can reflect what is thought (i.e. that he is not guilty), whilst *him* and *guilty* may be characterised as an *Intensive_Carrier* and *Attribute* that form the basis of a relational attributive clause. Along a similar line, although slightly different, given that there is not a dual process involved, are examples such as (31), which, again, due to the meaning of the utterance lead us to potentially more than one annotation for the same stretch of discourse.

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(31)	I	'm not	positive	that [...]
	<i>Intensive_Carrier-non_agenitive</i>	relational_attributive_intensive_negated process	<i>Attribute</i>	
	<i>Senser</i>	mental_cognitive major negated process		<i>Phenomenon</i>

Table 21. Analysis of complex processes (ix) (A-MT-120393-16)

As indicated by the example, *am not* is the negated form of a relational attributive process. Nonetheless, the *Attribute* that accompanies the verb in this case infers that the participant of the clause is not confident in their knowledge about something. Thus, by fusing the verb and adjective together this idea can be captured as a unit denoting a mental cognitive process.

A second combination of mental and relational processes is detailed in example (32), whereby a mental cognitive process occurs together with a relational possessive clause.

(32)	He	had calls on	one of the 52 people
	<i>Possessive_Carrier-non_agenitive_Senser</i>	mental_cognitive_minor-relational_attributive possessive process	<i>Attribute-Phenomenon</i>

Table 22. Analysis of complex processes (x) (A-MT-120393-16)

“To have calls on someone” implies two things simultaneously, with the most clear-cut being the notion of possession inherent to the meaning of the verb *have*, in terms of *having information*. With that in mind then, a second interpretation is that *he* knew one of the 52 people and, thus, *he* is classed as a *Senser* as well as a *Possessive_Carrier* with *one of the 52 people* labelled as *Attribute-Phenomenon*.

Lastly, a combination of the mental emotive and relational attributive intensive category was encountered in the corpus, as displayed in (33), in which, similarly to the case of *be positive*, the expression *be glad* may be considered as much an expression of *be + Attribute* as an emotional feeling and, thus, permits a mental emotive process reading.

(33)	You	were	glad
	<i>Intensive_Carrier-non_agenitive</i>	relational_attributive_intensive_negated process	<i>Attribute</i>
	<i>Senser</i>	mental_emotive major process	

Table 23. Analysis of complex processes (xi) (A-MT-100393-06)

There are also binary process combinations that amalgamate verbal processes with one of three different mental process subtypes, namely the mental cognitive major subcategory, as in (34a), the mental cognitive minor subcategory, as in (34b), the mental emotive minor subcategory, as in (34c) or the mental perceptive minor subcategory, as in (34d).

(34a)	<<RDGI>>	[...] explained	them	to you
	<i>Inducer-Sayer</i>	mental_cognitive-verbal_major process	<i>Phenomenon-Verbiage</i>	<i>Receiver-non_agentive_Senser</i>

Table 25. Analysis of complex processes (xii) (A-MT-120393-16)

(34b)	[...] I	misled	you
	<i>Inducer-Sayer</i>	mental_cognitive-verbal_minor process	<i>Receiver-non_agentive_Senser</i>

Table 25. Analysis of complex processes (xiii) (A-MT-120393-16)

(34c)	I	apologise	if I misled you
	<i>Sayer-non_agentive_Senser</i>	mental_emotive-verbal_minor process	<i>Circumstance: Contingency: condition</i>

Table 26. Analysis of complex processes (xiv) (A-MT-120393-16)

(34d)	I	'll read	it
	<i>Sayer-agentive_Senser</i>	mental_perceptive-verbal_minor process	<i>Phenomenon-Verbiage</i>

Table 27. Analysis of complex processes (xv) (A-MT-120393-16)

The verb *explain* is defined by the online Longman dictionary as “to tell someone about something in a way that is clear or easy to understand”. Thus, it soon becomes apparent that the notion of explaining something entails, first and foremost, verbal action. Nonetheless, there is also an element of understanding involved in the sense that the intention is to transfer knowledge across to another; the extent to which this is achieved is, evidently, dependent on the addressee. For this reason, then, *you* in example (34a) is deemed to denote a *Receiver-non_agentive_Senser*, whilst <<RDGI>>, who does the explaining, is labelled an *Inducer-Sayer* on the grounds that this role speaks and tries to ensure the other understands what is said. In view of all this, *them* here represents both what is said and what is understood and, therefore, adopts the role of *Phenomenon-Verbiage*. A closely related example of the aforementioned is provided in (34b), with the sole difference being that (34a) can project and is, therefore, classed as a major process, whilst (34b) cannot, thus making it instead a

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minor process. The verb *misled* in (34b) is classed as a *mental_cognitive-verbal* process due to its meaning (i.e. “to make someone believe something that is not true by giving them information that is false or not complete”). As such, *I* in this example is tagged as an *Inducer* in view of how this semantic role represents the participant who makes someone think, feel, perceive or desire something. At the same time, however, this same individual is the one who gives information, thereby inferring that the role of *Sayer* is equally applicable. Lastly, *you* is annotated as a *Receiver-non_agentive_Senser* in order to evidence how this individual is on the receiving end of what is said as well as the one who believes something, albeit because they have been led to do so.

In example (34c), the verb *apologise* has been annotated as a dual process that constitutes not only a verbal exchange, but also a touch of emotion (i.e. a feeling of regret about something). In fact, “to apologise” can be thought of as the outward expression of this very emotion. In line with this, then, the one who is responsible for apologising is tagged as both a *Sayer* and a *non-agentive_Senser* at the same time.

The third combination comprises a mental perceptive process with a verbal minor one and this tag has been applied to the verb *read*. To read something, at least in this particular context, suggests that someone must say the words aloud, but this is, essentially, the final stage of the process. That is, the person who reads something, prior to speaking aloud, must have already looked at the written words, thereby inviting the idea that *read* is as much a mental perceptive process as a verbal one. With regard to the semantic roles, the reader him/herself is classed as a *Sayer-agentive_Senser* because they speak and simultaneously perform a deliberate mental activity, whilst what is read (aloud) is, otherwise, annotated as *Phenomenon-Verbiage*. To add to the aforementioned, when the person to whom something is read is specified, as in (34e) below, the annotation appears as indicated in Table 28.

(34e)	The district attorney	will read	to you	the information
	<i>Inducer-Sayer-agentive_Senser</i>	<i>mental_perceptive-verbal_minor</i> process	<i>Receiver</i>	<i>Phenomenon-Verbiage</i>

Table 28. Analysis of complex processes (xvi) (A-MT-090393-01)

As shown in the table, *the district attorney* transforms from a dual participant to a multi-participant with the inclusion of an *Inducer* in view of how, through reading something to *you*, in this instance, means *the district attorney* not only perceives the words, but in addition, causes *you* to also perceive them.

Meanwhile, *you* in the above example is tagged as a *Receiver* because they are spoken to.

The last of the complex category that consists of two process types caters for examples contemplating a symbolic exchange and the attribution of qualities at the same time, as in *call* in (35) below.

(35)	what	(did) she	call	them
	<i>Attribute-Verbiage</i>	<i>Attributor-Sayer</i>	relational_attributive_intensive-verbal_minor process	<i>Intensive_Carrier-Target</i>

Table 29. Analysis of complex processes (xvii) (A-MT-120393-16)

The above example shares very close associations with the verb *label* in example (27) above, although with *call* in this particular clause, there is definitely more of a verbal tendency than a physical action. That is, to call something a particular name infers that someone has uttered something about the said item, whilst to label something more readily conjures up an image of writing a tag for the purposes of describing something. With this in mind, then, the semantic roles here, as illustrated, include an *Attributor-Sayer* (i.e. the role who, verbally, refers to a person or an item as being something), an *Intensive_Carrier-Target* (i.e. the role that finds itself attributed a quality or name) and an *Attribute* (i.e. the role that represents the name or quality ascribed to something).

The latter concludes our description and exemplification of dual-process types. Thus, we now proceed to explore those complex process categories consisting of more than two process types that emerged in the corpus and their corresponding participant configurations.

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7.2.4.2. Complex processes and participants: Multiple categories

Whilst more than a dozen different dual processes emerge in the corpus, only three different multi-process types have been uncovered here, two of which include a combination of physical, mental and verbal action. The first of the two amalgamates the (inter)action category with the mental cognitive major and verbal major process types, as evidenced in example (36a). The second of the two is very similar to the first as it also entails aspects of the (inter)action and verbal process categories; however, unlike *prove* which embodies mental cognition as illustrated in (36a), *show* in (36b) is considered to denote mental perception. The verb *show* has been analysed as a three-way as opposed to as a dual process in light of the specific context, which, here, implies a combination of action, speech and mental perception, although the latter more so on the part of the entity who is shown something.

(36a)	What	the state, your government	prove	to you
	<i>Phenomenon-Scope_Area-Verbiage</i>	<i>Catalyst-Inducer-Sayer</i>	(inter)action- mental_cognitive- verbal_major process	<i>Beneficiary_Recipient-Receiver-non_agentive_Senser</i>

Table 30. Analysis of complex processes (xviii) (A-MT-120393-16)

(36b)	We	're showing	you	the things [...]
	<i>Catalyst-Inducer-Sayer</i>	(inter)action- mental_cognitive- verbal_major process	<i>Beneficiary_Recipient-Receiver-non_agentive_Senser</i>	<i>Phenomenon-Scope_Area-Verbiage</i>

Table 31. Analysis of complex processes (xix) (A-MT-120393-16)

In example (36a), the verb *prove*, otherwise defined as “to show that something is true by providing information or facts” clearly has a number of elements fused into its meaning. That is, the provision of information and facts can be interpreted as involving both physical and verbal action simultaneously. In addition, the idea of showing that something is true implies encouraging someone to believe something and, thus, clarifies the annotation of *prove* as including properties of mental cognition. As well as classifying this particular verb as a multi-process type, in turn it must carry with it a selection of associated semantic roles, which include a *Phenomenon-Scope_Area-Verbiage* (i.e. to represent whatever it is that has been proven), a *Catalyst-Inducer-Sayer* (i.e. to represent s/he who is

responsible for proving something) and, lastly, a *Beneficiary_Recipient-Receiver-non_agentive_Senser* (i.e. to depict s/he that has had something proven to them). Example (36b) is very similar to (36a) in that the same participant roles and process type apply. Nonetheless, *show* in another context can infer a different meaning when to show something to someone suggests that the person shown the item in question uses their sight to perceive it, as in Table 32 below.

(37)	The only set of pictures (that)	he	ever	showed	to <<FPJC>>
	<i>Goal-Phenomenon</i>	<i>Catalyst-Inducer</i>	<i>Circumstance: Extent: frequency</i>	(inter)action-mental_perceptive process	<i>non_ agentive_ Senser</i>

Table 32. Analysis of complex processes (xx) (A-MT-120393-16)

The third of the multi-process types involves a combination of (inter)action, relational_attributive and mental_cognitive subtypes, as in (38) below.

(38)	I	asked	you	to be	fair
	<i>Sayer</i>	verbal major process	<i>Intensive_Carrier-Catalyst-Receiver-non_ agentive_ Senser</i>	<i>Created-Verbiage</i>	
				(inter)action-relational_attributive_intensive-mental_cognitive process	<i>Attribute</i>

Table 33. Analysis of complex processes (xxi) (A-MT-120393-16)

As illustrated in Table 33, *to be fair* is considered to combine a process that infers being, for arguably obvious reasons, as well as an action process on the grounds that it means to treat someone fairly. Lastly, it is also considered to denote mental action given that being asked to be fair is closely synonymous, in this type of example, with the idea of considering all of the evidence that the jury (i.e. *you*) has been presented with. In view of this, then, the role of *you* in the above example has been tagged as an *Intensive_Carrier-Catalyst-Receiver-non_ agentive_ Senser*, although the tag *Receiver*, in fact, derives from what precedes the initial part of the clause, involving a verbal major process. In addition, *to be fair* as a unit is also annotated as *Created-Verbiage* given that, on the one hand, it stands for what is asked (i.e. *Verbiage*) and, on the other, it follows a petition for an event to be brought into existence, hence the label *Created*.

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At this point, what must be reiterated is that there are a number of verbs in English that have complex and intricate meanings, and to be able to capture the full meaning of these, the TRANSITIVITY network must be made as flexible as possible. This is what indeed I try to offer here, through both the option of combining process categories and/or participants as well as allowing for certain stretches of discourse to pertain to more than one process type at a time, as evidenced by *be positive* or *be glad* above. With this then, we now draw this subsection to a close and proceed to outline another amendment made to the TRANSITIVITY system as it stands, which concerns the treatment of grammatical metaphors.

7.2.5. How we analyse grammatical metaphors

As discussed in Chapter 2 (see section 2.3.2.6), the treatment of grammatical metaphors in the Sydney model differs from how they are considered in the CG TRANSITIVITY network. In the former, an alternative wording that expresses the same idea is considered acceptable as a means of dealing with grammatical metaphors in discourse (Halliday & Matthiessen, 2014, p. 710). In the CG model, on the other hand, a process category, namely event-relating processes, was put forward in order to cater specifically for these realisations. Nonetheless, there are flaws of delicacy with both of these approaches. That is, by rewording a clause, the analyst fails to draw attention to the fact that the clause was expressed using, for instance, a nominal form as opposed to its verbal equivalent. That said, what is proposed by the CG offers an arguably far less meticulous analysis because, whilst the process category reveals that there is a grammatical metaphor present, it, nevertheless, fails to uncover any in depth detail about what this “event” (Fawcett, forthcoming.b), as it is referred to in the CG, actually involves, as evidenced in (39a) below.

(39a)	My belief	is	that John Major will win the next election
	<i>Carrier</i>	event-relating process	<i>Range</i>

Table 34. Analysis of grammatical metaphors (i) (BNCWeb K6A S:brdcast:discussn)

To adopt the procedure offered by the Sydney TRANSITIVITY network and, thus, reword the above clause, the analysis would appear as indicated in (39b).

(39b)	I	believe	that John Major will win the next election
	<i>Senser</i>	mental_cognitive process	<i>Phenomenon</i>

Table 35. Analysis of grammatical metaphors (ii)

This annotation, though, is equally problematic given that the process employed in the original clause pertains to a completely separate category. Moreover, the idea that a nominalisation was used here in place of a verbal equivalent is completely disregarded, which is a drawback for critical discourse analysts. With all this in mind, then, the annotation proposed to account for grammatical metaphors in discourse differs to both of the current approaches used and to elaborate on how it is dealt with here, what follows is a number of different examples in which a nominalised or adjectival form deriving from a verb has been used and tagged on the basis of the process category it denotes. The first of the examples to be discussed here is evidenced in (40) below, in which the lemma *report* is an example of nominalisation.

(40)	In	her	report	[...] there was	a pockmarked face
	<i>Circumstance: Location: place</i>			non-referent process	<i>Presence</i>
		<i>Catalyst-Sayer</i>	(inter)action: creative-verbal nominalisation process	<i>Created-Verbiage</i>	

Table 36. Analysis of grammatical metaphors (iii) (A-MT-120393-16)

To explain the annotation, we witness that there is a more general level of analysis in which, due to the specified location of something, (i.e. *In her report*), it may be tagged as a unit that denotes a circumstantial element of the clause. Nonetheless, if we delve slightly further, once again in a Russian doll-like fashion, we may interpret *her report* as meaning that she wrote a report and, on these grounds, assume that there is a nominalised process and corresponding participants that can also be annotated. Therefore, *her report* above is labelled as an (inter)action: creative-verbal nominalisation process to ensure that the way this idea has been expressed is retained, but to add to the description in transitivity terms, *her* is, in turn, tagged as a *Catalyst-Sayer* and *report* as an (inter)action creative-verbal process. All of the subsequent examples follow this pattern, as illustrated in examples (41) to (49). However, what alters from one example to the next is the process category or subcategory and, consequently, the semantic roles that are implicated.

(41)	due to	the action [...]	of the state
	<i>Circumstance: Cause: reason</i>	(inter)action: transformative nominalisation process	<i>Catalyst</i>

Table 37. Analysis of grammatical metaphors (iv) (A-MT-120393-16)

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In example (41), the annotation applied means that acknowledgement is made of not only the fact that a nominalisation is used but, at the same time, the type of process the nominalisation refers to as well as the semantic roles that, consequently, come into play. Thus, the notion that the State acted is captured here, and more importantly, in the way that the idea itself has been expressed (i.e. employing a grammatical metaphor).

Example (42) differs slightly from the others in the sense that *known* is not a nominalisation; rather, it is used here as an adjective which functions as a modifier and infers the idea that *she* has discovered who the head hair belongs to. Despite this difference, though, the lemma can still be analysed if we consider that what is implied is that someone knows something. As such, the annotation as indicated, considers “head hair” to represent the item that is known (i.e. *Phenomenon*) and although not actually specified, it is understood that the head hair is known by *She*. Therefore, *She* is tagged here to indicate her role as a *non_agentive_Senser*.

(42)	She	had	one	known	head hair
	<i>Possessive_ Carrier- non_agentive_ Senser</i>	<i>relational_ attributive_ possessive process</i>	<i>Attribute</i>		
				<i>mental_cognitive_ major nominalisation process</i>	<i>Phenomenon</i>

Table 38. Analysis of grammatical metaphors (v) (A-MT-120393-16)

As in (42), examples (43) to (46) also comprise grammatical metaphors of a mental nature and, thus, are catered for, as shown, using the revised TRANSITIVITY system.

(43)	[...] your	deliberations
	<i>agentive_Senser</i>	<i>mental_cognitive_minor nominalisation process</i>

Table 39. Analysis of grammatical metaphors (vi) (A-MT-100393-05)

(44)	You	are	the final	decision	makers
	<i>Identified</i>	relational_ identifying_ intensive process	<i>Identifier</i>		
			<i>Phenomenon</i>	mental_desiderative _major_nominalisation process	<i>agentive _Senser</i>

Table 40. Analysis of grammatical metaphors (vii) (A-MT-120393-16)

(45)	[...] the outrage		of this community
	mental_emotive_minor nominalisation process		<i>non_agentive_Senser</i>

Table 41. Analysis of grammatical metaphors (viii) (A-MT-120393-16)

(46)	He	gets	an identification	of 2 segments of DNA
	<i>Possessive_ Carrier-non_ agentive_ Senser</i>	relational_ attributive_ possessive process	<i>Attribute</i>	
			mental_ perceptive_minor nominalisation process	<i>Phenomenon</i>

Table 42. Analysis of grammatical metaphors (ix) (A-MT-120393-16)

Example (47) is tagged as a relational attributive nominalisation process because of the inference that the defendant is being described, indirectly, as innocent and, through the annotation, this idea can be adequately encapsulated.

(47)	of the defendant's	innocence
	<i>Intensive_Carrier</i>	relational_attributive_intensive nominalisation process
		<i>Attribute</i>

Table 43. Analysis of grammatical metaphors (x) (A-MT-120393-16)

Lastly, (48) and (49) are examples of verbal major and verbal minor nominalisation processes. Example (48) is located within an already established annotation tag, but this addition takes the analysis to a higher level of delicacy. Meanwhile, in (49), the verb *to question* has been used as a nominalisation, but this does not counter the fact that <<MDAN>> posed questions and, thereby, its evident verbal character. As indicated, then, the new TRANSITIVITY network is able to embrace both elements successfully.

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(48)	(do) you	remember	your	response
	<i>non_agentive_</i> <i>Senser</i>	<i>mental_cognitive_</i> major process	<i>Phenomenon</i>	
			<i>Sayer</i>	<i>verbal_major</i> nominalisation process

Table 44. Analysis of grammatical metaphors (xi) (A-MT-100393-07)

(49)	pursuant to	<<MDAN>>'s	questioning
	<i>Circumstance:</i> <i>Projection: Angle: source</i>	<i>Sayer</i>	<i>verbal_minor</i> nominalisation process

Table 45. Analysis of grammatical metaphors (xii) (A-MT-100393-07)

With the latter, we conclude this description of how grammatical metaphors are dealt with using the new framework and now continue with a look at the distinction that is also set up between affirmative and negated clauses as well as those processes that are inherently positive, neutral or negative. The latter, in fact, also serves as a pre-notification for those wishing to conduct a complimentary appraisal analysis, as we have done with the closing arguments in this PhD thesis (see Chapter 8).

7.2.6. Distinguishing between clause types

A distinction between affirmative and negated clauses has been made here to lead the analyst towards more accurate insights into the ideologies resonant in the discourse under analysis. The same idea applies to the initiative to annotate processes in relation to their evaluative tone, thereby offering an overall picture of whether the language used is largely neutral or, otherwise leading towards a more positive or negative bias. Each of these new features shall now be considered below along with examples.

The distinction between affirmative and negated clauses along with whether they comprise processes that are inherently evaluative or, else, neutral is made by providing the option across all process categories in the network to annotate the polarity and evaluative connotations associated with a given lemma, as illustrated in Figure 1.

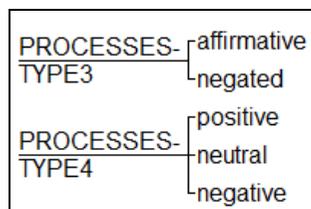


Figure 1. Distinguishing between affirmative and negated clauses and potential evaluative connotations

With this layout, examples such as (50a) can be distinguished from (50b) as can (51a) from (51b)⁵¹. This serves as another means by which one can establish how and why someone represents their experience in the way that they do.

(50a)	<<NPJC>>	doesn't produce	sperm
	<i>Reactor</i>	(inter)action: creative_ negated_neutral process	<i>Created</i>

Table 46. Clause types (i) (A-MT-120393-16)

(50b)	<<NPJC>>	produces	sperm
	<i>Reactor</i>	(inter)action: creative_ affirmative_neutral process	<i>Created</i>

Table 47. Clause types (ii)

(51a)	He	said	she	was attacked
	<i>Sayer</i>	verbal_major_ affirmative_neutral process	<i>Verbiage</i>	
			<i>Goal</i>	(inter)action: transformative_ affirmative_negative process

Table 48. Clause types (iii) (A-MT-120393-16)

(51b)	He	said	she	was given	a book
	<i>Sayer</i>	verbal_major_ affirmative_neutral process	<i>Verbiage</i>		
			<i>Beneficiary_ Recipient</i>	(inter)action: transformative_ affirmative_neutral process	<i>Goal</i>

Table 49. Clause types (iv)

Having now outlined the different features of the revised TRANSITIVITY system and provided examples along the way to clarify the reasons behind the emergence of certain categories and combinations of processes and semantic roles alike, what remains is to provide a discussion and interpretation of the findings from the court case on trial. Thus, section 7.3

⁵¹ Examples (50b) and (51b) are amended versions of (50a) and (51a).

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will explore the results retrieved from a transitivity analysis using the amended framework in order to pinpoint the linguistic strategies adopted by the lawyers and the victim of a rape case who attempt to convince the jury members of their side of the story. The three closing arguments as well as the questioning by both the prosecution and defence lawyers to the girl who made the accusation of rape and her responses to those questions are examined here.

7.3. Analysis of the dataset using the new TRANSITIVITY network

7.3.1. A comparative analysis of process types across text types: The closing arguments (monologue) vs. lawyer-victim interaction (dialogue)

Using the revised framework, we begin with a more general look at the transitivity patterns across the selected subcorpora for the purposes of determining the general tendencies across both the closing arguments and the witness testimony together. Thus, we first consider the process types (see Figure 2 below⁵²) which are most often employed in this section of the trial transcript.

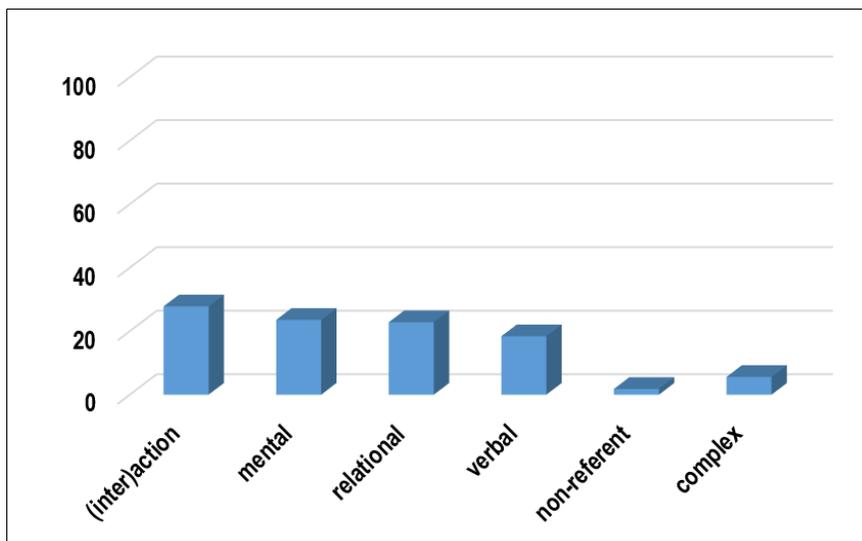


Figure 2. Overall frequency of process distribution

The general tendency in English is for (inter)action processes to occur most commonly (Halliday & Matthiessen, 2014, p. 215) and, as illustrated in

⁵² The results in all figures are expressed in percentages.

Figure 2, this tendency also occurs here with the highest percentage pertaining to the process type denoting actions and events (27.81%). This category is followed by the mental set of processes (23.56%), with relational processes revealed as the third most frequent type (22.82%). In fourth position, verbal processes emerge (18.39%), leaving the complex process set (5.59%) and those labelled as non-referent processes (1.81) as the least frequent categories. Although this information provides a useful point of departure in terms of offering some very general insights into the patterns that surface in the data under analysis, we now indulge further and consider whether the type of text potentially influences this distribution of patterns and whether any differences are statistically significant or not. Thus, the findings in which a comparison is made between the closing arguments (11,527 words) and the victim’s testimonial interactions with both the prosecution and defence lawyers (10,645 words) can be found in Table 50 below, as retrieved from the UAM Corpus Tool (O’Donnell, 2016)⁵³.

Process type	Closing argument		Witness testimonial		Chi Square
	Raw data	%	Raw data	%	
(inter)action	509	22.64	584	34.72	70.051
mental	570	25.36	356	21.17	9.381
relational	543	24.15	354	21.05	5.278
verbal	440	19.57	283	16.83	4.839
non-referent	42	1.87	29	1.72	0.113
complex	144	6.41	76	4.52	6.485

Table 50. A comparison of process frequency between closing arguments and witness testimonial

Firstly, the fact that the two text types under analysis have a closely comparable word count minimises the likelihood that the statistical data was influenced by effect size. With regard to the findings themselves, we note here how there appears to be a small difference between the raw numbers of (inter)action processes across both text types. The Chi Square, nonetheless, reveals that the higher number of occurrences in the witness testimonial, involving a dialogue of questions posed by either of the attorneys and responses by the victim, proves remarkably significant by comparison to the closing arguments. In addition, a second noteworthy result emerges in which we observe how, unlike in the two text types together as well as the witness testimonial text alone, the mental process category emerges as the most common type in the closing arguments, a

⁵³ The level of significance employed here is the highest available (i.e. 98%) in the UAM Corpus Tool (O’Donnell, 2016), which means a critical value of 5.561 is used to indicate statistical significance at a P value of <0.02.

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finding which also proves significant. The latter also serves as an indication, then, that one's thoughts, feelings, desires and perceptions are, potentially, very much at the surface in the closing statements stage of the trial. Lastly, the Chi Square results reveal that there are significantly more complex processes in the closing arguments by comparison to the dialogue between the two lawyers and the plaintiff. In view of this, then, we may initially conclude that the text type in question would appear to have an impact on the favoured process category. That is, whilst the closing arguments comprise, on the one hand, a set of three monologues, which more often draw on mental activity, the witness testimonial, which consists of dialogue between two people at any one time (i.e. the prosecuting or defence attorney and the victim), instead concentrates more on one's actions. This finding is, perhaps, plausible given that the question-answer sequences between the two lawyers and the victim is designed to get to the essence of what took place on the morning of the alleged crime. In the closing arguments, however, having already heard all of the evidence by the victim as well as from others who testified in this case, the lawyers would seem to refer to the thoughts and perceptions of these individuals as well as to those of the jury on the basis of the evidence that has been heard. In any case, in order to understand both of these findings better, we now proceed with a closer look at which types of (inter)action processes are recurrent in the witness testimonial along with which specific types of mental process often occur in the closing arguments. This data can be found in Tables 51 and 52 below.

(inter)action Process type	Closing argument		Witness testimonial		Chi Square
	Raw data	%	Raw data	%	
transformative	406	79.76	501	85.79	6.987
creative	103	20.24	83	14.21	6.987

Table 51. A comparison of (inter)action process usage

Mental Process type	Closing argument		Witness testimonial		Chi Square
	Raw data	%	Raw data	%	
cognitive	325	57.02	185	51.97	2.260
desiderative	41	7.19	20	5.62	1.833
emotive	32	5.61	28	7.87	1.932
perceptive	172	30.18	123	34.55	0.883

Table 52. A comparison of mental process usage

There are a number of aspects worth remarking on regarding the findings that appear in Table 51 above. Firstly, we may note that the most frequent (inter)action process type in both subcorpora is the transformative type in

which there is a transformation of a *Catalyst* (i.e. the role who acts upon the *Goal*), as in (52a) or of the *Goal* itself, as in (52b).

- (52a) <PAS>[...] I think you would agree with me that when <<NPJC>> **took** the stand, you saw evidence of trauma. [...]</PAS> (A-MT-120393-16)
- (52b) <DAN>And since the day that **you** were attacked, <<FOGH>>s kind of become your friend, hasn't she?</DAN> (A-MT-100393-07)

In addition to this, though, the results also demonstrate that when comparing the two text types, the (inter)action transformative category is more common in the witness testimonial, whereas the (inter)action creative process subtype occurs more often in the closing arguments, with both of these findings proving to be statistically significant. When carrying out a more refined critical discourse analysis of the data, then, we observe that the transformative processes in the witness testimony were concerned with the actions carried out by the victim's family, as in (53a), although primarily with actions performed by the victim herself, as in (53b) or the accused, as in (53c).

- (53a) <PJC>[...] and my brother **went out** with his friend.</PJC> (A-MT-100393-06)
- (53b) <PAS>Did you **open** it?</PAS> (A-MT-100393-06)
- (53c) <PAS>And that was while he **was rubbing** your vagina?</PAS> (A-MT-100393-06)

This is perhaps to be expected in this particular interaction of the court case in order for the two attorneys and the plaintiff in question to establish who did what and to whom. With regard to the higher incidence of (inter)action creative process types in the closing arguments, we uncover that these, rather, contemplate the actions of the police, as in (54a), the lawyers, as in (54b) or, else, in relation to the evidence, as in (54c).

- (54a) <DAN>[...] And what he **put** in his report to go to the District Attorney's office was: looks like the man who attacked her. [...]</DAN> (A-MT-120393-16)
- (54b) <DAN>[...] We're not here **trying** to give you a side show, mention things that aren't true. [...]</DAN> (A-MT-120393-16)
- (54c) <DAZ>[...] The vacuuming of that couch **produces** not a single fibre [...]</DAZ> (A-MT-120393-16)

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With this, then, we see a shift in the focus of who or what is acting from one text type to another. The fact that more (inter)action creative processes appear in the closing arguments and, moreover, in relation to authoritative figures, may be the result of the fact that at this stage the lawyers are attempting to sum up the evidence that has been heard. Therefore, they repeatedly make more reference to this evidence as well as to those who carry weighting in the case (i.e. the police and the lawyers themselves) in the hope that this will persuade the jury to more readily believe their account of what happened.

We now turn our attention to Table 52 and the different mental process categories that were found in the closing arguments and the witness testimony. Yet again, we stumble across a number of interesting findings, which have been recorded in Figure 3 below.

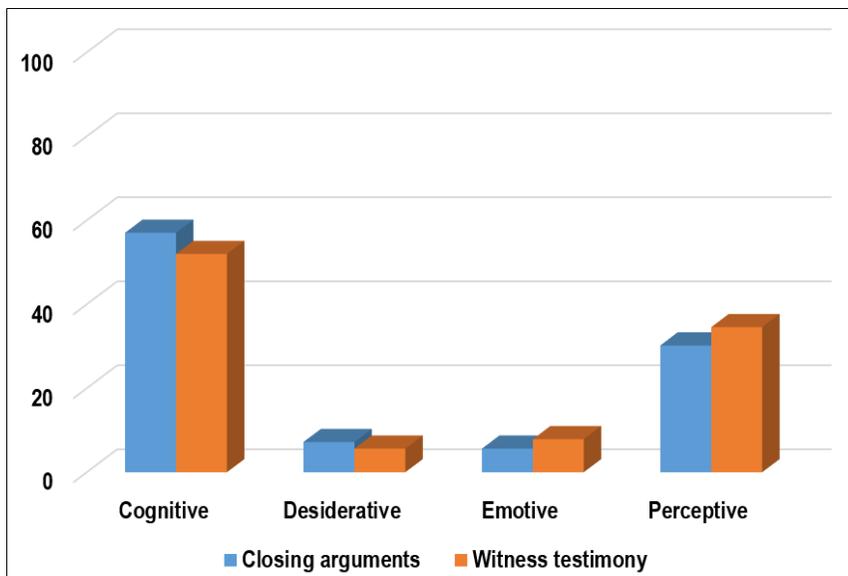


Figure 3. A comparison of mental process subtypes across subcorpora

As evidenced in both Table 52 and, again, in Figure 3 above, the most recurrent mental process subtypes are the mental cognitive and mental perceptive subcategories. Whilst no significant differences were found, however, when comparing the closing arguments (i.e. monologues) with the lawyer-victim interaction (i.e. dialogue), we delve, in any case, a little further into what these two mental subcategories can tell us about whose thoughts and perceptions are contemplated here. Thus, from a more critical discourse analytical perspective, we discover that on the one hand, the closing arguments tend to use the mental cognitive category in order to

embrace the thoughts of the lawyers themselves, as in (55a), the police, as in (55b) or the jury, as in (55c).

- (55a) <DAN>[...] She's dragging <<FPJC>> down here all the time. Has her sit in the back of the courtroom and observe him for how long? Boy, if that ain't going to even brain it into that girl that's him, I **don't know** what is. [...]</DAN> (A-MT-120393-16)
- (55b) <DAN>And there is no evidence of whose it is and the police told you they **don't know**. [...]</DAN> (A-MT-120393-16)
- (55c) <PAS>[...] ladies and gentlemen of the jury, [...] If you **believe** that I've manufactured any evidence in this case, that I've removed blood from any swimsuit, that I've added sperm anywhere there shouldn't be sperm, then let him go. [...]</PAS> (A-MT-120393-16)

Meanwhile, the cognitive processes employed in the question-answer interaction between the two lawyers and the victim in this trial reveal that the majority concern the thoughts of the victim, which she herself expresses, as in (56a) and, on the rare occasion, those of the lawyer who is speaking, also expressed in first person, as in (56b). Lastly, somewhat sporadically, we come across examples of the alleged thoughts of the defendant, as in (56c).

- (56a) <PJC>Because that's the first thing I saw and I **knew** it was a police officer and I felt the safest I ever had in my life.</PJC> (A-MT-100393-06)
- (56b) <PAS>Object to the form of the question, if I **understand** what <<MDAN>> is getting ready to do. I'd ask that he ask her if she remembers what she said, rather than attempt to refresh her memory before she's shown that it needs to be refreshed.</PAS> (A-MT-100393-07)
- (56c) <PAS>Did he indicate he **understood** you or say okay, nod his head or do anything?</PAS> (A-MT-100393-06)

The concentration of cognitive processes concerning the victim, in particular, can be explained by the fact that the lawyers, when asking questions to the victim, do so in order to enquire about her memory of the events and, thus, ask her what she remembers or what she thinks occurred, for instance. Thus, in turn, she also replies using mental cognitive processes in terms of what she knows or remembers to be the case or, otherwise what she does not.

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To consider the mental perceptive category, as the second most common mental process subtype in the dataset, we uncover similar patterns, particularly in relation to the lawyer-victim interaction. Whereas the closing arguments concentrate on the perceptions of the jury, as highlighted by *you* and other witnesses involved in the case (i.e. *they*), as in (57), the dialogue between either of the lawyers and the plaintiff shows that the perceiver in the vast majority of examples is, once again, the victim herself, as in (58a). The only other instances, those of which are minimal, reflect the perceptions of the defendant, as in (58b), or in one case, of the father of the victim, as in (58c).

- (57) <DAN>[...] There's no rehearsal. And **you** saw them. Do you think anybody that I put on was coached? They told you what **they** saw [...]</DAN> (A-MT-120393-16)
- (58a) <PJC>The first time I **saw** him, he had a beard.</PJC> (A-MT-100393-07)
- (58b) <PJC>He started to take off my shirt and it was around my neck and he **saw** the bathing suit underneath and he said, "How do you get this off?" [...]</PJC> (A-MT-100393-06)
- (58c) <PAS>How did he react when he **saw** you?</PAS> (A-MT-100393-06)

The fact that the closing arguments tend to draw on the jury, first and foremost, as perceiver, may be accounted for if we consider that their aim at this particular stage of the trial is to make a final attempt at persuading the jury to accept their version of events. Therefore, it is to some extent foreseeable that the lawyer will not only remind the jury members of the evidence, but, more importantly, place them at the forefront as the ones who have perceived everything that they have been shown or that has been said in court; that is, the aim is to lead the jury to believe that on the basis of what they have seen with their own eyes and heard with their own ears, they can only reach the obvious conclusion, which, according to the prosecutor, is that the accused is guilty; for the defence, however, what they insist is undisputable is their client's innocence.

With the latter, we now conclude our description of the comparison made between text types in terms of the most common process types and continue to look at whether there are any significant differences across the closing arguments as a result of the side that the attorney is working for.

7.3.2. A comparative analysis of process types across the closing arguments

As we have already remarked upon in the previous section, the most frequent process type across all three closing arguments, with two by the defence lawyers and one by the prosecution, is the mental category. This continues to be the case when comparing the process usage of the defence team with the prosecution, as evidenced in Table 53.

Process type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
(inter)action	272	22.11	237	23.28	0.433
mental	315	25.61	255	25.05	0.093
relational	296	24.07	247	24.26	0.012
verbal	276	22.44	164	16.11	14.173
non-referent	19	1.54	23	2.26	1.551
complex	52	4.23	92	9.04	21.492

Table 53. A comparison of process usage: Prosecution vs. defence

Although there seems to be a greater preference by the prosecution to use mental processes in their discourse by comparison to the defence team, as the Chi Square calculation indicates, this difference is not, in any case, significant. We shall, nonetheless, probe a little further into how each side uses these process types and, moreover, in relation to whom. To begin with, then, we observe in Table 54 the overall percentage frequencies of each mental process subcategory as employed by one side of the case, along with their corresponding levels of significance.

Mental Process type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
cognitive	185	58.73	140	54.90	0.843
desiderative	21	6.67	20	7.84	2.494
emotive	22	6.98	10	3.92	2.184
perceptive	87	27.62	85	33.33	0.292

Table 54. A comparison of mental process subcategories: Prosecution vs. defence

As evidenced above, mental cognitive and perceptive process types appear most frequently in both the prosecution and defence teams discourse. This tells us that the thoughts and beliefs of either themselves or, else, of others are what dominate in their closing statements, followed by references to the way in which, again, either themselves or others perceive something. Nonetheless, following a look at the Chi Square result (see Table 54 above) to establish whether the difference between each side was significant, it

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was noted that all subtypes were not in fact significant. In any case, though, we continue to take a look at just whose thoughts and perceptions are exposed here, thus implying a deeper analysis of the utterances and at the semantic roles associated with the mental process set in order to confirm which typically appear with these processes. This information can be found in Figure 4.

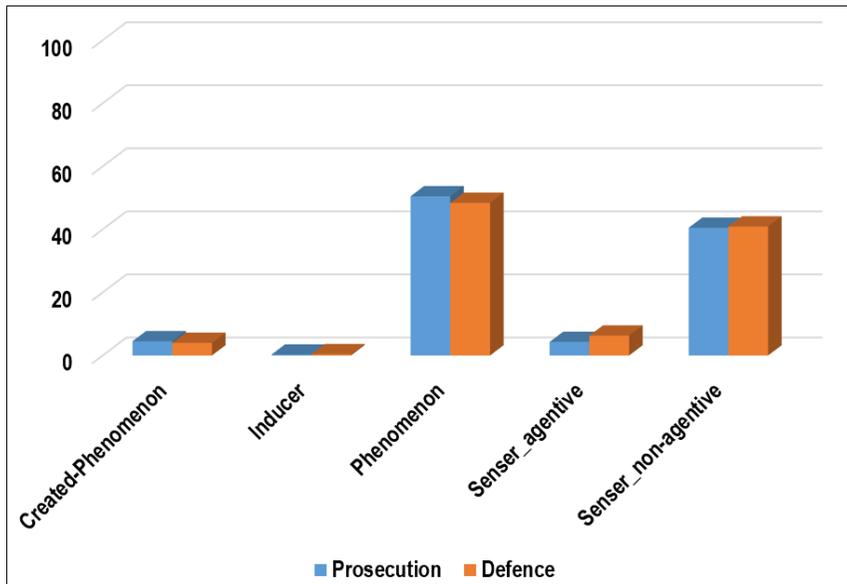


Figure 4. Participant configurations for mental processes in all closing arguments

Following a closer look at the semantic roles, it becomes clear that the most recurrent participants revealed are a *Phenomenon* along with a *non-agentive Senser*. This, to some extent, is to be expected with these two process subtypes. That is, a cognitive and/or perceptive process includes a number of verbs that contemplate our senses, many of which are intuitive in human beings (e.g. *remember*, *expect*, *see*, *hear*). In such cases, they are inclusive of a *non-agentive Senser*, as in (59a). To add to this, mental processes in general tend to require explicit mention of a *Senser* role and, in turn, a *Phenomenon*, as in (59b).

(59a) <PJC>[...] **he** saw the bathing suit. [...]</PJC> (A-MT-100393-06)

(59b) <PJC>[...] he saw **the bathing suit**. [...]</PJC> (A-MT-100393-06)

With the latter in mind, we may now explore who, among those involved in the trial, are the ones that adopt the role of *Senser* and, to add to this, what

exactly their thoughts and perceptions are concerned with. First and foremost, then, we witnessed an overall disposition for both prosecuting and defence attorneys to assign the role of *Senser* to the jury, as in (60a) and (60b) below.

- (60a) <PAS>[...] remember everything that **you**'ve heard and to consider it in your deliberations. [...]</PAS> (A-MT-120393-16)
- (60b) <DAN>[...] They did such a bang-up job, let's think about all these fingerprints they got. There's tons. Look, you'll ... **you**'ve seen all these pictures, all the places that they dusted for prints. [...]</DAN> (A-MT-120393-16)

We can assume that one of the primary intentions by either side in this case is to address the jury members directly and, at the same time, ensure that they see the evidence of the case in such a way that will guarantee the outcome that s/he is fighting for. Thus, through directly referencing the jury as the ones who have seen or heard things or, otherwise, think in a particular way, one possible interpretation is that the lawyers are, essentially, trying to gently encourage the jury to come around to their way of thinking and, moreover, make them feel that they have reached the desirable conclusions on their own; this can be achieved through making these conclusions appear to be the logical trail of thought.

In addition to ascribing the semantic role of *non-agentive Senser* to the members of the jury on this case, then, other entities also emerge in the closing arguments that are assigned this role by each of the attorneys. However, we now start to witness the prosecution and defence teams diverge, with the former focussing their attention on the witnesses who are present for the defendant, as in (61).

- (61) <PAS>[...] Ladies and gentlemen, people forget things, but not **these people**. People aren't certain, they're not positive about what someone had on. [...]</PAS> (A-MT-120393-16)

In example (61) above, the prosecuting lawyer classifies the witnesses who have testified for the accused as *non-agentive Sensers*, recapping on their claims that it would have been impossible for the defendant on trial to have committed this crime because he was elsewhere when it occurred. That said, they are arguably assigned this role for the purposes of suggesting that human beings are fallible and, as such, cannot be considered to have completely reliable recollections. That is, one's senses are not without imperfections and, so, what is insinuated, at least in this particular example,

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is that if someone is insisting so tenaciously that s/he remembers every minute detail, that in fact s/he should not be entirely trusted.

Meanwhile, the defence attorneys tend to reference themselves as *non-agentive Sensers*, as in (62a) and (62b) below.

- (62a) <DAN>[...] And they were looking for somebody that was 5'4", 145 ... I can't remember the weight. It's like 140 pounds. And why **we** know 5'3"? Because <<UPJC>>, <<UPAS>> was wrong and you heard it, <<UPJC>> told you she was 5'3" and her daughter said he was shorter than her. [...]</DAN> (A-MT-120393-16)
- (62b) <DAZ>[...] he said, there's sufficient spermatozoa there. That's how **we** know there's spermatozoa now to run the test. [...]</DAZ> (A-MT-120393-16)

When we consider examples (62a) and (62b), aside from the fact that they reference themselves as a *non-agentive Senser*, we, in any case, come across a slightly different approach in which they demonstrate a degree of confidence in their assertions, through the use of more verbs such as *know*. Through the use of the personal pronoun *we*, the lawyers also show solidarity with each other as they work on the same side and, thus, demonstrate that they are in agreement, which gives their arguments more weighting. At the same time, though, they also manage to often infer that the jury are part of this inclusive *we* and, as such, that the jury also share their contentions, as demonstrated in (63) below.

- (63) <DAN> Now I feel sorry for <<FPJC>> and I know **we** all do. But the evidence is overwhelming that <<NDFT>> did not do it. [...]</DAN> (A-MT-120393-16)

In the above example, the defence lawyer succeeds in placing himself and the jury on an equal footing in terms of how they all feel towards the victim. In doing so, he conveys that in the same way they are all able to feel sorry for the victim, they are all just as able to see, together, that the defendant standing trial is not guilty of the crime that he is accused of.

Before drawing this discussion of mental process types to a close, we shall first briefly draw the readers' attention to the role of *Phenomenon* in the discourse of the three attorneys. Having reviewed the examples in more detail, this semantic role was found to most commonly reflect the evidence, as in (64a) or, otherwise, the testimony of the witnesses, as in (64b), followed by references of some sort to the accused, as in (64c), a tendency which was shared by both sides in the case as illustrated.

- (64a) <DAZ>[...] There's the projector. There was a sample hair. Did you see **those 3 hairs**? I didn't see **them**. We never saw **those**. [...]</DAZ> (A-MT-120393-16)
- (64b) <PAS>[...] There's some handwriting samples that are coming in, look at them, consider **what they tell you**. [...]</PAS> (A-MT-120393-16)
- (64c) <DAN>[...] I saw **him** Saturday when they shot and I saw **him** Sunday when they shot. [...]</DAN> (A-MT-120393-16)

The closing statements provided by lawyers are designed to summarise everything that has been discussed throughout the court case and request that the jury take this away with them and deliberate the outcome on the basis of the material evidence used, the testimonies of all witnesses and all of this in relation to the man standing trial. Therefore, through directly addressing the audience, whether using a rhetorical question or making a request, the attorneys naturally employ a number of mental verbs to ensure that the members of the jury reflect on these three aspects and reach the right verdict, as in example (65).

- (65) <DAN>[...] you testified under oath to tell the truth back in March of 1992 and you said he had a pockmarked face. [...] You can **see** his face. Do you **see** any pockmarks? But better than that [...] </DAN> (A-MT-120393-16)

This last example is taken from the closing argument of one of the defence lawyers in the case, who first points out an element of the description given by the victim (i.e. *you* testified) in relation to the accused. Shortly afterwards, however, he asks the jury (i.e. when he says *you can see*) a rhetorical question using a mental perceptive verb in order to make the jury members aware of how the evidence does not coincide with the allegations that have been made by the plaintiff. That is, he asserts that the person who committed this crime is said to have pockmarks, according to the victim, which, if the jury cannot see on the man standing trial, must mean that he is not the man they are looking for.

We now turn to consider the relational process category, which emerged as the second most frequent set in all three closing statements. Given that there are two subtypes within this group, we found that there was a trend for lawyers to use, specifically, examples of relational attributive processes which refer to qualities that are ascribed to, or possessed by entities or, otherwise serve to provide circumstantial information. The rate of occurrence of the two subtypes is listed in Table 55 below.

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Relational Process type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
attributive	244	82.43	192	77.73	1.880
identifying	52	17.57	55	22.27	1.880

Table 55. Frequency of relational processes: Prosecution vs. defence

As indicated, the percentages when comparing the prosecution and defence attorneys' usage of relational processes across both subcategories are only mildly different. In fact, after applying the Chi Square statistical measure, we witness what, arguably, one would expect on the basis of this minimal difference, which was that no significant difference emerged when comparing the two sides of the case. In spite of this, though, we opted to delve into the most common of the two relational categories, which as evidenced above, is the relational attributive category. In both relational attributive and relational identifying process categories, three further subcategories are distinguished, to include intensive, possessive and circumstantial types. Thus, the frequencies for each of the three relational attributive subtypes are listed in Table 56 below.

Relational Process type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
attributive intensive	110	45.08	99	51.56	1.808
attributive possessive	58	23.77	41	21.35	0.357
attributive circumstantial	76	31.15	52	27.08	0.856

Table 56. Frequency of relational process subtypes: Prosecution vs. defence

Although we, once again, observe that no significant difference is noted between the prosecution and the defence, what does prove interesting here is that all three attorneys on this case show a tendency to favour relational attributive intensive processes over the other two subcategories. Therefore, one can assume that there is an emphasis placed on the way in which people or things are described to the jury and others involved in the court case at hand. In fact, on closer inspection we uncover that the entities at the heart of this process type concern the trial and evidence of the case, followed by descriptions of the accused, who is characterised by the prosecutor as often as he is by the defence. When using relational attributive intensive processes to cite the defendant, both sides do so in order to provide a description of his physical attributes, as in (66a) and (66b).

- (66a) <DAN>[...] I remember I saw him. I remember I talked to him and yes, he **had** a beard. [...]</DAN> (A-MT-120393-16)
- (66b) <PAS>[...] He **had** things on his face. Little indentions, things on his face. [...]</PAS> (A-MT-120393-16)

However, to add to this, differences also emerge between the relational attributive intensive processes used by each side. To elaborate, with the prosecutor's closing statement, unlike in the case of the defence team, we see examples emerge in which the personality of the defendant is also brought to the forefront, as in (67a), (67b) and (67c), all of which in this instance, are also negative in nature.

- (67a) <PAS>[...] What else did she tell you? He **was** bossy. [...]</PAS> (A-MT-120393-16)
- (67b) <PAS>[...] He **was** cocky. [...]</PAS> (A-MT-120393-16)
- (67c) <PAS>[...] He **had** an attitude. [...]</PAS> (A-MT-120393-16)

The fact that negative traits are used by the prosecutor to remark upon the accused may be expected and, yet, also prove surprising. That is, in view of the type of trial under analysis (i.e. the rape of a teenage girl), it is certainly logical that a negative portrayal will be provided by those responsible for trying to establish the guilt of the accused party. On the other hand, we are well aware that the general rule of thumb is to restrict attorneys' use of more explicit evaluative descriptions in their discourse (cf. Statham, 2016, p. 284); thus, one could argue on this basis that it is more than reasonable to assume that no such examples would emerge. The latter, though, may actually explain why there are so few instances, with the three listed above representing the negative relational attributive intensive processes in their entirety in the prosecutor's closing statement.

Having outlined some of the initial key findings in relation to the most recurrent process categories in this subcorpus, then, we now turn our attention to the third most common process type which corresponds to those examples that are classified as (inter)action processes (see Chapter 6 for more details). Within the (inter)action category, there are two process subtypes, as discussed above, to include creative (i.e. those in which a participant is brought into existence) and transformative (i.e. those in which a participant is somehow transformed as the process itself unfolds) processes. The latter of the two ranks highest across all three closing statements as well as when contrasting the prosecution with the defence claims, as evidenced in Table 57.

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(Inter)action Process type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
transformative	229	84.19	177	74.68	7.093
creative	43	15.81	60	25.32	7.093

Table 57. Frequency of (inter)action process subtypes: Prosecution vs. defence

As illustrated in the table above, the tendency would appear to be for the prosecution lawyer to use more of the transformative subtype whilst the defence lawyers, alternatively, seem to favour the creative subtype. Moreover, in both instances these differences among the two sides is revealed as statistically significant. In view of this, we again delve that bit further into the use of each subcategory by the different lawyers to determine what types of things they referred to and, more specifically, in relation to who exactly. Thus, we first investigate the most common semantic roles that surface in the dataset with both of the (inter)action process subtypes, those of which are evidenced in Figure 5 below.

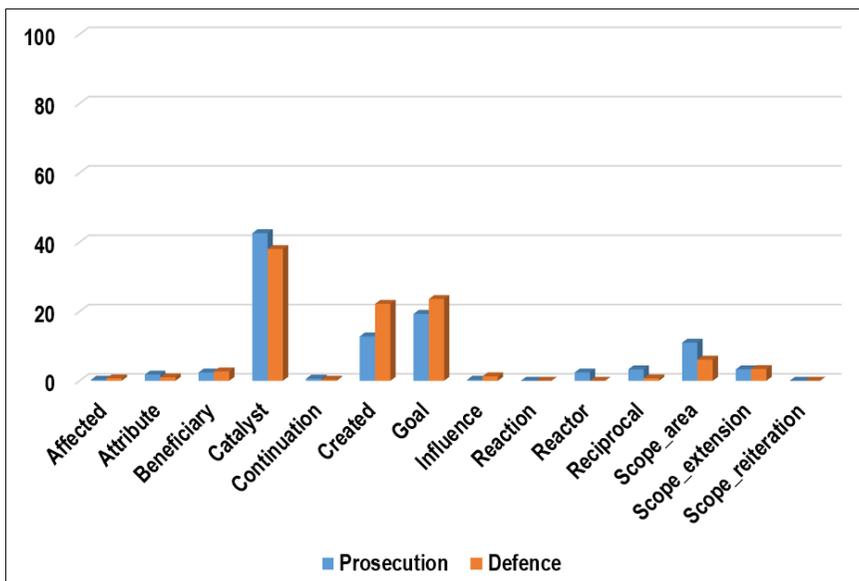


Figure 5. Participant configurations for (inter)action processes in all closing arguments

As illustrated above, both the prosecution and the defence attorneys regularly specify a *Catalyst*, thus showing that the entity responsible for a given action is explicitly mentioned on a regular basis, as in (68a) and (68b).

- (68a) <DAN>[...] I saw him Saturday when **they** shot [...]</DAN>
(A-MT-120393-16)

- (68b) <PAS>[...] It's not the same day that **they** went to the Olive Garden. [...]</PAS> (A-MT-120393-16)

To explore this further, then, the findings also reveal which of those involved in the trial are most often labelled as *Catalysts*, with a number of examples thus showing that this role was frequently assigned to the accused, as in (69a) and (69b) or, otherwise, to the police and/or other case workers, as in (69c) and (69d).

- (69a) <DAN>[...] He's got a beard. So **he** shaves his beard and what does he look like? He looks like the same man that she saw in the picture. [...]</DAN> (A-MT-120393-16)
- (69b) <PAS>[...] How long did you know <<FDFT>> was going to Texas with you? [...]</PAS> (A-MT-120393-16)
- (69c) <DAN>[...] So then what happens? **They** go out and they talk to all these witnesses [...]</DAN> (A-MT-120393-16)
- (69d) <PAS>[...] They also knew that a female could not produce sperm. Why do you think **they** did that test again? [...]</PAS> (A-MT-120393-16)

Although both sides of the case are most inclined to cite the accused or the police/case workers as the *Catalyst* of a clause, we do, nonetheless, see differences emerge here with regard to how frequently each entity adopts this role. That is, in the case of the prosecuting lawyer, the *Catalyst* most commonly denotes the accused, whilst the defence lawyer assigns the role of *Catalyst* most often to the police or other case workers in their closing arguments. The fact that the prosecutor focuses on the accused and the defence on the police is, perhaps, predictable if we consider that the prosecutor is contracted by the alleged victim to convince the jury that the defendant did the things that her client claims he did. Thus, s/he will reiterate as many times as possible the allegations of what took place and, more importantly, who led these events to take place. One such example of this tactic is given in (70).

- (70) <PAS>[...] **He** pulled out his penis.. [...]</PAS> (A-MT-120393-16)

By the same token, then, it is also foreseeable that the defence lawyers will draw on the actions of the police and others working on the case for the purposes of attempting to find holes in their investigation, as we witness in example (71).

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- (71) <DAN>[...] And you recall back in your mind in October of 1991, <<NA18>> resigned because of the outrage of this community at how **our police** were protecting us. [...]</DAN> (A-MT-120393-16)

Example (71) above openly undermines the police force and attempts to let the jury know that they have carried out an incompetent investigation in this instance and, therefore, should not be given any credit because it clearly is not due. In addition to the aforementioned, we also note how all the examples of the defendant as *Catalyst* when employed by the defence are to denote neutral actions. The prosecution, however, as in the case of relational attributive processes discussed above, references both neutral and negative actions that are claimed to have been carried out by the accused, with the intention in both cases of, wherever possible, inferring his immoral character. Examples of this are provided below.

- (72a) <PAS>[...] **He** pushed the door open more, put his arms around her chest [...]</PAS> (A-MT-120393-16)
- (72b) <PAS>[...] When **he** came in and grabbed her and pushed her further into the kitchen, the most terrifying event of this little girl's life began [...]</PAS> (A-MT-120393-16)
- (72c) <PAS>[...] She told you that **this man** over here held her down, stuck his hands inside her. **He** pulled out his penis. [...]</PAS> (A-MT-120393-16)
- (72d) <PAS>[...] she was able to describe **the person** that did these horrible things to her. [...]</PAS> (A-MT-120393-16)
- (72e) <PAS>[...] She has told you beyond any doubt that **this little, red headed, small, cocky, bossy man** did this to her. [...]</PAS> (A-MT-120393-16)

The above examples, perhaps, come as no great surprise if we assume that the aim of the prosecuting attorney is to ensure that the defendant is portrayed in the worst light possible. Even when using verbs that are inherently more neutral (e.g. *push*), we see from the co-text how the prosecutor manages to present a forceful and negative image of the man standing trial.

As well as the emergence of a *Catalyst* in (inter)action clauses, Figure 5 above also shows that the semantic role of *Goal* (i.e. the entity impacted upon) is the second most common participant. As such, we now turn to examine who this role also represents in the trial. Following a more in-depth qualitative analysis, we uncovered that both the prosecutor and the defence lawyers recurrently placed a non-animate entity in *Goal* position of the

clause. That is, on a number of occasions, reference was made to, for instance, different aspects of evidence, as in (73a) or (73b).

- (73a) <DAN>[...] Now if I wanted to present to you a created defence, a created situation, would I bring to you **these exhibits**? [...]</DAN> (A-MT-120393-16)
- (73b) <PAS>[...] If you believe that **the evidence** has been tampered with, then you can't convict him. [...]</PAS> (A-MT-120393-16)

Nonetheless, we must also remark that, just as notable about this semantic role, was the fact that the prosecution used twice as many references to the victim as *Goal* in the case on trial in comparison to the defence team. This, presumably, was to emphasise that her client was the entity affected by someone else's actions, as illustrated in (74) and to reiterate that she was, in no way, responsible for what occurred.

- (74) <PAS>[...] When he came in and grabbed **her** and pushed **her** further into the kitchen, the most terrifying event of this little girl's life began. [...]</PAS> (A-MT-120393-16)

Meanwhile, the defence attorney would appear to try and avoid, wherever possible, drawing the jury's attention to the victim as the one affected by all of this. Instead, a preference is shown for clauses without a *Goal* at all and, thus, they focus rather on discussing the events in which they argue their client partook, as in (75). In doing this, they invite the jury to understand that the defendant's involvement in the alleged crime is, actually, impossible.

- (75) <DAN>[...] And look at what everybody testified to. Nobody said he didn't go twice to the store. [...]</DAN> (A-MT-120393-16)

As apparent from example (75), then, the defence lawyers also employ clauses in which, throughout their discourse, any action on the part of the accused is neutral. They achieve this through avoiding clauses in which an entity is impacted upon, which is more than understandable given that their client was not the man who committed this crime and, thus, they must establish this beyond a reasonable doubt.

As well as considering the roles of *Catalyst* and *Goal*, which are common to the (inter)action transformative category, it is also worthwhile paying some attention to the role of *Created* in light of the fact that the defence team, in particular, seem inclined to use this process type more

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often in their closing statements. Thus, when taking a closer look, we find that many of the references to creative processes are in connection with the occurrence of events, as in (76a), aspects relating to the intentions of the defence team, as in (76b) or, otherwise, to explain characteristics of the evidence, as in (76c).

- (76a) <DAN>[...] Did you think they were lying to you? [...] I mean you heard them say the events that **occurred** that weekend. [...]</DAN> (A-MT-120393-16)
- (76b) <DAN>[...] We're merely showing you what the truth is. If I wanted **to create** something, wouldn't I have hired me [...]</DAN> (A-MT-120393-16)
- (76c) <DAZ>[...] And what this means, according to their witness, is that some individuals in the products from their body, those secretions, **secrete** blood group antigens. [...]</DAZ> (A-MT-120393-16)

As apparent in the examples, then, the defence lawyer (i.e. DAN) recurrently uses strategies that are designed to give credibility to both himself as well as to his witnesses that are testifying for the accused. Meanwhile, the second defence lawyer (i.e. DAZ) would also seem to be trying give their case more weighting by providing what may be described as the cold hard facts of the case; that is, he frequently makes references to any scientific evidence that is, in theory, difficult, if not impossible, to challenge. With the latter, we conclude our description of how (inter)action processes are used and in connection with whom, and now proceed to outline the fourth most repeated process type, i.e. the verbal category.

The number of verbal processes that surfaced in the closing arguments can also offer valuable insights into how each of the lawyers represents the facts of this case and those involved in some capacity or another. Nonetheless, prior to exploring the verbal process category in more depth and, specifically, the participant roles that occur with this process type, we must first acknowledge that the difference in usage of this process set proved highly significant when comparing the two sides of the court case, with the prosecution seen to employ verbal processes much more often than the defence (see Table 53 above). Thus, we continue with an examination of the semantic roles most typically associated with this process type in the data under analysis and, furthermore, who of those involved in the court case these roles correspond to. As evidenced in Table 58 below, then, a verbal process most commonly includes a Sayer, followed

by a *Verbiage* and, thirdly, a *Receiver*⁵⁴. This finding would seem logical given that a verbal process rarely occurs without making explicit who is responsible for the communicative act and the role of *Verbiage* is often included to represent what someone says. Lastly, we see how a *Receiver* often appears with verbal processes employed here, thus indicating that a degree of emphasis is also placed on the person to whom the communication is aimed.

Semantic role (verbal)	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
<i>Sayer</i>	227	10.36	130	7.35	10.795
<i>Verbiage</i>	198	9.03	109	6.16	11.287
<i>Receiver</i>	130	5.93	61	3.45	13.144
<i>Target</i>	2	0.09	2	0.11	0.046

Table 58. Frequency of semantic roles with a verbal process: Prosecution vs. defence

Aside from the frequencies of each of the semantic roles associated with a verbal process, then, we also observe in Table 58 above that the difference between the prosecution and defence teams in their usage of *Sayer*, *Verbiage* and *Receiver* is statistically significant. On this basis, we take things beyond a look at the quantitative data and turn to consider who these semantic roles correspond to. That is, we explore who the *Sayers* are, what it is that they mention and to whom. Thus, following a detailed analysis of the dataset, we uncover that both the prosecution and the defence most often ascribe the role of *Sayer* to witnesses for the defendant, although with very different intentions. The prosecutor, on the one hand, reminds the jury of the defence witnesses' testimony for the purposes of discrediting their claims, as in (77a). The defence lawyers, on the other hand, make every effort to highlight the consistency across witness statements in court, as in (77b) in order to have the opposite effect and, in turn, add credibility to their version of events, which is that the accused did not commit this crime.

- (77a) <PAS>[...] Did you hear **any of those people** say absolutely, positively this is exactly the way these events occurred on May 31st? No. [...]</PAS> (A-MT-120393-16)

⁵⁴ The percentage values here are based on the total of all potential participants that occur with any process type in the corpus.

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(77b) <DAN>[...] He looks like the same man that she saw in the picture. Is that beyond a reasonable doubt? No way. This isn't even close, ladies and gentlemen. So then what happens? They go out and they talk to all these witnesses ... all these people. **These people** aren't lying to you. They're giving you the best of their memories they can. If <<RDLT>> had wanted to lie to you, wouldn't **he** have told you, I saw him Friday morning? I saw him Saturday when they shot and I saw him Sunday when they shot. . [...]</DAN> (A-MT-120393-16)

In addition to the above, the prosecution attorneys also reference the police and other case workers as *Sayer* on numerous occasions, as in (78a).

(78a) <PAS>[...] Ladies and gentlemen, <<NOCC>> also told you that when she looked at the head hair, she had one known head hair that was similar with unaccountable differences [...]</PAS> (A-MT-120393-16)

As illustrated in example (78a), this strategy of referring to figures of authority, fundamentally, aims to strengthen the prosecutor's case against the accused, which we can see is attempted through reaffirming what the experts have been saying, thereby making their claims more convincing. The defence team, on the other hand, and as evident in example (78b) below, rather intends to undermine those working on this investigation and imply that these very experts offer anything but solid proof that the defendant on trial is responsible for this crime.

(78b) <DAN>[...] And there is no evidence of whose it is and **the police** told you they don't know. [...]</DAN> (A-MT-120393-16)

We now turn to the victim, who is the second most frequent *Sayer* across the closing arguments. This, at first glance, may seem somewhat surprising in the sense that to give the victim a voice may be viewed as favourable to the victim. That is, if we adopt the view put forward by Adampa (1999, p. 25), who insists that the entity assigned the role of *Sayer* can mean that s/he is rendered the less dominant of the two, but simultaneously lead one to sympathise more with the victim. However, subsequent to a closer look at the exact wordings uttered by the defence team, we come to learn that the surrounding co-text in which the victim is labelled as *Sayer* is designed to discredit her allegations, as evident in examples (79a) and (79b) below.

- (79a) <DAN>[...] <<UPJC>> **said** the complexion and hair looked like the same man. But now we come in here, we change our testimony and say she was absolute. [...]</DAN> (A-MT-120393-16)
- (79b) <DAN>[...] Then <<NOGH>> says, we got the guy that did it. His name is <<NDFT>>. She comes to court and **she** said, I don't know if that's him or not. [...]</DAN> (A-MT-120393-16)

Whilst the defence lawyers at no point in time question that the minor was raped, what they raise issue with here is the notion that this is a case of mistaken identity and, thus, highlight, wherever possible, any inconsistencies that are noted in the claims made by the victim regarding who did this to her. That is, they recurrently draw on elements from the victim's testimony to suggest that she is not a reliable witness.

Last but not least, then, we finish with a look at the complex process category, which although somewhat less frequent than the other process types discussed thus far, nevertheless, showed that the defence team used them almost twice as often, a difference that also proved significant (see Table 53 above). To explore this a little further, we investigated which complex processes were particularly frequent in the discourse of the defence, which at a more general level, as evidenced in Table 59 below, correspond to the dual process type.

Complex Process type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
Dual process	49	94.23	83	90.22	0.701
Multi-process	3	5.77	9	9.78	0.701

Table 59. Frequency of dual and multi complex processes: Prosecution vs. defence

From this, then, we next considered the specific dual process types that penetrated through the discourse of the prosecution and the defence teams. In doing so, we uncovered that the most prominent subcategory was the (inter)action-relational_attributive_possessive type, as evidenced in Table 60.

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Complex (dual) process type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
(inter)action-mental_cognitive minor	3	5.77	8	8.70	0.403
(inter)action-mental_desiderative minor	2	3.85	2	2.17	0.344
(inter)action-mental_perceptive minor	2	3.85	8	8.70	1.209
(inter)action-relational_attrib_intensive	0	0.00	1	1.09	0.569
(inter)action-relational_attrib_pos	28	53.85	30	32.61	6.229
(inter)action-verbal minor	5	9.62	8	8.70	0.034
mental_cog-relational_attrib_intensive major	1	1.92	5	5.43	1.026
mental_cog-relational_attrib_pos minor	0	0.00	3	3.26	1.732
mental_cog-relational_attrib_circ minor	0	0.00	0	0.00	0.000
mental_emot-relational_attrib_intensive minor	0	0.00	0	0.00	0.000
mental_cog-verbal major	2	3.85	4	4.35	0.021
mental_cog-verbal minor	4	7.69	3	3.26	1.411
mental_emot-verbal minor	0	0.00	1	1.09	0.569
mental_percept-verbal major	0	0.00	4	4.35	2.325
relational_attrib_intensive-verbal minor	2	3.85	6	6.52	0.453

Table 60. Frequency of complex (dual) process subtypes: Prosecution vs. defence

Aside from the (inter)action)-relational_attributive_possessive type proving the most common dual process, one thing that also stands out in the

aforementioned table is the fact that in spite of the higher number of examples of this subcategory in the defence closing arguments, the overall distribution of other types is broader than those used in the prosecution argument. In addition, a comparison of the two sides reveals that the difference in use of this specific process subcategory is statistically significant. On closer inspection, then, of the closing statements by the attorneys, the examples that emerge, in actual fact, are somewhat similar with references made to the actions of the defendant that result in possession of something, as in (80a) or, otherwise, in relation to the actions of those working on the force which also result in obtaining evidence, as in (80b).

- (80a) <DAN>[...] well they said when he got there, he went and **bought** some cold medicine. [...]</DAN> (A-MT-120393-16)
- (80b) <PAS>[...] At that time, <<RODS>> told you when he **recovered** those hairs that man over there was clean shaven. [...]</PAS> (A-MT-120393-16)

The tendency to use verbs that pertain to this dual process set may be accounted for through acknowledging that the discourse at this stage of the trial is designed to summarise the events as well as, in large part, remind the jury of the evidence of this case. Thus, when referring to the actions of the defendant, for example, instances sometimes surface in which the verb denoting action stretches further in its meaning to infer the notion of possession, which through the new TRANSITIVITY system can be accounted for. We observe the same phenomenon, then, when mention is made of any evidence that was retrieved in this case.

Before concluding this subsection on the closing arguments, we first dedicate some time to the circumstances employed by the attorneys working for the plaintiff and the defendant in order to determine the type of additional details that are deemed central to the arguments of each and the extent to which they coincide or vary. As outlined in Chapter 2, there are four categories of circumstances at their most general level of description. These along with their frequencies are given in Table 61.

Circumstance type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
Expansion_enhancing	517	60.68	386	60.41	0.011
Expansion_extending	260	30.52	213	33.33	1.338
Expansion_elaborating	0	0.00	2	0.31	2.670
Projection	75	8.80	38	5.95	4.252

Table 61. Frequency of circumstance categories: Prosecution vs. defence

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Across all four subcategories of circumstance, there are no significant differences between the two sides. Nonetheless, Table 61, does reveal a clear preference for the *Expansion_enhancing* category, which entails information detailing the time, place, manner, cause and conditions in which something occurs. Following this, although with substantially fewer examples, are references that mention *with whom* or *with what* certain things come about or are. This, then, leaves just a minority of cases in which the content of an idea or utterance is revealed or in which the source of information itself, or one's personal perspective is sometimes indicated. The latter is perhaps unsurprising in view of the fact that the lawyers in any given court case are obliged to present the facts of the case to the jury and remain as objective as possible in their arguments (Statham, 2016, p. 253). Nonetheless, these are once again initial insights into the representation of the rape case at hand and, thus, require that these categories be considered at a greater level of delicacy. As such, on gathering further details relating to the most common circumstance category (i.e. *Expansion_enhancing*), we find that one subtype is notably more frequent (i.e. *Location*), as exemplified in Table 62.

Expansion_ enhancing type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
<i>Extent</i>	52	10.06	35	9.07	0.249
<i>Location</i>	312	60.35	215	55.70	1.965
<i>Manner</i>	86	16.63	66	17.10	0.034
<i>Cause</i>	34	6.58	38	9.84	3.217
<i>Contingency</i>	33	6.38	32	8.29	1.203

Table 62. Frequency of *Expansion_enhancing* circumstance subtypes: Prosecution vs. defence

At first glance, there appears to be a reasonably higher occurrence of location circumstances in the prosecutor's discourse when compared to the defence, but the difference is, nevertheless, not significant. That said, with both sides tending to focus, on locative information, we opted to explore the specific type of location that was preferred by either side and, as apparent in Table 63, a difference emerges between the prosecution and defence attorneys in this case.

Location type	Prosecution		Defence		Chi Square
	Raw data	%	Raw data	%	
<i>Location: place</i>	159	50.96	92	42.79	3.407
<i>Location: time</i>	153	49.04	123	57.21	3.407

Table 63. Frequency of the location subtype: Prosecution vs. defence

As illustrated, then, the prosecution, on the one hand, would seem to favour a mention of where a particular realm of experience takes place, whereas the defence team instead more often cites the time of something. These overall preferences are exemplified by utterances such as (81a), in the case of the prosecuting attorney, who favours references to spatial location, and in (81b) in which the defence attorney specifies temporal details.

- (81a) <PAS>[...] He's dying his hair, he's leaving the state, he goes, according to his mama, **Kansas, Colorado, Utah**. What's he running from? That's what he's running from. He's running from <<NPJC>>. [...]</PAS> (A-MT-120393-16)
- (81b) <DAN>[...] And it stands out in your life what's different in your life that allows you to think back to **when** that was and **when** that happened. We know that they didn't ... that they arrived in Dallas, Texas, **Thursday, the 30th**. [...]</DAN> (A-MT-120393-16)

The fact that the defence lawyers focus on temporal details may be the result of their intention to remove all potential connections between the defendant and the events at the time that this crime took place. Meanwhile, the prosecution would seem to draw on the whereabouts, especially of the defendant, in order to convey that, all on his own, he shows signs of guilt. Whilst we acknowledge that Table 63 indicates a difference in terms of where the focus of certain facts lies, the difference between the prosecution and the defence teams in this case was not actually significant. This lack of significance may be explained by the fact that the corpus, although not small in size, would nevertheless, be more revealing if considered on perhaps an even larger scale. With the latter, then, we draw the discussion of transitivity patterns in the closing arguments to a close and proceed with an analysis of the questions posed to the victim by both the prosecutor and defence lawyers and, in turn, the victim's responses to their questioning.

7.3.3. Analysis of the victim's testimony using the new TRANSITIVITY network

Thus far, we have compared the testimony of the victim in response to the questions posed by the lawyers with the closing arguments in order to establish any differences as a consequence of the text type under analysis. In addition, a comparison of the closing statements and the transitivity patterns adopted by each side has also been carried out to, again, see whether the communicative style of lawyers alters as a result of the side of the case that they are working for. Thus, what remains is to consider the

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patterns specific to the prosecutor's questions when addressing the victim and those of the defence lawyer in order to make comparisons between the two sides,⁵⁵ before concluding with a look at the process usage by the victim herself and the extent to which she coincides with the styles of each lawyer. Information regarding the former is provided below in Table 64.

Process type	Prosecution questions (to victim)		Defence questions (to victim)		Chi Square
	Raw data	%	Raw data	%	
(inter)action	383	38.26	30	16.04	34.299
mental	202	20.18	42	22.46	0.502
relational	206	20.58	39	20.86	0.007
verbal	149	14.89	63	33.69	38.005
non-referent	12	1.20	0	0.00	2.265
complex	49	4.90	13	6.95	1.348

Table 64. Frequency of process types whilst questioning the victim: Prosecution vs. defence

Table 64 reveals a number of interesting tendencies, to include the fact that both sides diverge significantly with regard to their usage of (inter)action and verbal processes in their questioning of the victim. However, before delving further into this finding, we will first consider the use of the mental and relational categories in view of the fact that they are also somewhat frequent in this subcorpora, though not statistically significant. As exemplified above, both lawyers employ an almost equal percentage of mental and relational processes. In the case of the former, both attorneys opt for mental cognitive processes most often, as in (82a) and (82b), followed by mental perceptive ones, as in (82c) and (82d).

- (82a) <DAN>At some point in time, <<RODS>> came and showed you some pictures, didn't he?</DAN>
<PJC>Yes.</PJC>
<DAN>And do you **remember** when that was?</DAN> (A-MT-100393-07)
- (82b) <PAS>Do you **know** how far inside the lips of your vagina his penis went?</PAS> (A-MT-100393-06)
- (82c) <DAN>And you had expected and **saw** the person that had been identified to you as <<NDFT>>, didn't you?</DAN> (A-MT-100393-07)

⁵⁵ Although there are two lawyers working for the defence team, only one of them (i.e. <<DAN>>) questions the victim during the main trial.

- (82d) <PAS>When you were talking to the dispatcher, did you **hear** anybody come into the house?</PAS> (A-MT-100393-06)

Their usage of relational processes, on the other hand, differs during questioning in that the prosecutor is most often seen to use relational attributive intensive clauses, as in (83a) whilst the defence lawyer instead shows a preference for relational circumstantial clauses, as in (83b).

- (83a) <PAS>[...] Okay. Now you've indicated to the ladies and gentlemen of the jury you saw him at the time he did these things to you; **is** that correct? [...]</PAS> (A-MT-100393-07)
- (83b) <DAN>[...] How many hours **were** you in court? [...]</DAN> (A-MT-100393-07)

Examples such as (83a), which are common in the discourse of the prosecutor when questioning her client, could be the result of her use of more closed ended questions, which she often uses in an attempt to confirm what happened as opposed to asking the victim to tell the story in her own words. In doing so, the prosecutor is, thus, able to ensure that what she wishes the jury to hear about the alleged events will be heard, rather than running the risk that her client will forget to give any crucial details that serve to further incriminate the defendant. The defence attorney, on the other hand, seems more inclined to use relational circumstantial processes, those of which, unlike the former, generally appear in questions of a more open-ended nature. This finding is possibly due to an interest by the defence lawyer to place emphasis on more factual aspects of the case and less so on describing the qualities of a person or thing in order to remain objective. At the same time, the lawyer may be allowing the victim to tell her story in the knowledge that she is more likely to make a mistake or, perhaps, demonstrate a lack of consistency in her testimony when having to explain to the jury who did these awful things to her.

We now turn the reader's attention to the use of (inter)action and verbal process types, those of which show a significant difference (see Table 64 above). Thus, we proceed to describe how they are used by each of the lawyers in their questioning of the victim. We can see that the most common process for the prosecution is (inter)action, whereas the defence lawyer most often employs verbal processes. After taking a closer look at the data, we also learn that the (inter)action processes employed regularly concern actions that are carried out by either the victim, as in (84a) or the accused, as in (84b).

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- (84a) <PAS>[...] Okay. And when you **opened** that door, was the screen door on the outside opened or closed? [...]</PAS> (A-MT-100393-06)
- (84b) <PAS>[...] He **pulled** your shorts down, **pulled** your swimsuit down? [...]</PAS> (A-MT-100393-06)

As well as assigned the role of *Catalyst*, as in (85a) below, however, the victim, very often, also takes on the role of *Goal* in the clause, as in (85b) below.

- (85a) <PAS>[...] And did **you** write the names of the various rooms on the first floor of your house? [...]</PAS> (A-MT-100393-06)
- (85b) <PAS>[...] Did he physically turn **you** around so that he had you from behind? [...]</PAS> (A-MT-100393-06)

The fact that the prosecution reverts to using (inter)action processes time and again in her discourse, then, is deemed logical in that she needs to establish exactly what happened when this crime took place. It also makes sense that the victim and the defendant are those who fulfil the roles of *Catalyst* and *Goal* as they are the entities that represent why this case has come to trial. Furthermore, when the victim does represent a *Goal*, the defendant is usually the *Catalyst*, as in (85b) above, with the rare exception of a member of the victim's family adopting this position, as in (86).

- (86) <PAS>[...] Then **she** brought you back home? [...]</PAS> (A-MT-100393-06)

Although on the surface, example (85b) would appear to consist of neutral language, it is by no means vacant of evaluative overtones. That is, the idea of physically turning someone around so that they are held from behind implies a degree of violence and, moreover, placing the victim in a position in which she will fail to defend herself. Furthermore, the simple fact that it was an adult male who did this to an 11-year old child instinctively invites a negative evaluation of the accused from the members of the jury. There are several other examples of a similar nature, in the same way that there are a number of more innocent actions, comparable to that in (85a) that are cited in relation to the victim.

If we now take a look at the defence lawyer and, specifically, his usage of verbal processes, which are the category he exploits most often, we note that the most commonly assigned roles denote a *Sayer* and *Receiver*. The

analysis detected that in both instances, the victim is most typically described as a *Sayer*, as in (87a) as well as a *Receiver*, as in (87b).

- (87a) <DAN>Was that the first time **you** talked to <<RODS>>?</DAN> (A-MT-100393-07)
- (87b) <DAN>[...] Do you remember me asking **you** that question and you gave me that answer? </DAN> (A-MT-100393-07)

As also maintained in the analysis of the closing arguments, issuing the role of *Sayer* to the victim can, on the one hand, be viewed as a means by which to render her the less dominant participant (cf. Adampa, 1999, p. 25). Nonetheless, in this instance, that would not favour the defence's case, thus making this interpretation somewhat implausible. Rather, an alternative explanation may be that the defence team are reiterating what the victim has said in order to find fault with it and, thus, pull apart her claims to ensure that the jury view her as an unreliable witness and doubt the credibility of her testimony. With regard to assigning the victim a *Receiver* role, the main trend is for the defence attorney to remind the victim of the police or case workers who have spoken to her prior to coming to court, as in (88a), as well as cite himself as the one who is addressing her, as in (88b).

- (88a) <DAN>[...] Okay. He had talked to **you** on a few occasions, hadn't he? [...]</DAN> (A-MT-100393-07)
- (88b) <DAN>[...] Let me ask **you** if I asked **you** these questions and you gave me these answers. Counsel, Page 33 beginning at Line 9. Question: How else did you describe him? Answer: He had a pockmarked face. [...]</DAN> (A-MT-100393-07)

These examples, in the same way as those denoting the victim as a *Sayer*, also support the aforementioned explanation. That is, it is clearly the aim of the defence lawyer to plant a seed of doubt in the minds of the jury through reverting back to what the victim has alleged, and ensuring to point out any discrepancies or inconsistencies in her story.

Having considered the process types and the corresponding semantic roles that emerge most typically with these in the questions of the two attorneys working on this case, we now turn to consider the circumstances that each lawyer favours in their questioning to establish if there are any significant differences. This information is reflected in Table 65 below.

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Circumstance type	Prosecution questions (to victim)		Defence questions (to victim)		Chi Square
	Raw data	%	Raw data	%	
Expansion_enhancing	531	74.79	81	68.64	1.981
Expansion_extending	145	20.42	32	27.12	2.699
Expansion_elaborating	0	0.00	1	0.85	6.024
Projection	34	4.79	4	3.39	0.452

Table 65. Frequency of circumstance categories whilst questioning the victim: Prosecution vs. defence

To first address the Chi Square results, we witness that the Expansion_elaborating category emerges as significant; nonetheless, with just one example from the defence and no examples used in the questioning by the prosecutor, this finding proves somewhat difficult to confirm as a tendency of the former whilst he questions the victim. What we do see, however, is a preference, yet again, for the Expansion_enhancing circumstance category by both attorneys, which when examined in more detail, shows a tendency that we have also already come across, i.e. to favour references to locative information. Figures to confirm this are provided in Table 66.

Expansion_enhancing Circumstance type	Prosecution questions (to victim)		Defence questions (to victim)		Chi Square
	Raw data	%	Raw data	%	
<i>Extent</i>	47	8.85	16	19.75	9.045
<i>Location</i>	391	73.63	49	60.49	6.006
<i>Manner</i>	57	10.73	7	8.64	0.329
<i>Cause</i>	24	4.52	5	6.17	0.425
<i>Contingency</i>	12	2.26	4	4.94	1.980

Table 66. Frequency of Expansion_enhancing circumstance subtypes whilst questioning the victim: Prosecution vs. defence

On closer inspection and, as with the findings from the closing arguments, we observe once again that the prosecution tends to focus on spatial location, whilst the defence attorney instead draws more on temporal location. Thus, this would appear to imply that each of the lawyers differs slightly in what additional information they give more weighting to. That said, as illustrated in Table 67, the difference between the two sides was not, in any case, significant.

Location type	Prosecution questions (to victim)		Defence questions (to victim)		Chi Square
	Raw data	%	Raw data	%	
<i>Location: place</i>	191	48.45	20	40.82	1.126
<i>Location: time</i>	200	51.15	29	59.18	1.126

Table 67. Frequency of location circumstance subtypes whilst questioning the victim: Prosecution vs. defence

With the latter, we draw our description of the transitivity patterns that appear most often throughout the two attorneys' questioning of the victim to a close and turn to look at the patterns that emerge in the victim's responses to these questions. Moreover, we expect to determine whether she tends to follow suit or not with each of the lawyers, which if so, means we could expect her to indulge in using more (inter)action processes when answering the questions posed by the prosecution and more verbal ones when questioned by the defence attorney. Table 68 below, then, reveals the victim's usage of process types, indicating her general tendencies when responding to the questions by each of the lawyers.

Process type	Victim responses (to prosecutor)		Victim responses (to defence)		Chi Square
	Raw data	%	Raw data	%	
(inter)action	170	36.02	1	4.55	9.199
mental	100	21.19	12	54.55	13.342
relational	104	22.03	5	22.73	0.006
verbal	69	14.62	2	9.09	0.522
non-referent	17	3.60	0	0.00	0.821
complex	12	2.54	2	9.09	3.273

Table 68. Frequency of process usage in the victim's responses to questioning by the prosecution and defence

As illustrated above, when responding to the questions posed by the prosecution, the victim would seem to take the lawyer's cue and use the same process types (i.e. (inter)action processes) in her answers as those entailed in the questions posed to her. This, however, is arguably predictable if we consider that prior to coming to court, the victim will most probably have been prompted as to the types of questions that she will be asked by her lawyer and, by the same token, instructed on what she must tell the members of the jury. Thus, we come across, for instance, examples whereby the (inter)action processes used by the victim are often a reiteration of the prosecutor's question, as in (89a) and (89b).

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- (89a) <PAS>Were you running through the house or **walking** through the house or do you remember at this point?</PAS>
<PJC>Basically, just **walking** through the house.</PJC> (A-MT-100393-06)
- (89b) <PAS>He **felt** your breasts. How did he feel your breasts?</PAS>
<PJC>He basically just **felt** them with his hands.</PJC> (A-MT-100393-06)

Furthermore, the victim, when asked open-ended questions, those of which did not require her to repeat what had been asked as part of the answer she gave, nonetheless, was still primed to elicit a response in which she would give information about one's actions, typically those of the defendant, as in (90) below.

- (90) <PAS>What's the next thing that happened?</PAS>
<PJC>He **grabbed** my wrist again and **took** me back into the den, told me to lay down on the couch and he **took** ... he **unzipped** his pants and **pulled** his penis out of his pants and he **raped** me.</PJC> (A-MT-100393-06)

It becomes clear, then, in examples such as (90) that the victim, when given free rein to tell her story, not only resorts to recurrently using (inter)action processes in her discourse, but moreover, ensures that the role of *Catalyst* is assigned to her alleged assailant. In fact, of the 170 occurrences of (inter)action processes used by the victim throughout her testimony, the accused is labelled as *Catalyst* in 37.6% of them. Otherwise, she designates the semantic role of *Catalyst* to herself, as in (91a), her family, as in (91b) or the police who arrived on the scene as soon as the crime had been reported, as evidenced in (91c).

- (91a) <PJC><PJC>I first took off my shoe and my shorts and put my bathing suit back on. [...]</PJC> (A-MT-100393-06)
- (91b) <PJC>[...] And **my mom** left to go to work [...]</PJC> (A-MT-100393-06)
- (91c) <PJC>[...] **they** banged on the door and they yelled, "Police?"</PJC> (A-MT-100393-06)

Although the aforementioned findings were, arguably, foreseeable, what was less expected here was to uncover that in her responses to the defence attorney, the victim actually uses fewer verbal processes than she does with the prosecuting attorney. Rather, the most common process type she

employs in her answers to the defence lawyer is the mental set and, more specifically, mental cognitive, as in (92).

(92) <PJC>[...] I **don't remember** the date. I **think** it was in August or something like that. [...]</PJC> (A-MT-100393-07)

Thus, it would seem that in the victim's testimony in which she replies to the defence attorney, she repeatedly shows a lack of assertiveness, either through her use of negated mental cognitive processes or otherwise using verbs that infer a degree of reservation (e.g. *think*). However, this may well be unavoidable in the sense that nerves are likely to influence the way the victim testifies at this stage and, furthermore, the defence attorney appears to ask questions concerning specific details of the investigation, whilst fully aware that it is more than reasonable for any person to not recall this type of information. However, it is also for this very reason that the defence attorney does this; that is, he is employing strategies to try and portray the victim as inconsistent and, in turn, untrustworthy.

Before bringing this chapter to a close, we finish with a look at the circumstances that emerged in the victim's testimony when questioned by both lawyers in an attempt to gain some insights into the type of additional details she would appear to give priority to in her version of events. This information is detailed in Table 69.

Circumstance type	Victim responses (to prosecutor)		Victim responses (to defence)		Chi Square
	Raw data	%	Raw data	%	
Expansion_enhancing	283	63.17	19	73.08	1.043
Expansion_extending	163	36.38	6	23.08	1.897
Expansion_elaborating	0	0.00	0	0.00	0.000
Projection	2	0.45	1	3.85	4.516

Table 69. Frequency of circumstance categories in the victim's responses to questioning by the prosecution and defence

When responding to both the prosecuting and defence lawyers, the victim shows a clear tendency to use more references to the Expansion_enhancing circumstance category. Nonetheless, at this stage we start to see how the two sides diverge; the responses given to the prosecutor's questions largely refer to *Location: place* and *Location: time* and, in fact, when comparing the frequency of location circumstances present in the answers to the questions by each of the lawyers, we encounter a significant difference. The fact that location is the most common type of circumstance in the victim's responses to the prosecutor's

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questioning may come as no great surprise if we take into account that the prosecutor repeatedly includes this same circumstance in her questions.

To now remark upon the responses to the defence attorney's questions, we discover that, unlike with the prosecution, the subtypes *Extent* and *Manner* are, instead, the most frequent type of circumstance in the victim's responses this time, as illustrated in Table 70.

Circumstance type	Victim responses (to prosecutor)		Victim responses (to defence)		Chi Square
	Raw data	%	Raw data	%	
<i>Extent</i>	46	16.25	6	31.58	2.933
<i>Location</i>	154	54.42	5	26.32	5.640
<i>Manner</i>	52	18.37	6	31.58	2.001
<i>Cause</i>	26	9.19	1	5.26	0.337
<i>Contingency</i>	5	1.77	1	5.26	1.118

Table 70. Frequency of Expansion_enhancing circumstance subtypes in the victim's responses to questioning by the prosecution and defence

Thus, when making reference to aspects of *Extent* in her responses, the victim tends to specify, for instance, the duration of something, as in (93a) or the frequency of something, as in (93b).

- (93a) <DAN>Okay. And of those pictures, did you look at them?</DAN>
 <PJC>Yes.</PJC>
 <DAN>How long did you look at them?</DAN>
 <PJC>**5 to 10 minutes**, I think.</PJC> (A-MT-100393-07)
- (93b) <DAN>Did he make you look at them **again** or did he just ask you to sign the picture that you'd already looked at?</DAN>
 <PJC>He just handed them to me and he basically told me if I needed to look at them **again** I could, just to make sure.</PJC> (A-MT-100393-07)

In addition, she shows some signs of employing circumstances of *Manner* on several occasions and, in particular, those that denote a *comparison*, as in (94a) or *degree*, as in (94b).

- (94a) <DAN>[...] Question: Can you tell me what you mean by a pockmarked face? Answer: **Like acne scars**. [...]</DAN> (A-MT-100393-07)

- (94b) <DAN>[...] Okay. Can you tell me how bad those were?
 Answer: They were all over his cheeks and they were kind of deep, but they were big. Do you remember me asking you that question and you gave me that answer?</DAN>
 <PJC>**Pretty much**, yes.</PJC> (A-MT-100393-07)

These patterns initially appear to be more characteristic of the victim than the defence attorney in view of the fact that she does not follow the expected pattern. Nonetheless, it soon becomes evident from the co-text that her answers to the lawyer are, especially in the case of *Extent*, completely regulated by the questions she is asked. This is less apparent in the latter two examples, in which (94a) shows that, through an open-ended question posed by the defence attorney, the victim had complete freedom to expand on a lengthy answer, but chose to give an answer in which she makes a comparative remark to answer the question. Meanwhile, in (94b), the victim also need only proffer confirmation and, yet, she is careful to gage her answer, simultaneously demonstrating, as a result, a lower level of commitment to her testimony. This may be a consequence of the fact that, as inferred earlier, the victim feels far less sure of herself when responding to the man who is representing the person she believes to have raped her. However, to verify this idea further, a more in-depth look at similar cases would be useful to help determine the ways in which alleged rape victims react to the questions posed by the defence team.

7.4. Conclusion

In conclusion, this chapter has dealt with two of the main facets of this work, which are to show through a critical discourse analysis approach, combined with corpus linguistic tools, how amendments to the current systems of TRANSITIVITY, as they are proposed by both the Sydney (Halliday & Matthiessen, 2014) and Cardiff (Fawcett, 2000; Neale, 2002) grammar models, are necessary in order to cater for the meaning inherent in a number of processes when used in discourse. Moreover, we have shown that, using a refined model of TRANSITIVITY that considers the three main elements (i.e. participants, processes and circumstances), it is possible to explore the ways in which the attorneys and the rape victim use language strategically to ensure that they portray themselves, others and events in a particular light. We now turn to the penultimate chapter of this thesis in which I revert back to another look at the closing arguments, this time applying APPRAISAL theory in order to compliment the analysis described thus far. That is, as explained in line with some of the examples given in this chapter, the transitivity analysis served as a point of departure for the

7. Transitivity: Applying the revised framework to courtroom discourse

overall evaluative nature of the discourse examined. However, to explore this slightly further, the most logical way to proceed is through the application of APPRAISAL theory (Bednarek, 2008; Martin & White, 2005) to the data and, thus, gain additional details into the implications of this piece of research.

8. APPRAISAL ANALYSIS OF THE CLOSING ARGUMENTS

8.1. Introduction

In addition to applying a revised TRANSITIVITY network to a section of the corpus under analysis, a subsection of the data (i.e. the closing arguments of the prosecutor and both defence lawyers) is also examined using the APPRAISAL framework. Unlike the system of TRANSITIVITY, APPRAISAL instead pertains to the interpersonal metafunction of language (Halliday & Matthiessen, 2014, pp. 30-31). Thus, as remarked upon in Chapter 3, its interest lies in the ways in which we use language on the basis of (i) the social distance between speakers, thereby defining what is and what is not appropriate to utter, and (ii) how we evaluate ourselves, others and things. The focus here is, essentially, on the latter of the two, given that the chief system within APPRAISAL theory, the system of Attitude, caters for the analysis of evaluative language, whether used more overtly or covertly, to denote feelings and attitudes. It is particularly relevant to the analysis at hand because it can serve to provide additional insights into how all three of the lawyers in question try to invoke their own feelings and attitudes as well as those of others in order to reach a desirable verdict for their client. Furthermore, this particular case is rather remarkable in light of the fact that the jury ultimately arrive at a guilty verdict when the man on trial is, in actual fact, innocent. This evidently leads one to question the extent to which the jurors on this case were, perhaps, manipulated/convinced by the prosecution lawyer through her use of language. Thus, this chapter shall begin with a brief description of the closing arguments before proceeding with a discussion and explanation of the results. We start with a number of more general findings and, subsequently, delve into a finer level of detail.

8.2. The closing arguments: Facts and figures

In view of the fact that the accused in this case was legally represented by two barristers, a total of three closing arguments were given, with one from the prosecution and two from the defence team. The prosecution closing argument, despite there being just one, proved lengthier than both closing arguments by the defence attorneys combined. The word count for the defence and prosecution closing statements can be found in Table 1 below.

Prosecution	Defence
6,118 words	4,986 words

Table 1. Word count for the prosecution and defence closing arguments

This initial information is a useful starting point that serves to establish whether the samples of data are suitable for comparison on the basis that

8. Appraisal analysis of the closing arguments

they are of a similar size (Baker, 2006, p. 27). In any case, the slightly higher word count in the prosecutor's closing statement does not necessarily imply that a higher number of appraisals will be used. In fact, despite saying less during the closing argument stages, the defence team used more appraisals on this occasion with their total reaching an average of 42 examples per 1,000 words; the prosecution, in comparison, used an average of 34 appraisals per 1,000 words, simultaneously indicating that the difference in amount between the two was also minimal.

On acquiring all examples of appraisal across the three arguments, then, they were each classified as positive or negative cases of evaluation. Subsequently, they were assigned to one of the three categories of the Attitude system (i.e. Affect, Judgement or Appreciation), and any one of their subcategories (e.g. Affect: Happiness; Judgement: propriety; Appreciation: Valuation). Lastly, whether they were uttered more or less explicitly was also taken into consideration.

8.3. Positive vs. negative evaluation across closing arguments: Some general tendencies

The initial stages of the analysis involved determining the more general evaluative nature of the closing statements in this case and, furthermore, whether each side (i.e. prosecution vs. defence) showed a tendency to be more or less positive in their discourse. The results of this enquiry can be found in Figure 1 below.

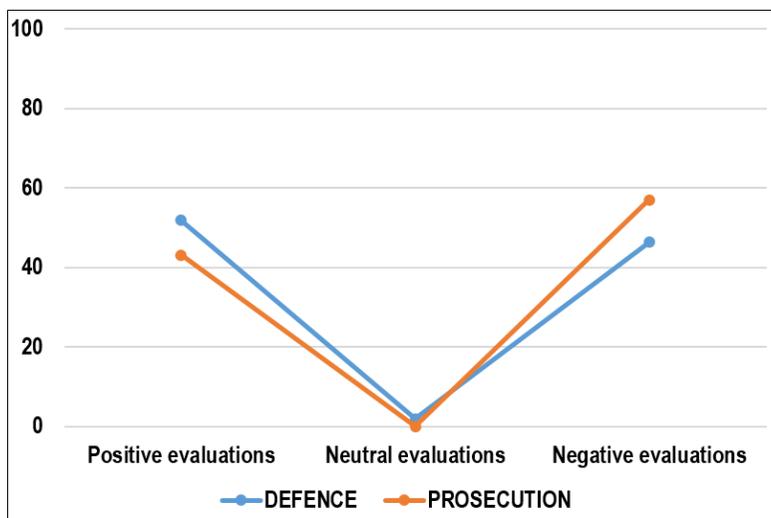


Figure 1. Evaluative tendencies: Prosecution vs. defence

As evidenced in the graph above, then, whilst very little difference was noted between the prosecution and the defence teams, the former were more inclined to use negative appraisals (57%) by comparison to the latter (46%). This, one may argue, is somewhat unsurprising given that the aim of the prosecuting attorney is to portray the defendant in the poorest light possible and, in order to do so, a degree of negativity in her discourse is arguably a requirement, as exemplified in (1)⁵⁶ below.

- (1) <PAS>[...] She has told you beyond any doubt that this **cocky, bossy** man did this to her. [...]</PAS> (A-MT-120393-16)

Statements such as those in (1) above are, nonetheless, also a little unexpected due to the general ruling in a court of law that all “courtroom dialogue should proceed without judgement being passed upon a defendant” (Statham, 2016, p. 253). Here, though, we witness how this rule is openly defied. That said, a number of negative evaluations are also less obvious and, thus, cleverly invoked through constructing an argument using specific terms that carry linguistic overtones and tactfully imply what cannot, otherwise, be uttered overtly.

Another aim of the prosecution team is to challenge the arguments put forward by the defence, whether that be the remarks made by either of the lawyers, as in (2a) or, otherwise, the testimony of witnesses who are testifying for the accused, as in (2b).

- (2a) <PAS>[...] Did you listen to what <<MDAZ>> told you? He went through and he told you that <<NOAM>> said there was no blood. Well that's not what <<NOAM>> said. She said my records don't reflect blood, but it's not necessarily something that I would put down. [...]</PAS>⁵⁷
- (2b) <PAS>[...] I've been a prosecutor for ... well working on 9 years now and I'm 37-years old. And in the history of me being in the prosecutor's office, I've never seen such perfect alibi witnesses. Think about what they said. [...]</PAS>

In example (2a), the prosecution lawyer makes every effort to pick holes in the argument of the defence attorney's statements in order to, wherever

⁵⁶ When the example consists of an explicit attitudinal lemma or a particular stretch of text that denotes evaluative overtones, it is highlighted in bold; if, however, the evaluation is global (i.e. across a substantial section of a text), no highlighting is used.

⁵⁷ <<MDAZ>> is the code assigned to one of the two defence lawyers in this case.

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possible, discredit his claims, no matter how trivial her correction of his words or arguments may seem. When we turn to consider example (2b), though, we observe how the prosecutor, when stating that these are perfect witnesses, is, in fact, using irony because she finds it hard to believe that several people can recall the most minute of details which, in normal, everyday circumstances, the average person, she claims, would probably not remember, which was also apparent in her discourse, as discussed in Chapter 7, through her use of mental process patterns. As well as being more transparent in one's evaluative comments, then, as in (1) above, invoked evaluations can also serve to put across a negative picture of the opposing party.

In line with their attempt to convey a negative image of their opponents, the prosecution team, simultaneously, seem to try and lead the jurors on this case to, unsuspectingly, infer that their own arguments are, by contrast, solid, as in (3a) and that their own witnesses, unlike those used by the defence, do offer reliable testimony, as in (3b).

- (3a) <PAS>[...] Now I don't know whether he talked to him in August or not. I know that he said a couple months or several months is his words, and I don't want to use anything but his words [...]</PAS>
- (3b) <PAS>[...] Children don't lie. Children who have been brutalised and traumatised can't be persuaded one way or the other if it happened to them. [...]</PAS>

In example (3a) the prosecutor wants the members of the jury to take away with them that her priority is to reveal the truth, the whole truth and nothing but the truth. Meanwhile, in (3b), by openly asserting that children do not lie, she also insinuates that adults, however, do lie or can, at least, be economical with the truth. As such, she succeeds in portraying her own side positively and the defence team, instead, more negatively.

Despite the general tendency of the defence lawyers to use, unlike the prosecution, more positive than negative evaluations, we will nonetheless, first turn to examine the negative appraisals employed by the former, before proceeding to describe examples of positive appraisals found in their closing arguments.

Due to the fact that the defence team comprised two lawyers, their appraisals were originally classified individually; however, they were later combined in order to compare the two sides (i.e. the prosecution and the defence) more generally. Thus, subsequent to combining the two closing arguments the appraisals that were identified revealed that 46% were of a negative nature. In addition to there being fewer examples than positive

ones, the vast majority were invoked, as in (4a); when, however, they were inscribed, they were, unlike those used by prosecutor as evidenced in (1) above, used to negatively evaluate an inanimate thing or concept, as in (4b) below.

- (4a) <DAN>[...] What do they say? They say, we show <<FPJC>> a picture. Didn't <<FPJC>> say they showed me 6 pictures? [...]</DAN>
- (4b) <DAN>[...] <<RODS>>, isn't it true that within 10 days of **this horrible crime** you submitted a known child rapist's fingerprints to your expert to see if this was him? [...]</DAN>

In (4a) the defence attorney uses the same strategy we have already seen with the prosecutor in which one draws on what their opponent has claimed at some point in the trial and makes every effort to find fault, even if only minor, in their argument. In (4b), in which an overt example of negative evaluation is pinpointed, the focus is shifted to a consideration of the crime itself as opposed to those who are allegedly involved. This is arguably, a somewhat useful way of shrouding, on the one hand, the victim of the crime, who in this case is a minor and, thus, a victim who is likely to acquire a higher degree of sympathy from the jury than an adult would otherwise receive. Moreover, this linguistic technique can also assist to conceal the party responsible for such vile and atrocious actions, which, up until this point, have been associated with the defence lawyer's client. Thus, the deliberate removal of the accused from the clause can only prove positive for the team who are defending him.

With the latter, we conclude our introduction to this section which looks at negative appraisals by both sides and we now turn to the use of those more positive evaluations, which were shown to occur more frequently in the discourse of the defence (52%)⁵⁸ than the prosecution (43%). However, this finding is, perhaps, conceivable if we consider the supposed intention of the defence attorneys. That is, the defence team are expected to try and convince the jury that their client, who is on trial for the rape of a minor, could not only never have committed this crime because he was elsewhere when the alleged incident took place, but, moreover, that he is not responsible because, aside from being a man of integrity and principles, the evidence itself makes it clear that he could not have committed the alleged crime. This idea is exemplified in (5) below.

⁵⁸ The 2% not accounted for in the evaluations comprise a minimal number of examples in which the appraisal is classed as neutral.

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- (5) <DAN>[...] Now I feel sorry for <<FPJC>> and I know we all do. But the evidence is overwhelming that <<NDFT>> did not do it. [...]</DAN>

Additional reasons for the defence employing positive appraisals, albeit implicitly, include the fact that they are also ensuring to convey that their witnesses are respectable and to be trusted, as illustrated in (6).

- (6) <DAN>[...] Did <<NWBR>> tell you, I saw him Friday? No. <<NWBR>> told you he saw him Saturday. Is <<NWBR>> lying to you? None of these people are lying to you. They're telling you what happened. Has the State's [sic] proven beyond a reasonable doubt that <<NDFT>> committed these crimes? No. [...]</DAN>

In example (6), aside from insisting that his own witnesses are trustworthy and to be believed, we note how the defence attorney tries at the same time to let the jury know that, precisely because they are reliable witnesses, his opposition has been unsuccessful in their attempts to adequately disprove defence witness testimony.

Although there are less instances of positive evaluation used by the prosecuting attorney, she, nonetheless, does adopt a rather overtly positive stance in relation to, for instance, her portrayal of the so-called victim, as in (7a). In addition, though more indirectly, the witnesses for the prosecution are portrayed in a rather positive light, as evident in (7b) along with any references that the prosecutor makes to herself, as in (7c).

- (7a) <PAS>[...] She took that stand and she didn't cry. Her mom and her dad did, but she didn't cry and she was very **brave**. [...]</PAS>
- (7b) <PAS>[...] He told you there was a faint 1.1. He didn't hesitate. He didn't qualify his results or anything else. He just told you the results. [...]</PAS>
- (7c) <PAS>[...] You know, ladies and gentlemen, if I really wanted to tamper with the evidence in this case, I would have said, for you \$1,000, you better get up here and say it's <<NDFT>>. I guess they did a little better with their \$2,000 expert. [...]</PAS>

In the first of the three examples, an explicit evaluative lemma (i.e. *brave*) is used to refer to the plaintiff in the case. Meanwhile, in examples (7b) and (7c), the evaluation, although still denoting positive qualities of certain individuals, is nonetheless, implicit. Thus, in (7b), the prosecutor subtly implies that the *he* in question is both confident and, thereby, in turn, to be trusted and, at the same time, objective, which once again only reiterates his reliable character given that what he is testifying to is based merely on factual evidence. Lastly, in (7c), the prosecutor, in a back handed fashion, suggests that she has been nothing but honourable and invites the jury to accept that she would never have tampered with the evidence, even though this is what the defence lawyers are arguing.

Having outlined so far the general positive and negative appraisals that emerge in the closing arguments of both the prosecution and defence attorneys, we now turn our attention to the more specific types of positive and negative appraisal that each side uses. Thus, what follows below is a description of the three subcategories within the Attitude system of the APPRAISAL framework, along with potential explanations behind their usage.

8.4. Specific types of Attitude across closing arguments: Prosecution and defence tendencies

8.4.1. Affect

As outlined in Chapter 3, the subsystem of Affect refers to any instance of explicit or implicit feelings or emotions that we express towards someone or something, irrespective of whether these feelings are positive or negative. On close inspection of the closing arguments under scrutiny here, then, a number of interesting findings emerged, starting with, as Figure 2 below indicates, how the two sides of the case used either more often positive or negative Affect in their concluding statements.

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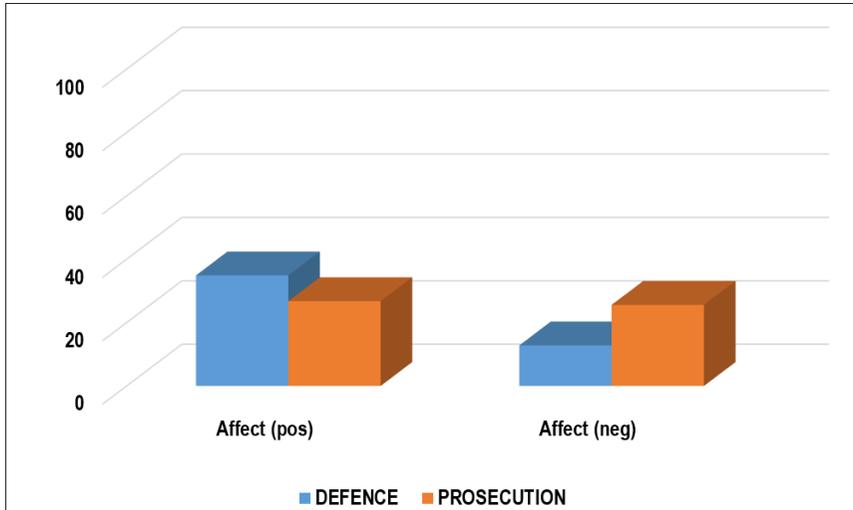


Figure 2. Occurrence of positive and negative Affect

As evidenced in Figure 2, we once again witness how the two opposing sides have contrasting tendencies, with the defence attorneys using most commonly positive Affect and the prosecution, rather, found to prefer instances of negative Affect. However, this merely touches the surface of these findings; thus, what is needed is a more in-depth analysis of just what Affect subcategories each attorney has used, which is summarised, quantitatively, in Figure 3 below.

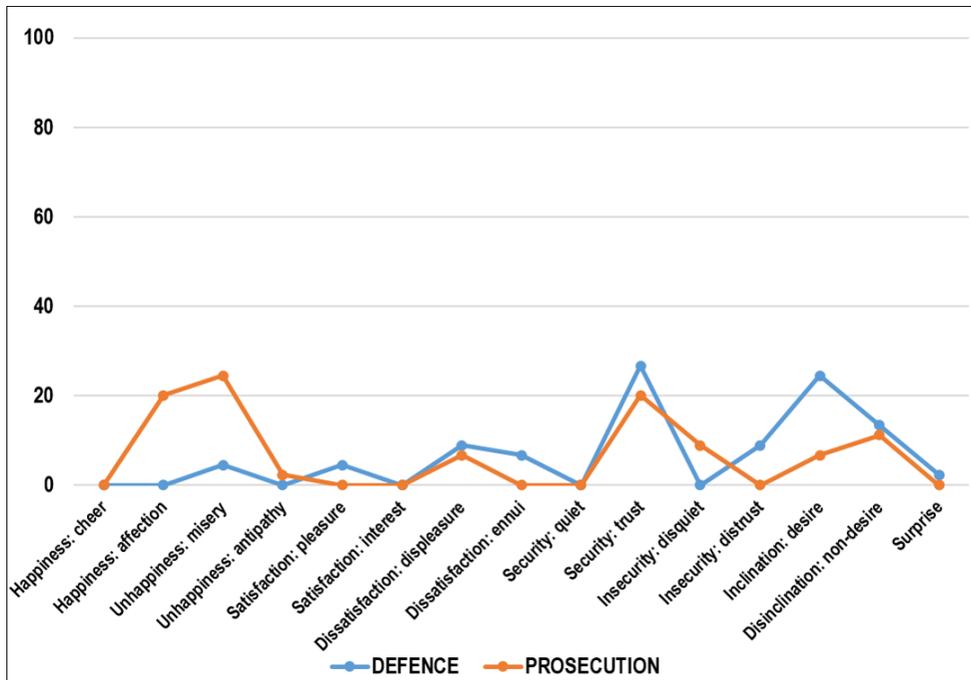


Figure 3. Occurrence of Affect subcategories

As we can see, a minimal number of examples of Affect were actually identified in the dataset. Nonetheless, through a comparison of the discourse by the two defence attorneys and the prosecutor, Figure 3 reveals a number of similarities and discrepancies between the two sides. To begin with the similarities, we observe that the prosecution and defence attorneys both peak in a number of subcategories to include *Dissatisfaction: displeasure*, *Security: trust* and *Disinclination: non-desire*. In the case of *Dissatisfaction: displeasure*, both sides give specific mention to the outrage felt by others, with the defence making reference to the anger of the local community that resulted from poor detective work done surrounding this particular case, whilst the prosecution cite examples of anger experienced by witnesses who feel that the whole trial process is a waste of time. The witnesses referred to are witnesses for the defence and, thus, not only does this invite the jury to associate them with negative emotions, but also, it allows the prosecuting lawyer to reiterate the fact that, whilst they may be outraged, as she states in example (8) below, this feeling is, in fact, futile by comparison to the effect the crime has had on the victim.

- (8) <PAS>[...] Now <<MA32>> was **outraged**. He's **outraged** that we're wasting your time. He's **outraged** that you're wasting his time. [...]</PAS>

8. Appraisal analysis of the closing arguments

With regard to *Security: trust*, the examples that were detected denote the notion of confidence in oneself about the facts of the case. Thus, reference was made by the defence attorneys to what they knew to be certain about the evidence, as in (9a) or, otherwise, to the jury as being able to feel confident about what they have been told, as in (9b). The prosecuting attorney, who also spoke of self assurance, instead did so in connection with the victim in this case, as in (9c) as well as with the witnesses who testified for her side, as in (9d).

- (9a) <DAN>[...] **We know** <<FDFT>> was there. There's nothing to refute. [...]</DAN>
- (9b) <DAN>[...] now I ... you seen how <<UPAS>> cross-examined these witnesses and **you know** these people are telling what they remember. [...]</DAN>
- (9c) <PAS>[...] She looked at the photo lineup. [...] It's him. **Not I think** it's him, not maybe it's him, it's him. [...]</PAS>
- (9d) <PAS>[...] <<RDGI>> came in and talked to you about his DNA studies and explained them to you. Now ladies and gentlemen, he indicated to you that the DNA in sperm that was found in this case was consistent with the defendant. He also said he could not positively include or exclude him entirely. He also told you that he could positively exclude 90 percent of the population and that <<NDFT>> falls in the other 10 percent. [...]</PAS>

In the last example, we witness yet again how the discourse as a whole leads the reader or listener to infer that <<RDGI>> is a reliable witness.

Lastly, it seems equally common for both sides of the case to use examples that denote *Disinclination: non-desire*; in fact, both, it would seem, use this linguistic strategy to enhance their own credibility and convey their honest character, as in (10a) and (10b), which are statements by the prosecution and the defence, respectively.

- (10a) <PAS>[...] You know, ladies and gentlemen, **if I really wanted** to tamper with the evidence in this case, I would have said, for you \$1,000, you better get up here and say it's <<NDFT>>. [...]</PAS>
- (10b) <DAN>[...] Now **if I wanted** to present to you a created defence, a created situation, would I bring to you these exhibits? [...]</DAN>

To add to this, the prosecutor also employs examples of explicit *Disinclination: non-desire* for the purpose of boosting the credibility of the victim as a witness in this case, as in (11a), or with the aim of leading the jury to believe that the defence attorney has manipulated the evidence to work in his favour, as exemplified in (11b).

- (11a) <PAS>[...] And you know what, ladies and gentlemen, do you think she could sleep at night if she thought the man that did this to her was still out running around? You think she'd **want** to get on this stand and tell all of you those things if she thought it wasn't him? Think about your own children. No. [...]</PAS>
- (11b) <PAS>[...] Well when he started to talk about <<NPJC>>, he said, I don't doubt that she was attacked that day. He **doesn't want** to talk to you about how bad or how violent or how nasty and ugly that attack was. He said she was attacked. [...]</PAS>

All in all, despite a range of similarities between both sides of the case in relation to their usage of Affect, then, we note, nonetheless, that clear differences come to the surface regarding the intention that each attorney has when implementing the kind of examples presented here. With this in mind, we shall continue by taking a look at the differences that are evidenced above and strive to explain such variation.

The first and, perhaps, most obvious divergence when comparing attorneys relates to the subcategory *Unhappiness: misery*, in which in contrast to the prosecution team, hardly any examples whatsoever emerged from the defending attorneys. In fact, the latter used just two examples in their closing arguments in order to declare their sympathy for the victim in question. The prosecuting lawyer, on the other hand, is seen to resort to instances of *Unhappiness: misery* not as a feeling that she herself goes through, but rather, to describe the sadness that the victim or otherwise, the parents of the victim are experiencing, as in (12a) and (12b) below.

- (12a) <PAS>[...] <<RDCO>> and <<AWCP>> told you that <<VPJC>> is a bright young girl and that even at the time when **she was crying** and wanting to be held, she was able to describe the person that did these horrible things to her. [...]</PAS>
- (12b) <PAS>[...] She took that stand and **she didn't cry. Her mom and her dad did** [...]</PAS>

8. Appraisal analysis of the closing arguments

It is arguably foreseeable that the prosecution decide to play on the emotions of the victim in this way, given that such a strategy, especially with a case such as this one in which the victim is a child, is likely to be very effective in gaining the sympathy and support of most, if not all of the jury members. That is, anyone with half a heart would instinctively wish a paedophile to be imprisoned for life so as to ensure that he could never hurt anyone in the way this little girl has been harmed. Thus, aside from demonstrating recognition of the victim's feelings, the defence team evidently have no interest in focussing on this; rather, their concern, we may presume, is with clearing the name of their client, which explains their infrequent use of this subcategory in their discourse.

A second subcategory that differs somewhat from one attorney to another is *Happiness: affection*, which the defence lawyers at no point in time make use of. The prosecutor, on the other hand, does, although rarely, employ language pertaining to this subcategory with the aim of acknowledging that the parents of the accused love their son, as in (13).

- (13) <PAS>[...] Now when <<AWDM>> took the stand and began to talk to you, she told you that **she loved** her son [...]/</PAS>

In addition to this, *Happiness: affection* is also used and, far more often, as a means by which to, primarily, question the rationale behind why certain witnesses for the defence are claiming what they claim. Example (14)⁵⁹ is provided below to illustrate the latter.

- (14) <PAS>[...] Ladies and gentlemen, the people who took the stand and talked to you, the <<SDLT>>'s, the <<SA32>>'s, the <<SDFT>>'s, when they took the stand and talked to you, most of those people were talking to you **out of the love of 2** individuals. And those 2 individuals are <<MWJD>> and <<AWDM>>. [...]/</PAS>

The prosecutor here in the above example, whilst accepting of the idea that a mother loves her child, regardless of how immoral s/he may be or have acted, is making every effort to imply that we can certainly sympathise with the loved ones of the defendant, but that this is not sufficient justification for finding their child innocent of sexually assaulting a minor.

A final discrepancy, as illustrated in Figure 11, is the tendency for the defence attorneys to use examples of *Inclination: desire*, which proved far

⁵⁹ In example (14), the codes <<MWJD>> and <<AWDM>> represent the parents of the accused.

less common for the prosecution. In fact, for the latter, just three examples pertaining to this subcategory emerged, in which any mention of desire was attributed to others, as in (15), as opposed to the attorney herself.

- (15) <PAS>[...] The more you talk about something, the more embedded it becomes in your memory. If you love someone and **you want** to help someone [...]</PAS>

The defence attorneys also make reference to the desires of others, as in (16a), but, unlike the former, they themselves express their own desires, as in (16b).

- (16a) <DAZ>[...] Will he run the test again? We asked him, why didn't you run it a fourth time? I didn't think it would add anything more. He'd gotten the art that **he wanted** at that time. [...]</DAZ>
- (16b) <DAZ>[...] This man is innocent. **I want** you to find him not guilty of all this stuff and put it back like it ought to be, because this is not right. [...]</DAZ>

At first glance, one may wonder why *Inclination: desire* is generally favoured by the defence attorneys, given that as much as they want a verdict of not guilty, the prosecution also want a certain result, i.e. for the defendant to be held responsible for the crime on trial. That said, through openly communicating what you hope will transpire, it is possible that the jurors might take this on board and adhere to one's wishes. Then again, it may also be that the defence lawyer is, rather, attempting to establish a more intimate communicative style with the jury by using the first person singular in the hope that they will, in turn, be more inclined to get on board with his version of events.

We now draw this subsection to a close, having considered the range of Affect subcategories that are common to both the prosecution and defence teams. We have examined similarities and differences that emerge between the two. What follows now, then, is a discussion of a second category of the Attitude system, namely Judgement.

8.4.2. Judgement

Judgement represents a second strand of the Attitude system and denotes the range of appraisals that we make concerning an individual's behaviour. This, evidently, is of particular interest here given the topic at hand. That is, the outcome of a criminal trial such as this one is likely to be shaped by the

8. Appraisal analysis of the closing arguments

more positive or negative qualities that are ascribed to an individual's character,. Thus, we start with a more general overview of whether the judgements included in the discourse of each lawyer are more positive or negative, as illustrated in Figure 4.

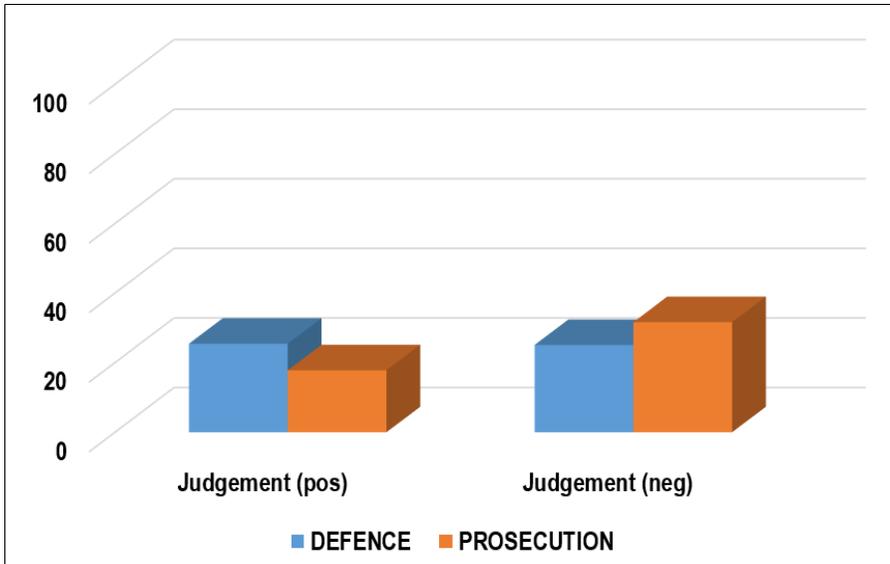


Figure 4. Occurrence of positive and negative Judgement

As with the category Affect, we witness once again a marked tendency for the defence to use more positive judgements, as in (17a); the prosecution, on the other hand, appear to employ judgements that are either openly offensive, as in (17b), or otherwise that are less explicit, yet clearly negatively charged, as in (17c).

- (17a) <DAN>[...] If I was trying to create something, wouldn't I say, my God, here's a gas receipt at 11:15 from Richardson, Texas? No. This is all we got. We're not here trying to give you a side show, mention things that aren't true. We're merely showing you what the truth is. [...]</DAN>
- (17b) <PAS>[...] He had things on his face. Little indentions, things on his face. What else did she tell you? He was **bossy**. He was **cocky**. He **had an attitude**. [...]</PAS>
- (17c) <PAS>[...] She told you that this man over here held her down, stuck his hands inside her. He pulled out his penis. He made her put it in her mouth. [...]</PAS>

Example (17a) is classed as a case of positive Judgement on the basis that what may be inferred here is that both the defence team and their witnesses are individuals with integrity, who are, thus, simply in the court room telling the truth to the jury. Meanwhile, examples (17b) and (17c) are both considered negative, although the former includes inscribed negative appraisal, with adjectives such as *cocky* and *bossy*; example (17c), on the other hand, consists of a set of words that, due to their use in combination and in this particular context, serve to conjure up a very negative image in one's mind. Thus, the prosecution succeeds here in provoking an image of a violent and forceful character, thereby making (17c) just as negative as example (17b).

To now consider the distribution of Judgement subcategories used by either sides of the case, Figure 13 indicates that the highest number of examples pertain to *Social Sanction*, which as Martin (2000a, p. 156) maintains, refers to "praise and condemnation, often with legal implications". Given the context in question, this finding is perhaps somewhat unsurprising, although examples of *Social Esteem* also come to light in the dataset, in which reference is made, above all, to *capacity* and *tenacity*.

8. Appraisal analysis of the closing arguments

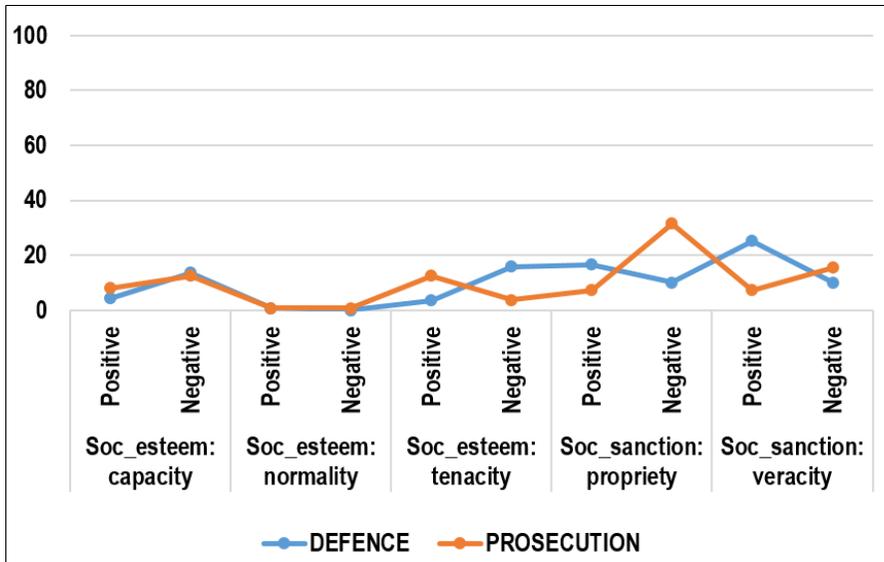


Figure 5. Occurrence of Judgement subcategories

In the case of *Social Esteem: capacity*, there is practically no difference whatsoever between the prosecution and defence lawyers in their closing arguments. Both give a more or less equal number of examples that are categorised as either positive, as in (18a) and (18b), or as negative, as in (18c) and (18d).

- (18a) <PAS>[...] <<RDCO>> and <<AWCP>> told you that <<VPJC>> is a **bright** young girl and that even at the time when she was crying and wanting to be held, **she was able** to describe the person that did these horrible things to her. [...]</PAS>
- (18b) <DAN>[...] We all know DNA fingerprinting. Boy, you can take a piece of hair and say that came from Napoleon Bonaparte. But the **expert**, he said this isn't DNA fingerprinting. [...]</DAN>
- (18c) <PAS>[...] He acted like **he didn't know what he was doing** and he was in a hurry. She gave that description again and again and again. [...]</PAS>
- (18d) <DAN>[...] Here's the receipt that goes with it. That's what he gave his father. There's the time and date. The truth, ladies and gentlemen, <<FPJC>> **is mistaken**, and that's all. [...]</DAN>

As illustrated in each of the above examples, reference to one's capacity is not only positive or negative but also ascribed to different individuals involved in the court case on trial. Thus, in (18a), the prosecution praises the victim directly by claiming that others have said she is a clever girl, thus giving the statement not only more weighting, but simultaneously making it seem less subjective. In example (18b), the use of the word *expert* leads the listener to take it for granted that the individual referred to specialises in, in this instance, DNA fingerprinting, thus leaving little or no room at all for any doubt in the mind of the listener that what the expert testifies to is 100% accurate. In (18c), the implication is that the defendant is clumsy and awkward, whilst in (18d), the jury may infer that the victim, as a result of her emotional trauma, simply unable to distinguish her actual attacker from the man standing trial. Thus, (18c) and (18d), both negative examples of *Social Esteem: capacity*, are arguably intended to belittle the opponent's client in some way or another, which in turn serves to invite the jury to favour their own client.

Unlike examples of *Social Esteem: capacity*, in which there are corresponding positive and negative examples across statements, the subcategory *Social Esteem: tenacity* reveals an inverse tendency when comparing the lawyers working for either side. As Figure 13 shows, the defence attorneys employ more cases of negative tenacity, as in example (19a), whereas the prosecution tends to make reference to more positive tenacious behaviour, be it in relation to the alleged victim, as in (19b), or the evidence collected for the case, as in (19c).

- (19a) <DAN>[...] <<UPJC>> said the complexion and hair looked like the same man. But now we come in here, we change our testimony and say she was absolute. [...]</DAN>
- (19b) <PAS>[...] And she tells you the person that she spent this time with is the man right there. She doesn't equivocate, she doesn't hesitate. She says it was him, right there, I'm sure. [...]</PAS>
- (19c) <PAS>[...] Now <<MDAZ>> said 3, 3 signatures is plenty good enough. The State has 3 hairs. 3 signatures is good enough. Do you know how many signatures they got from <<NDFT>> so they say that was his? 66. You know how many they got from <<SWJD>>, the man he's supposed to be copying? 3. [...]</PAS>

Once again, the evaluations in the aforementioned examples are invoked as opposed to inscribed, with (19a) implying that the victim is not reliable because she changes her story from one moment to the next. Given that

8. Appraisal analysis of the closing arguments

the aim in this case was not to prove that the rape took place, but rather to prove that the defendant on trial did not commit this crime; a strategy such as this is to be expected because it can prove rather persuasive in convincing the jury not to trust the plaintiff, who demonstrates such indecisiveness. In example (19b), on the other hand, the prosecution directly challenges the latter by insisting that the victim, in fact, does anything but hesitate and, rather, is a very reliable witness who should be taken seriously. Lastly, in (19c), the prosecuting attorney argues that, if her evidence is not reliable, by the same token neither is that of the defence because the same criteria have been applied by both sides (i.e. collection of 3 pieces of evidence by each side). However, rather than cast doubt on the evidence in general, what in fact is achieved is that the speaker's claims are, actually, strengthened.

Our attention now turns to the two subcategories of *Social Sanction*, namely *propriety* and *veracity*. With regard to the former, and somewhat predictably, the prosecution has a higher number of negative evaluations by comparison to the defence, who, in contrast, show a preference for positive appraisals of *propriety*. The prosecutor, when providing any mention of the ethical character of an individual, whether implicitly or explicitly, centres on either the accused, as in (20a) or, occasionally, on the lawyers representing the accused, as in (20b). The defence attorneys also direct their *Social Sanction: propriety* evaluations towards the accused, but instead for the purposes of emphasising his innocence, as in (20c), or otherwise, they compliment their own ethical conduct, as in (20d).

- (20a) <PAS>[...] **He pushed the door** open more, **put his arms around her chest**, came into the kitchen. When he came in and **grabbed her** and **pushed her** further into the kitchen, the most terrifying event of this little girl's life began. [...]</PAS>
- (20b) <PAS>[...] These people like skeet. They're very involved in it. And it seems to me that would be an easy way to say, yes, I remember that particular incident. But they don't tell the detective that what, 6, 8 months ago when they talked to them but they're telling you this now. **Has their memory been enhanced?** [...]</PAS>
- (20c) <DAN>[...] This man is **innocent**. I want you to find him not guilty of all this stuff and put it back like it ought to be, because this is not right. [...]</DAN>

- (20d) <DAN>[...] **That's why I told these people, get up there and tell the truth.** And they told you that's what I told them. And as <<UPAS>> said, there's no video cameras. There's no rehearsal. And you saw them. [...]</DAN>

The analyst can evidently anticipate many an example pertaining to *Social Sanction: propriety* in a piece of courtroom discourse because the objective is to either annihilate the character of the person standing trial or portray them in the most favourable light possible. Therefore, examples (20a) through to (20d) are, a reliable reflection of what one can expect in a context such as the one under analysis.

Closely related to the latter is the question of whether someone is perceived as honest or dishonest, which is also fundamental in circumstances such as these and, thus, leads us to a discussion of the final Judgement subcategory, otherwise termed as *Social Sanction: veracity*. As shown in Figure 13, both prosecution and defence lawyers employ an almost equivalent number of *Social Sanction: veracity* examples that are classified as negative. However, where they diverge is that the prosecutor tries to highlight the dishonest nature of the witnesses for the defence, as in (21a) or of the defence attorneys, as in (21b), whilst the defending lawyers, who fight fire with fire, insist that those who are deceitful are, in fact, the prosecution witnesses, as in (21c) as well as the prosecutor herself, as in (21d).

- (21a) <PAS>[...] Now <<RRWL>> got on the stand and told you that he had talked to some of these people. And when he talked with these people, **what they said 6 months to a year ago was not what they're saying today.** [...]</PAS>
- (21b) <PAS>[...] Ladies and gentlemen, I heard you told that ... well first **by <<MDAZ>> that I had told you not to listen. Well that's not true.** And I've watched you and you've listened to everything. [...]</PAS>
- (21c) <DAN>[...] You can't have people changing their testimony. **You can't have people not come in here and be absolutely truthful.** And you remember what she just said. She said the <<SDFT>>'s never said they didn't remember, **bull.** [...]</DAN>

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- (21d) <DAZ>[...] I think you will note that blood does not disappear or it never appears in any reports that were read to me. With test results that change, things that seem to appear and disappear, I hope that you will agree with me that **there's a credibility problem**. [...]</DAZ>

In line with the aforementioned, we also encounter examples of *Social Sanction: propriety* that are positive in nature, although these appear far more frequently in the discourse of the defence. When they are used by either of the defending attorneys, reference is made to the defence lawyer himself, as in (22a), or the people who are testifying for the defendant, as in (22b). In contrast, among the few examples that emerged from the prosecution team, the focus is on the victim, as in (22c), or any other witness for the prosecution, as in (22d).

- (22a) <DAN>[...] Well I did present to you evidence. And I **presented to you the truth**, because the truth is what is on trial. [...]</DAN>
- (22b) <DAN>[...] **None of these people are lying** to you. They're telling you what happened. Has the State's [sic] proven beyond a reasonable doubt that <<NDFT>> committed these crimes? No. [...]</DAN>
- (22c) <PAS>[...] **Children don't lie**. Children who have been brutalised and traumatised can't be persuaded one way or the other if it happened to them. And in this case, I take it from <<MDAN>>'s comments that he does not doubt that it happened. [...]</PAS>
- (22d) <PAS>[...] Some of the officers that came in and talked to you told you to the best of their memory, this is what happened. This is what I did, this is where I went. Do you know what, ladies and gentlemen, those people all had reports and in order to do their job, I'm certain that they all looked at those reports before they testified. **Did you hear any of those people say absolutely, positively this is exactly the way these events occurred on May 31st?** No. [...]</PAS>

All of the above examples, once again, then, serve to reiterate that the responsibility of a lawyer is to represent their own client in the best way they know how and, at the same time, ensure to paint a picture of their opponent that not only strengthens their own claims but also weakens the case of their rival. With this, we now conclude our discussion on the types of

Judgement found in the dataset and move on to explore the evaluative nature of the third and final Attitude category, i.e. Appreciation, as well as the way in which specific Appreciation subtypes are implemented here.

8.4.3. Appreciation

Appreciation caters for examples that denote the positive or negative appraisal of things or natural phenomena (see Chapter 3 for a more detailed account). In Figure 6 below, an initial finding revealed that positive Appreciation is twice as common for the prosecuting attorney and negative Appreciation far more recurrent in the closing statements of the defence lawyers.

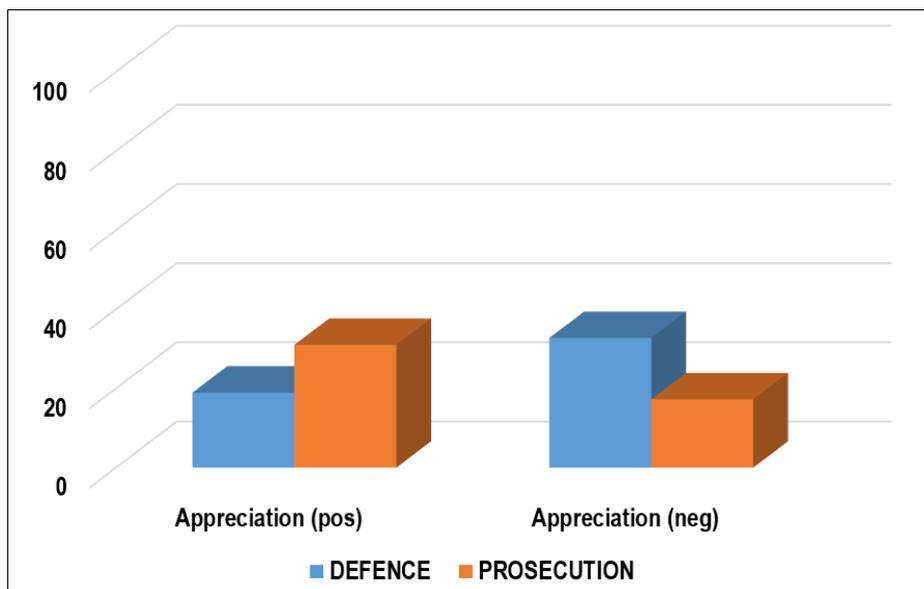


Figure 6. Occurrence of positive and negative Appreciation

Although a useful departure point, it is difficult to reach any solid conclusions as to why this is the case without taking the analysis a step further and examining the types of inanimate entities that are being evaluated, positively or negatively, by either side. Thus, following a more meticulous analysis, the results that were retrieved are presented in Figure 7 below.

8. Appraisal analysis of the closing arguments

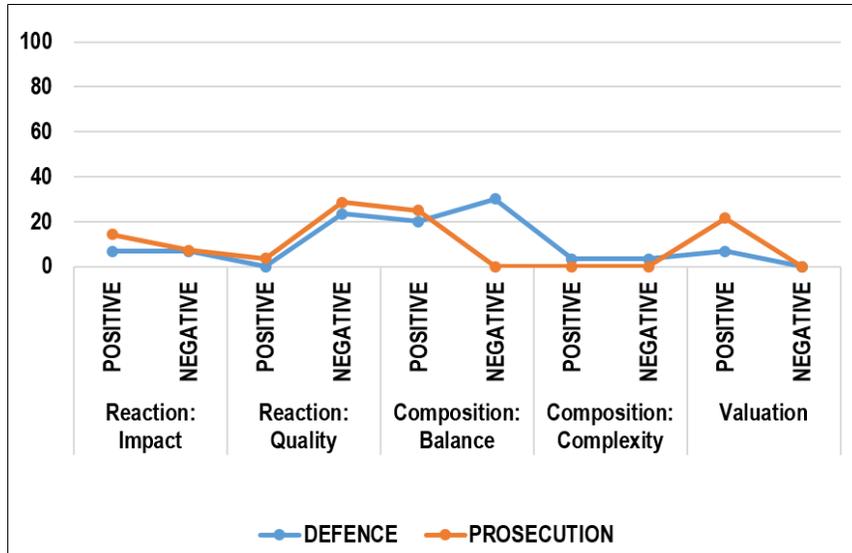


Figure 7. Occurrence of Appreciation subcategories

As illustrated, across three of the Appreciation subcategories, the findings are remarkably similar when making a comparison between the prosecuting and defending lawyers. Nonetheless, discrepancies do come to light with regard to negative *Composition: balance* and, although less so, positive *Valuation*. With regard to the use of positive *Valuation*, however, we observe on closer inspection that the prosecution lawyer uses examples relating purely to the importance of particular courtroom documentation, as in (23) below.

- (23) <PAS>[...] Ladies and gentlemen, look at all of the evidence in this case. The instructions that are given to you are huge. They're huge. They're all **important** [...]</PAS>

To turn, however, to the subcategory *Composition: balance*, we see how the defence show a greater inclination to discuss the way in which an entity does or does not hang together (cf. Martin & White, 2005, p. 56), as in (24).

- (24) <DAN>[...] You recall when she testified? She said rough. But ladies and gentlemen, she had to admit that in her report and throughout all of the police reports, there was a pockmarked face with bright red hair. And ... but when we come to trial, well we change that a little bit. Well why do we change it a little bit? Because you're sitting down there and you're looking at your case, what's **wrong** with it? [...]</DAN>

This latter finding, as with others discussed so far, though, would also appear to be logical. That is, the defence lawyers are attempting to find fault in the prosecutor's story and, thus, recurrently mention that the case being argued is neither accurate nor robust. In doing so, they not only provide the jury with reasons to become sceptical about the person being charged, but also give added credibility to their own evidence and their client's version of events.

Having now provided details of each of the three Attitude subsystems, we now intend to cover whether each of the attorneys involved tend to opt for using more explicit (otherwise termed *inscribed*) or implicit (otherwise termed *invoked*) (Statham, 2016, p. 237) evaluations in their closing arguments and, moreover, try to provide potential explanations as to why this is the case.

8.5. Inscribed vs. invoked evaluation: Evaluative tendencies of the prosecution and defence lawyers

As Statham (2016, p. 253) remarks, "courtroom dialogue should proceed without judgement being passed upon a defendant". As such, it is unsurprising that in place of more inscribed evaluations, prosecution and defence lawyers alike recurrently adopt an alternative strategy and, instead, invoke an appraisal that they know will be understood providing that the jury and themselves share the same common values (*ibid*, p. 232). When lawyers do this, it is perfectly feasible for them to evaluate what on the surface appears to be a description of objective information and, thus, not have to resort to explicit attitudinal lexis to indicate their stance. As illustrated in Figure 8 below, this is exactly what occurs in my own dataset.

8. Appraisal analysis of the closing arguments

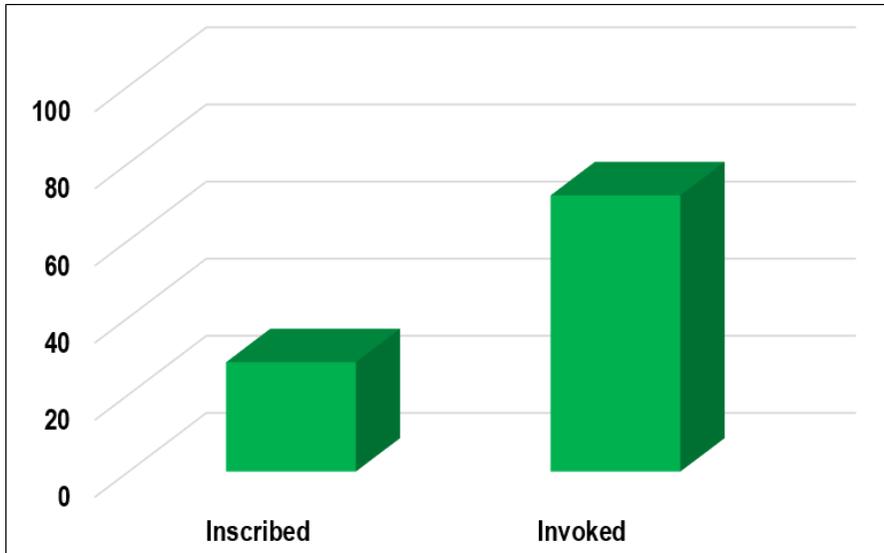


Figure 8. Occurrence of Appreciation subcategories

What also proves revealing about the findings in Figure 8 is that, whilst often the evaluations are implicit in nature by all three attorneys in the case at hand, the closing arguments of a criminal case such as the one under analysis are, nonetheless, by no means objective (cf. Statham, 2016-, p. 259 for similar findings).

Subsequent to establishing whether the evaluations across all closing arguments were more often explicit or implicit, then, we proceed to consider the categories within the Attitude system and determine where exactly these invoked evaluations tend to unfold. As evidenced in Figure 9, both the prosecution and the defence attorneys peak in their use of invoked Judgement.

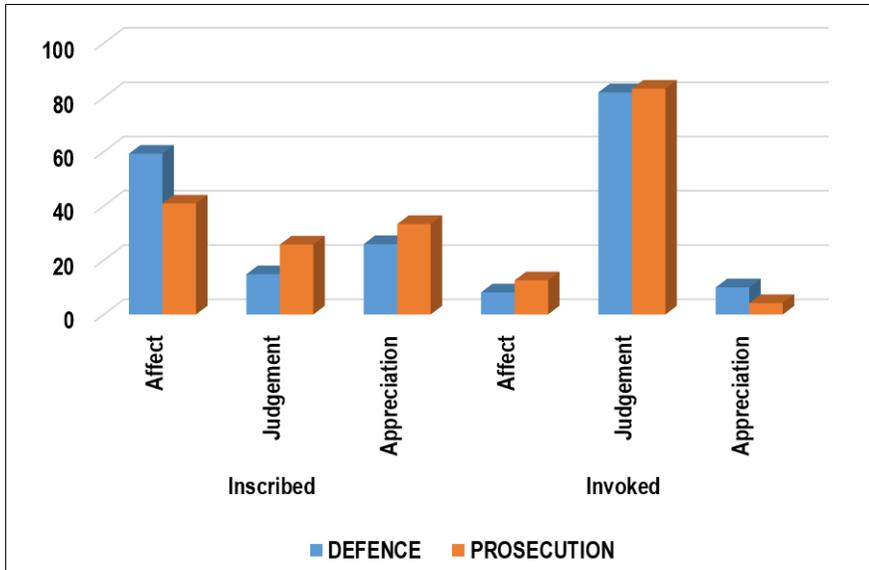


Figure 9. Inscribed and invoked appraisals across categories

This finding was also somewhat foreseeable given that Judgement, as noted earlier, is a recourse that allows the speaker to remark on an individual's character in terms of the qualities that are considered to shape and define us as either better or worse citizens. Thus, the positive or negative portrayal of an alleged criminal on trial is a crucial ingredient in determining how the jury will feel towards the defendant and, in turn, is likely to have an impact on their decision regarding what happens to him or her. With this in mind, it is worthwhile now taking a closer look at the subcategory of invoked Judgement and, specifically, at the use of positive and negative examples by both the prosecution and defence teams to verify any similarities or differences and establish reasons for this. These results can be found in Figure 10.

8. Appraisal analysis of the closing arguments

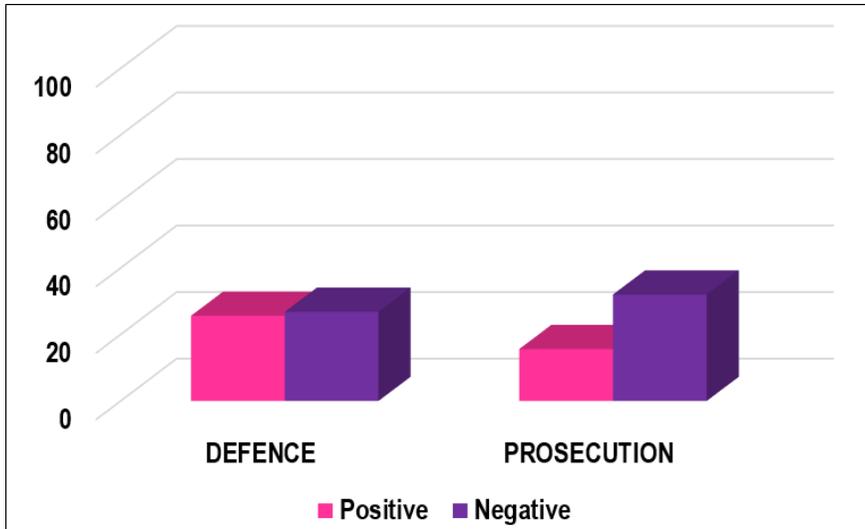


Figure 10. Positive and negative invoked appraisals of Judgement

From Figure 10, we begin to see the position of each of the attorneys, with the defence team evidencing an almost equal number of positive and negative examples of invoked Judgement in their discourse. The prosecutor, on the other hand, would appear to opt for twice as many negative invoked examples of Judgement in comparison to those of a positive nature, which proves rather revealing of the kind of picture she is trying to conjure up in the minds of the jury. That is, unlike the defence lawyers, the prosecution clearly wishes for the jurors to leave the courtroom with a non-favourable attitude, whether that be towards the accused, the defence claims, or perhaps just in relation to the crime itself. However, in order to resolve the latter, the next subsection of this chapter is dedicated to examining who appraises who.

8.6. The appraisers and the appraised: Who evaluates who/what?

We draw this chapter to a close by taking a final look at the appraisers in this case and who, more importantly, they are appraising, whether positively or negatively. This is worthwhile because, whilst in the majority of instances, the lawyers will be responsible for any appraisal as it is them who deliver the closing arguments to the jury, this is not to say that we will not encounter appraisals attributed by the attorneys to other individuals who have either testified or are in some way involved in the court case. Thus, here we shall start by providing a quantitative comparison of the appraisals that pertain to the lawyers themselves and those that are attributed to other individuals by any one of the three lawyers (see Figure 11).

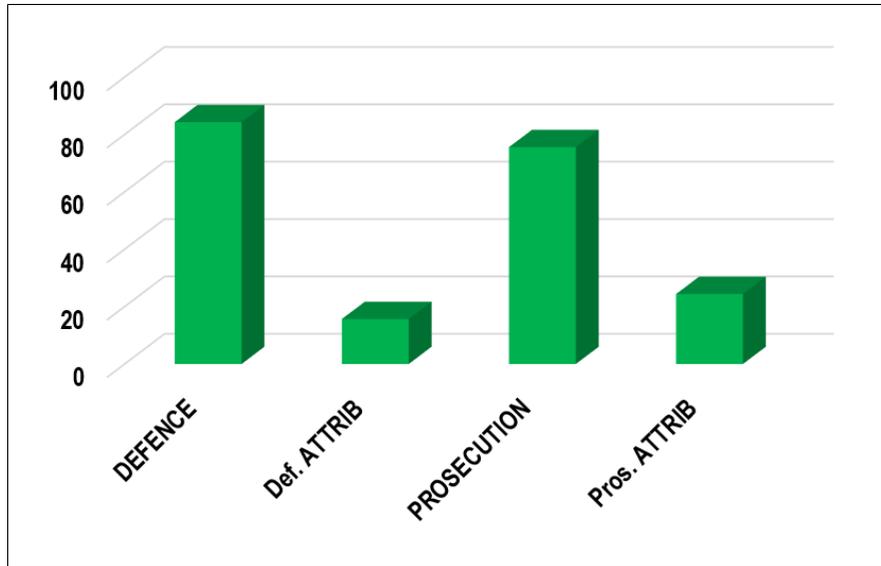


Figure 11. Distribution of personal and invoked appraisals

As illustrated and, as predicted, we witness that the highest amount of appraisals are personalised in that they are expressed from the lawyer's personal stance. With that in mind, then, we will first discuss the entities that are, in the main, appraised by the defence, which are above all concerning the prosecuting lawyer (24 examples), as in (25a), the witnesses who took the stand for the accused (23 examples), as in (25b), the defending lawyer himself (22 examples), as in (25c), the alleged victim (17 examples), as in (25d), the evidence (17 examples), as in (25e), the police (17 examples), as in (25f) and the defendant (10 examples), as in (25g).

- (25a) <DAN>[...] <<UPAS>> was wrong and you heard it
[...]/<DAN>
- (25b) <DAN>[...] **These people** aren't lying to you. They're giving
you the best of their memories they can. [...]/<DAN>
- (25c) <DAN>[...] **We**'re merely showing you what the truth is.
[...]/<DAN>
- (25d) <DAN>[...] You recall when she testified? She said rough. But
ladies and gentlemen, **she** had to admit that in her report and
throughout all of the police reports, there was a pockmarked
face with bright red hair. And ... but when we come to trial,
well we change that a little bit. [...]/<DAN>

8. Appraisal analysis of the closing arguments

- (25e) <DAN>[...] But **the evidence** is overwhelming that <<NDFT>> did not do it. [...]</DAN>
- (25f) <DAN>[...] **They** did such a bang-up job, let's think about all these fingerprints they got. [...]</DAN>
- (25g) <DAN>[...] and this is horrible, nobody disputes that, but they have charged the wrong **man**. [...]</DAN>

Given that these were most prominent in the defence closing arguments, we proceeded to look at whether they were positively or negatively appraised, which resulted in the findings as presented in Figure 12 below.

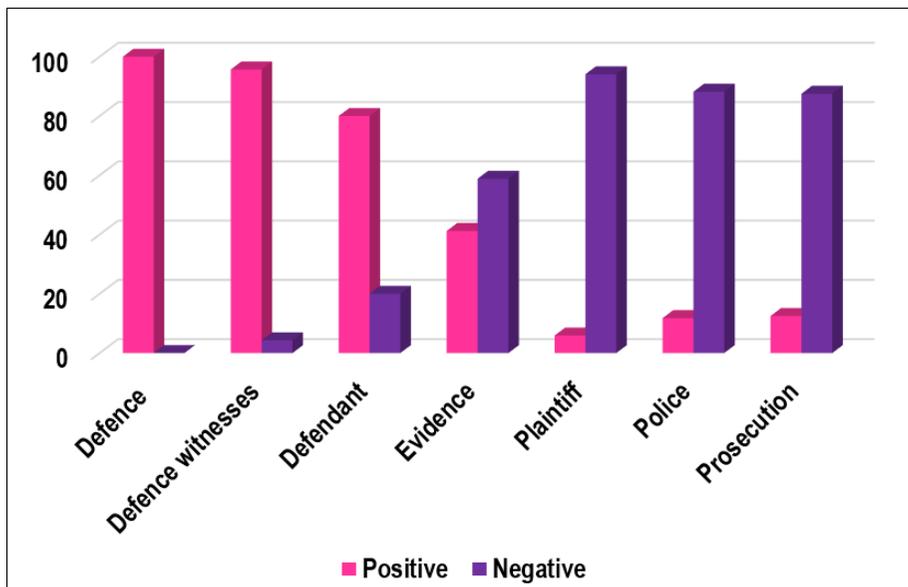


Figure 12. Appraisals by the defence attorneys

As illustrated, then, a mixture of positive and negative appraisals emerge in the defence lawyers discourse. That said, there is also a clear pattern in which they seem to strive to portray themselves, their own witnesses and their client in a positive light, whilst simultaneously ensuring to, wherever possible, undermine the evidence, though more noticeably the police, the prosecutor and the victim herself.

In light of these findings, we now examine the findings from the prosecutor as appraiser, which can be found in Figure 13 below.

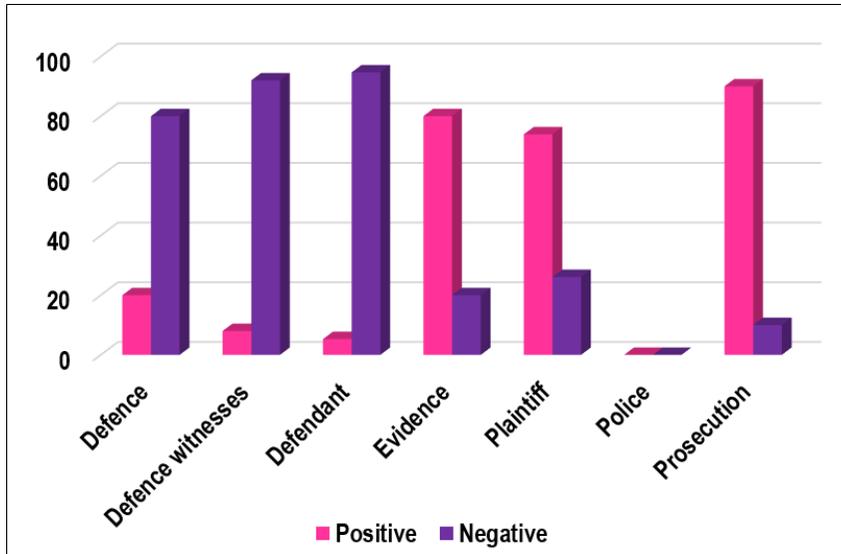


Figure 13. Appraisals by the prosecuting attorney

The above graph provides a firm indication that the prosecution lawyer, when contrasted with the defence attorneys, shows an inverse tendency and uses substantially more negative appraisals when referring to either of the two defence lawyers, their corresponding witnesses or, otherwise and inevitably, when mentioning the defendant on trial. Meanwhile, when seen to comment on either the evidence, herself as a prosecutor or the alleged victim, we find a high number of positive evaluations, which, again, is to be expected if she is to be successful and win the case for her client.

Before bringing this chapter to a close, we conclude by considering instances in which appraisals are, unlike those described thus far, attributed to other authors. In the majority of cases, both the defence and the prosecution sides alike accredit any one of two participants with an evaluative utterance, to include the defendant or the plaintiff, which is perhaps to be expected. With regard to the defendant as appraiser, the defence attorneys again do this, in all likelihood, to gain support from the jury by remarking, for instance, that he is grateful, as in (26a). The prosecution, in contrast, describe the defendant as appraiser in a somewhat different light, by leading the jury to believe that he is annoyed at the thought of having to face the consequences of a heinous crime, as in (26b).

(26a) <DAN>[...] I want to thank you. <<FDFT>> **wants to thank you** [...]</DAN>

8. Appraisal analysis of the closing arguments

- (26b) <PAS>[...] He's **put out**. Well in a sick sense of the word, so has <<NPJC>> and she was only 11 when she did. Do you think she'll ever forget her first sexual experience? [...]</PAS>

Thirdly, evaluations are said to derive from the plaintiff who is responsible for making the accusation against the alleged defendant. Evidently, when the prosecution cites the victim in her discourse, her basic aim is to reiterate the despicable acts that the young girl underwent, as in (27a), as well as clarify that she has been left reeling from the events of that awful day ever since. The defence attorneys, on the other hand, refer to the alleged victim as appraiser in asserting what she wanted, although, in doing so, they actually had other intentions; that is, they wished to imply that her testimony is unreliable, as illustrated in (27b).

- (27a) <PAS>[...] 20 minutes, **she spent in hell**. There's no doubt about that. [...]</PAS> And I don't think anybody in the courtroom will disagree with that.
- (27b) <DAN>[...] Those damn pockmarks. Are you sure it wasn't just rough? No, it wasn't. And the reason that **you not only want to** do that is because previously, you testified under oath to tell the truth back in March of 1992 and you said he had a pockmarked face. [...]</DAN>

In addition to the abovementioned, it is worthwhile mentioning that the defence attorneys also cite the general public as appraising with the aim of, it would seem, emphasising that the case against their client is seriously flawed. That is, they maintain that society experienced a high level of disgust and were infuriated by the fact that such a case was handed so incompetently, as exemplified in (28).

- (28) <DAN>[...] And you recall back in your mind in October of 1991, <<NA18>> **resigned because of the outrage of this community at how our police were protecting us**. [...]</DAN>

Through generalising the feelings of disappointment to the general population about how this case was investigated, the defence is far more likely to gain because the idea implied is that the majority share the belief that the defendant is innocent and the police are at fault for not doing their job more effectively. To add to the strength of the defence's argument, they also reference the prosecutor as appraiser, although in order to discredit

what they insist is a questionable line of reasoning by herself, as we observe in (29).

- (29) <DAN>[...] Now <<UPAS>> would like you to believe that if you wear a beard, you're guilty of a crime. [...]</DAN>

Lastly, the defence team refer to the jury as appraisers. However, this, in essence, serves to express their own viewpoint; thus, they encompass the jury within their utterance through the use of *we* in order to show or at least imply that they are all in this together and, moreover, in agreement, as in (30) below.

- (30) <DAN>[...] **We know** <<FDFT>> was there. There's nothing to refute. [...]</DAN>

On the basis of the abovementioned findings along with a range of examples that have been discussed in this subsection, then, it is clear that employing personalised appraisals as much as assigning them to others can prove a very useful means by which to make strong contentions about a criminal investigation in a court of law. Thus, it seems fair to say that, if a lawyer chooses his/her words wisely, s/he can go some way towards not only shaping the way in which the events are interpreted at trial, but, more importantly, have a significant impact on the outcome for both the accused and the alleged victim.

8.7. Conclusion

In conclusion, this chapter has outlined the appraisal results obtained from an analysis of three closing arguments, in which Martin and White (2005) along with Bednarek's (2008) modifications to the subsystem of Affect have been applied. We now turn to the final chapter of this thesis in which I draw everything together in order to summarise the findings and, thus, provide potential implications of this piece of research. Then, to finish, a brief proposal of conceivable avenues for future research is put forward.

CONCLUSION

Conclusion

This dissertation has outlined the way in which it is possible to carry out a critical discourse analysis of language use in the courtroom, by combining well known analytical frameworks that are used in systemic functional grammar (i.e. TRANSITIVITY and APPRAISAL). A description of each of the different CDA frameworks that scholars may exploit has been provided, which led on to an explanation of why Fairclough's (1989, 1992, 1995) approach was employed in this particular instance. That is, Fairclough's Dialectal-Relational approach was, in essence, a follow up from what was otherwise better known as Critical Linguistics and, thus, proposes an analytical framework designed to identify the grammatical and lexical choices that can be used in favour of potential alternatives. Through the detection of those grammar and vocabulary items selected by language users, it is possible to expose the overt and the covert beliefs underlying a given piece of discourse.

Although Critical Linguistics forms the basis of his approach, Fairclough (1992), nonetheless, develops the original ideas of this approach by drawing attention to the fact that language usage is inextricably linked with its context. Thus, aside from a consideration of linguistic items at clause and text level, Fairclough also acknowledges that the setting in which a linguistic exchange takes place will also infer a great deal about the reasons behind why something is conveyed in the way that it is (also cf. Schiffrin, 1994, p. 363). The notion of hegemony is also considered indispensable in the Dialectal-Relational approach, thereby making it possible to determine how language reflects dominance and power relations. This latter point is also relevant here given that the lawyers in a criminal case may exert a degree of power over witnesses, the defendant and the plaintiff during trial. Thus, when we do CDA, we may account for certain findings if we consider the linguistic setting as well as the position of the speaker or writer, and that of the addressee. As outlined in the Introduction, this is, in fact, one of the aims in this PhD thesis. To add to this, SFG plays a central role in Fairclough's Dialectal-Relational approach in order to establish just how we represent our inner and outer worlds in discourse as well as identify these power relations and prevalent ideologies, hence yet again its relevance here.

Whilst evidently useful for the analysis at hand, then, we must also acknowledge that Fairclough's CDA approach, as with others that have been proposed to date, has not evaded criticism. According to Widdowson (2004, p. 110), CDA is designed to contemplate a text or set of texts in their entirety. Thus, if we adopt Hallidayan SFL frameworks of analysis, which consider data at clause level, we essentially go against the grain. That is,

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we analyse language at a much more local level than is intended in CDA. However, one could counteract this by arguing that, through a look at individual clauses, it is possible to capture the finest level of detail possible which, subsequently, will lead us to a more global picture of the ideologies that resound in the discourse; this is what we aim to do in this PhD thesis.

Another more general criticism of CDA is the fact that the majority of studies focus on individuals who find themselves marginalised in society; the problem, however, is not that attention is given to these issues, but rather that insufficient attention is given to making potential suggestions as to how to deal with such situations (Martin 2000b, p. 297). In this particular piece of research, we also examine a case of marginalisation; however, unlike other studies that have looked specifically at rape cases (cf. Benneworth, 2010; MacLeod, 2010) and the way in which women are often shunned and, moreover, re-victimised inside the courtroom (cf. Cotterill, 2004; Ehrlich, 2001; Young, 1983), here we have a slightly different and, perhaps, unusual case. To elaborate, the court case examined here involved a female child who was raped in her own home whilst her parents were out at work. Although the victim is telling the truth about what happened to her on that fateful day, what unfortunately also occurs is that she misidentifies her assailant, which is something that only comes to light several years later. As a result, then, despite being innocent, the defendant standing trial is presumed guilty by the jury of raping the minor in question and sent to prison. Thus, rather than witnessing the ostracising of the rape victim, on this occasion we instead observe how an innocent man is marginalised in the sense that he is regarded with disdain and cast as a rapist in the eyes of the law. Whilst we do not deny that our focus is also on s/he who is ostracised, the research here does, however, differ from that carried out previously in which only one innocent victim is usually treated with contempt; in the case on trial here, we encounter two innocent victims (i.e. the rape victim and the accused), although only the latter finds himself outcast by society. In view of this, then, this PhD thesis is also designed to demonstrate the type of injustices that can occur in a court of law as a result of, at least in part, the language employed by particular individuals (i.e. the lawyers, witnesses). Through drawing one's attention to this issue, we hope to make people aware of how language, in combination with other elements, can contribute to miscarriages of justice; thus, in turn, it could assist projects such as the *Innocence Project* in ensuring cases like the one under analysis consider this idea when working towards proving the innocence of people who have been wrongly convicted. The linguistic analysis here, then, has offered insights into the way the language choices of particular individuals and in a specific setting played a part in the conclusion that was reached by the jury (i.e. the wrongful conviction of the defendant). More specifically, we

have established that the use of certain grammatical and lexical patterns can have an impact on one’s grasp of what happened.

A third contention that was highlighted regarding CDA as a method of analysis concerns how the findings may be prone to researcher bias (Stubbs, 1997; Widdowson, 2004); however, as Baker et al. (2008) insist, this issue can be minimised through a combination of CDA and corpus linguistics in order to allow the data to reveal things to the researcher without him/her trying to prove something on the basis of, sometimes, unfounded preconceptions. As Orpin (2005, p. 59) remarks, corpus linguistics can offer empirical evidence that may or may not substantiate a research hypothesis. With this in mind, then, this PhD thesis has employed CDA and corpus linguistics methodologies hand in hand. In fact, a further advantage of doing so was that an extensively detailed analysis of a large amount of data was enabled (cf. Baker, 2006, pp. 10-17).

Having now considered the fact that a combination of CDA and corpus linguistics was employed here, we proceed to some of the more specific breakthroughs that have emerged from this PhD research. To begin with, we shall remark on how, subsequent to identifying a number of problematic issues with both TRANSITIVITY models (Fawcett, 2000; Halliday & Matthiessen, 2014; Neale, 2002) as they stand at present, we offer the option of adopting certain procedures that will enable the researcher to resolve such matters. Furthermore, when addressing the problems associated with either the Sydney model (Halliday & Matthiessen, 2014) or the CG model (Fawcett, 1980; Neale, 2002), we always kept in mind a fundamental aim. That is, our intention was to create a revised TRANSITIVITY model that not only proves more flexible, but also allows the analyst to achieve text annotations that are systematic and as detailed as possible.

Among the issues that were raised first and foremost is the fact that both the Hallidayan system and the CG model consider only one Predicator per clause when analysing transitivity patterns. In light of the aim here, though, which is to capture the meaning of a clause in its entirety, the decision was taken to analyse both the Predicator that denotes the situation in addition to any aspectual verbs also included in the clause. This idea is exemplified in (1) below.

(1)	I	started	talking	to her
	<i>Catalyst-Sayer</i>	(inter)action: creative process	<i>Created</i>	
			verbal minor process	<i>Receiver</i>

Table 1. Transitivity analysis (i) (A-MT-090393-01)

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As indicated by the above annotations, aspectual verbs like *start* are classified as denoting a process in its own right in the new TRANSITIVITY network because it also brings meaning to the clause; furthermore, *start* pertains to the (inter)action category on the grounds that it is understood to denote that someone or something is predisposed to bringing an action to fruition. However, we also acknowledge here that, in order to cater for examples such as (1), it is beneficial to annotate the verbs in a Russian-doll like manner, which is possible through making the TRANSITIVITY system as flexible as possible. Thus, initially the transitivity analysis is somewhat more general as illustrated through assigning a participant role to the second half of the clause; however, we take this a step further and extract the meanings that are also integral to this part of the clause, thereby providing the greatest amount of detail conceivable. To add to the aforementioned, we also witness the option for a fusion of participant roles (i.e. *Catalyst-Sayer*), which in the above example, ensures to cover as much the individual's intention to act as well as the verbal action that s/he partakes in.

Of a similar nature are those mental verbs (e.g. *want*) that are followed by a non-finite clause, as in (2) below.

(2)	She	wanted	to take	a bath
	<i>Catalyst-Senser</i>	mental desiderative process	<i>Created-Phenomenon</i>	
			(inter)action: transformative process	<i>Scope: Extension</i>

Table 2. Transitivity analysis (ii) (A-MT-090393-01)

Here we observe, through the application of multiple annotations of the same item, each of which is first ascribed a more general level category before delving more specifically into the semantics of that category, how it is indeed feasible for more than one verb in a single clause to be accounted for. To explain example (2) in slightly more detail, we again endorse the fusion of participant roles and on more than one occasion this time. Thus, *she* in the above example represents a *Catalyst-Senser* so as to capture the notions of both her desire for something and, her intention to act as a result of that desire. By the same token, *to take a bath* is labelled as a *Created-Phenomenon* on the basis that what she wants has not yet been realised. That said, this level of detail for the latter is not sufficient, which serves to explain why the second layer of annotations provided gives us a more detailed idea of what her desire refers to. Lastly, the participant role assigned to *a bath*, termed as *Scope: Extension*, denotes the nominal group that appears alongside a lexically light verb (e.g. *take*) and, thus, serves to signal the meaning of the process.

In the new TRANSITIVITY system, we also opted to make a number of modifications to the labels of the process or participant categories, in addition to proposing new participant roles that would more adequately define just what is entailed. To clarify, we first reconsidered the process category otherwise termed as material (Halliday & Matthiessen, 2014, p.224) or action (Fawcett, 1980, p. 137; Neale, 2002, p. 148) processes in addition to the category labelled as existential (Halliday & Matthiessen, 2014, p. 307) or environmental (Neale, 2002, p. 170) processes. With regard to the former, the label (inter)action has been applied here in order to give recognition to the types of action this group of processes may refer to, which includes not only material actions (e.g. *play, jump*) and bodily reactions (e.g. *laugh, cry*), but also physical forms of social action that do not infer a verbal exchange (e.g. *hug, visit*). We also reviewed the category of existential or environmental processes, on the basis that what the verbs pertaining to this group have in common is that they fail to comprise “a real world referent” (Neale, 2002, p. 171) and, instead, consist of an interpersonal Subject that ensures the production of a grammatically correct clause. On these grounds, the original category names that were used in each of the current TRANSITIVITY networks have been replaced with an alternative label, namely non-referent processes, which cater for the representation of climate conditions when using an interpersonal Subject or otherwise, to specify existence.

As mentioned above, the new and revised TRANSITIVITY model also proposes some changes to the labels of participant roles (i.e. *Catalyst* in place of *Actor*, *Influence* in place of *Initiator*, *Presence* in place of *Existent*). To add to this, a number of new participant roles have also been incorporated, to include:

1. *Affected* (i.e. a participant that undergoes a change of state through no cause of another entity; rather, it is the result of one’s own body’s inability to continue functioning or else a consequence of one’s “own” voluntary or involuntary actions, as evident in (3a).

(3a) Richardson had a chance of qualifying in the world championships but **he** failed (BNCWeb AKV 598 W:newsp:brdsht_nat:misc)

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2. *Continuation* (i.e. the participant that accounts for those non-finite clauses that follow on from another process and imply the notion of sustaining an action, as in (3b) or else, discontinuing it), as in (3c).

(3b) <PAS>[...] Now <<MDAN>> keeps **telling you that nobody's on trial but <<NDFT>>** [...]</PAS> (A-MT-120393-16)

(3c) <DLT>[...] And he came back as we finished **shooting** [...]</DLT> (A-MT-100393-07)

3. *Reciprocal* (i.e. the participant that is engaged in a mutual action in which there is an equal balance of power between one entity and another), as in (3d).

(3d) <DAZ>[...] Can you tell me the conditions under which **you** met **him** at that time?</DAZ> (A-MT-110393-12)

4. *Reactor* (i.e. the participant that has a physical reaction to a stimulus, although it is not necessary for the stimulus to be mentioned), as in (3e).

(3e) **I** smiled and held out my hand. (BNCWeb A0F 337 W:fict:prose)

5. *Absence* (i.e. the participant that signals that someone or something is absent), as in (3f).

(3f) There lacks **any connection between the Association's leadership and the members.**

6. *Weather_adjectival* (i.e. the adjective used to represent a weather state when accompanied by the interpersonal Subject *it*), as in (3g).

(3g) If it is **windy** Tracey will not risk taking him on the roads (BNCWeb ASH 851 W:pop_lore)

7. *Weather_verbal* (i.e. the verbal form that accompanies the interpersonal Subject *it* to denote the weather), as in (3h).

(3h) It follows that if it is **raining** then the balcony is wet. (BNCWeb EVX 532 W:ac:humanities_arts)

Furthermore, we also discriminate here between different types of *Scope*, with three potential types, namely:

1. *Scope: Area* (i.e. the participant that represents the area over which a process takes place), as in (4a).

(4a) <OBI>We approached **the house** and [...]</OBI> (A-MT-090393-01)

2. *Scope: Extension* (i.e. the participant that denotes the noun accompanying a lexically light verb, thus serving to clarify the meaning of the process), as in (4b).

(4b) <PAS>[...] he needed to go clean up and take **a shower** that night [...]</PAS> (A-MT-110393-12)

3. *Scope: Reiteration* (i.e. the participant that acts as a restatement of the process), as in (4c).

(4c) As she worked in her garden Nyasha, who was so happy, sang **a song**. (BNCWeb F72 111 S:classroom)

Lastly, we extend the notion of a *Created* participant role to not only include a nominal group that comes into existence, as in (5a), but also a non-finite clause that represents a process coming into existence, as in (5b).

(5a) <WJS>[...] on his birthday, his mother would bake **a cake**. [...]</WJS> (A-MT-110393-11)

(5b) <DCO>[...] Then I asked them if we could at least let **her brush her teeth** [...]</DCO> (A-MT-090393-01)

Aside from these editions, we also highlighted a number of contradictions and incoherencies that emerge as a result of the criteria that were originally specified for each of the process types and how, as a result, amendments were, therefore, deemed necessary to eliminate such inconsistencies. One example of this includes the decision adopted here to remove the behavioural process category from the framework in view of it comprising a rather miscellaneous assortment of verbs that could, otherwise, be catered for under one or more of the already existing process categories subsequent to modifications that were made to the criteria of each type. To explain the latter in more depth, the (inter)action category allows as much for deliberate actions that are carried out by a *Catalyst* (i.e. the role that is

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responsible for bringing about a change) as it does for bodily reactions (e.g. *cough*, *yawn*) that are experienced by a *Reactor*. Thus, a number of verbs that were originally classed as behavioural processes have now been reassigned to the (inter)action category. That said, it became apparent that to categorise all of the behavioural process verbs under the aforementioned category was not feasible given how others carry very different meanings, to include reference to mental or, otherwise, verbal goings on. As such, then, a number of verbs better meet a separate set of criteria. In the case of *watch* or *listen*, for instance, both of which closely resemble a mental perceptive process, are classed by Halliday and Matthiessen (2014) as behavioural because they involve the outward expression of an inner state; nonetheless, when this is the case, an alternative way in which we can annotate them is through enabling the same distinction applied in the CG model between mental process verbs that involve a *Senser* who senses instinctively (e.g. *He* sees them) and those whereby a *Senser* consciously thinks, feels or perceives something (e.g. *She* looks at them). In line with this, the former has been labelled as non-agentive *Senser*, whilst the latter is an agentive *Senser*. A key reason behind establishing this distinction as opposed to maintaining the behavioural category to account for such examples is that the mental sense inherent in the meanings of these verbs can be preserved. If we are to establish different categories in a given network, we would expect the criteria of each category to also be distinctive, which is not the case with the behavioural category as it stands; in fact, for this very reason, it is particularly problematic.

Another dilemma that came to the surface here, then, concerns the classification of a number of verbs that denote communicative action, which in the Hallidayan framework are grouped under the verbal process category (if they can project), as in (6a), the behavioural process category (if they cannot project), as in (6b) and the relational process category (if an inanimate *Sayer* is involved in a more metaphorical exchange of information), as in (6c).

- (6a) <DAN>But did she **say** to you that they were noticeable?</DAN> (A-MT-110393-11)
- (6b) <PAS>Did she **talk** to you about what he had done to her?</PAS> (A-MT-090393-01)
- (6c) In Swindon, a council report **suggests** the problem has risen twelvefold in recent years. (BNCWeb K1D W:news_script)

Meanwhile, the CG model instead classes verbs that represent communication as a subcategory of the mental process category. We argue here that both networks offer inadequate categorisations on the basis that,

on the one hand, there is a crossover with regard to the semantic criteria used in Halliday and Matthiessen's (2014) network; the CG, on the other hand, fails to capture a far more intricate level of detail that can otherwise be retrieved by setting up a separate category for verbs denoting a communicative exchange. In order to deal with this, then, a number of amendments are adopted in the revised model that we present in this PhD thesis. To begin with, in place of the behavioural process category, yet to ensure that verbs with the potential to project are distinguished from those without this potential (although this can also be context dependent), a major/minor division is proposed; thus, those able to project are tagged as major and those unable to do so as minor. This same distinction is applicable to the mental process category. To now consider those instances in which an exchange of information is considered a relational process in the Hallidayan model as a result of the fact that the *Sayer* is inanimate in a metaphorical expression, we immediately stumble upon two shortcomings. Firstly, the semantic element of the verb is, once again, largely ignored and, secondly, this raises a contradiction in relation to the criteria of a relational process. That is, relational processes are described as unable to project (Halliday & Matthiessen, 2014, p. 261); however, the example below would imply that this is, in fact, inaccurate.

- (7) <JU1>[...] I have received a notice. **It** says we have made a decision in this case [...]</JU1> (A-MT-100393-06)

With this in mind, then, we overcome the abovementioned issue in the new framework through considering any example involving a symbolic exchange of meaning, whether able to project or not and whether consisting of an animate or inanimate *Sayer*, as pertaining to the verbal process category. This is to ensure that the notion of communication characteristic of a wide range of verbs is always contemplated in a transitivity analysis.

A third issue that arises concerns the distinction that can sometimes prove difficult to make between whether to annotate a particular element of a clause as a participant role or, alternatively, as a circumstance. To deal with this and ensure to annotate questionable elements systematically, we applied a set of criteria that, if adhered to, can assist to make this distinction less ambiguous. These are listed below.

1. The unidentified element in a passive clause (i.e. *an intruder* in (8a)) is considered a participant role if it can be made Subject of the same clause when realised in the active voice, as in (8b); if the former is not feasible, the unidentified item is classed as a

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circumstance, as evidenced by the conversion of (8c) to (8d), which is ungrammatical.

- (8a) <DKU>That she had been sexually attacked by **an intruder**. [...]</DKU> (A-MT-090393-02)
- (8b) **An intruder** had sexually attacked her.
- (8c) <DAZ>[...] Now we know that some of that evidence was collected **by vacuuming the sofa**. [...]</DAZ> (A-MT-120393-16)
- (8d) *Vacuuming the sofa collected the evidence
2. When we come across a prepositional phrase within a nominal group and it is not possible to place it in Theme position of the clause, it is classed as a participant role, as evident when we transform (9a) into (9b); if, however, it can be placed in Theme position, it instead represents a circumstance, as exemplified by (10b), which echoes a reorganization of (10a).
- (9a) We will encourage the introduction of a system **of child care vouchers** [...] (BNCWeb AM9 W:misc)
- (9b) ***Of child care vouchers** we will encourage the introduction of a system
- (10a) [...] there is a new kind of racial violence **in schools** (BNCWeb A6V W:non ac:soc_science)
- (10b) **In schools** there is a new kind of racial violence
3. When dealing with multi-word verbs that consist of a prepositional phrase, the unidentified element in the clause is a participant, as in (11a); if, however, the prepositional phrase does not form part of a multi-word verb, it is, rather, annotated as a circumstance, as in (11b).
- (11a) <PAS>Okay. When you looked at **that picture**, was there anything different about him?</PAS> (A-MT-100393-06)
- (11b) <PJC>I looked **out the window** and I told the person at the door to go around the back.</PJC> (A-MT-100393-06)

Having dealt with the dilemmas outlined above and, thus, agreed upon the different process types, their corresponding criteria to include participant roles, it was possible to generate a TRANSITIVITY dictionary in which a list of verbs in addition to grammatical metaphors could be analysed (see Appendices). This list, as explained in Chapter 6, was compiled using a

word list from both a set of judicial texts retrieved from the BNC as well as from the trial transcript under analysis. Once acquired, each lemma was then defined, accounting for all potential contexts in which the same word may be used but with different meanings. To further aid the assignment of transitivity process(es) of each individual word, an example was also included in order to see how it was used in its pertinent context, leading to a transitivity analysis of 4,709 examples. Through the creation of this TRANSITIVITY dictionary, the principle objective was to allow future discourse analysts who are struggling with problematic verbs, to be able to consult which process type would be used according to the revised system as it is detailed here, as well as provide an innovative means by which to access the exact criteria that led us to that particular result. That said, in spite of establishing a specific set of criteria for each of the process types, it nonetheless did not prevent a number of verbs with more complex meanings pertaining to more than one category at any one time. However, rather than see this as a hindrance, we instead decided to offer the option of process combinations, in the same way that the CG model offers participant combinations; in this way, we could ensure to carry out a detailed analysis and, at the same time, implement a TRANSITIVITY system that is more flexible than those currently available. That is, the notion of a verb comprising more than one process type need neither be seen as detrimental nor as involving a less delicate annotation. With this in mind, then, a total of 18 process combinations (15 dual process types and 3 multi-process types) surfaced from the different sections of the corpus under analysis in order to cater for verbs that fulfil criteria that pertain to more than one of the process types. Although these are listed and described in detail in Chapter 7, below we indicate several examples that led to the emergence of several different combinations.

To begin with, then, among the dual process category, which comprise two processes, we encountered a combination of (inter)action with mental types, as evident in (12).

- (12) <DAN>[...] No, I kind of just randomly **picked** some **out**.
 [...]</DAN> (A-MT-120393-16)

Example (12) is annotated as both a mental and physical action on the basis that someone who *picks something out*, on the one hand, makes a mental choice in relation to which item to pick, thus inviting a mental desiderative reading. However, s/her also indicates the chosen item through a physical movement, hence the acknowledgement of an (inter)action process as also present here.

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Other dual process combinations include an amalgamation of the (inter)action category with the relational attributive subcategory, as in (13).

- (13) <ODS>[...] I **gave** her my pen [...]</ODS> (A-MT-090393-03)

The verb *give* in the above example, once again, implies that beside the action that is required by someone to ensure that another entity receives the item in question (i.e. *a pen*), the semantic role who is handed something also, then, finds him/herself in possession of said item. Thus, to account for both the notions of action and possession, an (inter)action and relational attributive possessive tag is assigned to verbs such as *give* in this type of context.

As well as the (inter)action process type merging with subtypes from the mental and relational process categories, examples also surfaced in the dataset which required the creation of a dual process entailing properties from the (inter)action and verbal process sets. This is exemplified in the verb *call* in following example.

- (14) <PAS>Why did you **call** your husband?</PAS> (A-MT-100393-07)

One may consider the idea of calling someone on the telephone as a two-stage process, in which the initial phase involves the action of taking hold of the telephone and dialling the number; however, if the recipient of the call is located on the other end of the line, what then ensues is a communicative exchange between the caller and the addressee before placing the receiver back on its handset once the conversation is brought to an end. Thus, in order to fully capture this occurrence of events, we classify verbs such as *call*, when the meaning is that which is described here, as a dual process of physical and verbal action.

A further set of binary process combinations include verbs that satisfy criteria from both mental and relational process types, as illustrated in (15), mental and verbal process types, as in (16), and relational and verbal process types, as in (17).

- (15) <PAS>You **were glad** to see him, weren't you?</PAS> (A-MT-100393-06)
- (16) <JU1>[...] The procedure will be that the District Attorney will **read** to you the information. [...]</JU1> (A-MT-100393-07)
- (17) <DAN>[...] I **call** them cheat sheets, [...]</DAN> (A-MT-100393-07)

In (15), the motive for recognising both the presence of mental (emotive) and relational (attributive) process types is that, whilst the syntactic layout consists of *be* + *Attribute*, an emotion is also conveyed; thus, recognition of the syntactic and semantic levels may be accounted for if we opt for a combined process annotation such as that suggested. In (16), the verb *read*, in this particular instance, means that someone looks at a series of words and says them out loud to someone. As such, the decision was taken to apply a mental perceptive tag, on the one hand, in addition to a verbal process one. Lastly, example (17) makes use of the verb *call*, although not in the sense that it was used in (14) above. Rather, in this instance, the verb *call* means that someone gives something a name, which may be interpreted as involving an exchange of information and simultaneously ascribing a quality to an entity. For this reason, a dual process annotation is also used with this example.

Having detailed and exemplified the range of dual process categories that surfaced here, we must remark on those we found comprising three process types. Firstly, we noted a combination of the (inter)action category with mental and verbal process types, as in (18a) and (18b). Secondly, a blend of the (inter)action, mental and relational process categories was also observed, as in (19).

- (18a) <DAN>[...] Has the State **proven** beyond a reasonable doubt that <<NDFT>> committed these crimes?</DAN> (A-MT-100393-06)
- (18b) <PAS>I can **show** what she based her identity on.</PAS> (A-MT-100393-07)
- (19) <PAS>[...] You needed **to be fair** and you needed to listen. [...]</PAS> (A-MT-100393-07)

The verb *prove* in example (18a) is considered a three-way process because we understand that the definition of this verb is “to show that something is true through the provision of information or facts”. To give information and facts in a court of law may necessitate both physical and verbal action, on the one hand and, by the same token, if we prove something to another individual, this means that they believe what they have been shown or told, hence the relevance of a third mental cognitive tag. In example (18b), *show* is analysed as a three-way process due to the context in which it has been used, which in this instance implies a mixture of action, speech and on the part of the recipient, an element of mental perception. Lastly, the explanation behind annotating *to be fair* in the way that we do is that, in recognising the syntactic structure employed, the obvious tag is a relational process. Nonetheless, we also subscribe to

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annotating the semantics of the clause and, thus, here we find evidence of physical and mental action; that is, *to be fair* in this instance may infer the notion of treating someone fairly and, at the same time, the idea of considering all of the evidence that has been presented throughout the court case. Thus, *to be fair* has been classed as a multi-process comprising the categories (inter)action, mental_cognitive and relational_attributive types.

In addition to the aforementioned complex process categories that we have found in the court transcript under analysis, a total of 128 participant combinations (80 dual semantic roles and 48 multi semantic roles) (see Appendices) were also unearthed. In Tables 3 through to 7 below, we illustrate some of those combined roles in line with the aforementioned examples.

I	picked (out)	some
<i>Catalyst-agentive_Senser</i>	(inter)action- mental_desiderative_ minor process	<i>Goal-Phenomenon</i>

Table 3. Participant combinations (i) (A-MT-120393-16)

I	gave	her	my pen
<i>Possessive_ Carrier- Catalyst</i>	(inter)action- relational_attributive_ possessive process	<i>Beneficiary_Recipient- Possessive_Carrier</i>	<i>Attribute-Goal</i>

Table 4. Participant combinations (ii) (A-MT-090393-03)

The district attorney	(will) read	(to) you	the information
<i>Sayer-agentive_ Senser</i>	mental_perceptive- verbal_minor process	<i>Receiver</i>	<i>Phenomenon- Verbiage</i>

Table 5. Participant combinations (iii) (A-MT-090393-01)

(Have) they	proven	(to) me [...]
<i>Catalyst- Inducer – Sayer</i>	(inter)action- mental_cognitive- verbal_major process	<i>Beneficiary_Recipient- Receiver-non_agentive_ Senser</i>

Table 6. Participant combinations (iv) (A-MT-120393-16)

You	needed	to be	fair
<i>Intensive_Carrier-Catalyst-Receiver-agentive_Senser</i>	mental_desiderative process	<i>Created-Phenomenon</i>	
		(inter)action-relational_attributive_intensive-mental_cognitive process	<i>Attribute</i>

Table 7. Participant combinations (v) (A-MT-120393-16)

As evident in each of the examples, then, the amalgamation of participant roles works in conjunction with the process combination with which they are associated.

A final issue that was taken up here concerns the best way in which to annotate grammatical metaphors in discourse. As explained in Chapters 2 and 6, this was dealt with in the new proposal by introducing the option for the researcher to annotate a nominalisation or a de-verbal adjective as a process that is realised as a grammatical metaphor. In doing so, both what is expressed and how it is expressed is, thus, accounted for, unlike in the Sydney and Cardiff Grammar models at present. The treatment of grammatical metaphors in the revised framework is exemplified in Table 8 below.

[...] the action	(of) the State
(inter)action: transformative nominalisation process	<i>Catalyst</i>

Table 8. The treatment of grammatical metaphors (i) (A-MT-120393-16)

Having now detailed some of the initial shortcomings of the two TRANSITIVITY models and how they were addressed, then, we shall now summarise the findings retrieved from the discourse examined here. The data selected was taken from a court case transcript concerning the rape of a minor . There are several reasons why this text type was chosen, starting with the fact that within the field of forensic linguistics, as discussed in Chapter 5, there is a dearth of research that uses SFL frameworks in general, although particularly TRANSITIVITY, in order to analyse language in this type of setting. Thus, first and foremost, one of the aims here was to try and work towards filling this gap. In addition, this case differs from others that have generally been considered in which the focus has been on the re-victimisation of the plaintiff in the courtroom or, else, during the initial stages of the case (i.e. the police interview) and the way in which the male perpetrator often evades punishment. Here, however, the aim has been to try and gain insights into understanding how the use of particular language patterns (i.e. process

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types to represent experience) may have, instead, contributed to punishing a man for a crime he had not committed. As such, the lawyer's questioning of the victim along with her responses to each of them and also the attorney's closing arguments formed the basis of the transitivity analysis conducted in this PhD thesis. In order to test this hypothesis, we took a look at the type of experiences that formed the foundation of each of the attorney's claims and subsequently, sought potential explanations as to why they focussed on particular realms of experience in place of others. We have also reflected on what this revealed about their position in relation to others involved in the case and how the context in itself most likely impacted on which process types proved most or least frequent in their discourse. In addition, we contemplated the way in which certain semantic roles were foregrounded or, otherwise, cleverly concealed in order to either highlight or, alternatively implicitly negate a person's part in certain events. The quantitative and qualitative findings are now summarised below.

Firstly, a notable difference in process usage as a result of the text type in question was observed; that is, whereas the closing arguments consisting of a monologue by each of the three attorneys revealed the most common process type to be the mental process category, the interaction that played out between the lawyers and the victim during questioning uncovered a higher number of (inter)action processes by comparison to any other type. Given that the general aim during the questioning phases of the trial is to establish what happened and who did what to whom, this finding proved somewhat conceivable. By the same token, the closing statements, having now heard all of the witness testimony at this stage, leave it for the lawyers to summarise the evidence as best they can. In doing this, then, they appear to reflect on the thoughts and perceptions of those who have testified as well as infer the thoughts of the jury. We may assume that the latter is strategic; that is, the lawyers try and lead the jury to believe that only one conclusion is feasible in this case, which also happens to coincide with their contentions. Moreover, though, they intend to let the jury think that they have reached this desirable conclusion without any influence from external sources (i.e. the lawyers themselves).

A second finding that was retrieved from the dataset under analysis concerned the semantic roles that were also most common and, to whom they referred. In the case of mental processes, the role of non-agentive *Senser* appeared most frequently, although to denote different individuals depending on the text type and the one who was responsible for assigning the role. Thus, in the closing arguments, as indicated above, the role of non-agentive *Senser* was typically assigned to the members of the jury, although we also observed examples referencing the police and the lawyers themselves as non-agentive *Senser*. When the police or the lawyers were

assigned the role of non-agentive *Senser*, a general tendency by both sides was to reinforce the fact that, as figures of authority, they know what really occurred here. Meanwhile, throughout the interaction between the prosecutor and the witness and, subsequently, the defence attorney and the victim, we found that the role of non-agentive *Senser*, especially in the questions by either side, differed slightly. The prosecution, for instance, focussed her attention primarily on the witnesses who were there to support the defendant's version of events with the aim of undermining their testimonies and, in turn, disproving the case put forward by their adversary. The defence attorney, on the other hand, tended to place himself or the victim in the role of non-agentive *Senser*, with the apparent intent of showing himself as assertive, and, at the same time, inviting the victim to show a lack thereof, in order to infer her untrustworthy nature as a witness.

Thirdly, then, we delved into the participant roles most commonly associated with the most common process type to emerge in the question-answer phase between each of the lawyers and the victim (i.e. the (inter)action process category). In doing so, we discovered that the most frequently employed semantic roles involved a *Catalyst* and a *Goal*. To take this a step further, it quickly became clear that each of these applied to specific individuals as, once again, a result of the attorney who used them. That is, the prosecution most often assigned the role of *Catalyst* to the defendant standing trial (cf. De Carvalho, 1998; Felton-Rosulek, 2008), whereas the defence attorney instead more regularly cited the police or case workers as *Catalyst*. One may argue that the latter is somewhat predictable given that the prosecuting lawyer is responsible for fighting the victim's corner in this case and, therefore, required to do everything in her power to persuade the jury that the accused did all of the unspeakable things that her client claims he did to her and convey the most negative image of him that she can. Moreover, she is thought likely to centre on how the defendant was the one in the driving seat here and, thereby, the one who initiated and carried out these awful actions. The prosecution, simultaneously, ensures to reiterate that the victim was a helpless child who was given no choice but to experience what she went through and, thus, suffer at the hands of this criminal. This, as perhaps is foreseeable, also signals the prosecutor's frequent references to the victim as *Goal*.

With regard to the defence lawyer's tendency to exploit the actions of the police and others in authority that have worked on the case prior to coming to court, we witness that the fundamental objective was to undermine their investigation. The defence lawyer drew on the police force and other case workers as acting incompetently in an attempt to let the jury know that the evidence that had been collected by these individuals was both insufficient and far too unreliable to be used as definitive proof of the

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guilt of his client. Although rare, when any reference to the defendant as *Catalyst* was made by the defence attorney, both in the questioning or, otherwise, in the closing arguments, the actions were not only annotated as neutral but, more importantly, understood to provide the jury with details regarding the actual whereabouts of the accused when this crime took place. Thus, as Felton-Rosulek (2008, p. 540) also encounters in her analysis of the closing arguments of a rape case, the defence attorneys would appear to avoid a discussion of the abuse itself, wherever possible, and, rather, focus the jury's attention on other unrelated actions in which the accused has been involved.

A fourth finding retrieved from the analysis relates to the verbal process category and, specifically, the way that both attorneys frequently assign the role of *Sayer* to witnesses for the defendant. Nonetheless, it becomes evident on closer inspection that the intentions of each side do not coincide. Thus, whereas the prosecution cited the defence witnesses as *Sayers* in order to bring into question what they had said in court, the defence attorney strived to do just the opposite and stress the credibility of the witnesses who had testified on behalf of the accused. In addition, both attorneys referenced those in authority as *Sayer* in their discourse somewhat frequently, but again for distinct purposes. The prosecuting attorney reasserted what the experts had claimed, presumably, in the hope that this would invite the jury to view her case against the accused as more solid on the basis that a person with expertise in a particular line of work is generally considered to be the most qualified when interpreting any evidence that s/he is presented with. Yet again, however, the defence attorneys, as with their use of (inter)action processes, attempt to reiterate that those who worked on this case made a number of errors in judgement. Lastly, the defence also assigned the role of *Sayer* to the victim because, although they never questioned that she was in fact raped, what they did rebut was that, as a result of mistaken identity, what is occurring here is, essentially, a miscarriage of justice. Thus, both when they questioned the victim and they gave their closing statements, they took every opportunity available to emphasise any inconsistencies in the victim's testimony and, thereby, insinuate that her claims radiate uncertainty regarding who did this to her.

Another result that emerged from this piece of research was the fact that the victim, unlike when answering the questions posed by the defence, recurrently followed the prosecutor's cue when responding to her questions. The use of particular transitivity patterns by the victim closely resembled those of the prosecutor in her responses, which, as we conclude here, was somewhat predictable. It is probable that the victim was instructed on how and, more or less, what to include in her responses so as to ensure that the

members of the jury left the courtroom convinced of her allegations and this could, therefore, explain why, more often than not, she simply reaffirmed whatever she had been asked by her lawyer. With this in mind, then, we may also comment on the fact that the prosecutor, when interrogating the victim on the stand, showed a general predilection for closed ended questions, which we assume was intentional as a means to control, to a large extent, what the jury would hear and avoid risking that the victim may omit any necessary incriminating details about the defendant and the alleged events. The defence attorney, on the other hand, was more inclined to pose questions of an open ended nature to the victim, asking her to proffer specific details about what transpired in the knowledge that she would, most likely, struggle with recalling certain details. In fact, she was observed to most commonly employ mental cognitive affirmative and negated processes when answering the defence attorney's questions, both of which accentuated her lack of confidence in what she was declaring had happened to her and who she claimed was responsible. This, then, served to further echo the idea that the victim is actually an unreliable witness.

A final result relating to the transitivity patterns employed by, in particular, the lawyers, concerns the relational attributive intensive subcategory, which serve to ascribe particular qualities to an entity, whether animate or inanimate. We uncovered a general inclination for both legal practitioners to use neutral descriptions of inanimate things (i.e. the evidence). Nonetheless, the defence team focussed, specifically, on aspects of their client's physical appearance in order to argue that he does not match the description provided by the victim in her original testimony. The prosecution, on the other hand, drew the jury's attention to undesirable traits that she associates with the defendant, to include references to his arrogance. Furthermore, she insinuates that he is a callous bully who is responsible for the sexual abuse of an innocent young girl. On the one hand, these references are perhaps foreseeable on the grounds that, as with her use of negative (inter)action processes, we could expect to see the prosecuting lawyer try wherever possible to infer the defendant's immoral character. However, to say there are a few examples would almost constitute an exaggeration. This, however, has a plausible explanation. The lawyers in a criminal case are, under strict regulations, constrained as regards their use of overt evaluations (Statham, 2016, p. 254), thereby making it rather difficult, if not impossible, to openly attempt a character assassination of the accused or any other individual involved in a criminal trial.

With the latter, we now turn to another analytical framework used in SFL that was also employed here to compliment the transitivity analysis carried out thus far. As detailed in Chapters 3 and 8, we considered

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APPRAISAL theory for the purposes of examining the evaluative nature of the language used during, specifically, the closing arguments of the court case in question. Our attention centred on the core subsystem of APPRAISAL theory (i.e. Attitude) in light of its focus on emotions, ethics and aesthetics (Martin & White, 2005, p. 42). In the same way that TRANSITIVITY studies are scarce in forensic linguistic work, there is also an apparent lack of APPRAISAL research in the field and, thus, once again, the findings from this PhD thesis were designed to further contribute to this shortage.

A number of interesting findings came to light subsequent to an appraisal analysis of the closing arguments, to include the fact that the prosecution revealed a tendency to more often negatively evaluate by comparison to the defence attorneys. This, however, came as no surprise in view of the role played by the prosecutor to portray the accused as negatively as possible. When overt negative evaluations were evident in the discourse of the defence team, the focus tended to shift from the defendant himself to references regarding the alleged crime. This finding, as explained in Chapter 8, is thought to be logical as it serves to focus the attention away from the party held responsible as well as the person, who in this instance was a young child forced to endure a rather violent sexual assault. The mere fact that the victim was a child in this case is thought likely to have influenced the jury in reaching a guilty verdict in the sense that they will sympathise with someone so young and innocent, who they also probably believe to be the most honest person at trial. The concealment of individuals, such as the defendant, then, is tactical by the defence. Moreover, this was also something that we witnessed when examining the (inter)action process category and, specifically, the way in which each of the attorneys working on this case assigned the roles of *Catalyst* and/or *Goal* to specific individuals, based on their agenda. To turn to the positive appraisals that were observed by either side, we found that the defence focussed on traits of the defendant that would stand him in a favourable light for the jury; the prosecution, however, drew more on the victim as a good person or, otherwise, on herself as an attorney trying to ensure that justice is done for her client.

Another point that also merits attention at this stage is the way in which each of the attorneys showed either a stronger or weaker inclination for particular subcategories pertaining to the Attitude subsystem. That is, the prosecutor was seen to employ a number of references to Affect in order to infer the emotions of the victim, which was arguably strategic in the sense that, in doing so, she could hope to gain sympathy from the jury (cf. Felton-Rosulek, 2008, p. 541 for similar findings) whilst simultaneously turning them against the man claimed to have caused her client these unpleasant feelings. In contrast, we found that *Affect* was almost non-existent in the

discourse of the defence lawyers, which again was foreseeable given that a similar approach was unlikely to benefit the defence team in any way.

In addition to the latter, and to further support the transitivity findings, we also witnessed how the prosecutor used twice as many negative examples of Judgement, by comparison to those examples that we annotated as positive. Furthermore, the negative examples of Judgement she did employ were on the whole, pertaining to the Social sanction: propriety category, thereby allowing her to refer to the defendant's ethical character. The prosecutor's descriptions, then, tended to associate the accused with the notions of immorality and wickedness. Meanwhile, the defence attorneys, in contrast, were more inclined, understandably so, to instead emphasise the innocence of their client and any of his good qualities. Thus, in the same way that the different process categories (i.e. (inter)action and relational attributive intensive) can provide invaluable insights into the ways in which the lawyers in this case represent the rape that took place and those who were involved, through a complimentary appraisal analysis, we are able to delve slightly further and continue to unravel the image that each side is trying to conjure up in the minds of the jury of the victim and the defendant alike. That is, the prosecution evidently wish to convey a negative portrayal of the accused and a positive one of their client, i.e. the victim, whilst the defence endeavours to achieve a polar opposite effect.

Having summarised the main findings from this PhD thesis, then, what remains is to briefly remark upon any limitations that came to light during this research, thereby leading to a discussion of some potential ways to improve upon the analysis and, subsequently, propose possible avenues for future research. As evident above, we already outlined the main drawbacks of conducting CDA research and, specifically, how these issues were addressed in the present study. To add to these, though, other shortcomings also emerged here, one of which was the fact that, with this being a PhD thesis, the analysis was carried out by one individual. Thus, although a specific set of criteria was followed to ensure consistent annotations of the data, what perhaps would give this type of research further weighting is if a team of knowledgeable SFL researchers (cf. work by O'Donnell et al., 2009) worked together with the revised proposal to ensure a prominent degree of inter-rater reliability when, for instance, continuing to analyse the rape trial in its entirety. In fact, a future endeavour, having completed this project, which is considered a work in progress, is to organise a seminar group in which examples can be discussed, questioned, defended using solid arguments and, ultimately, agreed upon by a majority on the basis of a reliable and objective set of criteria, such as that presented here.

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A second limitation of the current study concerns the fact that the focus of the analysis has been on the victim testimony and the lawyers discourse, in view of the aim to determine how each of these individuals represents the crime on trial and those involved and, furthermore, how their position and the context itself may have impacted on their portrayals. That said, the analysis of the entire trial transcript, to include the voir dire section, would potentially provide us with a better idea of the transitivity patterns that occur more generally at trial. Thus, in future research, we shall consider the ways in which experience is represented by other individuals such as the witnesses for either side and, again, how their role was influential on their language use. Here, we have already observed differences between the type of text under analysis (i.e. the closing argument as a monologue vs. attorney-victim interaction); thus, it is perfectly viable that, the stage of the trial as well as, for instance, the witness who testifies may have a degree of impact upon the frequency of particular process and participant types. This could also be taken a step further by conducting comparative CDA studies using the revised framework in order to establish more widespread tendencies across criminal cases in general as well as determine any reasons behind why such tendencies occur in certain cases and not others, should this be the case. In addition, the intention is to continue working with cases of a similar nature (i.e. wrongful convictions), in the hope of assisting with minimising future injustices inside the courtroom. To elaborate, the *Innocence Project* have, on the whole, been seeking DNA evidence that can refute the claims made against men and women who are currently in prison for a crime that they did not commit; whilst this is clearly a significant advance for addressing the issue of wrongful convictions, it is my contention that to consider the language used inside the courtroom and bear in mind the setting itself and how the speaker role will also impact on the language patterns employed (e.g. those in authority and those in are more vulnerable position), we can also draw one's attention to how the use of specific linguistic strategies, along with a lack of definitive proof that someone is innocent, can lead to a guilty verdict when it certainly should not.

A third shortcoming of this PhD thesis is the fact that the appraisal analysis has only been applied to the closing arguments of the dataset under analysis. This stage of the trial was selected on the basis that a lawyer's closing argument is his or her opportunity to summarise everything that has been mentioned or shown during the court case and, more importantly, the point at which s/he can put his or her own spin on the evidence so as to persuade the jury members to swallow his or her account of the alleged facts. Furthermore, the appraisal analysis was designed to compliment the findings retrieved from the transitivity patterns and, more specifically, reveal additional evidence of Affect and Judgement within the

data. However, what would prove even more insightful is to also analyse the APPRAISAL used throughout the entire trial and, as such, identify whether, aside from who is responsible for the locution, other aspects impact on the types of APPRAISAL employed. As well as extending the analysis to account for instances across the entire trial, it is also worthwhile, again, considering the potential of using other analogous cases for comparison purposes to determine more general appraisal patterns in discourse that has transpired in a forensic context such as inside the courtroom.

A final issue with the analysis of this PhD thesis is the fact that, having focussed on a particular linguistic context (i.e. judicial discourse), we must acknowledge that the revised framework is, at present, a work in progress. As discussed in Chapter 7 (see Sections 7.2.4.1 and 7.2.4.2), the binary and multi-process and participant combinations were uncovered using a bottom-up approach, which means that on the basis of examples that were present in the corpus, a number of new subcategories came into fruition. In view of this, then, it is possible that through consulting a larger dataset comprising texts from alternative linguistic contexts, a number of additional subcategories could surface. The corpus based examples employed here were retrieved from the court transcript which formed part of this PhD research as well as from the BNCWeb selection of judicial texts, which, as evidenced in the TRANSITIVITY dictionary, was for the purposes of catering for the wide range of meanings that sometimes pertained to the same lemma. That said, then, another future avenue of research would be to examine different text types (e.g. press articles, literary texts, text messages, to name but a few examples) in order to, not only, potentially, amplify the system that has been proposed here, but more importantly, verify that the revised TRANSITIVITY model is in fact applicable to language use in a range of different linguistic settings.

All in all, then, we have fulfilled the aim here of attempting to provide a modified TRANSITIVITY network that ensures, as the title of this thesis states, a flexible approach to the analysis of language inside the courtroom and, in turn, enable a more detailed analysis to be carried out. Furthermore, through a combination of CDA and corpus-linguistics applied to data from a forensic setting we have uncovered some of the ways in which we may employ linguistic strategies in order to achieve certain goals, which in this particular instance was to try and prove the innocence or, otherwise guilt of the man standing trial. Given that the case considered here involved sending an innocent man to prison, further studies that follow the same or a similar approach to the one used here, and collaboration with organisations such the Innocent Project, must be encouraged if we are to work towards making certain that miscarriages of justice, such as this one, gradually become, if not extinct, at least less and less likely.

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SPANISH SUMMARY OF THE THESIS

1.1. Introducción

Esta tesis doctoral aborda dos áreas clave de la lingüística sistémico-funcional (LSF): la transitividad (Halliday, 1985, 1994; Halliday y Matthiessen, 2004, 2014) y la teoría de la Valoración (Bednarek, 2006). Ambas son herramientas de análisis que se han aplicado a una gran cantidad de investigaciones,¹ pero que aun así presentan algunos inconvenientes. El principal problema que plantea la aplicación de ambas teorías es que carecen del detalle necesario para asegurar un análisis preciso y sistemático, lo que provoca un desacuerdo en cuanto a la anotación de patrones lingüísticos en los textos. Por tanto, el principal objetivo de esta tesis es reformular el sistema de la transitividad tal y como se conoce en la actualidad. El modelo propuesto se usará, junto a la teoría de la Valoración (Martin y White, 2005), para el análisis del discurso en un proceso judicial a un presunto violador acusado de agresión sexual a una menor, que fue declarado culpable a pesar de no haber cometido dicha agresión. Este análisis nos permitirá obtener información sobre la representación de las personas involucradas en este caso.

Para comenzar, entendemos que es preciso describir primero el marco teórico en el que se basa nuestro trabajo. Empezamos, pues, por una aproximación al Análisis Crítico del Discurso. Posteriormente, pasamos a detallar los dos sistemas de la transitividad que se han establecido hasta el momento desde una perspectiva funcional: el de Sídney (Halliday 1984, 1994; Halliday y Matthiessen, 2014) y el de Cardiff (Fawcett, 1987, 2000; Neale, 2002). Partiendo de esta descripción, señalamos los inconvenientes de cada modelo y proponemos cambios con el fin de ofrecer un modelo más consistente. Después, explicamos cómo hemos aplicado este modelo revisado junto con la teoría de la Valoración para analizar el juicio. Una vez presentados los resultados, los cuales revelan la forma en la que la víctima y los abogados representan el delito mencionado, finalizamos este resumen con una discusión sobre las implicaciones de nuestra investigación y lo que aportan al ámbito en el que se enmarca esta tesis (i.e. la lingüística forense), además de sugerir propuestas de estudios futuros en esta línea y la de la LSF.

¹ Véanse Alameda-Hernández, 2008; Clark, 1992; Davidse, 1992; Fontaine y Williams; 2015; Matthiessen, 1999, 2014; O'Donnell et al., 2008; Simpson, 1993 para algunas de las investigaciones sobre la transitividad. Para estudios sobre la teoría de la Valoración, véanse Bednarek, 2006; Coffin y O'Halloran, 2006; Fuoli y Hommerberg, 2015; Hood, 2004; Hunston, 2010; Macken-Horarik, 2003; Martin y Rose, 2003; Martin y White, 2005; Page, 2003; Painter, 2003; Tabaoda y Grieve, 2004; Thompson y Juez, 2014; White, 1998, 2002, 2012.

1.2. El análisis crítico del discurso

El marco teórico de esta tesis doctoral se articula en torno a tres cuestiones: el Análisis Crítico del Discurso (ACD), la gramática sistémico-funcional (GSF), y el sistema de la transitividad junto con la teoría de la Valoración. El Análisis Crítico del Discurso examina la forma en la que el poder y la desigualdad permean los textos, tanto escritos como hablados (van Dijk, 2001, p.352). Tal y como Wodak (1995, p.204) propone, este proceso se puede llevar a cabo de una manera poco transparente, algo que, de hecho, es característico del lenguaje empleado en los juicios penales y, sobre todo, en aquellos que tratan casos de violación. El acto de violación se considera "un ejercicio de poder"² en sí mismo (Conley y O'Barr, 1998, p.15); por lo tanto, a través de un ACD, podremos descubrir las formas en las que este delito, el acusado y la víctima son representados a través del lenguaje.

El ACD se basa principalmente en las nociones de ideología, dominación y poder (Fowler, 1986; Fairclough y Wodak, 1997; Wodak y Chilton, 2005; Kress y van Leeuwen, 2006; Wodak y Meyer, 2009). El principal objetivo del ACD es aplicar un método lingüístico de análisis a diferentes tipos de texto para exponer las ideologías presentes en el discurso. Dicho de otra forma, el ACD permite identificar distintas formas de representación de una misma realidad social (van Dijk, 2001) e, incluso, posibles usos del lenguaje como forma de manipulación (van Dijk, 2006).

Entre las distintas escuelas que han ido surgiendo dentro del ACD, quizás la más influyente sea la desarrollada por Fairclough (1989, 1992, 1995). Su teoría se basa en la Lingüística Crítica, que fue propuesta por un grupo de investigadores de la Universidad de East Anglia (Reino Unido) a finales de los años setenta (Fowler, Hodge, Kress y Trew, 1979). Tanto la Lingüística Crítica como la teoría desarrollada posteriormente por Fairclough han otorgado un gran peso a la LSF, en la que se argumenta que el lenguaje sirve para dar sentido a nuestra experiencia y nos permite manejar nuestras relaciones sociales (Halliday y Matthiessen, 2014, p. 25).

1.3. La transitividad de la GSF

La GSF afirma que hay tres metafunciones del lenguaje: (i) la metafunción ideacional (relacionada con nuestras experiencias internas y externas,

² En este resumen, las citas que corresponden a referencias en lengua inglesa se han traducido al español.

expresadas a través del sistema de la transitividad); (ii) la metafunción interpersonal (que se refiere a nuestras formas de interactuar, expresadas a través de los sistemas de modo, modalidad y la teoría de la Valoración); y (iii) la metafunción textual (relacionada con la organización interna del mensaje, expresada a través del sistema de Tema y Rema) (Halliday, 1985; Halliday y Matthiessen, 2014). Las tres actúan en conjunto (Halliday, 1985: 53), aunque aquí nos centramos en las metafunciones ideacional e interpersonal y, más específicamente, en las nociones de la transitividad y la teoría de la Valoración.

Hasta la actualidad, el sistema de la transitividad se ha considerado desde dos perspectivas diferentes, cada una intentando explicar de qué manera el lenguaje representa la experiencia. El primer enfoque es el de Halliday (1985, 1994) y Halliday y Matthiessen (2014), que ha sido empleado con más frecuencia en las investigaciones de ACD. El segundo es el de la Gramática de Cardiff (GC), y fue propuesto por Robin Fawcett (1987, 2000) y desarrollado por Amy Neale (2002) años después. Aunque el segundo enfoque ofrece algunas soluciones al modelo de Halliday, ha recibido bastante menos atención que éste. Ambos modelos coinciden al distinguir entre participantes, procesos y circunstancias; sin embargo, como veremos más adelante, difieren en su definición, descripción y clasificación de los tipos que hay dentro de cada uno de estos elementos..

Según Halliday (1973, p. 134), la transitividad es el conjunto de opciones mediante las cuales el hablante codifica sus experiencias (tanto externas como internas), junto con los participantes y las circunstancias que se incluyen en ellas. Cada individuo usa el lenguaje de una manera única, lo que implica que no sólo se expresa de manera diferente a los demás, sino que, también, se centra en determinados aspectos cuando representa la realidad que lo rodea. Las opciones que elegimos para comunicarnos son un reflejo de nuestro posicionamiento, y se basan en la creencia de que organizamos nuestro discurso en función de cómo comprendemos una situación y cuáles son los significados que queremos transmitir (Halliday y Matthiessen, 2014, p. 217).

Tal y como hemos indicado previamente, el sistema de la transitividad de Halliday incluye tres elementos: un proceso (realizado generalmente por un sintagma verbal), como en (1)³; un participante involucrado en el proceso (realizado normalmente por un sintagma nominal), como en (2); y

³ Los ejemplos que se recogen en esta tesis doctoral provienen del corpus que hemos creado o del BNCWeb. La procedencia de dichos ejemplos se indica entre paréntesis, donde se utiliza las etiquetas “A-MT” y “BNCWeb” para distinguir ambos casos.

una circunstancia (realizada con frecuencia por sintagma adverbiales o preposicionales), como en (3).

- (1) <WJS>[...] he **got up** in the morning.</WJS> (A-MT-110393-11)
- (2) <WJS>[...] **he** got up in the morning.</WJS> (A-MT-110393-11)
- (3) <WJS>[...] he got up **in the morning**.</WJS> (A-MT-110393-11)

Mientras que los elementos circunstanciales se consideran una característica opcional de la cláusula, los participantes son inherentes al proceso. Según Halliday y Matthiessen (2014, p. 215), hay seis tipos de procesos: materiales, mentales, relacionales, verbales, conductuales y existenciales. Los tres primeros son los principales; los verbales, conductuales y existenciales, sin embargo, se consideran procesos menores, porque se dice que están situados entre dos tipos de procesos principales. Cada uno de los seis procesos refleja una configuración de participantes diferente, tal y como se ilustra en la Tabla 1⁴.

Material	Mental	Relacional	Verbal	Conductual	Existencial
<i>Actor</i>	<i>Senser</i>	<i>Carrier</i>	<i>Sayer</i>	<i>Behaver</i>	<i>Existent</i>
<i>Goal</i>	<i>Phenomenon</i>	<i>Attribute</i>	<i>Receiver</i>	<i>Behaviour</i>	
<i>Beneficiary: Recipient</i>		<i>Attributor</i>	<i>Verbiage</i>		
<i>Beneficiary: Client</i>		<i>Identifier</i>	<i>Target</i>		
<i>Scope</i>		<i>Identified</i>			
<i>Initiator</i>		<i>Assigner</i>			

Tabla 1. Tipos de roles semánticos según la teoría de la transitividad de Halliday y Matthiessen (2014)

Los procesos materiales, que se refieren a nuestras experiencias externas, representan acciones o eventos. Los posibles participantes en este tipo de procesos incluyen un *Actor* (el rol que es responsable de provocar un cambio), como en (4); un *Goal* (la entidad que cambia o se ve afectada por el proceso), como en (5); un *Beneficiary: Recipient* (la entidad que recibe

⁴ Las etiquetas de los roles semánticos no se han traducido al español para evitar confusión.

los bienes), como en (6); un *Beneficiary: Client* (la persona para la que se realiza un servicio), como en (7); un *Scope* (que representa el área sobre el cual un proceso tiene lugar o el propio proceso en si), como en (8) y un *Initiator* (la entidad que hace que el *Actor* realice una acción), como en (9) (Halliday y Matthiessen, 2014, pp. 224-226).

- (4) <DAN>[...] **he** shaves his beard [...]</DAN> (A-MT-120393-16)
- (5) <DAN>[...] he shaves **his beard** [...]</DAN> (A-MT-120393-16)
- (6) <WDM>[...] His father may have given **me** the charge ticket [...]</WDM> (A-MT-120393-14)
- (7) <PAS>[...] you baked **him** a cake [...]</PAS> (A-MT-120393-14)
- (8) <PAS>[...] he went to take **a shower** [...]</PAS> (A-MT-110393-12)
- (9) <PAS>[...] **He** walked you from the dining room [...]</PAS> (A-MT-100393-06)

Los procesos mentales se relacionan con nuestras experiencias internas y, por lo tanto, con la forma en la que entendemos (mental cognitivo), percibimos (mental perceptivo), sentimos (mental emotivo) y deseamos (mental desiderativo) algo o a alguien (Halliday y Matthiessen, 2014, p. 248). Los procesos mentales implican un conjunto de participantes diferentes a los procesos materiales, y que incluyen un *Senser* (el ser consciente que entiende, percibe, le gusta, desea), como en (10), un *Phenomenon* (la entidad entendida, percibida, gustada o deseada), como en (11), y un *Inducer* (el rol que provoca que el *Senser* piense, perciba, le guste o desee), como en (12).

- (10) <DAZ>[...] I thought the girl had a lot of blood [...]</DAZ> (A-MT-110393-12)
- (11) <DAZ>[...] I thought **the girl had a lot of blood** [...]</DAZ> (A-MT-110393-12)
- (12) <DAN>[...] Did **he** make you look at them again [...]</DAN> (A-MT-100393-07)

Los procesos relacionales se refieren a la noción de ser, llegar a ser y poseer (Halliday y Matthiessen, 2014, p. 259), y comprenden tres subcategorías: relacionales intensivos, relacionales posesivos y relacionales circunstanciales. Todos estos son de carácter atributivo (ej. Lucy está triste) o identificativo (ej. Emma es la profesora). En las cláusulas

atributivas, en las cuales hay un proceso de caracterización, los roles semánticos incluyen un *Carrier* (i.e. Lucy) y un *Attribute* (i.e. triste); un tercer papel semántico que también puede aparecer en estas cláusulas es un *Attributor*, que asigna un atributo al *Carrier*, como en (13). En una cláusula identificativa, una entidad denota la identidad de otra. Por lo tanto, la variedad de participantes incluye un *Identifier* (el rol semántico que define el otro papel en términos de identidad) (i.e. Emma), un *Identified* (el rol semántico que se identifica de acuerdo con el *Identifier*) (i.e. la profesora) y un *Assigner* (i.e. el rol que asigna una identidad al *Identified*), como en (14).

- (13) **It** [Attributor] makes me furious. (BNCWeb CH6 W:newsp:tabloid)
- (14) **We** [Assigner] have named him the Redway Rapist (BNCWeb CS1 W:ac:soc_science).

Los procesos verbales incluyen características de los procesos mentales y relacionales, y se refieren, en un sentido general, a casos que “cubren cualquier tipo de intercambio simbólico de significado” (Halliday y Matthiessen, 2014, p. 303). El participante principal en cualquier proceso verbal se llama *Sayer* (el que comunica algo), como en (15). Los otros roles en este tipo de procesos son optativos, e incluyen un *Receiver* (aquel a quien se le dice algo), como en (16); un *Verbiage* (lo que se dice), como en (17); y un *Target* (la entidad sobre la que se dice algo), como en (18).

- (15) <WDM>[...] I said to my husband [...]</WDM> (A-MT-120393-14)
- (16) <WDM>[...] I said to **my husband** [...]</WDM> (A-MT-120393-14)
- (17) <OBW>She said **red hair**.</OBW> (A-MT-090393-01)
- (18) <PAS>[...] Describe **your son**. [...]</PAS> (A-MT-120393-16)

Los procesos conductuales poseen características de los procesos materiales y mentales, y denotan típicamente comportamientos fisiológicos o psicológicos (ej. estornudar, sonreír). El participante principal es un *Behaver*, que, en general, es una entidad consciente, como en (19). En ocasiones, estas cláusulas también incluyen un segundo elemento llamado *Behaviour*, que sirve para reafirmar el proceso, como se indica en (20).

- (19) <WDM>[...] You know, **we** laughed [...]</WDM> (A-MT-120393-14)
- (20) He gave **a laugh**. (BNCWeb AR3 W:fict:prose)

Finalmente, los procesos existenciales poseen características de los procesos relacionales y los procesos materiales. Este tipo de procesos representan la existencia de una entidad denominada *Existent*. El *Existent* puede ser una persona, un objeto, una institución o una abstracción, como se indica en (21).

- (21) <DAZ>[...] there is **a portion of a swimsuit** [...]</DAZ> (A-MT-100393-05)

Además de los roles semánticos y los tipos de experiencias representadas, hay dos aspectos adicionales que sirven para diferenciar unos tipos de procesos de otros: el tiempo gramatical y el potencial de proyección. Mientras los procesos materiales y conductuales tienden a realizarse en presente continuo, los procesos mentales, relacionales y existenciales suelen aparecer en presente simple; la categoría verbal admite cualquiera de las dos opciones. Por otro lado, el potencial de proyección, que consiste en la capacidad para incluir cláusulas adicionales, es exclusivo de los procesos mentales y verbales (Halliday y Matthiessen, 2014).

El tercer y último elemento de una cláusula son las circunstancias. Halliday y Matthiessen (2014, pp. 313-314) contemplan las circunstancias como participantes indirectos que pueden proporcionar a la cláusula un significado adicional (Fontaine, 2013, p. 79). Hay cuatro tipos de circunstancias principales, que son (i) *Expansion: enhancing*; ii) *Expansion: extending*; (iii) *Expansion: elaborating*; y (iv) *Projection*. Como se puede ver en la Tabla 2, cada una de ellas comprende varias subcategorías, que implican un total de nueve opciones circunstanciales disponibles. Cualquiera de ellas puede aparecer con cualquier proceso. A continuación se incluyen un ejemplo y las preguntas relevantes para cada circunstancia.

Tipos de circunstancias			Pregunta	Ejemplo
Categorías principales	Subcategorías	Subtipos		
Enhancing	Extent	Distance	How far?	over 12,000 miles
		Duration	How long?	for several hours
		Frequency	How many times?	15 times
	Location	Place	Where?	in Tulsa
		Time	When?	in September
	Manner	Means	How? By means of?	by train with a special hoover.
			Quality	In what way?
		Comparison	What like?	His hair was cut differently
		Degree	How much?	I like him very much
	Cause	Reason	Why?	because of
		Purpose	What for?	for the purpose of
		Behalf	Who for?	on behalf of
	Contingency	Condition	In which case?	in the event of
		Default	Unless what?	unless
		Concession	Despite what?	in spite of
Extending	Accompaniment	Comitative	With what/who? With who?	without you
		Additive	Who/What else?	in addition to
Elaborating	Role	Guise	What as?	as a 13-year-old
		Product	What into?	Madonna softened into a more human figure
Projection	Matter		What about?	about his daughter
	Angle	Source	According to who/what?	according to your report
		Viewpoint	In whose opinion?	in my opinion

Tabla 2. Tipos de circunstancias según la teoría de la transitividad (Halliday y Matthiessen, 2014)

1.4. La transitividad de la GC

Pasamos ahora a considerar el modelo de la transitividad de Cardiff (GC), propuesto por Robin Fawcett (1980) y posteriormente desarrollado por él mismo (Fawcett, 1987, 2000) y Amy Neale (2002, 2006). Al igual que con el

modelo de Halliday, la GC también comprende seis tipos de procesos con las siguientes categorías: de acción, mental, relacional, influyente, ambiental y eventual. Aunque las categorías de acción, mental y relacional comparten similitudes con los etiquetados arriba como material, mental y relacional, no obstante, no son idénticos. Por ello, explicamos en los siguientes párrafos cada una de las categorías de procesos en este modelo junto con sus roles semánticos correspondientes.

Mientras que Halliday usa el término material para una de sus categorías principales de procesos, en la GC el término acción se emplea en su lugar porque, como sugiere Neale (2002, pág. 80), "no todas las acciones son materiales". Por ese motivo, los procesos de acción que se asemejan a la categoría material de Halliday sufren una diferencia en la GC, donde se hace una distinción entre las acciones materiales y las sociales. Las primeras contemplan los verbos que se refieren a acciones físicas que provocan un cambio, como se ve en (22), o que se refieren a eventos, como en (23), y/o fuerzas naturales, como en (24). En las segundas, por otro lado, los verbos implican una interacción social, como en (25).

- (22) <OAM>[...] after I **cut** it [...]/<OAM> (A-MT-100393-05)
- (23) <OCC>[...] it's difficult to actually do a hair comparison because of these subtle changes that **take place**.</OCC> (A-MT-100393-04)
- (24) She cycled quickly along the lane out of the town, hoping to reach home before the storm **burst** (BNCWeb B0B W:fict:prose)
- (25) <DAN>And you **visited** her first in her home. [...]/<DAN> (A-MT-090393-03)

En la GC, los procesos de acción pueden incluir cualquiera de los siguientes participantes: un *Agent* (equivalente en el modelo de Halliday a un *Actor*, como en (26), o a un *Initiator*, como en (27)) (Neale, 2002, pp. 29-30), un *Affected* (equivalente a *Goal* en el modelo de Halliday), como en (28), un *Created* (es decir, la entidad que empieza a existir, ya sea un objeto o un evento), como en (29) (Neale, 2002, p.358), un *Carrier* (igual que un *Carrier* en el modelo de Halliday) como en (30), un *Manner* (el participante que describe cómo alguien actúa o trata a alguien o algo), como en (31), y un *Range* (un objeto o evento que especifica el ámbito en el que se produce el proceso), como en (32).

- (26) <WCP>She **walked** in the room [...]/<WCP> (A-MT-100393-07)

- (27) <PAS>[...] **He** walked you from the dining room [...]</PAS>
(A-MT-100393-06)
- (28) <PAS>[...] He walked **you** from the dining room [...]</PAS>
(A-MT-100393-06)
- (29) <DAZ>All right. Now Doctor, did you write **a letter** to
<<NPAS>> or your office on May 27th, 1992?</DAZ> (A-MT-
100393-05)
- (30) You have made **her** happy, Jenna [...] (BNCWeb HGD
W:fict:prose)
- (31) They had behaved **well**. (BNCWeb FET W:fict:prose)
- (32) He climbed **the mountain** easily, reached the top, and
disappeared. (BNCWeb H8G W:fict:prose)

Es importante señalar que, en una misma cláusula de acción, pueden aparecer uno, dos o tres roles semánticos simultáneamente; de hecho, el número de participantes que aparecen es lo que determina el tipo de proceso de acción que se está utilizando.

El segundo tipo de proceso contemplado en la GC es la categoría de procesos mentales, que comprende a su vez tres subcategorías: cognición, percepción y emoción (Neale, 2002). La propia denominación de estas subcategorías muestra las primeras diferencias de este grupo: los procesos desiderativos que se esbozaban anteriormente como una subcategoría aparte se encuentran subsumidos aquí en el conjunto de procesos mentales de emoción. Además, la subcategoría de cognición de la GC no sólo contempla los verbos cognitivos más obvios (ej. *pensar*, *creer*), sino que también incluye verbos que denotan comunicación. Así, lo que Halliday y Matthiessen (2014) han denominado procesos verbales, la GC los incluye bajo la categoría de cognición mental, basándose en que los roles semánticos que aparecen en una cláusula cognitiva y otra de comunicación son los mismos. Esto nos lleva a señalar otra diferencia entre los dos modelos de la transitividad que se consideran aquí. Mientras que hay tres roles semánticos que se pueden aplicar a todos los tipos de procesos mentales en el sistema de Halliday (*Senser*, *Phenomenon* e *Inducer*), la GC plantea una configuración de participantes diferentes para cada subtipo mental. Por lo tanto, para los procesos cognitivos, hay un *Cognizant*, como en (33); para los procesos de percepción, un *Perceiver*, como en (34); y para los procesos de emoción, un *Emoter*, como en (35).

- (33) <WDM>[...] I know that.</WDM> (A-MT-120393-04)

- (34) <OCC>[...]when I look at a person's head hair. [...]</OCC>
(A-MT-100393-04)
- (35) <A32>[...] She said, "I love your beard [...]</A32> (A-MT-110393-13)

Lo que si se puede encontrar en cualquiera de los tres tipos, como en el sistema de Halliday, es la opción de un *Phenomenon*, como en (36).

- (36) <A32>[...] She said, "I love **your beard** [...]</A32> (A-MT-110393-13)

También mantienen el concepto de un *Inducer*, aunque la GC sustituye este término por *Agent*, tal como se ha definido arriba en la descripción de los procesos de acción.

A diferencia de Halliday y Matthiessen (2014), Fawcett (1987, 2000) y Neale (2002) ofrecen la posibilidad de combinar roles semánticos, tanto en esta categoría de procesos mentales como en las de los relacionales, influyentes y eventuales. Esta posibilidad se observa en el ejemplo (37), en el que se anota *he* como *Affected-Emoter*, dado que este participante no sólo siente algo por alguien, sino que sufre, a la vez, un cambio de estado.

- (37) **He** fell in love with an English girl [...] (BNCWeb A7A W:fict:prose)

Para concluir la descripción de los procesos mentales, terminamos señalando la distinción que se hace entre la acción de percibir algo de forma consciente e intencionada o hacerlo de forma más intuitiva. Por lo tanto, cuando alguien percibe algo con intención, él o ella se denomina *agentive Perceiver*, como en el ejemplo (34) de arriba; cuando alguien, sin embargo, percibe algo de forma inconsciente, se le denomina *non-agentive Perceiver*, como en (38).

- (38) <OBI>[...] and I saw the victim.</OBI> (A-MT-093093-01)

El tercer tipo de proceso es el relacional. A pesar de que ambos enfoques adoptan la misma terminología para referirse a este proceso, sigue habiendo diferencias entre la forma en que cada uno lo clasifica. Los roles semánticos que pueden aparecer en el proceso relacional en el modelo de Cardiff se especifican a continuación y se incluye un ejemplo para cada caso:

Spanish summary of the thesis

- 1) *Carrier* (la persona o la cosa a la que se le asigna un atributo o una identidad)

(39) <WJD>I feel like I assume most parents feel, **he** is my son.</WJD> (A-MT-110393-10)

- 2) *Attribute* (el atributo o identidad asignado al *Carrier*)

(39) <WJD>I feel like I assume most parents feel, he is **my son**.</WJD> (A-MT-110393-10)

- 3) *Agent-Carrier* (la que actúa y resulta en la asignación de un atributo a un individuo)

(40) [...] when **she** became an alcoholic (BNCWeb A7N W:pop_lore)

- 4) *Affected-Carrier* (la entidad a la que se le asigna un atributo como resultado de algo que ha ocurrido)

(41) The interaction between husband and wife was knocked off balance by a particular type of illness which resulted in a role reversal; **the stronger and more dominant partner** became weak. (BNCWeb CGD W:non_ac:soc_science)

- 5) *Location* (lo que Halliday y Matthiessen entienden como circunstancia de Location: Place)

(42) <DCO>I immediately left the office and drove **home** [...]</DCO>

- 6) *Destination* (dónde un movimiento termina o hacia donde se ha dirigido)

(43) <DCO>They went to **the hospital** for an examination.</DCO> (A-MT-090393-01)

- 7) *Path* (el rol que revela dónde se realiza el movimiento)
- (44) When the marchers passed **the city's overhead railway**, two trains hooted in solidarity [...] (BNCWeb W:newsp:brdsht_nat:report)
- 8) *Source* (el rol que denota dónde se origina la dirección de un proceso)
- (45) <WCP>Before we left **the hospital**, she had to have 2 huge shots that made her almost be not be able to walk the next day [...]</WCP> (A-MT-100393-07)
- 9) *Possessed* (la entidad que posee un *Carrier*)
- (46) <DAN>[...] did she say whether he had a **moustache**?</DAN>
- 10) *Matchee* (el objeto o la persona que se empareja o se compara con otra cosa relacionada) (Neale, 2002)
- (47) Do you think that this jumper really **goes with** this skirt? (BNCWeb CB8 W:pop_lore)

Una vez explicados los roles semánticos de los procesos relacionales en el modelo de Cardiff, ahora explicaremos las cuatro subcategorías de procesos: (i) atributivos; (ii) posesivos; (iii) procesos que indican ubicación (Fawcett, 1987); y (iv) procesos que denotan una relación de igualdad. La categoría atributiva se corresponde con lo que Halliday denomina cláusulas de atribución y de identificación; es decir, a diferencia del modelo de Halliday, la GC no hace distinción entre la asignación de una cualidad y la de una identidad. En este caso, la principal preocupación es si el atributo se considera una cosa, una cualidad o una situación (Neale, 2002, p.144). La categoría posesivo relacional indica una relación de posesión y/o la falta de esta. Las cláusulas que incluyen este tipo de proceso también pueden referirse a un cambio en la posesión. Esto implica que verbos como *give* en el ejemplo (48) se clasifican como procesos posesivo relacionales (Butler, 2003, p. 395) según la GC, a diferencia del modelo de Halliday, que los clasifica como materiales.

- (48) Somebody **gave** him a picture (A-MT-120393-16)

Los procesos relacionales de ubicación son parecidos a los que se han clasificado en Halliday y Matthiessen (2014) como procesos relacionales circunstanciales. Sin embargo, a diferencia de estos últimos, Fawcett (1987) y Neale (2002) incluyen dentro de esta categoría verbos que implican movimiento, tal y como se ve en el ejemplo (49).

- (49) <DCO>I immediately **drove** home [...]</DCO>. (MT-090393-01)

Por último hacemos referencia a una cuarta subcategoría de procesos relacionales propuesta por Neale (2002) al encontrar ejemplos en su corpus que no encajaban en ninguna de las categorías señaladas en la GC. Esta subcategoría se ha denominado procesos de emparejamiento, y consiste en una relación entre dos roles semánticos en la que ambos participantes poseen la misma condición, tal y como se ve en el ejemplo (47) arriba.

Concluidos los procesos relacionales, procedemos a considerar los procesos influyentes. Este tipo de procesos no están contemplados en el modelo de la transitividad de Halliday y han sido definidos en la GC como procesos que afectan a un evento en la cláusula (Neale, 2002, p. 172). En total, esta categoría consta de numerosas subcategorías: (i) procesos causativos, como en (50); (ii) procesos que indican permiso, como en (51); (iii) procesos que indican prevención, como en (52); (iv) procesos que implican la noción de habilitar algo o alguien, como en (53); (v) procesos que implican un comienzo, como en (54); (vi) procesos que indican una continuación, como en (55); (vii) procesos que indican un retraso, como en (56); (viii) procesos que revelan una cesión, como en (57); (ix) procesos tentativos, como en (58); (x) procesos que implican un éxito, como en (59); y (xi) procesos que implican un fallo, como en (60).

- (50) <PAS>[...] He [*Agent*] **made** [proceso influyente] her put it in her mouth [*Created*]. [...]</PAS> (A-MT-120393-16)
- (51) <JU1>I [*Agent*] 'll **let** [proceso influyente] her answer it [*Created*].</JU1> (A-MT-090393-01)
- (52) His hand on the door [*Agent*] **stopped** [proceso influyente] her from opening it [*Created*] (BNCWeb JY8 W:fict:prose)
- (53) A dim light [*Agent*] **enabled** [proceso influyente] him to find room seventeen [*Created*]. (BNCWeb HTG W:fict:prose)
- (54) <OBY>I [*Agent*] **started** [proceso influyente] working in the area of fingerprints [*Created*] [...]</OBY> (A-MT-090393-02)

- (55) <OBW>[...] <<ROB|>> went upstairs and I [Agent] **continued** [proceso influyente] searching the ground floor [Range] [...]</OBW> (A-MT-090393-01)
- (56) While their four children were growing up, she [Agent] **put off** [proceso influyente] fulfilling her ambition to run an antique shop of her own [Range]. (BNCWeb BMD W:pop_lore)
- (57) She [Agent] **stopped** [influential process] singing [Range] [...] (BNCWeb ACW W:fict:prose)
- (58) <PJC>After I [Agent] **tried** [proceso influyente] to open the door [Range] [...]</PJC> (A-MT-100393-06)
- (59) He [Agent] **managed** [proceso influyente] to complete the last lap [Range] (BNCWeb A1N W:newsp:brdsht_nat:sports)
- (60) <DAN>[...] and she [Affected] 's **failed** [proceso influyente] to place this witness into evidence. [Range] [...]</DAN> (A-MT-120393-15)

Un proceso influyente permite de uno a cuatro de los roles siguientes (ya definidos previamente): un *Agent* (inherente en cláusulas de este tipo incluso aunque no se mencione explícitamente), un *Affected*, un *Created* y un *Range*. Esta categoría de procesos puede ser de utilidad para la teoría de la transitividad, ya que contempla lo que se llaman verbos aspectuales, que no se consideran en el modelo de Halliday a pesar de que contribuyen mucho al significado de la cláusula.

Los procesos ambientales forman la quinta categoría de procesos de la GC y comprenden verbos que denotan condiciones climáticas. Según Neale (2002, p.171), existen dos posibles realizaciones que incluyen el uso de un proceso (es decir, en su forma verbal), como en (61), o el uso de un atributo (es decir, en forma adjetival), como en (62).

- (61) It **rains** every day.
 (62) It is **sunny**.

Cuando la realización es como en el ejemplo (61), no hay un rol en la cláusula, sino más bien un referencial vacío denotado por el sujeto. Igual sucede en (62), aunque esta vez existe un rol, el atributo “soleado”. Esta categoría es diferente a las otras que se han contemplado anteriormente en la GC por la presencia de un sujeto interpersonal, el cual es necesario para que la cláusula sea coherente.

El último tipo de proceso que se considera en la GC no aparece tampoco en el sistema de la transitividad de Halliday o, al menos, no de la misma manera. El conjunto de procesos denominados *eventuales* están relacionados con lo que Halliday y Matthiessen (2014) han denominado

metáforas gramaticales. Sin embargo, mientras que el sistema de la transitividad de Halliday transforma las metáforas gramaticales en oraciones con un verbo equivalente y así se mantiene el significado de la nominalización que se ha empleado, la categoría de procesos eventuales de la GC trata las metáforas gramaticales como procesos en sí mismos. Dado que la idea es que dos eventos están relacionados, este tipo de proceso siempre incluye dos participantes: por un lado, un *Carrier*, y por otro, un *Created*, un *Affected* o un *Range* (Fawcett y Schultz, 2010).

Finalmente, resumimos lo que se ha denominado roles circunstanciales (Fawcett, 2009) en la GC, que al igual que en el modelo de Halliday, son elementos opcionales que proporcionan un significado adicional a la cláusula. Todos los tipos de circunstancias recogidos en el modelo de Cardiff se encuentran en la Tabla 3.

Tipo	Subtipos	Ejemplos
<i>Experiential</i>	<i>Time position</i>	<i>right now</i>
	<i>Duration</i>	<i>for a few minutes</i>
	<i>Repetition</i>	<i>twice</i>
	<i>Reduplication</i>	<i>again and again</i>
	<i>Periodic frequency</i>	<i>once a month</i>
	<i>Regularly repeated time position</i>	<i>every year</i>
	<i>Regularly repeated duration</i>	<i>about an hour each night</i>
	<i>Usuality</i>	<i>always</i>
	<i>Ordinative</i>	<i>The first time</i>
	<i>Inferential time position</i>	<i>still</i>
Circunstancias para procesos específicos		
<i>Action</i>	<i>Body part</i>	<i>he shoved his finger into my vagina</i>
	<i>Material</i>	<i>[...] made out of metal</i>
	<i>Physical cause</i>	<i>had died from internal haemorrhaging</i>
<i>Mental emotion</i>	<i>Degree</i>	<i>I do like him very much</i>
<i>Relational possessive</i>	<i>Exchange</i>	<i>He sells it to a mill for £10</i>
	<i>Occasion</i>	<i>for lunch</i>
<i>Relational directional</i>	<i>Direction</i>	<i>[...] we would just go north</i>
	<i>Distance</i>	<i>for a mile</i>
	<i>Process manner</i>	<i>brutally</i>
<i>Suele aparecer con un Agente</i>	<i>Manner</i>	<i>very carefully</i>
	<i>Method</i>	<i>through conversation</i>
	<i>Instrument</i>	<i>by telephone</i>
	<i>Role</i>	<i>as a scientist</i>
	<i>Intentionality</i>	<i>accidentally</i>
	<i>Client</i>	<i>Aunt Branwell read her a story</i>
	<i>Please</i>	<i>we hadn't done any shopping for him</i>
	<i>Substituted</i>	<i>instead of her husband</i>
<i>Otros</i>	<i>Place</i>	<i>at the scene</i>
	<i>Accompaniment</i>	<i>he was meeting with him</i>
	<i>Concurrent state</i>	<i>Feeling uneasy, we turned</i>
	<i>Subsequent state</i>	<i>She hung up, feeling much happier</i>
	<i>Participant specification</i>	<i>Besides the friends</i>
	<i>Substituted situation</i>	<i>instead of bringing one from the 31st</i>
	<i>Proportion</i>	<i>what is orthodox today may change with time</i>
	<i>Dimension</i>	<i>Over time, these have both adapted</i>
	<i>Respect</i>	<i>as for the head hairs</i>

Tabla 3. Tipos de circunstancias según el modelo de Cardiff

La clasificación propuesta en este modelo no siempre clarifica la diferencia entre los tipos de circunstancias. Además, y al igual que sucede con el modelo de Halliday, sigue siendo complicado entender lo que constituye una circunstancia y lo que denota un participante. A continuación subrayamos otros problemas derivados de los dos sistemas de la transitividad que acabamos de resumir, y que causan dificultades para el análisis de un texto cuando hay que elegir el proceso, los roles semánticos y las circunstancias que mejor reflejan la cláusula.

1.5. Problemas con ambos sistemas de la transitividad

Como reconocen Halliday y Matthiessen (1999, p.542) y Fawcett (2009, p 212-222), el sistema de la transitividad resulta confuso, especialmente en cuanto a los procesos y a las categorías a las que pertenecen los verbos. Esto ocurre sobre todo con aquellos verbos que tienen un significado más ambiguo y complejo. A continuación, identificamos cinco cuestiones problemáticas en este sistema y ofrecemos algunas alternativas para ayudar al investigador a realizar un análisis de la transitividad más sistemático y detallado.

1.5.1. Análisis del verbo principal de una cláusula

Uno de los principales problemas del actual sistema de la transitividad es la cuestión de qué constituye exactamente el verbo principal de una cláusula (Fontaine, 2013, p.25). Si sólo hay un verbo en la cláusula, el análisis es relativamente sencillo; sin embargo, si hay más de un verbo en la cláusula, como ocurre en (63), cada modelo de la transitividad opta por analizar un verbo de forma diferente. Mientras el modelo de Halliday clasifica el segundo verbo no finito como el verbo principal (i.e. *talk about*) y, por tanto, como el proceso (Martin et al., 1997, p.116), la GC elige el verbo aspectual, (i.e. *start*).

(63) <PAS>[...] Well when he **started to talk about** [...]</PAS>
(A-MT-120393-16)

Es decir, en el modelo de Halliday los verbos como *start* no se analizan cuando sirven como verbo aspectual que aporta un significado adicional al proceso en términos, por ejemplo, de tiempo (Fontaine, 2013, p. 25). La razón que argumentan es que el proceso se centra en la situación expresada en la cláusula, que en (63) sería principalmente la actividad

verbal de hablar (y no de comenzar algo). En base a esta idea, cuestionamos si el significado del proceso se captura en su totalidad, algo que, desde nuestra perspectiva, no se hace. Para apoyar esta idea, usamos como ejemplo otras dos cláusulas en las que *recognise* (reconocer) se ha anotado como el verbo principal en ambas oraciones. Sin embargo, el uso del verbo aspectual *start* en (64a) se ha reemplazado por el verbo *fail* (fracasar) en (64b).

- (64a) [...] people will **start to recognise** a change in your shape
(BNCWeb AD0 W:non_ac:medicine).
- (64b) [...] people will **fail to recognise** a change in your shape.

Al sustituir *start* en (64a) por otra alternativa (i.e. *fail*) en (64b), vemos como el significado de la cláusula pasa de afirmativo a negativo. Dicho de otra forma, si alguien falla en reconocer algo, esa persona no lo identifica, que es la idea transmitida en (64b). Esto nos lleva a plantearnos si el investigador puede ignorar ciertos elementos dentro de la cláusula y aún así mantener el significado completo de la misma.

Por otro lado, el modelo de la GC plantea un problema similar en cuanto al análisis del verbo principal. A diferencia del modelo de Halliday, el de Cardiff considera el verbo que se clasifica como aspectual en la transitividad de Halliday (ej. *start*, *continue*, *try*) como el verbo principal de la cláusula y como perteneciente al grupo de procesos influyentes. Al no prestar atención al verbo que lo sigue, lo que se produce es una interpretación de la cláusula igual de imprecisa. Para solventar estos inconvenientes, la taxonomía de la transitividad que proponemos en esta tesis permite anotar todos los verbos que ofrecen significado a la cláusula, como veremos más adelante.

1.5.2. Clasificación del elemento circunstancial

Una segunda cuestión que planteamos aquí es la de resolver la confusión entre si las circunstancias constituyen una parte inherente o un elemento opcional de la cláusula. El tratamiento de las circunstancias difiere entre los modelos de Cardiff y Sidney, ya que el primero a menudo clasifica las circunstancias como participantes inherentes del proceso (Butler, 2003, p.396), mientras que Halliday y Matthiessen (2014) las consideran como una opción adicional. Esta diferencia es el resultado de las etiquetas sintácticas que se asignan a los diferentes componentes de la cláusula, tal y como muestra la Tabla 4 a continuación.

(65)	Ivy	went	to Peru
Modelo de Halliday	<i>Actor</i>	<i>material process</i>	<i>Circumstance: Location</i>
Modelo de la GC	<i>Agent-Carrier</i>	<i>relational (locational) process</i>	<i>Participant role: Location</i>

Tabla 4. Circunstancia o participante: análisis de ambos modelos de la transitividad

La GC argumenta que el *Location* de una cláusula como la de (65) (en la Tabla 4) es inherente porque es una continuación predecible del proceso. El modelo de Halliday, por otra parte, considera *Peru* como una circunstancia en el sentido de que esta información "da a entender el trasfondo con el que tiene lugar el proceso" (Thompson, 2004, p. 109) y, en consecuencia, aunque esa información sea importante, no se considera como núcleo de la estructura de la cláusula (Halliday y Matthiessen, 2014, p. 312). Este segundo argumento parece más razonable ya que, aunque la información de localización sirve para situar el proceso, no es necesaria para que la cláusula tenga sentido. Por otro lado, si cambiamos el ejemplo (65) por dos cláusulas con un significado completamente distinto en (66a) y (66b), vemos que el elemento circunstancial se vuelve totalmente impredecible. Esto nos lleva a cuestionarnos si existe realmente una extensión predecible, tal y como se afirma en el modelo de Cardiff.

- (66a) Ivy went **quietly**.
 (66b) Ivy went **with her brother**.

Por lo tanto, el modelo de la transitividad que aquí proponemos se adhiere a tres criterios específicos para determinar si un componente denota una circunstancia o un participante. Estos tres criterios son:

1. Si cuando el elemento sin identificar aparece en voz pasiva y puede convertirse en sujeto de la misma cláusula en voz activa, se considera un participante. Si, por el contrario, no se puede, se clasifica como una circunstancia.
2. Si el elemento sin identificar está formado por un sintagma preposicional localizado dentro de un sintagma nominal y no se puede mover a la posición de Tema de la cláusula, el sintagma preposicional funciona como un *Qualifier* y, el sintagma nominal en su conjunto denota un participante. Sin embargo, si se puede mover a la posición del Tema de la cláusula, entonces se considera una circunstancia.

3. Si un sintagma preposicional que aparece como si fuera una circunstancia incluye una preposición que realmente forma parte del verbo que lo acompaña, el elemento no identificado es un participante. Sin embargo, si no forma parte del verbo, se anotará como una circunstancia.

1.5.3. Contradicciones en los criterios de clasificación de los procesos

La tercera cuestión se refiere a las incoherencias que surgen en los criterios de identificación de los procesos, tal y como se especifican en cada uno de los modelos.

(i) Procesos que implican comunicación

En el modelo de la GC, el primer problema reside en el hecho de que los procesos que denotan actos de comunicación se clasifican dentro de la categoría de cognición mental. Aunque la forma en la que nos comunicamos es un fuerte reflejo de lo que pensamos del mundo que nos rodea, creemos que la comunicación es un acto que traslada nuestros pensamientos de forma intencionada y en voz alta al resto del mundo. Por lo tanto, implica la transferencia deliberada de información a otras fuentes. Por esa razón, es necesario establecer una categoría aparte para los verbos de comunicación, tal y como lo plantean Halliday (1985, 1994) y Halliday y Matthiessen (2004, 2014).

Dicho esto, el modelo de la transitividad de Sídney no está exento de limitaciones. Siguiendo con la noción de la comunicación, Halliday y Matthiessen sostienen que un proceso verbal es un proceso menor, ya que se parece a los procesos mentales y relacionales, y "abarca cualquier tipo de intercambio simbólico de significado" (2014, p. 330). Evidentemente, esta definición hace que la categoría sea bastante amplia, algo que ellos mismos reconocen. Sin embargo, encontramos una contradicción cuando vemos ejemplos como (67), en el que, a pesar de producirse un intercambio comunicativo a través del verbo *suggest* (sugerir), este verbo se categoriza como un proceso relacional (Halliday y Matthiessen 2014, p. 285).

- (67) In Swindon, a council report **suggests** the problem has risen twelfefold in recent years. (BNCWeb K1D W:news_script)

Si aceptamos que el verbo *suggest* en el ejemplo anterior es relacional, nos enfrentamos a otra contradicción en la teoría de estos autores. Halliday y

Matthiessen (2014, p. 226) observan que las cláusulas relacionales (a diferencia de las mentales y verbales) no pueden proyectarse. Sin embargo, ejemplos como (67) sí proyectan, lo que implica que tendríamos que reconsiderar la definición de los procesos verbales, cuestionar si ejemplos como (67) son más bien verbales o reevaluar los criterios de los procesos relacionales y reconocer que pueden proyectarse. Dado que el *Sayer* de un proceso verbal no está obligado a ser animado de acuerdo con el modelo de Halliday, proponemos considerar todos los casos en los que el significado implica un intercambio, como verbos que pertenecen a la categoría verbal. También proponemos que, en cualquier caso, los procesos relacionales pueden proyectarse, como se ejemplifica en (68).

- (68) <DAN>[...] the substance of this testimony is **that my defendant dyed his hair** [...]</DAN> (A-MT-100393-07)

La última cuestión que planteamos en relación con los procesos verbales y, específicamente, con el modelo de Halliday, se relaciona con el rol semántico denominado *Target*. Este participante se ha definido como la entidad verbalmente afectada por el *Sayer*. El problema consiste en que cuando un proceso verbal comprende un *Target*, no hay potencial de proyección. Por lo tanto, nos cuestionamos si está bien definido el grupo de procesos verbales tal y como se clasifican en este modelo. Dada la naturaleza compleja del lenguaje, sugerimos como posible solución dividir los procesos verbales en aquellos que sí pueden proyectarse (mayores) y aquellos que no pueden (menores). Por lo tanto, el ejemplo (69) sería clasificado como un proceso verbal mayor y el (70) como un proceso verbal menor.

- (69) <OBW>She **said** that she had been raped and that a man had come to the door [...]</OBW> (A-MT-090393-01)
- (70) Mr Nelson has **praised** her for being brave enough to take the case. (BNCWeb K35 W:newsp:other:report)

(ii) Procesos conductuales

En la presente sección consideramos lo que constituye un proceso conductual o si sería mejor eliminar esta categoría por completo y reasignarlos a otras de las categorías ya existentes. En el modelo aquí presentado, optamos por la segunda opción. Los procesos conductuales, tal y como reconocen Halliday y Matthiessen (2014, pág. 301), no tienen

"características claramente definidas". Esta categoría incluye verbos como *sneeze* (estornudar), *cough* (tosar), *laugh* (reír), *dream* (soñar), *burp* (eructar), *yawn* (bostezar), *breathe* (suspirar), *gossip* (cotillear), los cuales se clasifican como un conjunto separado que se encuentra entre dos tipos principales de procesos, denotando generalmente "comportamiento humano fisiológico y psicológico" (ibid). La GC, por su parte, no propone una categoría de procesos conductuales, sino que asigna estos verbos a una subcategoría de procesos de acción de un solo rol que representan comportamientos involuntarios; si no los representan, se colocan en la categoría de procesos mentales de percepción (Neale, 2002, pp. 110-111). Dentro de la subcategoría del comportamiento involuntario, se hace referencia a la conducta, o reacciones fisiológicas y psicológicas, como en (71) y (72) (Halliday y Mathiessen 2014, p.301).

- (71) <OBW>[...] Just through natural body functioning, your hands **sweat**, you exude water and the sweat is 98 percent water. [...] </OBW> (A-MT-090393-02)
- (72) I don't like letting these feelings be known in case people think I'm **cracking up**. (BNCWeb K52 W:newsp:other:report)

Mientras tanto, en la categoría de procesos mentales de la GC, se hace una distinción entre aquellos casos en los que hay evidencia de percepción intencionada, como en (73), y aquellos en los que el participante percibe de forma intuitiva, como en (74).

- (73) <PAS>Now when you **looked at** her and you say that you saw a little girl standing there in a swimsuit, did you physically observe any evidence of injury at that point in time?</PAS> (A-MT-090393-01)
- (74) <PAS>[...] When you first **noticed** them, how close was he to you?</PAS> (BNCWeb K35 W:newsp:other:report)

Dado que los procesos que denotan acción en cualquiera de los sistemas de la transitividad mencionados incluyen acciones que implican intención o no, no parece haber ninguna razón para establecer una categoría aparte que represente comportamientos fisiológicos y psicológicos. Por otro lado, la idea de diferenciar entre un *agentive_Senser* y un *non-agentive_Senser* dentro de los procesos mentales es un argumento válido, ya que hay casos en los que, por ejemplo, percibimos algo a propósito, como se ve en el ejemplo (73) anterior, y otros en los que lo hacemos involuntariamente por el simple hecho de contar con los órganos que lo permiten, como se ilustra en (74). Teniendo esto en cuenta, el modelo de la transitividad que

proponemos descarta la noción de una categoría para procesos conductuales y expande los criterios pertinentes a procesos que denotan acción o actividad mental, con el fin de atender a los verbos de este grupo propuesto por Halliday y Matthiessen (2014). Por otra parte, los verbos que implican que hay comunicación pero que no tienen la capacidad de proyectarse, y son calificados por tanto como conductuales por Halliday y Matthiessen (2014, p. 302), se explican dentro del sistema que proponemos a través de la distinción ya mencionada entre procesos verbales mayores (los que pueden proyectarse) y menores (los que no pueden proyectarse).

(iii) Procesos de acción

Habiendo considerado cómo tratar los procesos conductuales, ahora nos centramos en la división que propone el modelo de Cardiff entre acción material y acción social. Por un lado, esta idea parece útil, dado que no toda acción es de un único tipo, como afirma Neale (2002, p.149). Por otro lado, dentro de la subcategoría de acción social, parece haber un cierto grado de solapamiento, puesto que esta categoría no sólo satisface las interacciones sociales a nivel físico, sino también a nivel verbal, como en (75).

(75) They **threatened** me once more [...] (BNCWeb BP7 W:fict:prose)

Nuestro argumento es, entonces, que hay otros verbos de interacción verbal que se clasifican como procesos cognitivos mentales. Neale (2002, p.227) razona que la diferencia entre verbos como *threaten* (amenazar) en (75), clasificado como un proceso de acción social, y *tell* (contar) en (76), clasificado como un proceso de cognición mental, es que los procesos mentales cognitivos de comunicación en la GC son aquellos que "hacen que alguien sepa algo". Además, a diferencia del ejemplo (75), que consta de dos roles semánticos, se dice que estos últimos incluyen tres (i.e. un *Agent*, un *Cognizant-Affected* y un *Phenomenon*), como se ilustra a continuación.

(76) <PAS>Okay. You [*Agent*] **told** [mental cognitive process] him [*Affected-Cognizant*] to go [*Phenomenon*] [...]</PAS> (A-MT-100393-06)

Dado que el proceso en la GC es secundario a la configuración de los roles semánticos, el análisis anterior parece razonable. Sin embargo, este argumento no funciona con otros ejemplos con significados similares, como (77).

- (77) He [*Agent*] **was** always **on at** [*action process*] me [*Affected-Cognizant*] to become a cab driver [*Phenomenon*] [...]
(BNCWeb A6E W:biography)

Mientras que en (75), *amenazar* ha sido clasificado como un verbo de acción social porque comprende dos roles semánticos, *be on at* (chincar) en (77) también aparece como un verbo de acción social a pesar de que incluye tres participantes. Dicho de otra forma, no queda claro si el ejemplo (77) debería estar agrupado dentro de la categoría cognitiva mental (indicando, así, que se prioriza el número de roles semánticos en la cláusula) o, por contra, dentro de la categoría de cognición mental (lo que implicaría dar un mayor peso al significado del proceso). Como posible solución, y de la misma manera que la GC permite roles compuestos (Butler, 2003, p.394), se podría plantear la opción de procesos compuestos, dando así un tratamiento igual a ambos aspectos dentro del sistema de la transitividad. Ejemplos como (77) comparten claramente rasgos de los procesos de comunicación verbal y de acción, y ninguno se debería pasar por alto.

(iv) Procesos influyentes

Finalmente, consideramos la categoría de procesos influyentes. Al igual que verbos como *start* (iniciar), *try* (intentar), *continue* (continuar) o *stop* (detener), este tipo de procesos también incluye verbos que implican éxito y fracaso. Según Neale (2002, p.172), estos casos comprenden únicamente una entidad afectada, como en (78) y (79).

- (78) To date, 10 million smokers [*Affected*] **have succeeded** in kicking the habit. (BNCWeb AOJ W:misc)
(79) <ODS>[...] I noticed that I [*Affected*] **had failed** to get her to initial the picture that she picked.</ODS> (A-MT-090393-03)

Aunque el participante en las dos cláusulas anteriores es un participante afectado, creemos también que el análisis debe profundizarse un poco más. Un individuo que tiene (o no) éxito suele ser responsable de la acción

que lo provocó, por lo que este proceso se definiría mejor mediante un rol compuesto (*Catalyst-Affected*).⁵

1.5.4. Combinación de participantes y procesos

Con el fin de encapsular significados más complejos, en esta tesis sugerimos la posibilidad de combinar procesos, al igual que hemos hecho antes con los participantes. En la GC se combinan participantes (ej. *Agent-Cognizant, Affected-Carrier*) (Neale, 2002, pp. 374-375) a fin de explicar casos en los que un mismo elemento realiza más de un rol simultáneamente. Creemos que esta idea, que no aparece en el modelo de Halliday, constituye una contribución válida a la teoría de la transitividad, por lo que también la aplicamos en el modelo que aquí proponemos. Sin embargo, es insuficiente si no se aplica igualmente a los procesos, pues algunos de ellos denotan significados complejos que necesitan de un análisis más detallado del que actualmente está disponible. Por lo tanto, si hay un verbo dentro de una cláusula que satisface 5 de 8 criterios de un tipo de proceso, y 2 de 12 de otro tipo diferente, no creemos que sea adecuado clasificar ese ejemplo como perteneciente a una sola categoría. Por ello, proponemos la noción de un proceso complejo, como el que aparece en el siguiente ejemplo:

(80a) He **lent** me his boat (BNCWeb CH6 W:newsp:tabloid)

En esta cláusula existen dos aspectos distintos en la definición del verbo *lend* (prestar). Por un lado, encontramos la idea de permitir algo y, por otro lado, la de poseer. Por lo tanto, el análisis de este verbo debería incluir ambos significados; sin embargo, se clasifica como un proceso material en el modelo de Halliday (véase Matthiessen, 1995), y como influyente en la GC (Neale, 2002). En la taxonomía que proponemos, *lend* forma parte de los procesos de acción y de los procesos relacionales posesivos. Aunque este verbo implica una fuerza o influencia externa que provoca la ocurrencia de otra cosa, la noción de tener es igualmente central en su significado. Debido al solapamiento de dos tipos de procesos, también se produce una superposición de funciones semánticas, tal y como se introduce en la GC, por lo que el ejemplo anterior se analizaría como se indica en (80b).

⁵ El equivalente del rol semántico *Actor* en el nuevo marco se etiquetará como *Catalyst*.

- (80b) [...] he [*Catalyst*] **lent** [(inter)action-relational_possessive process] me [*Beneficiary_Recipient-Carrier_Possessor*] his boat [*Goal-Possessed_Attribute*] (BNCWeb CH6 W:newsp:tabloid)

Lo que se reconoce aquí es el potencial de combinaciones de procesos dentro de la gramática sistémico-funcional para derivar el significado completo del núcleo de una cláusula. Para lograr este objetivo es fundamental utilizar una etiqueta de anotación asignada que capture el significado del verbo en su totalidad.

1.5.5. Análisis de metáforas gramaticales

Por último, abordamos la anotación de las metáforas gramaticales. Según Halliday y Matthiessen (2014, p.710), las nominalizaciones interpretan entidades (ej. cosas) en vez de procesos. Esto significa que expresiones como (81a) se consideran no congruentes cuando están diseñadas para expresar un acontecimiento. Sin embargo, este ejemplo puede hacerse congruente si el proceso se expresa usando una realización (verbal) apropiada, como en (81b).

- (81a) My **belief** is that my brother wanted no intrusion from the outer world. (BNCWeb HA0 W:fict:prose)
- (81b) I **believe** that my brother wanted no intrusion from the outer world.

Halliday y Matthiessen (2014, p 715) insisten en que las expresiones metafóricas que ocurren como nominalizaciones tienen una forma congruente que permita identificar los procesos en la cláusula. Hay, sin embargo, otros investigadores que sostienen que las nominalizaciones pueden servir para representar procesos (Simon Vandenberg et al., 2003) y, además, hacerlo con un fin determinado. Woods (2006) afirma que una de las funciones es ocultar a los participantes involucrados y, especialmente, a aquellos que indican un *Catalyst* que ha sido responsable del proceso. A su vez, argumenta que la importancia del proceso disminuye mediante este uso, pues el foco se pone en el resultado final (Woods, 2006, p.73).

Partiendo de la idea de que el uso de nominalizaciones puede revelar la forma en la que se representa un evento y los participantes involucrados en él, nos resulta imprescindible considerar este tipo de estructuras en cualquier análisis de casos de abuso sexual. La dificultad que encontramos aquí es la forma en que se analizan este tipo de estructuras. A diferencia

de Halliday y Matthiessen (2014), quienes convierten la cláusula original en una forma congruente que se puede analizar, la GC ofrece una alternativa para tratar esta cuestión. Como se ha detallado anteriormente, una de las categorías de proceso en la GC es los procesos eventuales, en la que se explican ejemplos como los que se han discutido aquí. Por lo tanto, la GC trata las metáforas gramaticales como un proceso de la transitividad (Fawcett, 2003, p.115), denotando una cláusula que implica dos eventos que están relacionados y anotados como en (82).

(82) My belief [*Carrier*] **is** [event relating process] that life is what you make of it [*Range*].

Aunque la introducción de esta categoría en el sistema de la transitividad es una alternativa legítima, puesto que tratan las metáforas gramaticales como patrones de la transitividad sin necesidad de modificaciones, creemos que las nominalizaciones no se han tratado todavía con el suficiente detalle. El hecho de que, por ejemplo, *my belief* (mi creencia) se clasifique como *Carrier* implica que el significado cognitivo mental inherente a la nominalización se está pasando por alto y que, por lo tanto, la anotación no es adecuada. Además, si la expresión *life is what you make of it* (la vida es lo que tú haces de ella) se etiqueta exclusivamente como *Range*, tampoco se captura la esencia de lo que la cláusula significa, esto es, que "solo tú tienes el poder de determinar tu propio destino". Así, en la taxonomía de la transitividad que proponemos, incluimos la posibilidad de anotar la forma nominal no verbal dentro de cada una de las categorías existentes, de tal forma que ejemplos como el (82) no se consideren como un proceso eventual. Dicho de otra forma, a la vez que analizamos la cláusula en su totalidad, prestamos especial atención al significado de las expresiones metafóricas para asegurarnos de que el análisis sea lo más detallado posible. Esta aproximación se justifica por el hecho de que la GSF se centra tanto en el significado que se deriva de la cláusula como en la forma en que dicho significado se transmite.

Habiendo explicado los dos sistemas de la transitividad y algunas de las carencias en ambos modelos, seguimos a continuación con una descripción del sistema de la transitividad que proponemos en esta tesis doctoral.

1.6. La transitividad: Una nueva propuesta

El sistema de la transitividad que aquí presentamos se ha establecido utilizando dos corpora, los cuales comprenden, por un lado, datos de un caso judicial de los Estados Unidos, y por otro, trece textos judiciales que pertenecen a la interfaz del BNCWeb. Después de obtener estos datos, se extrajo una lista de palabras de cada corpus y se creó una tabla de Excel en un formato similar a un diccionario para incluir todos los verbos y sus formas nominales equivalentes (e.g. *decide*, *decision*) en orden alfabético. En total, se produjo una lista de 4.711 ejemplos, que posteriormente se analizaron en relación a los procesos de la transitividad y la configuración de roles semánticos. Posteriormente, el análisis de estos ejemplos condujo a la aparición de una nueva categoría, que comprende aquellos verbos que cumplen criterios de más de una categoría, y a la cual hemos denominado *complex processes* (i.e. procesos complejos). Estos procesos se determinaron a partir de las definiciones de cada uno de los *tokens* y los criterios que estos cumplían. En los siguientes apartados describimos cada una de las categorías de procesos en el sistema de la transitividad que hemos propuesto: procesos de (inter)acción, procesos mentales, procesos relacionales, procesos verbales, procesos no referenciales y procesos complejos.

1.6.1. Los procesos de (inter)acción

La etiqueta (inter)acción, que en lingüística se puede entender de manera general como una forma de referirnos a la comunicación verbal, se asigna en este caso como la etiqueta que incluye el grupo de procesos que denotan cualquiera de los tres tipos de acción. Es decir, puede implicar aquellas acciones materiales más generales (ej., *make*, *draw*, *play*) así como lo que de otro modo se podría describir como interacciones físicas. Por lo tanto, incluye realizaciones de un proceso que implica alguna forma de acción social, en la que no se produce un intercambio verbal (ej. *hug*, *kiss*, *hit*). Este conjunto de procesos también incluye ejemplos en los que las acciones son tanto voluntarias como involuntarias (i.e. reacciones corporales como *laugh*, *cough*, *yawn*). Sobre esta base, entonces, la categoría de (inter)acción comparte una serie de similitudes con la categoría de proceso material descrita en el modelo de Halliday; sin embargo, aquí ofrecemos un grupo más general que incluye muchos (aunque no todos) de los que Halliday y Matthiessen (2014, p. 301) han clasificado como procesos conductuales. Por lo tanto, este nuevo modelo también se acerca a la categoría etiquetada como procesos de acción en la GC (Fawcett, 1987, Neale, 2002). El proceso de (inter)acción que hemos

establecido incorpora los siguientes criterios, que se aplican a los procesos en cuestión:

- 1) Pueden representar acciones materiales.
- 2) Pueden representar acciones dirigidas o no dirigidas.
- 3) Pueden representar interacciones sociales de naturaleza física.
- 4) Pueden representar eventos o acontecimientos.
- 5) Pueden representar reacciones corporales internas y externas.
- 6) Pueden reflejar acciones y reacciones voluntarias o involuntarias.
- 7) Pueden representar una fuerza externa.
- 8) Pueden representar una influencia externa.
- 9) Pueden provocar un cambio de estado, denominado como *(inter)action transformative*.
- 10) Pueden traer una entidad o una acción a la existencia, denominado *(inter)action creative*.
- 11) Pueden expresarse en voz activa o voz pasiva.
- 12) Pueden realizarse en imperativo.
- 13) Pueden expresar acciones como actividades de rutina, utilizando el presente simple.
- 14) Pueden referirse a acciones y eventos que están en proceso y, por lo tanto, utilizar el presente continuo, algo que no es aplicable a todos los tipos de procesos.
- 15) Pueden incluir uno o más de los siguientes participantes:
 - a) *Catalyst* (el participante responsable de efectuar un cambio);
 - b) *Influence* (el participante que hace que el *Catalyst* realice una acción);
 - c) *Goal* (el participante de una cláusula a quien se dirige una acción);
 - d) *Affected* (el participante que actúa y, simultáneamente, se ve afectado por su propia acción);
 - e) *Beneficiary_Client* (el participante para quien se realiza un servicio);
 - f) *Beneficiary_Recipient* (el participante que recibe los bienes);
 - g) *Created* (el participante que denota una cosa o una cláusula que surge como resultado de algo o alguien que lo ha instigado);
 - h) *Continuation* (el participante que representa aquellas cláusulas no finitas que siguen a otro proceso e implica la idea de mantener o detener una acción);
 - i) *Carrier* (el participante que representa a quien se le atribuye una cualidad);

- j) *Attribute* (el participante que representa la cualidad atribuida a un *Carrier*);
- k) *Scope_Area* (el participante que denota el área sobre la cual tiene lugar un proceso);
- l) *Scope_Reiteration* (el participante que denota un sintagma nominal que sirve para reiterar el proceso);
- m) *Scope_Extension* (el sintagma nominal que acompaña al verbo y sirve para darle sentido a la cláusula);
- n) *Reciprocal* (el participante que participa en una acción recíproca con otra entidad);
- o) *Reactor* (el participante que tiene una reacción física a un estímulo).

Un ejemplo de cómo cada uno de los diferentes roles semánticos que puede aparecer en un proceso de (inter)acción se proporciona en la Tabla 5, a continuación.

Roles semánticos	Ejemplo
<i>Catalyst</i>	[...] he hugged me
<i>Influence</i>	He made her put it in her mouth
<i>Goal</i>	[...] he hugged me
<i>Affected</i>	[...] she fell hard against the door
<i>Beneficiary_Client</i>	you baked him a cake
<i>Beneficiary_Recipient</i>	I gave her my pen
<i>Created</i>	you baked him a cake
<i>Continuation</i>	What made him stop rubbing your vagina
<i>Carrier</i>	Some people complained when the owners painted it white
<i>Attribute</i>	Some people complained when the owners painted it white
<i>Scope_Area</i>	Peasants abandoned the land
<i>Scope_Reiteration</i>	She began to sing a song
<i>Scope_Extension</i>	Did you get to go take a bath ?
<i>Reciprocal</i>	I met the officer at the back door
<i>Reactor</i>	we laughed

Tabla 5. Roles semánticos en un proceso de (inter)acción

Finalmente, incluimos una serie de preguntas⁶ que también se utilizan para identificar esta categoría de proceso (Halliday y Matthiessen, 2014, p.230), y que incluyen:

⁶ Las preguntas que se incluyen están formuladas en presente simple a modo de ejemplo, por lo que se deberán adaptar al tiempo de la oración que se analice.

- 1) ¿Qué hace? ¿Qué es lo que hace X?
- 2) ¿Qué hace X a Y? ¿Qué es lo que X hace a Y?
- 3) ¿Qué le sucede a Y?

1.6.2. Los procesos mentales

Los procesos mentales en el sistema que proponemos se asemejan más al modelo de Halliday que al de Cardiff, ya que aunque éste último incluye, dentro de este grupo, procesos que denotan comunicación, nosotras los hemos considerado aparte. Siguiendo a Halliday y Matthiessen (2014, p. 256), también distinguimos entre las subcategorías mental cognitiva, mental emotiva, mental perceptiva y mental desiderativa. Sin embargo, nuestra propia taxonomía de la transitividad difiere ligeramente del modelo de Halliday. Esto se debe, en primer lugar, a la distinción entre los procesos que proyectan, como en (83), y los que no proyectan, pero que siguen reflejando algún tipo de desarrollo de actividad mental, como en (84).

- (83) <OBI>[...] Upon his arrival, he **thought** that we still had the suspect there, but the suspect was not in the house. [...]</OBI> (A-MT-090393-01)
- (84) <DAN>How many cards did you **look at**?</DAN> (A-MT-090393-02)

Según Halliday y Matthiessen (2014, p. 302), el primero es un ejemplo de la categoría de procesos mentales, mientras que el segundo se considera como perteneciente al conjunto de procesos conductuales. A partir de esta distinción, proponemos una clasificación diferente que se basa en la idea de que ambos ejemplos representan tipos de actividad mental (es decir, *pensar* y *percibir*) y, por este motivo, merecen la condición de proceso mental. No obstante, son distintos; algunos de los verbos que denotan un proceso mental tienen el potencial de proyectar una cláusula adicional, como en (83), mientras que otros no poseen tal potencial, como en el ejemplo (84). Aquellos procesos mentales que pueden proyectar (ej. *pensar*, *creer*, *esperar*, *saber*, *esperar*, *decidir*, etc.) han sido denominados procesos mentales mayores, porque la capacidad de proyección es un criterio fundamental de este tipo de procesos. Aquellos que no pueden proyectar han sido denominados procesos mentales menores. Hay que señalar que el mismo verbo en inglés (i.e. *decide*) proyecta en determinados contextos, como en (85a), y no proyecta en otros, como en

(85b). En estos casos, el mismo verbo se etiqueta de dos formas distintas (mayor o menor) en dicho contexto.

- (85a) <WDM>[...] and we **decided** that we would go to Dallas [...]</WDM> (A-MT-120393-14)
- (85b) I know how firm you are when you've **decided** something (A-MT-100393-06)

Cuando el proceso mental proyecta una cláusula separada, también se analizan los participantes y los procesos que forman parte del rol de *Phenomenon*. Sin embargo, las cláusulas en las que surge una cláusula no finita a partir de un proceso mental conducen a una anotación diferente, de forma que lo que originalmente se denominó *Phenomenon* pasa a ser denominado *Created-Phenomenon*. El motivo es que la cláusula de seguimiento entra en existencia como resultado del proceso inicial, tal y como ejemplificamos en la Tabla 6 a continuación.

We	decided	to run	it	again
Senser-Catalyst	mental desiderative process	Created-Phenomenon		
		(inter)action process	Goal	Circumstance: Extent (Frequency)

Tabla 6. Ejemplo del rol *Created-Phenomenon*

Continuando con nuestra descripción de procesos mentales, pasamos ahora a aquellos casos que se clasifican como procesos conductuales de acuerdo con Halliday y Matthiessen (2014, pp. 301-302). Además de la diferencia que establecemos aquí entre los procesos mentales que proyectan y los que no, nuestra propuesta también recoge la idea planteada en la GC en la que se consideran los roles semánticos que aparecen en los procesos mentales con el potencial de denotar agentividad (Neale, 2002, p 168). Según esta idea, la implicación en ejemplos como (84) es que el sujeto observa voluntariamente las cartas, mientras que en el ejemplo (86), la percepción involuntaria está implícita.

- (86) <PAS>Okay. You've **seen** him with a beard and without a beard; is that correct?</PAS> (A-MT-090393-02)

Aunque esta última idea de la agentividad sólo se discute en relación con la categoría perceptiva mental en la GC (ibid), creemos que también se aplica a los tipos de procesos mentales de cognición, como en (87).

- (87) <DAN>[...] There's no pockmarks on him. Shaved off his beard and he had gone to another state. They did such a bang-up job, let's **think about** all these fingerprints they got. There's tons. [...]</DAN> (A-MT-120393-16)

Think about (*pensar en algo*) en el contexto anterior se entiende como una actividad mental intencional y no como un simple reflejo de la mente y, por eso, se anotaría con el rol de un *Agentive_Senser*. En base a la descripción que hemos hecho de los procesos mentales hasta el momento, hemos establecido los siguientes criterios que se aplican a los procesos en cuestión:

- 1) Pueden representar la expresión de nuestras actividades mentales internas, entre ellas, nuestros:
 - a) pensamientos
 - b) emociones
 - c) deseos
- 2) Pueden representar la expresión de nuestras actividades mentales externas, entre ellas nuestras percepciones.
- 3) Se clasifican como procesos mayores si proyectan; si no proyectan, se clasifican como procesos menores.
- 4) Se expresan más a menudo usando la voz activa.
- 5) Pueden clasificarse como cláusulas mentales de tipo *like*, como en (88) o como verbos de tipo *please*, como en (89)⁷.

(88) I hadn't **noticed** that.

(89) That hadn't **struck** me.

⁷ Dentro de los procesos mentales, se habla de dos tipos de verbos (*like* vs *please*). En los verbos del tipo *like*, el *Senser* es el Sujeto de la cláusula, mientras que en los verbos del tipo *please*, el *Senser* funciona como Objeto Directo. Puesto que los procesos mentales no suelen expresarse en voz pasiva, si queremos cambiar la posición que ocupa el *Senser* en la cláusula de Tema a Rema (o viceversa), tenemos que sustituir el verbo del tipo *like* por otro de significado similar pero del tipo *please* (o viceversa), manteniéndolo en voz activa.

- 6) Se expresan usando el presente simple cuando se refieren a una actividad mental más bien instintiva; por el contrario, pueden expresarse usando el presente simple o el presente continuo cuando hacen referencia a una actividad mental intencionada.
- 7) Los posibles roles semánticos de un proceso mental son:
 - a) *Agentive_Senser* (solamente en cláusulas cognitivas y perceptivas);
 - b) *Non-agentive_Senser*;
 - c) *Phenomenon* (el participante que representa lo que se piensa, se siente, se percibe o se desea);
 - d) *Created-Phenomenon* (la cláusula no finita que se proyecta a partir de un proceso mental);
 - e) *Inducer* (el participante que provoca que el *Senser* piense, sienta, perciba o desee algo).

Un ejemplo de cada uno de los roles semánticos que pueden aparecer en un proceso mental se proporciona en la Tabla 7, a continuación.

Roles semánticos	Ejemplo
<i>Agentive Senser</i>	[...] she looked at the pictures
<i>Non-agentive Senser</i>	They will tell you what they saw at the scene
<i>Phenomenon</i>	[...] she looked at the pictures
<i>Created-Phenomenon</i>	[...] if they choose to go to the meetings
<i>Inducer</i>	This reminds me of two things

Tabla 7. Roles semánticos en un proceso mental

Finalizamos el resumen de los tipos de procesos mentales con una serie de preguntas que nos pueden ayudar a su identificación:

- 1) ¿Qué piensa X? ¿Qué es lo que piensa X?
- 2) ¿Qué/cómo se siente X? ¿Qué es lo que X siente?
- 3) ¿Qué percibe X? ¿Cómo percibe X a Y? ¿Qué es lo que X percibe?
- 4) ¿Qué desea X? ¿Qué es lo que X desea?

1.6.3. Los procesos relacionales

Como sostienen Fawcett (1987) y Halliday y Matthiessen (2014), los procesos relacionales implican una relación entre dos entidades. Sin embargo, como ya hemos visto, los dos modelos difieren con respecto a los subtipos de procesos relacionales que cada uno considera. Por un lado, el modelo de Halliday reconoce tres tipos de cláusulas relacionales, que se denominan *intensiva*, *posesiva* y *circunstancial*. La GC, por otro lado, considera que esta categoría refleja una relación de atribución, de posesión

o de localización. En nuestra propuesta nos adherimos al modelo de Halliday porque distingue entre las cláusulas que atribuyen una cualidad y las que asignan una identidad. Esto es algo que consideramos necesario, ya que los dos tipos de cláusulas no son iguales, al menos gramaticalmente hablando: las cláusulas atributivas no son reversibles, mientras que las que sirven para identificar una entidad sí lo son. Además, las cláusulas atributivas pueden consistir en dos sintagmas nominales o en un sintagma nominal y otro adjetival. Las cláusulas de identificación, sin embargo, solamente pueden comprender dos sintagmas nominales o un sintagma nominal y una cláusula nominal.

Una de las características principales de los procesos relacionales es el uso frecuente del verbo *be* (ser o estar). Esto se debe a que esta categoría interpreta la experiencia del ser y las cualidades, los estados temporales o las identidades que caracterizan a una entidad, tanto animada como no animada. Dicho esto, los procesos relacionales también sirven para reflejar estados o sentimientos hacia alguien o algo, como en (90), o para indicar un cambio de estado, como en (91) (Halliday y Matthiessen, 2014, p.227).

- (90) The idea of fighting against men of their own race **was** hateful to them. (BNCWeb HXX W:ac:humanities_arts)
- (91) <OAM>[...] so that I would know if the seal **was** broken.</OAM> (A-MT-100393-05)

En el modelo que aquí presentamos, ejemplos como (90) y (91) se tratan de una manera un poco diferente: aunque reconocemos que el verbo *be* se usa y, por lo tanto, denota la noción de ser, como en (90), también creemos que implica que alguien siente la emoción negativa de odio hacia algo. Por lo tanto, se analizan aquellos casos en los que se expresan estados emocionales temporales como un proceso complejo (i.e. una combinación de dos o más procesos). Esto, a su vez, significa que también surgen roles semánticos compuestos, como se ejemplifica en la Tabla 8, lo que permite captar el significado de la cláusula en su totalidad.

The idea of fighting against men of their own race	was	hateful	to them
<i>Carrier-Phenomenon</i>	<i>relational_attributive_</i> <i>Intensive process</i>	<i>Attribute</i>	
	<i>mental-emotive (minor) process</i>		<i>Senser</i>

Tabla 8. Ejemplo de un proceso complejo

Por otro lado, en el ejemplo (91) vemos cómo es difícil establecer la etiqueta más apropiada para el verbo en cuestión cuando no hay suficiente contexto. Es decir, *broken* (roto), que deriva del verbo *break* (romper) puede considerarse la forma pasiva del infinitivo, lo que implica que alguien rompió algo (el sello, en este caso); sin embargo, *broken* también sirve para describir la condición o el estado de algo, lo que implica que (91) podría reflejar un proceso relacional. Dicho de otra forma, es difícil determinar si la palabra en cuestión es un verbo o un adjetivo sin un contexto que nos ayude en nuestro análisis. Por tanto, ejemplos como (91) se anotan como se indica en la Tabla 9 a continuación, para así incluir todas las posibilidades semánticas en el análisis.

The seal	was	broken
<i>Carrier-Goal</i>	<i>relational attributive process</i>	<i>Attribute</i>
	<i>(inter)action process</i>	

Tabla 9. Ejemplo de un proceso complejo (ii)

Una vez presentadas algunas de las características principales de esta categoría de procesos, consideramos ahora una lista general de criterios que sirven para determinar los verbos que constituye un proceso relacional y, más específicamente, sus subcategorías relevantes (esto es, relaciones de atribución, de identificación, de posesión o de circunstancial).

- 1) Representan una relación de ser o estar o de llegar a ser;
- 2) Puede haber una relación atributiva;
- 3) Puede haber una relación de identificación;
- 4) Puede haber una relación posesiva;
- 5) Puede haber una relación circunstancial;
- 6) Pueden representar estados;
- 7) Pueden representar un cambio de estado;
- 8) Se realizan utilizando el presente simple o un imperativo;
- 9) Se usa más típicamente el verbo *be*;
- 10) Normalmente se expresan en voz activa, a menos que se use un sinónimo del verbo *be* que sea transitivo (ej. *represent*);
- 11) El atributo de una cláusula atributiva relacional puede ser modificado por un adverbio (ej. *very*);
- 12) Tienen potencial para proyectar;
- 13) Hay dos roles de participantes inherentes y no es necesario que ninguno sea un ser consciente.
- 14) Pueden incluir cualquiera de las siguientes configuraciones de roles semánticos:
 - a) *Carrier + Attribute*

- b) *Carrier + Attribute + Attributor*
- c) *Identifier + Identified*
- d) *Identifier + Identified + Assigner*

Como ya hemos indicado, todas las cláusulas relacionales incluyen dos roles inherentes. No obstante, también pueden incluir un tercer participante. Si la cláusula es de atribución, puede aparecer el rol semántico *Attributor*, como en (94), el cual denota la entidad que atribuye una calidad al *Carrier*.

(94) I wouldn't call it scraggly. (A-MT-110393-10)

Si la cláusula incluye una entidad que se identifica por otra, es posible que aparezca un *Assigner*, como en (95), el cual asigna una identidad a un *Identifier*.

(95) **We** made her the supervisor. (BNCWeb JN7 S:meeting)

Hasta ahora, nuestra atención se ha centrado en determinar las características de las cláusulas atributivas y de identificación, dado que ambos tipos pueden ocurrir en las tres subcategorías de la cláusula relacional (es decir, las cláusulas intensivas, posesivas y circunstanciales). No obstante, la principal diferencia entre cada uno de los subtipos de la cláusula relacional es que las cláusulas intensivas denotan la idea de lo que es alguien o algo. Las cláusulas posesivas, por otro lado, se refieren a lo que alguien, o algo, tiene. Por último, las cláusulas circunstanciales son aquellas en las que se establece una relación de forma circunstancial (es decir, en términos de tiempo, lugar o modo, por ejemplo).

Para concluir nuestra descripción de los procesos relacionales, terminamos con una lista de preguntas que se pueden emplear para determinar si la cláusula en cuestión es de atribución o identificación, e incluyen:

- 1) ¿Es posible invertir la cláusula? Si se puede, se trata de una cláusula de identificación; si no es posible, la cláusula es atributiva.
- 2) Si es posible preguntar ¿Qué?, ¿Cómo?, la cláusula es atributiva; si es posible preguntar ¿Cuál?, ¿Quién? o ¿Cómo quién?, entonces la cláusula es de identificación.

Además de lo que acabamos de mencionar, también se puede distinguir entre procesos intensivos, posesivos y circunstanciales empleando las siguientes preguntas:

- 1) ¿Qué/Quién es X? (Relacional intensivo)
- 2) ¿Qué tiene X? ¿Qué pertenece a X? (Posesivo relacional)
- 3) ¿Existe un grupo nominal y un elemento circunstancial? Si existen, la cláusula es circunstancial y se pueden usar las siguientes preguntas:
 - a) ¿Dónde está X? ¿A qué distancia está X?
 - b) ¿Cuándo es X? ¿Para cuánto tiempo es X? ¿Cuántas veces es X?
 - c) ¿Para qué es X?
 - d) ¿Para quién es X?
 - e) ¿Cómo es X?
 - f) ¿Cuánto es X?
 - g) ¿De qué se trata X?
 - h) ¿Con qué / con quién está X?

1.6.4. Los procesos verbales

Aunque inicialmente Halliday (1967, p.183) clasificó los procesos verbales como una subcategoría dentro de los procesos mentales, y de hecho, la GC sigue usando esta clasificación, Halliday (1985) y Halliday y Matthiessen (2014) reconsideraron esta idea más adelante y actualmente la clasifican como una categoría aparte que incluye cláusulas en las que hay "cualquier tipo de intercambio simbólico de significado". Esta afirmación conlleva una contradicción, puesto que una serie de verbos que denotan un intercambio simbólico de significado también se clasifican como cláusulas relacionales en su modelo (ej. *suggest*) (Halliday y Matthiessen, 2014, p. 285). Claramente, el verbo *suggest* (sugerir), incluso si se usa metafóricamente, implica un intercambio. Además, si clasificamos este proceso como relacional surge otro problema, ya que Halliday y Matthiessen (2014, p. 226) afirman que los procesos relacionales no pueden proyectarse y, sin embargo, el verbo *suggest* sí lo hace. En la propuesta que presentamos aquí, los procesos verbales se tratan al igual que lo hacen Halliday y Matthiessen (2014) (esto es, como una categoría discreta). Sin embargo, incluimos el reconocimiento de que esta categoría representa un intercambio simbólico de significado. Esto es posible porque en este nuevo sistema no se requiere que el rol de *Sayer* sea animado y porque, además, existe la opción de los procesos complejos. Sin embargo, mientras que los procesos verbales en el modelo de Halliday se consideran una categoría menor porque se piensa que comparten rasgos comunes con otros tipos de proceso (i.e. procesos materiales y mentales), aquí

distinguimos entre los procesos verbales mayores y los procesos verbales menores en función de si proyectan o no, igual que ocurre en la categoría mental detallada arriba.

Al discriminar entre las cláusulas verbales que proyectan y las que no, se eliminan varias inconsistencias en el modelo de Halliday. Para empezar, el elemento fundamental en su definición de una cláusula verbal es que "abarca cualquier tipo de intercambio simbólico" (Halliday y Matthiessen, 2014, p. 303). Sin embargo, esas cláusulas "casi verbales", como las llaman Halliday y Matthiessen (2014, p. 302), que no proyectan (ej. *speak, talk*), se consideran como ejemplos de procesos conductuales, lo que nos lleva a cuestionar su definición de una cláusula verbal. Si aceptamos que las cláusulas que proyectan son verbales y las que no, conductuales, entonces nos encontramos con otra contradicción que afecta a los roles semánticos. Halliday y Matthiessen (2014) utilizan la etiqueta *Target* para referirse a uno de los participantes de una cláusula verbal, y que consiste en el rol semántico evaluado por el *Sayer* (ej. *culpado, criticado, alabado* por alguien). Esto dificulta la posibilidad de proyectar cuando este verbo aparece en la cláusula, como ocurre en (96). Sin embargo, aunque este proceso no tenga potencial de proyección, Halliday y Matthiessen (2014) lo clasifican como un proceso verbal. En nuestro modelo también lo consideramos como tal, pero matizamos que se trata de un proceso menor, pues no cumple con el criterio de proyección.

- (96) First the man **insulted** her, and now he seemed to be taking a perverse delight in taunting her (BNCWeb HH1 W:fict:prose)

Teniendo en cuenta la problemática del modelo de Halliday y Matthiessen (2014) en este sentido, proponemos lo siguiente: (i) eliminar la categoría de procesos conductuales; (ii) adherirnos por completo a la definición de que las cláusulas verbales consideran "cualquier tipo de intercambio simbólico de significado"; e (iii) introducir una distinción entre los tipos mayores y menores, en vista de si el proceso cumple un criterio fundamental de la categoría verbal (i.e. la capacidad para proyectar).

Al igual que con las otras categorías de procesos, ofrecemos un conjunto de criterios aplicables a los verbos para saber si se trata de procesos verbales:

- 1) Representan cualquier tipo de intercambio simbólico de significado;
- 2) Representan interacciones sociales de naturaleza verbal;

- 3) Se expresan en voz activa o voz pasiva;
- 4) Pueden expresarse usando el imperativo;
- 5) Cuando hay un *Sayer* no animado, el proceso se realiza normalmente con el presente simple;
- 6) Cuando hay un *Sayer* animado, el proceso se puede realizar tanto con el presente simple como con el presente continuo;
- 7) Cuando la cláusula verbal puede proyectarse, se clasifica como un proceso verbal mayor; si no puede proyectarse, se considera una cláusula verbal menor;
- 8) Las cláusulas verbales pueden proyectar una cláusula finita o una cláusula no finita;
- 9) Pueden involucrar una o más funciones de los participantes, para incluir:
 - a) *Sayer* (el participante responsable de un intercambio simbólico);
 - b) *Receiver* (el participante al que se dirige el intercambio simbólico);
 - c) *Verbiage* (el participante que representa lo que se intercambia verbalmente);
 - d) *Created-Verbiage* (el participante que representa lo que surge como resultado del intercambio verbal);
 - e) *Target* (el participante evaluado por el *Sayer* en un intercambio verbal);
 - f) *Scope_Extension* (el sintagma nominal que acompaña al verbo y sirve para darle sentido a la cláusula).

Un ejemplo de cada uno de los roles semánticos que pueden aparecer en un proceso verbal se proporciona en la Tabla 10, a continuación.

Roles semánticos	Ejemplo
<i>Sayer</i>	She said that she had been raped
<i>Receiver</i>	I said to my husband
<i>Verbiage</i>	She said that she had been raped
<i>Target</i>	First the man insulted her
<i>Created-Verbiage</i>	He told me to sit down
<i>Scope_Extension</i>	Did you not make the statement

Tabla 10. Roles semánticos en un proceso verbal

Como con todos los otros procesos descritos hasta el momento, terminamos esta subsección con dos preguntas relevantes que nos pueden servir para facilitar la identificación de esta categoría. Así, podemos preguntarnos, en primer lugar, si hay o no referencia a un intercambio comunicativo; si hay, la cláusula es verbal. En segundo lugar, y sobre la base del resultado de esta última pregunta, el analista puede comprobar el

potencial de proyección y/o la inclusión de un *Receiver* para establecer si el proceso implica un proceso verbal mayor o menor.

1.6.5. Los procesos no referenciales

Esta categoría de procesos verbales se ha denominado de distinto modo en cada uno de los modelos existentes. En el modelo de Halliday existe un conjunto de procesos que se llaman existenciales y que incluyen referencias a procesos meteorológicos. Del mismo modo, en la GC existe una categoría denominada procesos ambientales, en la que se explican las cláusulas que describen el clima (aunque no se hace mención específica a la idea de existencia). Lo que ambos tienen en común es que están diseñados para dar cuenta de aquellas cláusulas en las que no hay lo que se ha llamado un "referente del mundo real" (Neale, 2002, p. 171), sino que se requiere un sujeto interpersonal para que la cláusula sea gramaticalmente correcta.

Por tanto, el motivo para identificar una categoría de procesos existenciales en el modelo de Halliday se basa en el hecho de que también es factible utilizar la palabra *there* para indicar la existencia de algo; cuando se usa *there* con ese significado, esta funciona como un sujeto interpersonal. Teniendo esto en cuenta, creemos que esta categoría no consiste en expresar las condiciones meteorológicas, sino más bien de utilizar un sujeto interpersonal no referencial, ya sea con *there* o con *it*. Para darle aún más peso a este argumento, y como reconocen Halliday y Matthiessen (2014, p.310), es posible interpretar el clima como una forma de acción o evento, como en (97), en el cual el sol sería anotado como un *Catalyst* de un proceso de (inter)acción.

(97) **The sun** is shining again. (BNCWeb H0F W:fict:prose)

Si aceptamos la existencia de un grupo exclusivo para los procesos meteorológicos, como lo hace la GC, nos encontramos con la dificultad de saber si verbos como el que aparece en el ejemplo (97) se deben anotar como procesos de acción o como procesos ambientales (tal y como sugiere la GC). Sin embargo, si reconsideramos la etiqueta y proponemos una categoría de procesos no referenciales, el enfoque cambia y cualquier instancia en la que se use un sujeto interpersonal se puede acomodar para denotar condiciones climáticas o para especificar la existencia de una cosa. En función de esta idea, los criterios que nos sirven para identificar un proceso no referencial son los siguientes:

- 1) Pueden representar la existencia de una entidad;
- 2) Pueden referirse a condiciones climatológicas;
- 3) Pueden realizarse utilizando el presente simple o el presente continuo;
- 4) Incorporan un sujeto interpersonal y uno de los siguientes roles semánticos:
 - a) *Weather_verbal* (ej. Está **lloviendo**);
 - b) *Weather_adjectival* (ej. Está **soleado**);
 - c) *Presence* (el participante que denota algo o alguien que existe);
 - d) *Absence* (el participante que denota algo o alguien que no existe)

Finalmente, concluimos esta descripción de los procesos no referenciales con las preguntas correspondientes. En primer lugar, nos podemos preguntar si existe o no un sujeto interpersonal en la cláusula. Si lo hay y se realiza con *it*, el participante es un *Weather_adjectival*. Si el sujeto interpersonal es *there*, el rol resultante es un *Presence*. Sin embargo, cuando la cláusula es afirmativa pero indica que ninguna entidad está presente, como en (98), la función semántica se etiqueta como *Absence*, ya que lo que implica el verbo es justamente la ausencia de ese elemento.

(98) There lacks **a certain sincerity in his eyes**.

Con esto, terminamos la descripción de las categorías de procesos individuales y lo único que nos queda es explicar la categoría de procesos complejos. Esta última categoría se determinó en base a algunos de los ejemplos que encontramos en el corpus analizado en esta tesis doctoral.

1.6.6. Los procesos complejos

La razón principal para ofrecer una categoría de procesos complejos es que un verbo o una metáfora gramatical en una cláusula pueden denotar criterios que pertenecen a más de uno de los tipos de procesos en cuestión. Por ejemplo, el verbo *mislead* (engañar) se clasifica como un proceso mental_cognitivo-verbal, ya que cuando una persona engaña a otra, se comunica con dicha persona (proceso verbal) pero también intenta convencerla (proceso mental cognitivo) de una mentira. Por tanto, y para atender a estos casos, se decidió permitir combinaciones de procesos que permitiesen capturar el significado de la cláusula en su totalidad. De esta forma, se ha identificado un total de 14 tipos de proceso dobles (es decir, procesos que abarcan criterios que se aplican a dos procesos) y 3 tipos de procesos múltiples (es decir, procesos que abarcan criterios que se aplican a más de dos procesos). Las posibles combinaciones se enumeran a continuación en la Tabla 11, que incluye un ejemplo de cada una de ellas.

No incluimos una explicación de cada combinación puesto que éstas surgen de una combinación de las categorías de procesos descritas previamente.

Categoría proceso	Subtipos de proceso		Ejemplos
Procesos complejos	Procesos dobles	<i>(inter)action – mental_ cognitive (minor)</i>	<DAZ>[...] and the evaluation of them was done by the State. [...]</DAZ>
		<i>(inter)action mental_ -desiderative (minor)</i>	<DAN>[...] She picked him out and I'm sure that's him. [...]</DAN>
		<i>(inter)action – mental_ perceptive (minor)</i>	<DAN>[...] the only set of pictures that he ever showed to <<FPJC>> [...]</DAN>
		<i>(inter)action – relational_ attributive_ intensive</i>	<PAS>He has you inside what you have labelled there [...]</PAS>
		<i>(inter)action – relational_ attributive_ possessive</i>	<DAN>[...] Somebody gave him a picture, he said, and I put it in here [...]</DAN>
		<i>(inter)action – verbal (minor)</i>	<PJC>[...] I hung up the phone and picked it up again and called 911.</PJC>
		<i>mental_ cognitive (major) – relational_ attributive_ intensive</i>	<PAS>[...] we tried something different and it was something I wasn't familiar with either. [...]</PAS>
		<i>mental_ cognitive (minor) – relational_ attributive_ possessive</i>	<DAN>[...] That none of these other guys were even one of the 52 people he had calls on . [...]</DAN>
		<i>mental_ emotive (minor) – relational_ attributive_ intensive</i>	<PAS>[...] Okay. Was he glad to see you? [...]</PAS>

Procesos complejos	Procesos dobles	<i>mental_cognitive – verbal (major)</i>	<PAS>[...] <<RDG >> explained them to you. [...]</PAS>
		<i>mental_cognitive – verbal (minor)</i>	<DAZ>I apologise if I misled you. [...]</DAZ>
		<i>mental_emotive – verbal (minor)</i>	<DAZ>I apologise if I misled you. [...]</DAZ>
		<i>mental_perceptive – verbal (minor)</i>	<DAZ>[...] it never appears in any reports that were read to me. [...]</DAZ>
		<i>relational_attributive_intensive – verbal (minor)</i>	<DAN>[...] Now what did she call them? Chuckaboots. [...]</DAN>
	Procesos multi	<i>(inter)action – mental_cognitive – verbal (major)</i>	<DAN>[...] have they proven to me beyond a reasonable doubt [...]</DAN>
		<i>(inter)action – mental_perceptive – verbal (major)</i>	<DAN>[...] We're showing you the things that were charged. [...]</DAN>
		<i>(inter)action – mental_cognitive – relational_attributive_intensive</i>	<PAS>[...] I asked you to be fair and I asked you to listen. [...]</PAS>

Tabla 11. Los procesos complejos: Subcategorías

Tras describir el sistema revisado de la transitividad en términos de categorías de procesos y roles semánticos, concluimos con una comparación de los tres sistemas de la transitividad, tal y como se ve en la Tabla 12 a continuación.

	Modelo de Sydney (Halliday y Matthiessen, 2014)	Modelo de Cardiff (Fawcett, 2000; Neale, 2002)	Nueva propuesta
Categorías	<i>material</i>	<i>acción</i>	<i>(inter)acción</i>
	<i>mental</i>	<i>mental</i>	<i>mental</i>
	<i>relacional</i>	<i>relacional</i>	<i>relacional</i>
	<i>verbal</i>		<i>verbal</i>
	<i>conductual</i>		
	<i>existencial</i>	<i>ambiental</i>	<i>no-referente</i>
		<i>influyente</i>	
	<i>eventual</i>		
			<i>procesos complejos</i>
Mayor / Menor distinción	Mayor: <i>material, mental, relacional</i>		Mayor: <i>mental, verbal que proyectan</i>
	Menor: <i>verbal, conductual, existencial</i>		Menor: <i>non-projecting mental, non-projecting verbal</i>
	<i>material: transformativo</i> <i>material: creativo</i>		<i>Material: transformativo</i> <i>Material: creativo</i>
	<i>mental: cognitivo</i> <i>mental: emotivo</i> <i>mental: desiderativo</i> <i>mental: perceptivo</i>	-	<i>Mental: cognitivo</i> <i>Mental: emotivo</i> <i>Mental: desiderativo</i> <i>Mental: perceptivo</i>
	<i>relacional: atributivo</i> <i>relacional: identificación (intensivo, posesivo, circunstancial)</i>		<i>relacional: atributivo</i> <i>relacional: identificación (intensivo, posesivo, circunstancial)</i>
Procesos nuevos	-	-	proceso complejo: doble proceso complejo: multi
Nominalización	Se transforma el nombre a un verbo	Eventual (proceso)	Se etiqueta como nominalización

Tabla 12. Comparación de los modelos de Sydney y Cardiff con el modelo propuesto en esta tesis

1.7. Aplicación del modelo propuesto de la transitividad a un caso de violación

Después de haber detallado el sistema de la transitividad que aquí proponemos, el cual incluye una combinación de elementos de los modelos de la transitividad de Halliday y de la GC, completamos este capítulo con una descripción de cómo se ha aplicado la nueva propuesta a un corpus

que comprende datos de un caso judicial. Obtuvimos acceso a este caso a través de una organización denominada *The Innocence Project*, en la que se trabaja para demostrar la inocencia de muchos individuos que han sido condenados a pesar de no ser responsables del delito del que se les había acusado. El caso que hemos analizado es el de un juicio en el cual el Estado había denunciado a un hombre por abuso sexual de una menor. Para realizar este análisis hemos empleado el software UAM Corpus Tool (O'Donnell, 2016), puesto que este programa nos permite diseñar un esquema del sistema de la transitividad y aplicarlo directamente en la transcripción del juicio. Nuestro objetivo es exponer la forma en que los implicados representan este delito y las personas involucradas en el mismo, así como también la forma en que lo hacen cada uno de los abogados que trabajan en el caso. Dada la escasez de investigaciones que utilizan la transitividad para el análisis del lenguaje dentro de tribunal de justicia, esta tesis doctoral constituye una contribución al campo de la lingüística forense.

El caso judicial que se ha examinado aquí difiere de los que los lingüistas forenses han llevado a cabo hasta la actualidad, puesto que los análisis de juicios de violación se han centrado en la re-victimización de la demandante dentro del tribunal o durante las etapas iniciales del caso (es decir, en la entrevista policial), así como en el hecho de que el responsable no llega a ser condenado en muchas ocasiones. Aquí, sin embargo, intentamos comprender mejor cómo el uso de determinados patrones del lenguaje (los tipos de proceso que representan la experiencia) puede contribuir a culpabilizar a un hombre por un delito que no cometió.

Para ello, hemos seleccionado la fase de interrogación a la víctima por parte de los abogados y los alegatos finales de cada abogado. Prestamos especial atención a los tipos de proceso empleados por los abogados y buscamos razones por las que se centran en unos y no en otros. Posteriormente, reflexionamos sobre lo que esto revela acerca de la posición del hablante en relación con otros hablantes involucrados en el caso y el posible impacto del contexto en la frecuencia de procesos utilizados en el discurso de cada uno de los participantes. Por último, contemplamos la manera en que ciertos roles semánticos se mencionan explícitamente o no para resaltar u ocultar la responsabilidad de los participantes en ciertos sucesos. Los resultados del análisis se resumen a continuación.

En primer lugar, hemos observado una diferencia en el uso de los tipos de proceso en función de la parte del juicio analizada. En los alegatos finales, que consisten en un monólogo de cada uno de los tres abogados del caso, el tipo de proceso más común es la categoría de proceso mental. Estos alegatos constituyen la última oportunidad que tienen los abogados

de resumir las pruebas una vez que se ha escuchado todo lo que aportan los testigos. En este caso, los abogados se centran en los pensamientos y las percepciones de los testigos, así como en los pensamientos del jurado. Creemos que esto es algo estratégico, con lo que los abogados intentan convencer al jurado de que las conclusiones que presentan son verdad, y de que han alcanzado dichas conclusiones de manera objetiva. Por otro lado, la interacción desarrollada entre los abogados y la víctima ha revelado un número más alto de procesos de (inter)acción en comparación con cualquier otro tipo. Dado que el objetivo general durante el interrogatorio es establecer lo ocurrido, quien lo hizo y a quién, este resultado es bastante previsible.

Un segundo hallazgo de este análisis afecta a los tipos de roles semánticos que aparecen con más frecuencia en este corpus. En el caso de los procesos mentales, el rol de *non_agentive_Senser* es el más frecuente, aunque se utiliza para referirse a diferentes personas según el tipo de interacción y el hablante que asigna el rol. Por lo tanto, el rol de *non_agentive_Senser* en los alegatos finales se ha asignado principalmente a los miembros del jurado, aunque también observamos ejemplos en los que este tipo de rol hace referencia a la policía y a los propios abogados. Cuando esto último ocurre, la tendencia general es reforzar la idea de que la policía sabe mejor que nadie lo ocurrido, puesto que su labor es determinar la verdad de los hechos.

Por otro lado, durante la interacción entre la fiscal y la víctima, y entre el abogado defensor y la víctima, hemos descubierto que el rol de *non_agentive_Senser* no se usa con la misma intención por parte de cada abogado. La fiscalía, por ejemplo, utiliza este tipo de participante para referirse principalmente a los testigos presentados por el abogado defensor para cuestionar la versión de dicho abogado. Este último, por el contrario, tiende a hablar de sí mismo o de la víctima como *non_agentive_Senser* con el fin de mostrarse asertivo y, a la vez, invitar a la víctima a manifestar una falta de seguridad en sí misma, lo que sirve para transmitir la poca fiabilidad de la joven como testigo.

En tercer lugar, hemos investigado los roles de los procesos más comunes que surgen en la fase de preguntas y respuestas entre cada uno de los abogados y la víctima. Al hacer este análisis, hemos descubierto que los roles semánticos más frecuentes incluyen el de *Catalyst* y el de *Goal*. Para profundizar más en el análisis, hemos observado que cada uno de esos roles se aplica a individuos específicos y que esto depende, una vez más, del abogado que los ha utilizado en su discurso: por un lado, la fiscalía asigna el rol de *Catalyst* más a menudo al acusado (véase De

Carvalho, 1998, Felton-Rosulek, 2008); por otro, el abogado defensor cita con más frecuencia a la policía y a la gente que ha trabajado en el caso como *Catalyst*. Se puede argumentar que este último resultado es algo predecible, dado que la fiscal es responsable de tratar de conseguir que el culpable acabe en la cárcel. Por esta razón, hace todo lo posible para persuadir al jurado de que el acusado hizo todo lo que la víctima afirma, lo que le permite transmitir una imagen lo más negativa posible de él. La fiscal presenta al acusado como la persona que controlaba la situación y a la víctima como una niña totalmente indefensa. Esta última idea se refuerza con las múltiples referencias a la víctima como *Goal* por parte de la abogada fiscal.

Con respecto a la tendencia del abogado defensor a centrarse en las acciones de la policía y de otras personas que han trabajado en el caso con anterioridad al juicio, creemos que el objetivo fundamental es invalidar su investigación. El abogado defensor califica a los investigadores de incompetentes, intentando hacer ver al jurado que las pruebas encontradas son poco fiables e insuficientes para determinar si el acusado es culpable.

El abogado defensor se refiere al acusado como *Catalyst* en pocas ocasiones. Además, cuando lo hace, se refiere siempre a acciones neutrales y da detalles sobre dónde estaba realmente el acusado cuando ocurrió este delito para demostrar que no estaba en el lugar de los hechos. Por lo tanto, los abogados que defienden al acusado evitan hablar del abuso en sí en la medida de lo posible; es decir, hacen que el jurado preste atención a otras acciones en las que el acusado sí ha estado involucrado pero que no están relacionados con el delito. Estos resultados son similares a los de Felton-Rosulek (2008, p.540) en un análisis de los alegatos finales de otro caso de violación.

Un cuarto hallazgo extraído del análisis se refiere a la categoría de proceso verbal. Por un lado, hemos descubierto que tanto la fiscal como los abogados asignan con frecuencia el rol de *Sayer* a los testigos del acusado, pero las intenciones de ambos no coinciden. Mientras que la fiscal cita a los testigos del acusado como *Sayers* con el fin de poner en duda lo que han dicho, el abogado defensor hace lo posible para resaltar la credibilidad de estos mismos testigos que han hablado a favor del acusado. Por otro lado, la fiscal y el abogado representan a los miembros de la policía como *Sayers* en bastantes ocasiones, pero de nuevo con finalidades distintas. La fiscalía reafirma la declaración de los investigadores, creemos que con la intención de que el jurado considere más sólida esta versión de los hechos (puesto que nadie cuestiona la capacidad de los investigadores para interpretar las pruebas). Sin embargo, los abogados defensores dan a entender que los investigadores han cometido una serie de errores (como también sucedía con los procesos de (inter)acción), presentando su

declaración como imprecisa. Por último, el rol de Sayer también se ha asignado a la víctima por parte del abogado defensor. Aunque no llega a cuestionar el hecho de que fue violada, sí pone en duda que la víctima identificara correctamente a la persona responsable, lo que deriva en un error judicial.

Otro resultado que hemos obtenido a partir del análisis es el descubrimiento de que la víctima utiliza los mismos patrones lingüísticos que la fiscal cuando responde a sus preguntas. Esto es algo previsible, pues suponemos que la fiscal preparó a la víctima con anterioridad para el tipo de preguntas que le iba a hacer en el juicio para así asegurar de que los miembros del jurado quedasen convencidos de la intervención. Además, la fiscal utilizó con mucha frecuencia preguntas cerradas para poder controlar en todo lo posible lo que el jurado escuchaba y evitar así el riesgo de que la víctima omitiese cualquier detalle que incriminara al acusado. Por el contrario, el abogado defensor le planteó a la víctima preguntas que requerían una respuesta más elaborada. En concreto, le pidió que ofreciera información muy específica sobre lo que ocurrió ese día, sabiendo que, probablemente, la víctima tendría dificultades para recordar ciertos detalles. De hecho, hemos observado como la víctima empleó más a menudo procesos mentales cognitivos al responder a las preguntas del abogado defensor, lo que pone de relieve su falta de confianza durante la declaración y refuerza la idea de que la víctima es poco fiable como testigo.

El último resultado en relación a los patrones de la transitividad empleados en el corpus se refiere a la subcategoría intensiva atributiva dentro de los procesos relacionales. El análisis ha revelado una tendencia general por parte de los abogados a describir las pruebas de manera neutral. El abogado defensor también se centra en aspectos de la apariencia física de su cliente para argumentar que no coincide con la descripción proporcionada por la víctima en su testimonio original. La fiscal, por su parte, centra la atención del jurado en rasgos que más bien se relacionan con la personalidad del acusado, mencionando, por ejemplo, su carácter autoritario y arrogante. Creemos que estas descripciones son algo previsibles, puesto que es de esperar que la fiscal resalte el mal carácter del acusado (algo que ya ocurría con los procesos de (inter)acción negativos). Sin embargo, hay que tener en cuenta que estos ejemplos son muy pocos, ya que generalmente los abogados no pueden evaluar directamente a ninguno de los participantes durante el juicio (Statham, 2016, p.254).

Finalizado el resumen de los resultados que se derivan de emplear el modelo de la transitividad que proponemos, procedemos con la aplicación

de la teoría de la Valoración al corpus seleccionado. En este último análisis, estudiamos los alegatos finales con el objetivo de complementar los resultados obtenidos previamente.

1.8. Aplicación de la teoría de la Valoración a los alegatos finales del juicio

La teoría de la Valoración forma parte de la GSF, y más concretamente, de la metafunción interpersonal, esto es, la forma en la que nos relacionamos con los demás. Esta teoría comprende tres sistemas: Actitud, Compromiso y Gradación. Por un lado, el sistema de *Compromiso* denota los "recursos para posicionar al autor con respecto a las proposiciones y propuestas que transmite un texto" (Rentel, 2012, p.3 42); por otro, el sistema de Gradación se refiere a las evaluaciones que hacemos mediante una escala que va de un extremo a otro; finalmente, el sistema de *Actitud* se centra en tres ámbitos: las emociones (denominado *Afecto*), la ética (denominado *Juicio*) y la estética (denominado *Apreciación*) (Martin y White, 2005, p. 42). Mientras que los sistemas de *Compromiso* y *Gradación* sirven como "recursos adicionales" (Martin, 2000a, p. 165), el de Actitud se considera el sistema central.

Cada uno de los tres elementos del sistema de Actitud (Afecto, Juicio y *Apreciación*) engloba una serie de categorías. En primer lugar, el Afecto se considera como la categoría que comprende las emociones que reflejan los "asuntos del corazón" (Martin, 2000a, p. 150). Este sistema incluye la categoría de Felicidad/Infelicidad, que abarca sentimientos de alegría además de sus correspondientes antónimos (es decir, tristeza o desgracia). El Afecto también implica emociones que se refieren a la búsqueda para alcanzar nuestras metas o, por el contrario, para indicar el fracaso, produciendo sensaciones de frustración y decepción. Esta categoría se ha denominado Satisfacción/Insatisfacción. El tercer grupo se llama Seguridad/Inseguridad y contempla las emociones de paz interior o, de lo contrario, de ansiedad, que pueden ser el resultado de nuestro entorno inmediato y las personas con las que compartimos nuestra experiencia. La última categoría es la de Tendencia/Aversión y, según Martin y White (2005, p.48), difiere de las otros tres dado que se refiere a eventos relacionados con el futuro (Bednarek, 2008, p.156). Dicho esto, las emociones incluidas en la categoría de Tendencia se refieren a expresiones de deseo (futuro), mientras que aquellas consideradas como pertenecientes a la Aversión, en cambio, denotan miedos a lo que aún no ha ocurrido. Cada una de las subcategorías de Afecto se resume en la tabla 13 a continuación.

Felicidad	Infelicidad
alegría	tristeza
agrado	antipatía
Satisfacción	Insatisfacción
placer	desagrado
interés	aburrimiento
Seguridad	Inseguridad
autoestima	inquietud
confianza	sorpresa
Tendencia	Aversión
deseo	miedo

Tabla 13. El sistema de Afecto (Martin y White, 2005)

Dado que el sistema de Afecto fue diseñado originalmente con la intención de producir categorías opuestas, Bednarek (2008, p.168) sugiere que, en el caso de la categoría Seguridad/Inseguridad, la oposición entre *autoestima* e *inquietud* no parece adecuada; de la misma manera, insiste en que *sorpresa* tampoco denota un término opuesto a *confianza*. De hecho, sostiene que es discutible si la categoría de *sorpresa* tiene realmente un término opuesto y, a su vez, argumenta que aunque las emociones pueden clasificarse como positivas y negativas, algunos sentimientos son neutrales (Bednarek, 2008, p. 171). En consecuencia, Bednarek (2008, p.169) presenta un conjunto alternativo de subcategorías para Seguridad/Inseguridad y argumenta que la de *sorpresa* se debe considerar aparte. Por otro lado, defiende que Tendencia/Aversión debe considerarse como una categoría aparte de la de Afecto, pues está más relacionada con el concepto de volición. Finalmente, cuestiona que el *miedo* sea opuesto al *deseo*, por lo que propone el par *deseo/no-deseo*. Todos estos cambios presentados por Bednarek (2008, p. 169) se adoptan en el presente estudio y se ilustran en la Tabla 14 a continuación.

Categoría	Martin y White (2005)	Bednarek (2008)
Seguridad	seguridad y confianza	<i>tranquilidad y confianza</i>
Inseguridad	inquietud y sorpresa	inquietud y <i>desconfianza</i>
Inclinación	deseo	deseo
Tendencia/Aversión	miedo	<i>no-deseo</i>
		<i>sorpresa</i>

Tabla 14. Modificaciones de Bednarek (2008) a las subcategorías del sistema de Afecto de Martin y White (2005)

Ahora consideramos el segundo subsistema de Actitud, denominado Juicio, y que se refiere a expresiones de admiración y alabanza o de crítica y condena. Igual que en el caso de Afecto, el subsistema de Juicio también consta de dos subcategorías: la *estima social* y la *sanción social*. Ambas incluyen juicios tanto positivos como negativos y pueden clasificarse como ejemplos de Juicio explícito (*inscribed*) o implícito (*invoked*) (Martin y White, 2005, p. 62). El Juicio explícito es aquel en el que la valoración se produce de manera directa, mientras que el Juicio implícito se refiere a aquellos ejemplos en los que no se utiliza ningún elemento léxico que sea directamente evaluativo, sino que se infiere de una forma más general como consecuencia de los valores sociales, éticos, estéticos y culturales de una sociedad.

La estima social se refiere a las reglas tácitas en una sociedad en base a lo que se considera como buen y mal comportamiento. Por otra parte, la sanción social se refiere a aquellos casos de comportamiento que implican un castigo por incumplir la legislación establecida. Tanto la estima social como la sanción social comprenden un conjunto de subcategorías. En el caso del primero son: (i) *la normalidad* (la medida en que alguien cumple con la norma general); (ii) *la capacidad* (la habilidad de alguien para realizar acciones de cualquier tipo); y (iii) *la tenacidad* (la firmeza de alguien para seguir haciendo algo hasta que lo consigue). En el caso de la sanción social, hay dos subcategorías: (i) *la adecuación* (el grado de moralidad de una persona) y *la veracidad* (hasta qué punto se considera a una persona honesta).

El último de los subdominios del sistema de la Actitud es la Apreciación, que implica la "evaluación de las cosas" (Martin y White, 2005, p.56) y que incluye los fenómenos semióticos y naturales (Martin y White, 2005, p.43). Según Martin y White (2005, p.56) hay tres tipos de Apreciación: (i) *la reacción* (que se refiere a cómo uno reacciona a algo y, por lo tanto, puede responder a la pregunta de si nos gusta X o si nos llama la atención); (ii) *la composición* (que se refiere a cómo se compone algo y, por lo tanto, puede responder a la pregunta de si X es lógico o complejo); y (iii) *la valoración* (es decir, si uno percibe que algo merece la pena).

Dado que uno de nuestros objetivos es descubrir cómo se sienten los involucrados en el juicio y cómo juzgan el comportamiento de los demás en base a las normas establecidas por la sociedad, nos centramos aquí en el sistema de *Actitud*. Es importante mencionar que, de la misma manera que los estudios de la transitividad son bastante escasos en el ámbito de la lingüística forense, también hay una escasez de investigaciones que emplean la teoría de la Valoración. Una vez más, esperamos que las conclusiones obtenidas de los alegatos finales en este caso contribuyan a los estudios en este campo.

En cuanto a las evaluaciones negativas que se hacen en el juicio, el análisis ha revelado que la fiscalía tiene una tendencia a utilizarlas con más frecuencia que los abogados defensores. Esto no es sorprendente, ya que el papel de la fiscal es representar al acusado de la manera más negativa posible. Por otro lado, cuando las evaluaciones negativas manifestadas en el discurso del abogado defensor son evidentes, el enfoque cambia del acusado al presunto delito. Esto también es lógico, ya que sirve para mover el foco de atención lejos tanto del acusado como de la víctima. Es probable que el hecho de que la víctima fuera una menor influyera al jurado para culpar al acusado, ya que es fácil empatizar con niños de esa edad, a los que se les presupone vulnerabilidad, inocencia y honestidad. Como ya hemos mencionado previamente, esto también sucede con los procesos de (inter)acción y, específicamente, con la forma en la que cada uno de los abogados asigna las funciones de *Catalyst* y/o *Goal* en función de lo que pretende conseguir.

En cuanto a las evaluaciones positivas, hemos descubierto que el abogado defensor se centra en el acusado, al que presenta de forma favorable al jurado. Sin embargo, la fiscal evalúa positivamente a la víctima y a sí misma, presentándose como alguien que trata de garantizar el cumplimiento de la ley.

Otro punto que merece atención es la manera en que cada uno de los abogados se muestra inclinado a usar ciertas subcategorías pertenecientes al sistema de *Actitud* en su discurso. La fiscal emplea varios ejemplos de *Afecto* para enfatizar las emociones de la víctima. Creemos que esto es una estrategia para que el jurado estuviera más a favor de la víctima (Felton-Rosulek, 2008, p. 541) y, simultáneamente, en contra del supuesto culpable. A diferencia de la fiscal, hemos observado que la categoría de *Afecto* apenas se usa en el discurso del abogado defensor. Este hallazgo también es previsible porque es probable que las referencias a las emociones de la víctima provoque que el jurado sienta más empatía por ella e incluso más aversión por el acusado.

Para apoyar aún más los resultados de la transitividad, también se ha observado que la fiscal usa ejemplos negativos de *Juicio* (es decir, referencias a la ética) el doble de veces que ejemplos positivos. Los ejemplos negativos de *Juicio* que ella emplea en su alegato final pertenecen a la subcategoría de *Juicio de sanción social: adecuación*, lo que significa que hace mención a la conducta de los participantes en relación a su cumplimiento (o no) de las leyes establecidas en la sociedad. Por tanto, las descripciones de la fiscal tienden a asociar al acusado con las nociones de inmoralidad y maldad. El abogado defensor, en cambio,

enfatisa la inocencia de su cliente y resalta sus cualidades. De este modo, la aplicación de la teoría de la Valoración como complemento a la transitividad permite profundizar aún más en el análisis, revelando de qué manera los abogados presentan a la víctima y al acusado al jurado. Mientras que la fiscal quiere transmitir la idea de que el acusado es culpable y la niña, víctima del acto de violación, el abogado defensor pretende demostrar la inocencia de su cliente.

Después de haber resumido los principales hallazgos de esta tesis doctoral, mencionamos en el último apartado algunas de las limitaciones que hemos detectado en este trabajo. Esto nos lleva finalmente a proponer posibles maneras de mejorar un análisis de este tipo, que podrían ser de aplicación en investigaciones futuras.

1.9. Limitaciones, posibles soluciones y trabajos futuros

La utilidad de esta tesis doctoral radica en que con esta investigación se aborda una serie de cuestiones problemáticas que se asocian con los dos modelos de la transitividad en su estado actual y porque contribuye a las investigaciones de la GSF en el campo de la lingüística forense. Sin embargo, existen algunas limitaciones que queremos mencionar. En primer lugar, a pesar de haber seguido un conjunto específico de criterios aplicados con sistematicidad y de haber contado con la supervisión de la Dra. Hidalgo Tenorio, es indudable que sería interesante que un equipo de investigadores especializados (O'Donnell et al., 2008) trabajara en grupo con la nueva propuesta para garantizar anotaciones más sistemáticas de los datos. De hecho, a partir de este proyecto se ha planteado la posibilidad de organizar un seminario en el que se discutan los ejemplos y se acuerde una anotación en base a los criterios especificados en el modelo que presentamos aquí.

Una segunda limitación de este estudio se refiere al hecho de que el análisis se ha centrado en el testimonio de la víctima y el discurso de los abogados en una parte del juicio. Creemos que el análisis de la transcripción completa del juicio podría proporcionarnos una idea más completa de los patrones lingüísticos que se usan en un juicio en general. En futuros estudios, consideraremos las formas en que otros individuos, como por ejemplo los testigos, representan la experiencia y, de nuevo, cómo su papel influye en su uso del lenguaje. Además, ya que hemos observado diferencias entre los tipos de texto analizados (el alegato final en forma de monólogo vs. el diálogo entre el abogado y la víctima), es razonable suponer que en base a la parte del juicio analizada y al testigo que declare, encontraremos otros patrones.

Los resultados de este estudio se podrían comparar con los de otros juicios, utilizando para ello el marco revisado de la transitividad. De esta forma, se podrían determinar las razones por las que tales tendencias se producen en ciertos casos y no en otros. Es nuestra intención continuar trabajando con casos en los que el acusado ha sido declarado culpable a pesar de no haber cometido el delito, con la intención de ayudar a minimizar estos errores en futuros procesos judiciales. Actualmente, el *Innocence Project*, el proyecto que nos facilitó acceso al juicio que hemos analizado, lleva tiempo intentando conseguir pruebas de ADN para poder refutar las demandas hechas en contra de hombres y mujeres que están actualmente en la cárcel acusados de un delito que no cometieron. Esto es, sin lugar a dudas, un avance significativo. No obstante, lo que proponemos aquí es la necesidad de tener en cuenta el lenguaje que se utiliza dentro del tribunal de justicia y reconocer cómo el papel del hablante puede repercutir significativamente en el uso de los patrones lingüísticos empleados. De esta manera, se podría señalar cómo, a pesar de una falta de pruebas definitivas que verifiquen la culpabilidad del acusado, el uso de ciertas estrategias lingüísticas puede también conducir a culpar una persona inocente, como se ha visto en el caso que hemos analizado.

Una tercera limitación de esta tesis doctoral es el hecho de que el análisis de evaluación sólo se ha aplicado a los alegatos finales. Esta fase del juicio se seleccionó por dos motivos: en primer lugar, porque el abogado aprovecha esta última oportunidad para resumir todo lo que se ha mencionado o demostrado durante el proceso judicial; en segundo lugar, porque es el momento en el que el abogado puede contar las cosas desde su propia perspectiva y persuadir a los miembros del jurado para que crean su versión de los hechos. El análisis, que usa la teoría de la Valoración, se ha realizado para reforzar los hallazgos de la transitividad y, en concreto, para revelar aspectos adicionales en relación a, sobre todo, las categorías de *Afecto* y *Juicio* en el corpus que hemos analizado. Sin embargo, sería más completo aplicar la teoría de la Valoración desde el principio del juicio. Esto nos permitiría identificar si hay otros aspectos que impactan en los tipos de evaluación empleados, aparte de quién es responsable de la locución. También merecería la pena examinar otros casos análogos con el fin de comparar los patrones de evaluación que se usan en general en el discurso dentro de la sala del juicio.

Una última cuestión relacionada con el análisis de esta tesis doctoral es el hecho de que el marco propuesto se ha diseñado en función del objeto de estudio, lo que implica que sería necesario comprobar su utilidad en otros juicios y en tipologías textuales adicionales para complementar (o

no) las categorías de dicho sistema. Como hemos discutido previamente, las combinaciones de procesos y participantes que se presentan en este nuevo sistema de la transitividad se han descubierto utilizando un método en el que los ejemplos presentes en el corpus nos han llevado a introducir una serie de subcategorías adicionales. Por tanto, es posible que si consultamos un corpus de mayor tamaño con textos de diferentes tipos (por ejemplo, artículos de prensa, textos literarios o mensajes de texto), surjan nuevas subcategorías. Esto nos permitiría ampliar el modelo de la transitividad propuesto en esta tesis doctoral.

En definitiva, hemos cumplido el objetivo principal de proporcionar un modelo de la transitividad con modificaciones que, por un lado, asegure una aproximación flexible al análisis del lenguaje dentro de un tribunal y, por otro, posibilite un análisis muy detallado de los patrones lingüísticos que se usan. De hecho, a través de una combinación de ACD y lingüística de corpus en un entorno forense, hemos descubierto algunas estrategias lingüísticas para lograr ciertos objetivos, en este caso, demostrar la inocencia o la culpabilidad del acusado. Dado que este caso resultó en la condena de una persona inocente y existen casos similares, se debe alentar la realización de estudios adicionales que sigan un enfoque similar al que se utiliza aquí, así como el trabajo colaborativo. De esa manera, podremos ayudar a minimizar el número de errores judiciales.

APPENDICES

APPENDIX A

CLOSING ARGUMENTS

Prosecution: PAS

<PAS>Yes, sir. Ladies and gentlemen, this is the perfect case, isn't it? I've been a prosecutor for ... well working on 9 years now and I'm 37-years old. And in the history of me being in the prosecutor's office, I've never seen such perfect alibi witnesses. Think about what they said. When I talked to you in your voir dire, I told you that we all needed you to do 2 things: You needed to be fair and you needed to listen. Now we're counting on you to remember everything that you've heard and to consider it in your deliberations. The burden of proof in this case is on me and it's beyond a reasonable doubt. Let's look at the evidence now just a minute and see what I've shown you. <<NPJC>>, right over here, took the stand and told you that on May 31st, 1991 that she went to her front door. There was a person there wanting to talk to her, that she motioned and told him to go around to the back door. I can't unlock the front door. Came around to the back door and she held open the door partially and talked to him. He asked her, what time is it, at some point in time in that conversation. Initially, he asked her whether or not they needed any shrubs cut. She said she didn't know, her parents weren't home. She was 11-years old. She was talking to a stranger, but she didn't have any reason to distrust him. He was a fine young gentleman. When he was talking to her he said, "Well are your parents here?" Some conversation about that, where are your parents, when will your parents be back? Well my mom will be back about noon. Well what time is it now? <<NPJC>> said it was either 5 till 11 or 5 after 11. She wasn't nearly as good with her times as <<NA32>> and <<NWJS>>, <<MWJD>> and <<AWDM>>, <<MDTL>> and <<AWLI>>. And that's significant. She told him what time it was. He pushed the door open more, put his arms around her chest, came into the kitchen. When he came in and grabbed her and pushed her further into the kitchen, the most terrifying event of this little girl's life began. How long was she with him? Well, <<VPJC>> tells you it was 5 till or 5 after 11. The police dispatch reports tell you that 11:17, help was on its way. Roughly in the neighbourhood of 20 minutes. 20 minutes, she spent in hell. There's no doubt about that. And I don't think anybody in the courtroom will disagree with that. And she tells you the person that she spent this time with is the man right there. She doesn't equivocate, she doesn't hesitate. She says it was him, right there, I'm sure. Let's think about that. When the police finally get there and talk to <<VPJC>>, she begins to give them a description of what this man looked like. For 5 days, you have listened to the witnesses from the State, you've seen and heard the witnesses from the defence and you've observed the defendant. She repeatedly said red hair, short. We now know he was shorter than her mom and her mom is 5'4". She was small in stature. She

compared him maybe to an EMSA person that was there. She compared him to <<ROGH>>, now <<SOGK>>. About your weight and size, 120 to 125 pounds. He had things on his face. Little indentions, things on his face. What else did she tell you? He was bossy. He was cocky. He had an attitude. He acted like he didn't know what he was doing and he was in a hurry. She gave that description again and again and again. She looked at the photo lineup. You've got the photo lineup, ladies and gentlemen, and I know you'll look at it. That's him. It's an older picture. She went to court. He had a beard. I'm not positive that he has a beard. He shaved the beard. It's him. Not I think it's him, not maybe it's him, it's him. Monday of this week she came to court, he has a beard. She's seen him with a beard and she's seen him without a beard. As a matter of fact, every time <<NPJC>> is supposed to see <<NDFT>>, he has a beard. Some of the officers came in and talked to you. They told you what they did at the scene. Told you about their reports. Told you what they remembered happening. A perfect witness, weren't they? Well their memory wasn't quite as good as the <<SA32>>'s and the <<SDFT>>'s and the <<SDLT>>'s. Ladies and gentlemen, there're several different types of memory that we're talking about here. There's traumatic memory and I think you would agree with me that when <<NPJC>> took the stand, you saw evidence of trauma. It's still there. She was like a little wooden robot sitting up on the stand. She was telling you 4 awful things that happened to her. She told you that this man over here held her down, stuck his hands inside her. He pulled out his penis. He made her put it in her mouth. She said, "You're choking me. Don't make me do this, please." He said, "Do you want me to hurt you? Get back down there." Nobody deserves to be treated like that. Some of the officers that came in and talked to you told you to the best of their memory, this is what happened. This is what I did, this is where I went. Do you know what, ladies and gentlemen, those people all had reports and in order to do their job, I'm certain that they all looked at those reports before they testified. Did you hear any of those people say absolutely, positively this is exactly the way these events occurred on May 31st? No. When you listened to <<AWDM>> and when you listened to <<MWJD>>, when you listened to the <<SA32>>'s, they don't say ever, I don't know, I don't remember. Now <<NWBR>> did when he testified. <<NWEC>>, when he testified at a certain point in time said, "Well, you know, I'm not sure, I'm not certain." What does that tell you? <<NOAM>> came in and told you that she's a forensic chemist and she did the blood work and everybody in this case is O positive ,, not O positive, a Type O blood. <<NDFT>>'s Type O. <<VPJC>> is Type O. The stain from the swimsuit is Type O. Now <<NOCC>> came in and talked to you about hairs. She's a hair examiner and she agreed with me that unless she stood there and watched me pull 2 hairs out of my head

that she wouldn't take the stand and under oath say, both those hairs came from <<NPAS>>'s head. What she did tell you though, ladies and gentlemen, is when she looked at the known head hairs of <<NDFT>>, they had been dyed. Well <<NWWG>> told you that in June of 1991, <<NDFT>> dyed his hair and left town. To the best of her knowledge, he went directly to Utah. Now <<AWDM>> says he didn't dye his hair, but yes, he did leave town September sometime. She doesn't know when. But he did leave town and he went to Kansas, Colorado and Utah. He's on the run. Ladies and gentlemen, <<NOCC>> also told you that when she looked at the head hair, she had one known head hair that was similar with unaccountable differences ... I'm sorry. She looked at 26 known head hairs. She looked at one questioned head hair. Now one of the differences between those hairs is the questioned one wasn't dyed. She said that dye was so strong that it obliterated all of the identifying characteristics of that head hair after you got up to the ... passed the new growth. There was about 2 inches of new growth at the end of that hair. She told you, and I expect your memory serves you best, that in looking at those characteristics, there were 21 out of 25 similar characteristics in the head hair alone. Then she moved on to Item Number 7 which was 2 questioned pubic hairs. One came from the vacuuming of the couch in the day room, the other came from the vacuuming of the floor. When she looked at those pubic hairs, she told you that she also looked at 24 known pubic hairs from him, <<NDFT>>. She told you there was something unusual about the pubic hairs from <<NDFT>>. 16 out of the 24 had a razor cut edge. We're not talking about when they were removed from <<NDFT>>, they still had their roots on them. We're talking about the other end of the hairs, 16 out of 24. Both of the questioned hairs had an acute angle cut consistent with the 16 pubic hairs from <<NDFT>>. Now she went through, first she talked about one of the questioned pubic hairs and, if memory serves me correctly, she told you out of 25 standard characteristics, 21 of those matched the known pubic hairs of <<NDFT>>. 21. On the second pubic hair, if memory serves me correctly, she told you there were 22 similar standard characteristics that matched. We talked about unaccountable differences. How do you get unaccountable differences? The age of the hair. Well these hairs ... the known hairs were recovered December 20th of 1992. At that time, <<RODS>> told you when he recovered those hairs that man over there was clean shaven. He was back in Tulsa. Clean shaven. The unknown or the questioned hairs were recovered almost 6 months prior to that. What you eat, stress, length of time between can explain unaccountable differences. Ladies and gentlemen, she also talked about the uniqueness of the 2 questioned hairs and the 24 known pubic hairs of <<MDFT>>. What was it about them that said there's something odd about this? When she started putting them on the mounting

material, putting the mounting material on them to mount them on the slides, all his pubic hair straightened out and went rigid. She said normally they kind of curl. And you know what the 2 questioned hairs did? They did the same thing. Now <<AOCC>>, have you ever seen that before? One time and it was in a situation involving a person who had Mongoloid tendency, but other than that, no, never. She talked about the unique colouring of the known hairs and the questioned hairs. It was a reddish-yellow hue. Those colours are liquid in form. Inside these colours, she indicated that both <<NDFT>> and the person who the pubic hairs belonged to had fine, granular particles of brown. All of them, all of them had that. She talked about other similar characteristics that she found. And some of those were that normally male pubic hair is thicker and coarser, but not <<NDFT>>'s. His are fine and thin. And so were the questioned hairs in this case. That's unusual. One might even say unique. One might even say <<MDFT>> is somewhat unique. <<RDGI>> came in and talked to you about his DNA studies and explained them to you. Now ladies and gentlemen, he indicated to you that the DNA in sperm that was found in this case was consistent with the defendant. He also said he could not positively include or exclude him entirely. He also told you that he could positively exclude 90 percent of the population and that <<NDFT>> falls in the other 10 percent. Did you hear when I asked him, "What about whether or not you have red hair? What about your height and things like, does that affect the DNA?" Oh well, just because you had those characteristics doesn't mean that you would all fall in this one DNA category. So he indicated that would be another process of elimination or something that could be used to narrow that category even further. Just because you're 1.1 doesn't mean that you're very short, small and have red hair. What about his face? <<VPJC>> did the best she could to tell you what she saw of his face. Look at his face, what you can see of it. Do you think that red-haired people or any person for that matter when they're under a stressful situation may blotch up if you're fair complected? Do you think if you were in a traumatising situation that you would be more likely to focus on various things and notice them? Of course. Of course you would. Ladies and gentlemen, you are the triers of fact. You are the final decision makers in this case. The Judge has told you that pursuant to the instructions, the evidence is the evidence that came from the stand. The exhibits go back with you. You'll be able to look at all of those exhibits and consider what they're worth, what they mean to you and what they tell you. Now I expect that you're going to decide, at least at some point in time, <<NDFT>> was at the Pan American shoot. When was he? When did he go? Why did he go? Why was he out buying clothes? Because he had to get the hell out of Tulsa and when he got there, he didn't have any clothes. <<RDCO>> and <<AWCP>> told you that <<VPJC>> is a

bright young girl and that even at the time when she was crying and wanting to be held, she was able to describe the person that did these horrible things to her. She took that stand and she didn't cry. Her mom and her dad did, but she didn't cry and she was very brave. And she told you that this is the man that did these things to me. Now after I rested, some witnesses took the stand and began to talk to you. The first witness was <<MDLT>>. The second witness was <<AWLI>>. And they told you that they remembered seeing <<NDFT>> come rushing up with his dad on May 31st, 1991 and it was at the Pan American shoot. The second type of memory that's coming into play here is selective memory. It can be encouraged and it can be enhanced. When <<MDLT>> and <<AWLI>> talked to <<NRWL>> back in September of 1992, do you think it's significant that they didn't mention that <<FWJD>> and <<NDFT>> were just almost late for that shoot? And yet now they're saying, "Oh, yes, he was late for the shoot. That's why I remember it." Did you hear <<NWJS>> when I asked her how long does it take to get to the shoot? We were talking about when they were rushing around trying to get to the shoot, she indicated they were in a hurry. <<FDFT>> had overslept. She said it takes 20 to 25 minutes on Saturday morning. Well we're not talking about Saturday morning, are we. When <<MA32>> and <<MWJD>> talked to you, their testimony was almost exactly the same. It was so close that they made the same mistake. They told you <<FDFT>> was sick when he got in. He took the car, he went to get some medicine and they went to the Olive Garden. <<MDAN>> has been very insistent about getting some reports in for you to look at. Please look at them. He did, according to the receipts, buy cold medicine. It's not the same day that they went to the Olive Garden. It's on Friday, May 31st, 1991. If you can read military time, look at the time of the receipt, 6:27. <<MWJD>>, how long does it take you to drive to Dallas? About 4 1/2 hours. <<AWDM>>, what time did you all leave to go to Dallas? About 2. Got there about 6:30. That's about 4 1/2 hours. How long does it take you to grab your stuff or not grab your stuff and get the hell out of town and get down to Dallas? Can you be there in time to buy Tylenol at 6:27 p.m.? Sure can. You know, might even give you a headache if you'd done those awful things to that little girl. <<NWSH>> ate bread with <<NDFT>>, the Olive Garden bread, and she remembered it distinctly. She remembered those Chuckaboots stuck up there besides the hot tub. Do you remember that? She was with him Friday night. She was there at 5 or 5:30 after she got her stuff. He was there. He walked outside with them or he was already sitting outside. She could give you explicit details. But you know what she never told you? She never said and you know, he got up and left and went and bought some cold medicine and came back. Ladies and gentlemen, people forget things, but not these people. People aren't certain, they're not positive

about what someone had on. <<NWWL>> said <<NDFT>> wore loud clothing and I remember he had on black and white patch shoes, but he didn't say tennis shoes, although <<RRWL>> said he did. There's been some time since then, but he still remembered and still insisted had he had on black and white patched tennis shoes. When you look at the Chuckaboots and then you look at the desert boots, the ones that <<NWEC>> told you about. Do you remember those? Look at the clothing that he had on. <<AWDM>> is adamant, she was certain he had on Chinos, a plaid shirt. Do you remember that? And chuckaboots. The same chuckaboots that <<NWSH>> told you about. But remember, they didn't practice their testimony, they didn't rehearse their testimony, they didn't even hardly talk about their testimony. Now <<MA32>> was outraged. He's outraged that we're wasting your time. He's outraged that you're wasting his time. His friend and by God, his business partner or whatever shouldn't be put through this because he's going to be devastated if you send his son to prison. He's put out. Well in a sick sense of the word, so has <<NPJC>> and she was only 11 when she did. Do you think she'll ever forget her first sexual experience? Do you think she'll ever forget it was with him? That's what she's told you, ladies and gentlemen. She came back to the stand. I said, "Has anybody forced you or made you pick out this man?" "No, it's him." And you know what, ladies and gentlemen, do you think she could sleep at night if she thought the man that did this to her was still out running around? You think she'd want to get on this stand and tell all of you those things if she thought it wasn't him? Think about your own children. No. <<NWES>> came in and talked to you and told you that he's a handwriting expert. There's some handwriting samples that are coming in, look at them, consider what they tell you. He told you that he only got 3 samples from <<NWJD>>. Why bother? Ladies and gentlemen, look at all of the evidence in this case. The instructions that are given to you are huge. They're huge. They're all important and I can't suggest to you that some are more important than others. But in these instructions, it says take your everyday experience back with you. Take your common sense, take your intelligence. It's not so much what you heard, it's what you've seen. It's what you haven't heard. You haven't heard anyone say, hey, this is a swell guy. <<MWJD>> couldn't even tell you he loved him. <<MWJD>>, what do you think about your son? Describe your son. How do you feel about your son? Well I feel like any father would feel about their son. <<AWDM>>, tell me about your son? Well if he's cleaning out the garage, he does a good job. She did say she loved him and I'm sure she does. Thank you.</PAS>

<PAS>Ladies and gentlemen, I heard you told that ... well first by <<MDAZ>> that I had told you not to listen. Well that's not true. And I've

watched you and you've listened to everything. Every lengthy argument, every witness that's testified in this case. I asked you to be fair and I asked you to listen. Now <<MDAN>> keeps telling you that nobody's on trial but <<NDFT>>. Nobody but this man right here. This man who has a crystal clear, unmarked complexion. What do you think? I know you're way over there, you're not clearly as close as <<NPJC>> was. What do you think from what you can see? Now <<MDAN>> says, he's on trial, nobody else is. But then, ladies and gentlemen of the jury, he tells you that we've manufactured evidence. Well do you know what? If you believe that I've manufactured any evidence in this case, that I've removed blood from any swimsuit, that I've added sperm anywhere there shouldn't be sperm, then let him go. Let him go. If you believe that the evidence has been tampered with, then you can't convict him. You cannot. But ladies and gentlemen, did you listen to everything that they said? Did you listen to what <<MDAZ>> told you? He went through and he told you that <<NOAM>> said there was no blood. Well that's not what <<NOAM>> said. She said my records don't reflect blood, but it's not necessarily something that I would put down. When they were talking about the masking, did you notice how good they were at picking out 2 sentences out of a letter to read to you? Did you notice that they completely ignored the fact that <<RDGI>> said there was a low sperm count, but they knew sperm was present. They also knew that a female could not produce sperm. Why do you think they did that test again? The only DNA they were showing matched <<NPJC>>. <<NPJC>> doesn't produce sperm. He said, yeah, we tried something different and it was something I wasn't familiar with either. Apparently, they try and wash the cells. If there's blood or strong DNA as from <<NPJC>> in this case, sometimes if we wash it 5 times or more, we can get a different result. We can remove it and see what's underneath. He told you there was a faint 1.1. He didn't hesitate. He didn't qualify his results or anything else. He just told you the results. You know, ladies and gentlemen, if I really wanted to tamper with the evidence in this case, I would have said, for you \$1,000, you better get up here and say it's <<NDFT>>. I guess they did a little better with their \$2,000 expert. Now <<MDAZ>> said 3, 3 signatures is plenty good enough. The State has 3 hairs, 3 signatures is good enough. Do you know how many signatures they got from <<NDFT>> so they say that was his? 66. You know how many they got from <<SWJD>>, the man he's supposed to be copying? 3. Ladies and gentlemen, the people who took the stand and talked to you, the <<SDLT>>'s, the <<SA32>>'s, the <<SDFT>>'s, when they took the stand and talked to you, most of those people were talking to you out of the love of 2 individuals. And those 2 individuals are <<MWJD>> and <<AWDM>>. They didn't tell you they loved <<NDFT>> and that wh [sic] they're here. They told you they were

concerned, they had called, they had offered to help. Let's think about it. You have a little child with you and you say, <<FA60>>, you remember <<NA61>>, don't you? Huh-uh. You have an adult with you and you say, <<FA62>>, you remember <<NA61>>, don't you? Oh yes, I believe I remember meeting you. You talked about it a little more. You talk about the time. Oh yes, I believe I do. Yes, I was at a restaurant in that time period. Yes, I do remember that. The more you talk about something, the more embedded it becomes in your memory. If you love someone and you want to help someone, it doesn't mean that you're necessarily making a decision that you're going to take the stand and lie. When <<RDLT>> sat up there and testified to you all, he ducked his head, he thumbed his notes, he indicated that he did remember them being late and his notes are in there and that's what he was basing his memory on. Now every one of the people who testified for the defence in this case are telling you specific things. Did you notice how many people can give you minute details during one particular time period? They can tell you that, because they have discussed it, they have refreshed their memory and they have talked about it over and over and over again. But when you ask them, have you talked about this? Have you discussed it among yourselves? They say, oh well, we just kind of mentioned it, or yes, we talked about it some. Yes, I told you. Now that I think about it, yes, we talked about it and I told <<FWJD>> that I remembered this absolutely and I remember having come here and testify to you. Now <<NWEC>>, when he was up on the stand, may have told you better than anyone else what <<NWJD>> said to him when he talked to him. The interesting thing was <<NWEC>> told you that he talked to <<NWJD>> in August. Now I don't know whether he talked to him in August or not. I know that he said a couple months or several months is his words, and I don't want to use anything but his words, several months later he talked to <<NWJD>> <<FWJD>> told him that there were some problems and that he may need his help sometime. You think that's what <<NWJD>> may have said to some of these other people when he talked to him? Now <<MDLT>> and <<AWLI>> talked to <<NRWL>>. And when they talked to <<NRWL>>, they didn't say that I remember that <<NWJD>> almost didn't get there and he almost didn't get to shoot because that's important to a shooter. These people like skeet. They're very involved in it. And it seems to me that would be an easy way to say, yes, I remember that particular incident. But they don't tell the detective that what, 6, 8 months ago when they talked to them but they're telling you this now. Has their memory been enhanced? Have they been talking to someone? Have they been saying, oh, do you remember when we had to rush in? What do you think? I looked back at that young man right there and I said, "<<NWEC>>." But you know what, this young man <<NWEC>> and didn't have a sexual experience

together. I saw <<NVEC>> on that stand, you all saw <<NVEC>> on that stand, does he kind of look like <<NVEC>>? Maybe he does, maybe he doesn't. Now if that's what this case was based on, then <<MDAN>> would be correct. It's human nature. Isn't it also human nature when you go to the basketball tournament and you attend 10 games that you can't necessarily put specific times, specific clothing, specific things that were done during that time period? You know they were there at some point in time. You remember seeing that friend of yours or your next-door neighbour or whatever. Now if I ask you the scores of the games, if it was a really good game, you could probably tell me. But whether or not you talked to a particular individual at a particular time, maybe you can, maybe you can't. Please don't hold it against <<NDFT>> that I mistook this gentlemen for <<NVEC>>. <<NVEC>> took the stand and told you that he was positive when he saw <<NDFT>>. And when he talked to <<NRWL>>, he said he was pretty certain, pretty certain. He's fairly certain. Yeah. I don't have any big blowups of the transcript from our preliminary hearing. Out of curiosity, I wonder if maybe <<MDAN>> blew up Page 42. Do you know why he didn't blow up Page 42? He didn't want you to know what Page 42 says.</PAS>

<PAS>He did ask <<VPJC>> those questions and those are her answers. I'll stand by those answers, although I doubt that sheet's going back to you, because it wasn't offered into evidence. Wasn't even shown to any of us until he removed that piece of poster board so you could see it. On Page 42, she's asked again about the pockmarks. She's asked, whose words ... who first said the word pockmarks? <<ROGH>>. And when you say pockmarks, are we talking about little bumps on the face, indentations or little ... what? Indentations. Little indentations and marks, rough spots. Well look at him. Does he have them or doesn't he have them? Can you tell? And if you can't tell, why can't you tell?</PAS>

<PAS>Ladies and gentlemen, the point is he has a beard today. If you can see around the beard, vote your conscience on what you see. If you can't see around the beard, why is the beard there? <<MDAZ>> told you that here's an overhead projector and why didn't you see those hairs? Well he knows that <<NOCC>> told you that she used a microscope that enlarges the hairs so large that the hairs look like they're, I believe, an inch to 2 inches wide when she's looking at them. That wasn't available for you to look at. And it's in front of you. But her testimony is in front of you. The truth is on trial. I ... I have heard that so many times today. And at first, I didn't agree with it. But now, I think I do. They told you that our evidence just wasn't there. That it's just not there. Well when he started to talk about <<NPJC>>, he said, I don't doubt that she was attacked that day. He

doesn't want to talk to you about how bad or how violent or how nasty and ugly that attack was. He said she was attacked. Ladies and gentlemen, <<VPJC>> got on that stand and told you that <<NDFT>> did these awful things to her. In voir dire, one lady, I think her name was <<ADJB>>, said I can't set on this jury because children do not lie. That's significant. Children don't lie. Children who have been brutalised and traumatised can't be persuaded one way or the other if it happened to them. And in this case, I take it from <<MDAN>>'s comments that he does not doubt that it happened. I take it from <<MDAN>>'s comments that he concedes beyond a reasonable doubt all of the elements in this case have been met. He only argues misidentification. Now he told you that he wouldn't put witnesses on the stand that told exactly the same story. I don't know if he meant to say that or not, but that's what he said. Well I wouldn't put on any witnesses on the stand that said exactly the same story. No, that wouldn't be very bright, would it? When <<NWBR>> got on the stand and talked to you, he told you he can't remember whether he had a beard or not. I don't know. I believe I saw him on Saturday and I didn't see him on Friday at all. In the instructions, you're asked to consider the bias, the motive, the incentive for people to testify one way or the other. It falls under the category, I think, of demeanour. How they acted at the time, how certain or uncertain they were as to what they were telling you. Now <<RRWL>> got on the stand and told you that he had talked to some of these people. And when he talked with these people, what they said 6 months to a year ago was not what they're saying today. They have become more certain, more positive. Now when <<AWDM>> took the stand and began to talk to you, she told you that she loved her son and she does. She told you that he got in the car and went down to Texas with them. And I began to ask her about that. How long did you know <<FDFT>> was going to Texas with you? She said, oh, he just decided to go right then, spur of the moment, the last moment. We didn't call <<FWJS>> that <<FDFT>> was coming, because it was okay if he just jumped in the car and came. Did he stop and pack? I don't know. Did you ... had you already made a birthday cake? Have you already bought him birthday presents at home? Well, no. He's just going to be there off on his own on his birthday and we weren't going to celebrate. He came down there and his daddy gave him \$100 cash and \$250 in credit card charges so that he could go out and buy some clothes for his birthday and that was going to be his birthday present. And I have my calendar right here and on my calendar, I have marked on there I'm going to get this facial and get my hair done. I took the picture of my hair so I could ... Was <<FDFT>>'s birthday marked on your calendar? No. Was it special to any of them? No. Did you hear how many people said, you know, I remember this because this was Memorial weekend? And it wasn't even Memorial weekend. They remember

the Pan American shoot and some of the people who talked to you said it's a yearly thing. We go down all the time. <<AWDM>> said it really wasn't that big of deal. There's other big shoots. We go to this one every year. Sometimes <<FDFT>> goes with us, sometimes <<FDFT>> does not. <<MWJD>> was adamant, <<FDFT>> had a year-old beard at the time of this offence. <<FWFA>>, the lady that was engaged to be married to <<FDFT>>, said during the 6 months ... I'm sorry, 6 weeks he lived with me, March and part of April, he had a beard at times and he shaved his beard off. He had pockmarks, indentations. He had a bad complexion, things on his face. One day, he even shaved his pubic hair. I saw him in June and he dyed his hair. He did not, according to <<AWDM>>. One last thing, ladies and gentlemen, why do you think <<NDFT>> dyed his hair and why do you think he left the state? And why do you think <<MDAN>> is saying, you know, these witnesses didn't have a chance to get their stories together, because they didn't know until November that this had occurred? <<RODS>> found out in August that <<NPJC>> said this is the man that committed the crime. Do we put him on crime stoppers? Do we tell <<NDFT>> we're looking for him? He's dying his hair, he's leaving the state, he goes, according to his mama, Kansas, Colorado, Utah. What's he running from? That's what he's running from. He's running from <<NPJC>>. In the morning when you get up and you brush your teeth or shave, when you get up and put your makeup on, I know that you will think about this case. When you think about this case, there's some important things that I hope come to mind. <<VPJC>> was down in the basement and she reached out her hand for a police officer that had a big diamond ring. She has told you beyond any doubt that this little, red headed, small, cocky, bossy man did this to her. Please make your verdict speak the truth. Thank you.</PAS>

Defence attorney 1: DAN

<DAN>Thank you. Thank you, ladies and gentlemen. And I know this has been a long week. This has been long for you and it has been long for everybody involved in this case. I want to thank you. <<FDFT>> wants to thank you, but remember <<FDFT>> is on trial. <<NPJC>> is not on trial. State of Oklahoma is not on trial. <<NDFT>> is on trial. Now I told you initially in voir dire that I don't have to present to you any evidence. And I know some of you were surprised you thought well, I guess it's so. Well I did present to you evidence. And I presented to you the truth, because the truth is what is on trial. In judging this case, you have to look at this case from 2 aspects, I believe. The first aspect is what did the State of Oklahoma, your government, prove to you by evidence? And then you have to decide, based upon that alone, have they proven to me beyond a reasonable doubt that <<NDFT>> is guilty of all these heinous crimes? Let's walk through the State's evidence. May the 31st, 1991, <<FPJC>> is attacked. Police officers arrive. <<ROGH>>, who becomes <<FPJC>>'s friend after that, there's nothing wrong with that, comes in and she takes her and she takes the second time that she has described the person that did this to her. You recall when she testified? She said rough. But ladies and gentlemen, she had to admit that in her report and throughout all of the police reports, there was a pockmarked face with bright red hair. And ... but when we come to trial, well we change that a little bit. Well why do we change it a little bit? Because you're sitting down there and you're looking at your case, what's wrong with it? Those damn pockmarks. Are you sure it wasn't just rough? No, it wasn't. And the reason that you not only want to do that is because previously, you testified under oath to tell the truth back in March of 1992 and you said he had a pockmarked face. Can you tell me what you mean by pockmarked face? Like acne scars. How bad it is? Okay. Can you tell me how bad those were? They were all over his cheeks and kind of deep, but they were big. Because there was a court reporter sitting there taking down everything that she said verbatim. You can't change your evidence. <<UOGH>> said that in court and <<FPJC>> said it on the stand. Now <<UPAS>> would like you to believe that if you wear a beard, you're guilty of a crime. You can see his face. Do you see any pockmarks? But better than that, let's keep our walk through the State's case. <<RODS>> had 52 calls from crime stoppers. And I went out and checked them out. Like I went to a construction site to see if there was a red-haired guy there. Is that a detective? <<RODS>>, isn't it true that within 10 days of this horrible crime you submitted a known child rapist's fingerprints to your expert to see if this was him? Yes. How did you exclude him? Well he had brown hair and a moustache. So <<RODS>> rocks along for 2 1/2 months and what we know

during that 2 1/2 months is that people are outraged. And you recall back in your mind in October of 1991, <<NA18>> resigned because of the outrage of this community at how our police were protecting us. Somebody gave him a picture, he said, and I put it in here and I took it to <<FPJC>>. The only picture he ever took ... the only set of pictures that he ever showed to <<FPJC>> and what did he tell you? That none of these other guys were even one of the 52 people he had calls on. Specifically, it wasn't the guy that had been to prison for doing it before. No, I kind of just randomly picked some out. Some from '83, some from '88, '89. I don't remember, you remember. And then <<RODS>> made the next statement. She picked him out and I'm sure that's him. But you can't change your reports once they get out of your control, because people get copies of them. And what he put in his report to go to the District Attorney's office was looks like the man who attacked her. <<UPJC>> said the complexion and hair looked like the same man. But now we come in here, we change our testimony and say she was absolute. Then <<NOGH>> says, we got the guy that did it. His name is <<NDFT>>. She comes to court and she said, I don't know if that's him or not. He's got a beard. So he shaves his beard and what does he look like? He looks like the same man that she saw in the picture. Is that beyond a reasonable doubt? No way. This isn't even close, ladies and gentlemen. So then what happens? They go out and they talk to all these witnesses ... all these people. These people aren't lying to you. They're giving you the best of their memories they can. If <<RDLT>> had wanted to lie to you, wouldn't he have told you, I saw him Friday morning? I saw him Saturday when they shot and I saw him Sunday when they shot. And by God, I remember every day. Then you even got his Utah's driver's licence. It was taken, let's see if it says, September of 1991. There's no pockmarks on him. Shaved off his beard and he had gone to another state. They did such a bang-up job, let's think about all these fingerprints they got. There's tons. Look, you'll ... you've seen all these pictures, all the places that they dusted for prints. And it was March 1st of 1993 that they found out it was <<FPJC>>'s handprint? Fine detective work. Be sure to look at that sofa <<MDAZ>> was talking about. But the other thing they still haven't even investigated is whose red truck? I don't know. The guy was there, wanted to know if he could do yard work and they don't even discover whose truck it is.</DAN>

<DAN>And there is no evidence of whose it is and the police told you they don't know. Instruction Number 14, I blew it up so you all could see it better, you won't get to take it back there. Circumstantial evidence is the proof of facts or circumstances which give rise to a reasonable inference of other connected facts that tend to show the guilt or innocence of a defendant. It is proof of a chain of facts and circumstances that indicates either guilt or

innocence. They were supposed to put the next one in there and they didn't, so I'll read it. You have to go to Number 16 and I won't bother reading all of it to you because the Judge already read it. But as you go down and talking about circumstantial evidence, all of the facts and circumstances taken together must be inconsistent with any reasonable theory or conclusion of a defendant's innocence, not guilt, not guilt. All of the facts and circumstances taken together must establish to your satisfaction the guilt of the defendant beyond a reasonable doubt. With circumstantial evidence, it has to be totally inconsistent with any reasonable theory of the defendant's innocence. That's what that says. That means he is presumed not guilty. That means he is presumed, with his theory of the case, if there's a question or a doubt, he gets it. Now if I wanted to present to you a created defence, a created situation, would I bring to you these exhibits? If I wanted to create an exhibit, instead of bringing one from the 31st, wouldn't I bring you something on the 30th? If I wanted to create something, wouldn't I do that? Sure, I would. If I was trying to create something, wouldn't I say, my God, here's a gas receipt at 11:15 from Richardson, Texas? No. This is all we got. We're not here trying to give you a side show, mention things that aren't true. We're merely showing you what the truth is. If I wanted to create something, wouldn't I have hired me ... not <<NWES>>, because he's never done it because he works for the government, hire me some guy other than <<FWES>> that I could ... because like they say, you can hire an expert for anything to say that was <<NDFT>>'s signature from Kiowa, Oklahoma on the 30th? <<NWES>>'s conclusions are unrefuted, they're unrefuted. And handwriting, the known handwriting, or I guess these are the unknown handwritings, are <<NDFT>> signing <<NWJD>>'s name to the credit card. And he told you all the exemplars and everything that he went through to figure it out. We know that this circumstantial evidence shows you that <<FDFT>> was in Dallas. Now <<UPAS>> says, well they said when he got there, he went and bought some cold medicine. Nobody ever said that he didn't go the next day and buy cold medicine, did they? And look at what everybody testified to. Nobody said he didn't go twice to the store. Nobody said that he ... remember, they gave him \$100. We're showing you the things that were charged. And when you look at that receipt, it gives you the time. If I was trying to pull something over on you guys, wouldn't I have just given you that? That's <<NWJD>>'s signature. Here's the receipt that goes with it. That's what he gave his father. There's the time and date. The truth, ladies and gentlemen, <<FPJC>> is mistaken, and that's all. Just like <<NWEC>> sitting right there on the front row. <<NA37>>. She made a mistake. She's been shown 1 picture and she's been told that <<NDFT>> did it. But <<NDFT>> didn't do it. I asked each and every one of you on voir dire where you were last Tuesday, where were you? And you said, I don't

know. I was with family. I was with friends. That's right. And if he hadn't been for the Pan American shoot being that weekend, this man probably wouldn't have any defence. Because the Pan American shoot, it occurred, you've got ... <<MDLT>> was kind enough to bring his copy to us to show you who shot on the squad and that was just out of chance. You will have to say that all these people are lying to you. You have to believe that <<RDLT>>, a surgeon, got up here and is lying. And his wife is going to get up here and lie to you. And you got to ... let's just go through them. <<NWVL>>, okay. Hey, don't you think that if everybody had the same story about what happened that weekend, you'd think, don't believe them? That's why I told these people, get up there and tell the truth. And they told you that's what I told them. And as <<UPAS>> said, there's no video cameras. There's no rehearsal. And you saw them. Do you think anybody that I put on was coached? They told you what they saw. Now the police officers, they're professional witnesses. They testify all the time. She's dragging <<FPJC>> down here all the time. Has her sit in the back of the courtroom and observe him for how long? Boy, if that ain't going to even brain it into that girl that's him, I don't know what is. And <<UPAS>> will give you very passionate pleas. And she ... and this is horrible, nobody disputes that, but they have charged the wrong man. You need to tell your government, the State of Oklahoma, the District Attorney's office, keep looking. This guy is still out there unless his name is <<NA29>> and he died and hung himself. <<MDFT>>, now I ... you seen how <<UPAS>> cross-examined these witnesses and you know these people are telling what they remember. And it stands out in your life what's different in your life that allows you to think back to when that was and when that happened. We know that they didn't ... that they arrived in Dallas, Texas, Thursday, the 30th. And you know that we went down through Indian Nations Turnpike, because we have the receipt from Kiowa. You know that we went to the Olive Garden and spent \$65. It's a known. We know <<FDFT>> was there. There's nothing to refute. Friday, we get up and we're running late and the <<SDLT>>'s ... the people that are shooting on the squad remember seeing him at 9 o'clock, because they're hurried and they're carrying the guns to the field. Those people weren't lying to you. You watched their demeanour. You heard their memory. And like I said a while ago, they didn't go on to say that I can tell you where he was Friday afternoon. I only remember it because that was a strange event because he was late and we were getting ready to shoot. And as you heard from the evidence, if you're not there when you start shooting, your score doesn't count. Now after that, we get to <<NWVL>> who says he remembers talking to him or he says something about some shoes. But he remembers seeing him that day, because it was the first day he got there. And <<NVEC>>, who is not in this courtroom anyway and has not been, he

says that he remembers seeing him after he shot his 410, because he remembered it was the 410 day and he remembered introducing another lady to him, to <<MWJD>> and <<FDFT>>. Now you saw <<FWEC>>. Is <<FWEC>> lying to you? When asked, well what was he wearing? I don't remember. I remember I saw him. I remember I talked to him and yes, he had a beard. If these people were lying to you, don't you think they would lie to you? Don't you think they would come in here and tell you what he was wearing and what his cologne smelled like? These people are citizens in various states. They've been contacted. They said, I remember the Pan American shoot. I remember seeing him. Of course, due to the action or inaction of the State of Oklahoma, they weren't ... they weren't able to go to these people and ask them what they remembered until after November the 25th, I think, because they didn't file the charges. They didn't file it in June, July, didn't file it in August, September, October, November. Very highly publicised event that was ... that brought a public outrage. Ladies and gentlemen, it's not <<FPJC>>'s fault. Now I feel sorry for <<FPJC>> and I know we all do. But the evidence is overwhelming that <<NDFT>> did not do it. But remember he has to prove to you nothing. What do they say? They say, we show <<FPJC>> a picture. Didn't <<FPJC>> say they showed me 6 pictures? Showed her some pictures and he looks like the man. You heard the <<SA32>>'s. Did you think they were lying to you? Didn't they tell you to the best of their ability what happened at their home that weekend? I mean you heard them say the events that occurred that weekend. You didn't hear <<MA32>> say, oh yeah. I came home from lunch, too, and saw <<FDFT>>. Not trying to embellish or give you more than what really happened, just the truth. <<NWSH>>, the <<SA32>>'s daughter, came home from work about 12:05 and she talked to <<FDFT>>, because he had eaten the spaghetti. She remembers eating the Italian bread. And she remembers seeing <<FDFT>> Friday in Dallas, Texas at ... within an hour of the time that this happened. And she remembers seeing him that Friday night and she also remembers seeing those boots. Now what did she call them? Chuckaboos. Well ladies and gentlemen, I don't know what Chuckaboos are. Maybe that's something down in Dallas. I've heard of the Wallabies and I've heard of desert boots, but I've never heard anybody say Chuckaboos. I suggest to you the fact that 2 people call the style of boots Chuckaboos doesn't mean that's the style. They just told you what they remembered. <<NWBR>>. Did <<NWBR>> tell you, I saw him Friday? No. <<NWBR>> told you he saw him Saturday. Is <<NWBR>> lying to you? None of these people are lying to you. They're telling you what happened. Has the State's [sic] proven beyond a reasonable doubt that <<NDFT>> committed these crimes? No. Has your government caught the pockmarked-face rapist? No. It started out in the papers, I can't believe

nobody knows somebody that looks like this. And they were looking for somebody that was 5'4", 145 ... I can't remember the weight. It's like 140 pounds. And why we know 5'3"? Because <<UPJC>>, <<UPAS>> was wrong and you heard it, <<UPJC>> told you she was 5'3" and her daughter said he was shorter than her. And the State ... remember <<UPAS>> knows, he's 5'4", 120, blue eyes, blonde hair. If you only show 1 picture of someone that looks like that to somebody, it's very easy to make a mistake and misidentify someone. I'm going to ask you to go back into that room and I'm going to ask you to let justice speak. See, they started the ball rolling down the hill and only you can stop it. Because right now, it's running away. You can't have people changing their testimony. You can't have people not come in here and be absolutely truthful. And you remember what she just said. She said the <<SDFT>>'s never said they didn't remember, bull. That time you heard each and every one of these witnesses' testimony. This man is innocent. I want you to find him not guilty of all this stuff and put it back like it ought to be, because this is not right. That's not what Thomas Jefferson had in mind. That's not what the Constitution is about. You tell your government no. Ladies and gentlemen, thank you for your time and I beg of you to find the defendant not guilty.</DAN>

Defence attorney 2: DAZ

<DAZ>Ladies and gentlemen of the jury, it's going to be my job now to discuss the scientific evidence in the State's case and as [sic] been ... as has been summarised by <<UPAS>>, there are 3 primary scientific witnesses the State has produced. And the State has produced these expert witnesses to testify as to evidence that was collected, not by this side of the room, by that side of the room on the 31st day May, 1991. Now we know that some of that evidence was collected by vacuuming the sofa. Ladies and gentlemen, I want you to look at Exhibit Number 7 that she State has offered. It's photograph of that couch. The vacuuming of that couch produces not a single fibre, not a single fibre. It does produce a number of hair which is the subject of testimony that you've heard. Now the vacuuming contents, the storage of them, the sorting of them and the evaluation of them was done by the State. And that was done, if you recall the testimony, 6-30-92. A little bit afterwards. State has testified that hair changes. In the closing by the State, <<UPAS>> told you they only got 3 signatures from the senior <<MWJD>>. Why bother? All that testimony is about 3 hairs. If you're not ... if 3 signatures don't rise to evidence, 3 hairs shouldn't either under the State's criteria. Now the other thing is ... or another thing is the head hairs that were taken as a sample were taken in December. The State's made a large issue about when hair was dyed. The State's witnesses have told you ... or witness has told you the rate at which hair grows, a half an inch per month. They've also told you how long a portion of the hair was that was not dyed. If you take their growth rate times those 2 inches, see whose testimony seems to be more credible by their own mathematics. Now you've been discouraged about paying attention to what you hear. Well ladies and gentlemen, there's a projection screen right there. There's the projector. There was a sample hair. Did you see those 3 hairs? I didn't see them. We never saw those. And yet those hairs would supposed to have such characteristics that were so separate and so identifying ... pardon me, unexplainable, but let me explain them to you. Are they unexplainable or are they so distinct that I can say everybody that I've ever looked at, this is it? Where are they? I didn't see them. Look at Exhibit Number 7. Look at that sofa. Think about vacuuming that sofa, coming up with all this stuff and not a single fibre from that sofa, not a single fibre. Now the State has also testified to what we call serology. And the serology involved looking for antibodies that are characteristic of all of us. We heard about blood group O. Blood group O, we know is the most common blood group. In fact, <<RDLT>> happened to be red haired and blood group O. And I imagine statistically, some of you are going to be blood group O. We were also told that, as in excess of 90 percent of the people are, they're

secretors. And what this means, according to their witness, is that some individuals in the products from their body, those secretions, secrete blood group antigens. Which means in secretions, you can tell somebody's blood group. The only difference is between their unknown and their known, the known being <<FPJC>>, was in the phosphoglucosyltransferase. Otherwise, everything was the same. Guess which one wasn't there? The bacteria in there. Any bacteria? I can't recognise. I don't know anything about bacteria. Well I do know what they eat up stuff, but I didn't see them. Now there was testimony about masking. Here, we've got on that serology only things that could be attributable to the victim. Only the victim. Anything else distinctive that they found, the bacteria ate, went away. Let's look at the specimen. Once again, the specimen was a piece of swimming suit taken by the State, maintained by the State and evaluated by the State by a laboratory manned by State employees who had considered extramural testing to see what their reliability is, but we haven't done that. There's not a single person that they mentioned that had ever checked their results. Let's look at that. That swimsuit was described by <<ROGH>>. That swimsuit was described that it had an obvious blood stain. Do you remember? I looked at the young girl. I saw when she was downstairs that she had blood in the crotch of her panties. There was blood on her thigh. That was the piece of evidence that was taken at the hospital and locked up in the rape kit and then taken by the State and kept. Next time we see that piece of evidence is in February, 1992, that we know of. Any blood? No. Any sperm? No. But let's send that down to Dallas to a DNA lab. Well DNA analysis has reached public attention. We all know DNA fingerprinting. Boy, you can take a piece of hair and say that came from Napoleon Bonaparte. But the expert, he said this isn't DNA fingerprinting. Here, we're looking at very small ... what he called a locus. The swimsuit is sent to him. Any blood? Doesn't remember any. Spermatozoa? Yeah. They weren't there earlier. Blood disappears. Spermatozoa is not there, now it appears. Somebody is wrong. I don't know who it is. So now <<RDGI>>'s laboratory has custody of this specimen. <<RDGI>> agreed with me that every DNA laboratory shall have a well or a ... the well ... pardon me, the DNA test should be well designed, DNA typing test. A matter of standardised, objective analysis. Okay. On the 15th day of April, 1992, <<RDGI>>, using protocol or his personnel using protocol that he had established, using protocol that he believed in, without knowing what the results were going to be, it's a blind study. I've got the method of analysis, I crank this in it and I don't know what the results are going to be. I can't anticipate, I can't fudge. He first separates this material from the cloth, looks at it and says in his report, we read into evidence, he said, there's sufficient spermatozoa there. That's how we know there's spermatozoa now to run the test. The separation has been done. He's verified that it's ready to

go and he runs it. He gets an identification of 2 segments of DNA out of that which he calls 2 and 1.2. He agreed that it was a good test. He knew going in that whatever I get out of this, I can ... I can trust. I can present. And this is evidence that then I can discuss statistically. Well, this scientist decided he better run it again. So he used more elaborate separation. And then on the 29th day of April, after meeting all his little quality controls again, evaluating or having people that he's trained by standards that he uses, he get [sic] the same results. 2 blind tests, same results. Ought to convince anybody. So the government has also sent him 2 blood specimens labelled subject and victim. So he runs them, subject and victim. And he sees, well I've got matches on the subject ... I'm sorry, I've got matches on the victim and I don't have anything else. And he then sent a letter to the government, part of which was read into the record, and he agreed that he sent the letter, that although sufficient sperm were visualised to provide DNA for PCR amplification, everything was there, he didn't get it. Of course, unless it was somebody the same type. So he decides to run it again. So on the 5th ... the 11th day of May of 1992, he decides to change the process whereby he separates what he was calling male from female portion of a sample. Now remember that he testified that he separates those basically because the cells that characteristically are with the female portion tend to lyse easily. The spermatozoa are more resistant. So you do you first lyse and that's the female component. For this third and final test, he testified that female portion didn't change. It was only the male portion that I worked with. This time, he gets identification of 3 short sequences. He knows at that time that the suspect and the victim share one of those. It was pointed out to them that his male and female fractions were the same that time. Yet the female was treated as it always had been, it should have looked like it always had. It didn't, ladies and gentlemen. He testified, well my eye-balling it, it was a little darker. And that's when we discovered that we made that transition from science to art. That third test was the art of when you know what the results of people that are paying your bill want. Change your method a little, change your art and you can say then that it is ... cannot exclusively include or exclude. Now prior to this trial, his statement was to the 3 tests, I cannot positively include or exclude. Well you either got to be included or you got to be excluded. But we come up here for trial and we find out that I can tell you that he's ... I can exclude 90 percent. Well you've sub-divided everything. You couldn't include or exclude him and now you've included him in 10 percent. You've included him in 10 percent. 6 months from now, what is his answer going to be? I don't know. Will he run the test again? We asked him, why didn't you run it a fourth time? I didn't think it would add anything more. He'd gotten the art that he wanted at that time. If you are to evaluate what people say in the witness chair based on credibility, we've got samples of

really fundamentally different characteristics. Now this may be bad memory, I thought the girl had a lot of blood or I thought the girl had blood. There's not enough for me to find it. It looked too much like bacteria, I guess.</DAZ>

<DAZ>I apologise if I misled you. I certainly don't intend to mislead you. But I think you will note that blood does not disappear or it never appears in any reports that were read to me. With test results that change, things that seem to appear and disappear, I hope that you will agree with me that there's a credibility problem. I'll turn the remainder over to <<MDAN>>.</DAZ>

APPENDIX B

WITNESS TESTIMONY

Participant codes

PAS: Prosecution lawyer

JU1: Judge

PJC: Victim

DAN: Defence lawyer 1

DAZ: Defence lawyer 2

<PAS>State would call <<NPJC>> to the stand.</PAS>

<JU1>All right. Bring <<NPJC>> to the stand. Young lady, if you'll stop right here for a moment and place your left hand on the Bible and raise your right hand. Do you solemnly swear the testimony you're about to give in the cause now on trial will be the truth, the whole truth and nothing but the whole truth, so help you God?</JU1>

<PJC>I do.</PJC>

<JU1>Have you a seat here, relax if you would. Do you want this marked as a number?</JU1>

<PAS>Yes, please.</PAS>

<JU1>While they're posting the Exhibit Number 35 upon the easel here, I understand the defendant has no objection to this exhibit.</JU1>

<DAN>That's correct.</DAN>

<JU1>And this is a drawing, probably not to scale, but of the first home ... of the residence of where the victim lives. <<NPJC>>, after first being duly sworn, testified as follows, to-wit:</JU1>

DIRECT EXAMINATION

<PAS>Would you please state your name and spell your last name for the record?</PAS>

<PJC><<NPJC>>, (spelling).</PJC>

<PAS>What's your address?</PAS>

<PJC>2187 South Owasso.</PJC>

<PAS>How old are you?</PAS>

<PJC>I'm 13.</PJC>

<PAS>I want to direct your attention back to May 31st, 1991. How old were you on May 31st, 1991?</PAS>

<PJC>I was 11.</PJC>

<PAS>On that particular day, was that the end of school?</PAS>

<PJC>Yes.</PJC>

<PAS>What was going on at your house at that point in time initially on that day? First on that day?</PAS>

<PJC>Well I was going to get my report card and then I came back. And my mom left to go to work and she's going to come back and pick me up for a swimming party and my brother went out with his friend.</PJC>

<PAS>Were you home by yourself?</PAS>

<PJC>Yes.</PJC>

<PAS>How long were you going to be home by yourself?</PAS>

<PJC>About 2 or 3 hours.</PJC>

<PAS>What time did you mom ... she went to take you to get your report card; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>Then she brought you back home?</PAS>

<PJC>Um-hum.</PJC>

<PAS>What's your brother's name?</PAS>

<PJC><<FA22>>.</PJC>

<PAS>Did she have to take <<FA22>> somewhere?</PAS>

<PJC>No. I think his friend came and picked him up.</PJC>

<PAS>Okay. So your mom is gone. Did she go back to work?</PAS>

<PJC>Um-hum.</PJC>

<PAS>And <<FA22>> is going somewhere with his friends; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>And you're there by yourself?</PAS>

<PJC>Um-hum.</PJC>

<PAS>About what time was your mom going to come back and pick you up?</PAS>

<PJC>About 12 o'clock.</PJC>

<PAS>Okay. About 12 o'clock. Do you have any idea at this point about what time it was she dropped you off?</PAS>

<PJC>Not really, about 8:30 or 9. </PJC>

<PAS>Okay. Was anyone else there? Was someone cleaning the house or there for a short period of time before you were left there all about yourself?</PAS>

<PJC>No.</PJC>

<PAS>Now while you were at home by yourself, was it in the morning?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. Was it daylight?</PAS>

<PJC>Um-hum.</PJC>

<PAS>How were you dressed? What did you have on that morning?</PAS>

<PJC>I had a T-shirt, bathing suit, shorts, tennis shoes.</PJC>

<PAS>Okay. And where were you going to go at noon?</PAS>

<PJC>I was going to go to a swimming party.</PJC>

<PAS>At some point in time, was your attention attracted to the front door of your house?</PAS>

<PJC>Yes.</PJC>

<PAS>Did somebody ring the doorbell or knock on the door?</PAS>

<PJC>They rung it.</PJC>

<PAS>Did you go to see who it was?</PAS>

<PJC>Yes.</PJC>

<PAS>When you got to the front door, what did you do?</PAS>

<PJC>I looked out the window and I told the person at the door to go around the back.</PJC>

<PAS>Let me stop you right there for just a minute. I'm going to hand you what's been marked State's Exhibit Number 12 and ask you if you 'll turn that around and show that to the ladies and gentlemen of the jury?</PAS>

<PJC>This ... there's just a little clear window right in the middle of the door that is kind of like a peephole where you can look out and see who is at the door.</PJC>

<PAS>Okay. Now when you say there was a little peephole, when you were 11?</PAS>

<PJC>Um-hum.</PJC>

<PAS>In May of '91, could you just stand right at that peephole and look right out that door?</PAS>

<PJC>Basically, yes.</PJC>

<PAS>Did you have to look up at all or do you remember?</PAS>

<PJC>I'm not sure.</PJC>

<PAS>You're not sure?</PAS>

<PJC>I don't know how tall I was then.</PJC>

<PAS>Okay. What about now when you go to look out that peephole? Where does it hit you now?</PAS>

<PJC>I sort of have to bend down to see it.</PJC>

<PAS>Did you have a good view?</PAS>

<PJC>Yes.</PJC>

<PAS>When you looked out the peephole, you can lay that down now, what did you see?</PAS>

<PJC>I saw a man at the door.</PJC>

<PAS>Okay. Was he talking to you?</PAS>

<PJC>No.</PJC>

<PAS>Okay. Were you talking to him?</PAS>

<PJC>Well the only conversation I had with him was to tell him to go around to the front door ... I mean the back door.</PJC>

<PAS>Why did you tell him to go around to the back door?</PAS>

<PJC>Because the front door was bolted and chained and I didn't have a key to unlock it.</PJC>

<PAS>And it was left locked; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>Did he indicate he understood you or say okay, nod his head or do anything?</PAS>

<PJC>Just nodded his head and turned around and went to the back door.</PJC>

<PAS>Now I'm going to ask you about what's been marked as, I believe, State's Exhibit Number 35; is that correct? You didn't draw this picture, did you?</PAS>

<PJC>No.</PJC>

<PAS>You're familiar with it, aren't you?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. Is this a true and correct layout of the first floor of your house?</PAS>

<PJC>Yes.</PJC>

<PAS>Who put the writing in here?</PAS>

<PJC>I did.</PJC>

<PAS>And did you write the names of the various rooms on the first floor of your house?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. Now can you either take this pointer or step down and with your finger point to where you first saw the person who came to the front door?</PAS>

<PJC>Well this is the front door here and there's just a porch here, so he was basically right there.</PJC>

<PAS>Okay. You told him to go around to the back door; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>All right. How would you go around to the back door of your house from there?</PAS>

<PJC>This way, just go around the house and then come back here.</PJC>

<PAS>Is this the back door that he came to?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you just walk from here down the entrance hall through here to the back door?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. You can get back up there, now.</PAS>

<JU1>You can possibly get that a little closer to the easel, if you want, maybe she can use a pointer and remain seated while she's testifying.
</JU1>

<PAS>You're at this back door right here; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>What kind of doors do you have at the back door?</PAS>

<PJC>Well there's a heavy door that faces the inside and then on the outside, there's storm door.</PJC>

<PAS>Okay. Do you normally keep, when you're home, do you normally keep the heavy door closed?</PAS>

<PJC>Yes.</PJC>

<PAS>Was the heavy door closed this day?</PAS>

<PJC>Yes, when I went to it.</PJC>

<PAS>When you went to the back door?</PAS>

<PJC>Um-hum.</PJC>

<PAS>Did you open it?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. And when you opened that door, was the screen door on the outside opened or closed?</PAS>

<PJC>Well it was partially open, just enough so I could talk to the person.</PJC>

<PAS>Who opened the door?</PAS>

<PJC>I did.</PJC>

<PAS>You pushed the door open?</PAS>

<PJC>Um-hum.</PJC>

<PAS>When you ... when that door closes, a screen door, does it close automatically?</PAS>

<PJC>Yes.</PJC>

<PAS>So you don't have to pull it, it just shuts by itself; is that correct?</PAS>

<PJC>Right.</PJC>

<PAS>You opened the door and you're standing there talking to the person that was at the front entrance; is that correct?</PAS>

<PJC>That's right.</PJC>

<PAS>Now when you're standing there talking to that person, right here and you've got the door partially open, can you tell me where the person, the man that was at the front door that came around, where was he standing?</PAS>

<PJC>He's standing about 2 feet away. About right there, towards the end of the porch.</PJC>

<PAS>Okay. Does the screen door open in or does it open out?</PAS>

<PJC>It opens out.</PJC>

<PAS>Is the door physically between you and the man or is he standing kind of at the edge of the opening or do you know?</PAS>

<PJC>I'm not very sure. I'm pretty sure it was like partially in between us.</PJC>

<PAS>All right. Now what did he want?</PAS>

<PJC>Well he asked me if my parents wanted any shrubs cut away?</PJC>

<PAS>What did you tell him?</PAS>

<PJC>I told him I'm not sure, that my parents weren't home.</PJC>

<PAS>Was there some more conversation between the 2 of you?</PAS>

<PJC>He asked again if there was any yard work to be done and I said, no, my parents aren't home.</PJC>

<PAS>What happened next that you remember?</PAS>

<PJC>He asked me what time ... well I told him that my mother would be home at 12 and ... and he asked me what time it was and I looked at my watch and it was either 5 till or 5 after 11 a.m.</PJC>

<PAS>He asked you what time it was; is that correct?</PAS>

<PJC>That's right.</PJC>

<PAS>And you told him what time it was?</PAS>

<PJC>Um-hum.</PJC>

<PAS>After you told him what time it was, what happened next?</PAS>

<PJC>He might have said okay, I wasn't really paying attention. But next thing I know, he rushed in the door and grabbed me from behind.</PJC>

<PAS>Okay. Let me scoot this done just a little bit.</PAS>

<PJC>Okay.</PJC>

<PAS>Is that okay?</PAS>

<PJC>Um-hum.</PJC>

<PAS>You say that he rushed in the door. Did he rush in the door at you?</PAS>

<PJC>Yes.</PJC>

<PAS>How did he end up grabbing you from behind?</PAS>

<PJC>Well he had his arm across my chest and under my arms and the other one around my waist.</PJC>

<PAS>Did he physically turn you around so that he had you from behind?</PAS>

<PJC>I don't know. It all happened so fast.</PJC>

<PAS>When he had his arms around your chest and underneath your arms, how close was he holding you to him?</PAS>

<PJC>Right next to him.</PJC>

<PAS>Okay. Could you turn around and look over your shoulder and look into his face or into the side of his face?</PAS>

<PJC>I could have but I didn't.</PJC>

<PAS>Okay. He has you snuggled up against him; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you see that person present in the courtroom today?</PAS>

<PJC>Yes.</PJC>

<PAS>Can you identify him for the benefit of the ladies and gentlemen of this jury?</PAS>

<PJC>It's that man right over.</PJC>

<PAS>There's 6 men sitting over there. Can you tell them which man you're talking about?</PAS>

<PJC>The man right over there with the red hair and ... the brownish-red hair and the suit.</PJC>

<PAS>Would you get down and walk over and point to him, please?</PAS>

<PJC>Man right on the left.</PJC>

<PAS>Okay. Go just a little bit closer please. May the record reflect the witness, the victim, is pointing to the defendant <<NDFT>> in this case?</PAS>

<JU1>The record reflect that the witness identified the defendant <<NDFT>>.</JU1>

<PAS>He has you inside what you have labelled there, I believe, the back entrance; is that correct?</PAS>

<PJC>That's right.</PJC>

<PAS>What happened next that you remember?</PAS>

<PJC>He told me to shut up and he wouldn't hurt me.</PJC>

<PAS>Were you scared?</PAS>

<PJC>Yes.</PJC>

<PAS>What happened next?</PAS>

<PJC>I started crying and then next thing, we walked through the back entrance door and into the kitchen, which is right here, the door to the kitchen, and walked right past here and then went through the kitchen, through the dining room and he asked me if there was any money in the house and I told him, "Not that I know of."</PJC>

<PAS>Let me stop you right there for just a minute. Point to the kitchen again.</PAS>

<PJC>Right here.</PJC>

<PAS>When you all ... you say you walked through the kitchen, were you all just on a friendly stroll through your house?</PAS>

<PJC>No.</PJC>

<PAS>How did he ... how did you go into the kitchen with him?</PAS>

<PJC>I walked with him because I was scared.</PJC>

<PAS>Okay. Did he let go of you or did he still have his hands on you?</PAS>

<PJC>He still had his hands on me.</PJC>

<PAS>Did he make you go into the kitchen with him?</PAS>

<PJC>Well, yes.</PJC>

<PAS>Were you held against your will with him?</PAS>

<PJC>Yes.</PJC>

<PAS>You went into the kitchen and you've indicated you went somewhere else. Where you go next?</PAS>

<PJC>Through this door to the dining room.</PJC>

<PAS>Okay. Is that where the conversation about money took place?</PAS>

<PJC>Yes.</PJC>

<PAS>What did he ask you about money for?</PAS>

<PJC>He asked if there was any money in the house and I told, "Not that I know of."</PJC>

<PAS>What happened next?</PAS>

<PJC>He might have said okay or something. But then we walked back out of the dining room through the entrance hall and back into the kitchen and through the dining room again. And he asked me a second time, "Is there any money in the house?" And I told him again, "Not that I know of." And then he asked me what my parents did for a living.</PJC>

<PAS>What did you tell him?</PAS>

<PJC>I told him that my father was a cardiologist and my mother was a marketing manager at IBM.</PJC>

<PAS>What was his response to that?</PAS>

<PJC>He didn't say anything.</PJC>

<PAS>What happened next? Did he talk about money anymore?</PAS>

<PJC>No.</PJC>

<PAS>Do you ever remember him asking you specifically about your money?</PAS>

<PJC>I told him I had something around 3 dollars but ...</PJC>

<PAS>When did the conversation come up?</PAS>

<PJC>The second time he asked me if there was any money in the house.</PJC>

<PAS>He said "Do you have any money in the house?" And what did you say?</PAS>

<PJC>I said, "No, not that I know of, but I have about \$3."</PJC>

<PAS>Did he want your \$3?</PAS>

<PJC>No, he didn't say anything.</PJC>

<PAS>Did he try and take your \$3 from you?</PAS>

<PJC>No.</PJC>

<PAS>Do you even know where your \$3 was at that point in time?</PAS>

<PJC>No.</PJC>

<PAS>But you did offer it to him, didn't you?</PAS>

<PJC>Yes.</PJC>

<PAS>What happened after the conversation in the dining room where you've indicated that you circled through the house a couple of times? Do you know why you were circling through the house?</PAS>

<PJC>I have no idea.</PJC>

<PAS>Were you running through the house or walking through the house or do you remember at this point?</PAS>

<PJC>Basically, just walking through the house.</PJC>

<PAS>Okay. Were you stopping and looking at things or were you just continuously walking through the house?</PAS>

<PJC>Just walking through.</PJC>

<PAS>What happened next when you got back to the dining room again?</PAS>

<PJC>Well he took me out of the dining room, through the living room and through the den and there's a couch right here where it says den. And he told me to sit down on the couch, so I did.</PJC>

<PAS>Let me stop you right there for just a minute. He walked you from the dining room and then you've indicated across the entrance hall, through the living room and into the den and told you to sit down?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you mind him?</PAS>

<PJC>Yes.</PJC>

<PAS>What happened next?</PAS>

<PJC>He started to take off my shirt and it was around my neck and he saw the bathing suit underneath and he said, "How do you get this off?" And I told him it was a bathing suit and he ... he didn't say anything after that. He took off my shorts and one of my shoes and then he pulled off my bathing suit and took my shirt off.</PJC>

<PAS>Okay. Let me stop you right there. Why did he take off one of your shoes?</PAS>

<PJC>I don't know.</PJC>

<PAS>He left your other shoe on; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>What happened to your shorts?</PAS>

<PJC>My shorts and my swimsuit were hanging on my ankle, caught on the shoe.</PJC>

<PAS>He pulled your shorts down, pulled your swimsuit down?</PAS>

<PJC>Yes.</PJC>

<PAS>What happened to your shirt that had been around your neck?</PAS>

<PJC>He took it off and put it somewhere.</PJC>

<PAS>Okay. What's the next thing that you remember?</PAS>

<PJC>He rubbed my vagina.</PJC>

<PAS>Were you sitting up or laying down?</PAS>

<PJC>I was laying down.</PJC>

<PAS>How did you come to be laying down?</PAS>

<PJC>He told me to.</PJC>

<PAS>Did you do what he said?</PAS>

<PJC>Yes.</PJC>

<PAS>How did he rub your vagina?</PAS>

<PJC>Just with his hands.</PJC>

<PAS>What is your ... where is your vagina? In relation to your body, where is your vagina located?</PAS>

<PJC>Pelvic area.</PJC>

<PAS>And in that particular area, he took his hands and rubbed your vaginal area or your vagina?</PAS>

<PJC>Yes.</PJC>

<PAS>Did he say anything at that time?</PAS>

<PJC>He said, "Let me see, let me see."</PJC>

<PAS>Let me see, let me see?</PAS>

<PJC>Yes.</PJC>

<PAS>And that was while he was rubbing your vagina?</PAS>

<PJC>Yes.</PJC>

<PAS>What happened next?</PAS>

<PJC>I got off the couch and we went back through the den door through the living room and down the entrance hall and he opened the broom closet.</PJC>

<PAS>Let me stop you right there. What made him stop rubbing your vagina, do you know?</PAS>

<PJC>I have no idea.</PJC>

<PAS>Did he stop?</PAS>

<PJC>Yes.</PJC>

<PAS>Did he let you get up, make you get up, help you get up?</PAS>

<PJC>He took my wrist and I got up.</PJC>

<PAS>Did he pull you up?</PAS>

<PJC>I'm not sure.</PJC>

<PAS>Did he continue to hold on to your wrist when you're walking back through the living room to the broom closet?</PAS>

<PJC>Yes.</PJC>

<PAS>When you got to the broom closet, what happened?</PAS>

<PJC>He opened the door and I don't know, he might have been thinking about putting me in there or something. But he saw it was a broom closet, too small or something, and he closed the door and ...</PJC>

<PAS>Did he ... okay. Did he open the door and look in the broom closet?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. Did he close that door back?</PAS>

<PJC>Yes.</PJC>

<PAS>What happened next?</PAS>

<PJC>He saw this and it has locks on it. He saw the basement door and ... and he told me to open it.</PJC>

<PAS>I'm going to hand you what's been marked State's Exhibit Number 3 and ask you if you can identify this for the ladies and gentlemen?</PAS>

<PJC>Yes. This is the basement door.</PJC>

<PAS>And what did he tell you to open about that door?</PAS>

<PJC>The door. He just told me to open it.</PJC>

<PAS>Is it hard to open?</PAS>

<PJC>Yeah. This lock is sort of confusing.</PJC>

<PAS>Okay. Did you do what he said? Did you open the door?</PAS>

<PJC>Yes.</PJC>

<PAS>In relationship to this door on this chart, is there a clock anywhere in that room?</PAS>

<PJC>There's one in this area right here.</PJC>

<PAS>Okay. If you were standing ... or when you all were standing right here in front of the basement stairs, could you see that clock that's located over in this area?</PAS>

<PJC>Yes. It's possible.</PJC>

<PAS>How big ... show with your hands how big that clock is.</PAS>

<PJC>It's about that big, it's square.</PJC>

<PAS>You don't know if he looked at the clock or not, do you?</PAS>

<PJC>I don't know.</PJC>

<PAS>What did you ... is there like a landing inside that basement area?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you all step inside on the landing or did you stay back outside the basement door?</PAS>

<PJC>I was right in the doorway.</PJC>

<PAS>Right in the doorway?</PAS>

<PJC>Yes.</PJC>

<PAS>Did anything happen to you there?</PAS>

<PJC>Yes. He felt my breasts.</PJC>

<PAS>Okay. Did you ... at that point in time, what did you have on?</PAS>

<PJC>Nothing. Well I have my shoe on my foot and my shorts and my bathing suit caught on my ankle.</PJC>

<PAS>He's having you walk through the house naked?</PAS>

<PJC>Yes.</PJC>

<PAS>He felt your breasts. How did he feel your breasts?</PAS>

<PJC>He basically just felt them with his hands.</PJC>

<PAS>Did he say anything at that point in time?</PAS>

<PJC>He said, "You have soft something." I don't know the word, started with a T.</PJC>

<PAS>Did you say anything to him?</PAS>

<PJC>No.</PJC>

<PAS>What happened next after that?</PAS>

<PJC>He started to rub my vagina again.</PJC>

<PAS>What did he run [sic] your vagina with?</PAS>

<PJC>His hands.</PJC>

<PAS>What's the next thing that happened?</PAS>

<PJC>He grabbed my wrist again and took me back into the den, told me to lay down on the couch and he took ... he unzipped his pants and pulled his penis out of his pants and he raped me.</PJC>

<PAS>Okay. Let me stop you right there. He told you to lay down on the couch; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>Did he lay down on top of you?</PAS>

<PJC>No.</PJC>

<PAS>How did he ... what, as far as you said he unzipped his pants, what did he do next?</PAS>

<PJC>Well his position ... he had one knee on the couch and the other knee on the floor, the other foot on the floor. And he was pretty much upright and he told me to spread my legs apart.</PJC>

<PAS>Did you do that?</PAS>

<PJC>Yes.</PJC>

<PAS>Were you afraid not to?</PAS>

<PJC>Yes.</PJC>

<PAS>When you say he unzipped his pants, what kind of pants did he have on?</PAS>

<PJC>Jeans.</PJC>

<PAS>Did you actually seem him take his penis out of his jeans?</PAS>

<PJC>Yes.</PJC>

<PAS>What did he do with his penis?</PAS>

<PJC>He put it up to my vagina and penetrated.</PJC>

<PAS>Now penetrated is a word that you've learned since you've come to court, isn't it?</PAS>

<PJC>Yes.</PJC>

<PAS>Let me ask you this: Do you know or are you aware that the vaginal area or the vagina has 2 lips on the outside?</PAS>

<PJC>Yes.</PJC>

<PAS>Was his penis just on the outside of those 2 lips or was it inside the 2 lips of your vagina?</PAS>

<PJC>Inside.</PJC>

<PAS>Do you know how far inside the lips of your vagina his penis went?</PAS>

<PJC>Just inside, I guess.</PJC>

<PAS>Was he able to put his whole penis up inside of you?</PAS>

<PJC>No.</PJC>

<PAS>Was he able to put a little bit of his penis inside the lips of your vagina?</PAS>

<PJC>Yes.</PJC>

<PAS>Did he push?</PAS>

<PJC>Yes.</PJC>

<PAS>Hard?</PAS>

<PJC>Sort of.</PJC>

<PAS>What did you do when he was doing that?</PAS>

<PJC>Before he did that, I said, "Are you going to make love to me?" And he didn't say anything.</PJC>

<PAS>What happened next? Strike that. When he put his penis up in your vagina like that, how did that make you feel?</PAS>

<PJC>I felt disgusting, dirty and scared.</PJC>

<PAS>Did you want him to do that?</PAS>

<PJC>No.</PJC>

<PAS>Do you know whether or not ... do you know what the word ejaculate means?</PAS>

<PJC>Yes.</PJC>

<PAS>What does it mean?</PAS>

<PJC>It ... I can't really explain it.</PJC>

<PAS>Do you know whether or not that means having semen or fluid come out of his penis?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you know whether or not any sticky stuff or any semen came out of his penis at that time?</PAS>

<PJC>It did not.</PJC>

<PAS>What happened next?</PAS>

<PJC>He grabbed my wrist again ... well he put his penis back in his pants and zipped them up. He grabbed my wrist and went back to the doorway of the basement. And he unzipped his pants again, pulled his penis out and he told me to suck it. And I told him, "Please don't make me do this." And he said, "Do you want me to hurt you?" And I said, "No." He said, "Then get down and put it in your mouth."</PJC>

<PAS>What did you do?</PAS>

<PJC>I got down on my knees and he put it in my mouth and he made me suck his penis.</PJC>

<PAS>Let me stop you right there. When you say he put it in your mouth, you're talking about he put his penis inside your mouth?</PAS>

<PJC>Yes.</PJC>

<PAS>Did he hold your head?</PAS>

<PJC>No.</PJC>

<PAS>Did he make any rocking motions?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you know how long that went on?</PAS>

<PJC>No.</PJC>

<PAS>Did something make him stop?</PAS>

<PJC>I don't know, but ...</PJC>

<PAS>Did he stop?</PAS>

<PJC>Yes, but I told him he was choking me.</PJC>

<PAS>Were you ... when you told him it was choking you, what was his response?</PAS>

<PJC>Do it again.</PJC>

<PAS>What did you do?</PAS>

<PJC>I did it again.</PJC>

<PAS>Do you know how long that went on?</PAS>

<PJC>I have no idea.</PJC>

<PAS>At that point in time, what are you wearing?</PAS>

<PJC>Same thing before. I had my show on and my shorts and my bathing suit around my ankle and that's it.</PJC>

<PAS>Did he make you get back down on your knees again?</PAS>

<PJC>I was still down on my knees.</PJC>

<PAS>Did he threaten to hurt you or make any other comments to you at that point in time?</PAS>

<PJC>Just "Do it again."</PJC>

<PAS>And you did?</PAS>

<PJC>Yes.</PJC>

<PAS>What's the next thing that happened?</PAS>

<PJC>Grabbed my wrist again and put me back ... took me back into the den and told me to lay on the couch and he shoved his finger into my vagina and it hurt, so I started yelling. And he slapped me and told me to shut up and slapped me again and said, "Shut up." And ...</PJC>

<PAS>And when he slapped you and he told you to shut up, did you shut up?</PAS>

<PJC>Yes.</PJC>

<PAS>Why were you yelling?</PAS>

<PJC>Because it hurt.</PJC>

<PAS>Were you crying also?</PAS>

<PJC>Yes.</PAS>

<PAS>Did he do it again?</PAS>

<PJC>No.</PJC>

<PAS>Did he quit?</PAS>

<PJC>Yes.</PJC>

<PAS>He slapped you 2 times?</PAS>

<PJC>Yes.</PJC>

<PAS>And he told you to shut up?</PAS>

<PJC>Twice.</PJC>

<PAS>Do you see the person in the courtroom today who did that to you?</PAS>

<PJC>Yes.</PJC>

<PAS>Would you point him out?</PAS>

<PJC>It's that man over there on the left.</PJC>

<PAS>The same man that you previously identified in court?</PAS>

<PJC>Yes.</PJC>

<PAS>The same man that was at your back door?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you see the man in court today that made you put his penis inside your mouth?</PAS>

<PJC>Yes.</PJC>

<PAS>Where is he?</PAS>

<PJC>Same place.</PJC>

<DAN>Judge, I object, asked and answered.</DAN>

<JU1>All right. I will sustain it, she's identified the defendant.</JU1>

<PAS>It was the same man, was it not?</PAS>

<PJC>Yes.</PJC>

<PAS>It was the same man throughout this whole time period, wasn't it?</PAS>

<PJC>Yes.</PJC>

<PAS>He took you back to the den, made you lay down on the couch; is that correct?</PAS>

<DAN>Objection, leading.</DAN>

<PJC>Yes.</PJC>

<JU1>Sustained.</JU1>

<PAS>When you got back to the den and you've told the ladies and gentlemen of the jury that he stuck his finger inside you and it hurt, do you know if he injured you at that time?</PAS>

<PJC>Yes. He gave me a cut but I didn't know it until I got to the hospital.</PJC>

<PAS>How do you know it's at that point in time that you got that cut?</PAS>

<PJC>Because that's the only time it hurt that much.</PJC>

<PAS>Could you feel his finger up inside your vagina?</PAS>

<PJC>Yes.</PJC>

<PAS>Could you feel it inside you?</PAS>

<PJC>No.</PJC>

<PAS>You could feel it up in your vaginal area?</PAS>

<PJC>Yes.</PJC>

<PAS>After you ... after he slapped you twice, did he leave you alone in the den?</PAS>

<PJC>No.</PJC>

<PAS>When he slapped you, did he still have one hand inside of you?</PAS>

<PJC>No.</PJC>

<PAS>After he slapped you and told you to shut up, what happened next?</PAS>

<PJC>Took my wrist again and went back to the basement door and he told me to go down there and he was going to lock me in and I went down there.</PJC>

<PAS>Did you believe he was going to lock you in?</PAS>

<PJC>I didn't know what to believe.</PJC>

<PAS>Did you go back up and check the door after he left you?</PAS>

<PJC>No.</PJC>

<PAS>Why not?</PAS>

<PJC>Because I was afraid he was still there.</PJC>

<PAS>Did you hear him leave?</PAS>

<PJC>No.</PJC>

<PAS>Do you know what happened to him after that or what he did at that point in time? </PAS>

<PJC>I have no idea.</PJC>

<PAS>When you went down in the basement, what did you do first when you got down there?</PAS>

<PJC>I first took off my shoe and my shorts and put my bathing suit back on. Then I went to a door that leads out to the back yard and I tried to open the door, but it wouldn't open. There's no knob but I did unlatch the lock and I was doing that to let the dog out to go get him.</PJC>

<PAS>Do you normally ... you all have a dog that stays in that back yard?</PAS>

<PJC>Yes.</PJC>

<PAS>Can you show the ladies and gentlemen of the jury, is there any way to show on that diagram where the back yard was?</PAS>

<PJC>It's back here outside and there's a gate around it where we keep our dogs.</PJC>

<PAS>Was there any way to call anybody down in that basement?</PAS>

<PJC>Yes, there was a phone.</PJC>

<PAS>Did you go and try the phone at any point in time?</PAS>

<PJC>After I tried to open the door the first time, I went back and the phone was dead.</PJC>

<PAS>What did you do next?</PAS>

<PJC>I went back to the door and tried to open it again and it still wouldn't open. So I went back to the phone and I did get a dial tone.</PJC>

<PAS>Who's the first person you called?</PAS>

<PJC>My mother.</PJC>

<PAS>And did you get your mom?</PAS>

<PJC>No, I got her answering machine.</PJC>

<PAS>Did you leave a message?</PAS>

<PJC>Yes.</PJC>

<PAS>What did you tell her? Do you remember?</PAS>

<PJC>I was crying and I remember saying, "He slapped me." There was a man in the house, something like that.</PJC>

<PAS>What's the next thing you did?</PAS>

<PJC>After I left a message, I hung up the phone and picked it up again and called 911.</PJC>

<PAS>What did you tell the person? Did someone answer 911?</PAS>

<PJC>Yes.</PJC>

<PAS>What did you tell them, do you remember?</PAS>

<PJC>Basically the same thing I left on my mother's answering machine.</PJC>

<PAS>Did they tell you that help was on its way?</PAS>

<PJC>Well the operator just told me to calm down and I told her my address and I told her my father's work number and mother's work number and their names. And then she sent out dispatch or something, but ...</PJC>

<PAS>Let me stop you right there. During the whole time period that you're downstairs, you're trying to let your dog in and you're trying to call the police, do you know whether or not the person you've identified was still upstairs in your house or whether he had left?</PAS>

<PJC>I have no idea.</PJC>

<PAS>So you didn't know if he was coming back to get you again or not, did you?</PAS>

<PJC>No.</PJC>

<PAS>How did you feel?</PAS>

<PJC>Scared.</PJC>

<PAS>When you were talking to the dispatcher, did you hear anybody come into the house?</PAS>

<PJC>No, until ... well I heard ... the police got there, I don't know how long, how much later, but they knocked ... they banged on the door and they yelled, "Police?"</PJC>

<PAS>At the point in time, could you hear them say, police?</PAS>

<PJC>Yes.</PJC>

<PAS>What did you do when you heard them say police upstairs?</PAS>

<PJC>I yelled to them and told them that I was downstairs in the basement.</PJC>

<PAS>Did anybody come down?</PAS>

<PJC>Yes.</PJC>

<PAS>When that person came downstairs, do you remember seeing a person?</PAS>

<PJC>Yes.</PJC>

<PAS>What's the first thing you saw about that person?</PAS>

<PJC>His hand.</PJC>

<PAS>And what do you remember about his hand?</PAS>

<PJC>He had a big diamond ring.</PJC>

<PAS>Why does that stick out in your mind?</PAS>

<PJC>Because that's the first thing I saw and I knew it was a police officer and I felt the safest I ever had in my life.</PJC>

<PAS>When you saw that police officer, did he have on a uniform?</PAS>

<PJC>Yes.</PJC>

<PAS>And that was the safest, you'd ever felt in your whole life?</PAS>

<PJC>Yes.</PJC>

<PAS>You were glad to see him, weren't you?</PAS>

<PJC>Very.</PJC>

<PAS>Did he help you go upstairs?</PAS>

<PJC>Well first, the operator wanted to talk to him, so I stood there and waited until he got off the phone and we went back upstairs.</PJC>

<PAS>When you saw the ring ... the hand with the big diamond ring, was that hand reaching out for you?</PAS>

<PJC>Yes.</PJC>

<PAS>How did you respond?</PAS>

<PJC>I don't remember, I just know I was very happy.</PJC>

<PAS>Did you go upstairs with the police officer after a little bit?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you talk with the police officer?</PAS>

<PJC>No, not really.</PJC>

<PAS>Okay. Did your dad come at some point in time?</PAS>

<PJC>Yes. When I was walking out of the kitchen, he walked in the door.</PJC>

<PAS>Okay. Was he glad to see you?</PAS>

<PJC>Yes.</PJC>

<PAS>How did he react when he saw you?</PAS>

<PJC>He came and he hugged me.</PJC>

<PAS>Were you glad to see him?</PAS>

<PJC>Yes.</PJC>

<PAS>At some point in time when the first officers were there, were you able to talk to the officers and just briefly tell them what happened to you?</PAS>

<PJC>I'm not sure. I don't remember talking to them.</PJC>

<PAS>Did they ask you if you could describe the person that did this to you?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you have any trouble describing the person that did this to you?</PAS>

<PJC>Not at all.</PJC>

<PAS>Did you tell the police what that man looked like?</PAS>

<PJC>Yes.</PJC>

<PAS>At some point in time, did you go upstairs?</PAS>

<PJC>Yes.</PJC>

<PAS>Your house has a basement, a first floor and then a second floor; is that correct?</PAS>

<PJC>And a third floor.</PJC>

<PAS>Now when you went upstairs, do you remember who went upstairs with you?</PAS>

<PJC>My father.</PJC>

<PAS>Where did you all go?</PAS>

<PJC>We went to his room so I could brush my teeth.</PJC>

<PAS>Whose idea was it for you to brush your teeth?</PAS>

<PJC>It was his idea.</PJC>

<PAS>Was there any discussion about you maybe taking a bath?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you get to go take a bath?</PAS>

<PJC>No.</PJC>

<PAS>Who wouldn't you let you go take a bath, do you remember?</PAS>

<PJC>The officers.</PJC>

<PAS>Said you better not?</PAS>

<PJC>Um-hum.</PJC>

<PAS>At some point in time, did your mom come?</PAS>

<PJC>Yes.</PJC>

<PAS>How did you feel when you saw your mom?</PAS>

<PJC>Just as happy as I was to see my dad.</PJC>

<PAS>Did you sit down and talk to a police officer, a lady police officer, and tell her what happened to you?</PAS>

<PJC>Yes.</PJC>

<PAS>Were you upset when you were talking to her?</PAS>

<PJC>Yes, I was crying.</PJC>

<PAS>Were you hysterical? Do you know what that word means?</PAS>

<PJC>Sort of</PJC>

<PAS>Were you screaming and yelling and jumping around?</PAS>

<PJC>No.</PJC>

<PAS>Were you embarrassed about talking to her about what happened to you?</PAS>

<PJC>Not really.</PJC>

<PAS>Were you able to tell her what happened to you?</PAS>

<PJC>Yes.</PJC>

<PAS>Were you able to describe the person that did this to you?</PAS>

<PJC>Yes.</PJC>

<PAS>What was the lighting like in your house?</PAS>

<PJC>Well there weren't very many lights on, but we have several windows in the house and it was broad daylight outside, so there was plenty of light coming in.</PJC>

<PAS>Could you get a good look of the man who did this to you?</PAS>

<PJC>Yes.</PJC>

<PAS>Are you certain that that's the man that you've identified? Are you certain he's the one that did this to you?</PAS>

<PJC>Yes.</PJC>

<PAS>Judge, I'd enquire at this time whether or not the defence will stipulate that this little girl is not the wife or spouse of the defendant and that at the time this occurred and now, she's under the age of 14.</PAS>

<DAN>the State knows we'll do that.</DAN>

<JU1>All right. The stipulation's entered into that the District Attorney has stated in the record that she's under 14 and not the wife or spouse of the defendant. That's [sic] saves from having to ask those questions. You can consider that as agreed to. Continue on.</JU1>

<PAS>At some point in time, did you and your mom leave and go with the lady police officer somewhere?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you remember where you went?</PAS>

<PJC>Saint Francis Hospital.</PJC>

<PAS>Do you know why you went? You know now. Can you tell them what happened to you when you got to Saint Francis Hospital?</PAS>

<PJC>I had a sexual assault exam.</PJC>

<PAS>Did they do what's called a pelvic examination on you?</PAS>

<PJC>Yes.</PJC>

<PAS>Did they examine your vaginal area?</PAS>

<PJC>Yes.</PJC>

<PAS>Have you ever had that done before?</PAS>

<PJC>No.</PJC>

<PAS>Did you hear any conversation about whether or not you were injured in your vaginal area?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you know whether or not you were injured in your vaginal area?</PAS>

<PJC>I didn't until I heard their conversation.</PJC>

<PAS>Okay. Did you have to have stitches?</PAS>

<PJC>No.</PJC>

<PAS>Was there any conversation about stitches?</PAS>

<PJC>Yes.</PJC>

<PAS>Finally, did they let you go home?</PAS>

<PJC>Yes.</PJC>

<PAS>What did you tell the police officers and <<NOGH>>, the lady police officer? What do you remember telling them that this man looked like?</PAS>

<PJC>I remember saying he had carrot-coloured hair, light orange hair, he was about from 5'3" to 5'4", he had blue jeans on, white tennis shoes and a button-down shirt, T-shirt, pullover, about 2 or 3 buttons. It was striped horizontally with either red or orange stripes, white stripes and blue stripes.</PJC>

<PAS>And when you say you said he was 5'3" or 5'4", do you specifically remember giving them that height or did you try to show the height or did you try to compare other people that you were looking at to say about this height or about that height?</PAS>

<PJC>Well I showed the police officers, but I compared my mother to me with <<RODS>>.</PJC>

<PAS>Okay. And how tall is your mom, if you know?</PAS>

<PJC>She's, I think, 5'3".</PJC>

<PAS>And was the man that did this to you around the height of your mother?</PAS>

<PJC>Slightly shorter.</PJC>

<PAS>Slightly shorter than your mom?</PAS>

<PJC>Just barely.</PJC>

<PAS>Okay. After this happened to you on May 31st, 1991, did you have trouble going in your den?</PAS>

<PJC>Yes.</PJC>

<PAS>Why?</PAS>

<PJC>Because I never wanted to see that area again. It brought me too many bad memories.</PJC>

<PAS>Eventually, did you get to where you could go back in the den again?</PAS>

<PJC>Yes.</PJC>

<PAS>When you first ... the first days or weeks after this happened to you on May 31st, 1991, did you have trouble even going past the door of the den?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you have trouble going in other areas of your house?</PAS>

<PJC>Yes.</PJC>

<PAS>Why?</PAS>

<PJC>Because it ... I just never wanted to see those places again. I remembered everything that happened in each place when I saw it.</PJC>

<PAS>Did it make you think about it?</PAS>

<PJC>Yes.</PJC>

<PAS>Were you able to go in and sit on the couch?</PAS>

<PJC>Eventually.</PJC>

<PAS>Do you have any idea how long it was before you were able to go in and sit on the couch?</PAS>

<PJC>At least 5 months.</PJC>

<PAS>Why couldn't you go sit on the couch?</PAS>

<PJC>Same reason why I couldn't go in the other places. I didn't want to remember anything.</PJC>

<PAS>Have you tried to block out what happened to you?</PAS>

<PJC>Yes.</PJC>

<PAS>Have you completely forgotten what happened to you?</PAS>

<PJC>No.</PJC>

<PAS>Do you remember the face of the man that did these things to you?</PAS>

<PJC>Yes.</PJC>

<PAS>When will you forget his face?</PAS>

<PJC>Never.</PJC>

<PAS>Do you see him present in the courtroom today?</PAS>

<DAN>Asked and answered.</DAN>

<JU1>Sustained.</JU1>

<PAS>When the defendant, the person that you've identified, was with you in your house, how did he act?</PAS>

<PJC>He had kind of a cocky attitude. Like I can't really ... you know, stuck up, maybe. During the whole time, he looked like he didn't know what he was doing at all. He was trying to get it over in a hurry.</PJC>

<PAS>Does it bother you to this day to think about these incidences?</PAS>

<PJC>Yes.</PJC>

<PAS>When you close your eyes, do you have a clear memory of the things that happened to you?</PAS>

<PJC>Every once in a while.</PJC>

<PAS>Do you have a clear memory today while you're talking to the ladies and gentlemen of the jury?</PAS>

<PJC>Definitely?</PJC>

<PAS>Is it a bad memory/good memory?</PAS>

<PJC>Terrible memory.</PJC>

<PAS>When you hear the word rape, what do you think?</PAS>

<DAN>Objection to its relevance.</DAN>

<JU1>I'll sustain it. I don't know how it's relevant, counsel.</JU1>

<PAS>Thank you. Pass the witness.</PAS>

<JU1>All right. Do you all want your mid-afternoon recess now? Ladies and gentlemen, we'll take out mid-afternoon recess. 25 after 3 by the clock on the wall. Same admonishment's in effect, see you back then. And you'll need to come back then.</JU1>

<PJC>Okay.</PJC>

<JU1>Court's in recess.</JU1>

<JU1>The record reflect that the parties are present. Let's see, let's have the ... if you'll come up here, please. Just make yourself comfortable. And we'll now have ... all the parties are present and cross-examination, <<MDAN>>.</JU1>

<DAN>Thank you, Judge.</DAN>

<PAS>Judge, do you mind if I hand her a glass of water?</PAS>

<JU1>No. Hand her some water if you like. Why don't you hand her that pointer?</JU1>

CROSS-EXAMINATION

<DAN><<FPJC>>, you remember me? Okay. Now I want to take you back to the time that you were talking to <<NOGH>>, okay? Do you remember who <<FOGH>> is?</DAN>

<PJC>Um-hum.</PJC>

<DAN>And since the day that you were attacked, <<FOGH>>'s kind of become your friend, hasn't she?</DAN>

<PJC>Um-hum.</PJC>

<JU1>You need to answer all the questions rather than say ...</JU1>

<PJC>Okay.</PJC>

<PAS>Judge, we need to approach the bench, for just 1 minute.</PAS>

<JU1>All right.</JU1>

<PAS>Judge, I don't want to inadvertently [sic] cause a mistrial in this case, either, <<MDAN>>. I haven't cautioned this little girl ... I have tried to caution this little girl about any knowledge she may have about the former convictions, she should not testify to in court, but I just want to make a record on that. If it's evoked pursuant to any questions <<MDAN>> asks, it's not intentional on our account.</PAS>

<DAN>I won't ask her.</DAN>

<JU1>Well ...</JU1>

<DAN>I won't.</DAN>

<JU1>Let's go on.</JU1>

<DAN>Well do you remember <<FOGH>>?</DAN>

<PJC>Um-hum.</PJC>

<DAN>She's become your friend?</DAN>

<PJC>Yes.</PJC>

<DAN><<FPJC>>, you need to answer yes or no, because she can't type um-hum very good, okay?</DAN>

<PJC>Okay.</PJC>

<DAN>Now when <<FOGH>> was first asking you who attacked you, you gave her a physical description, didn't you?</DAN>

<PJC>Yes.</PJC>

<DAN>And in that, you described to her a pockmarked face, a scar, acne scars, didn't you?</DAN>

<PJC>No. I said he had rough skin or indentions in his face.</PJC>

<DAN>Well did he have acne scars?</DAN>

<PJC>I don't think so.</PJC>

<DAN>Do you remember testifying at preliminary hearing?</DAN>

<PJC>Yes.</PJC>

<DAN>Let me ask you, <<FPJC>>, that was on March the 19th 1992, wasn't it?</DAN>

<PJC>Yes.</PJC>

<DAN>Do you remember you were sworn to tell the truth?</DAN>

<PJC>Yes.</PJC>

<DAN>Let me ask you if I asked you these questions and you gave me these answers. Counsel, Page 33 beginning at Line 9. Question: How else did you describe him? Answer: He had a pockmarked face. Question: Can you tell me what you mean by a pockmarked face? Answer: Like acne scars. Okay. Can you tell me how bad those were? Answer: They were all over his cheeks and they were kind of deep, but they were big. Do you remember me asking you that question and you gave me that answer?</DAN>

<PJC>Pretty much, yes.</PJC>

<DAN>Okay. You were telling the truth that day, weren't you?</DAN>

<PJC>Yes.</PJC>

<DAN>Okay. And going down to Line 20, I asked you this question: Okay. The pockmarks, do you remember did they go down to the chin? Answer: I'm not sure. Question: Do you remember them to the sides of each, excuse me, to the sides of each cheek of his face? Answer: Uh-huh. Do you remember me asking you those questions and you giving me those answers?</DAN>

<PJC>Yes.</PJC>

<DAN>Now at some point in time ... well, you know who <<RODS>> is?</DAN>

<PJC>Yes.</PJC>

<DAN>At some point in time, <<RODS>> came and showed you some pictures, didn't he?</DAN>

<PJC>Yes.</PJC>

<DAN>And do you remember when that was?</DAN>

<PJC>I don't remember the date. I think it was in August or something like that.</PJC>

<DAN>Was that the first time you talked to <<RODS>>?</DAN>

<PJC>No.</PJC>

<DAN>Okay. He had talked to you on a few occasions, hadn't he?</DAN>

<PJC>Yes.</PJC>

<DAN>But this was the first time that he showed you any pictures, wasn't it?</DAN>

<PJC>Yes.</PJC>

<DAN>How many pictures did he show you?</DAN>

<PJC>6, I believe.</PJC>

<DAN>Okay. And of those pictures, did you look at them?</DAN>

<PJC>Yes.</PJC>

<DAN>How long did you look at them?</DAN>

<PJC>5 to 10 minutes, I think.</PJC>

<DAN>Okay. If you testified at ... well, strike that. Do you remember what you said ... well, no. If the <<RODS>> put in his report ...</DAN>

<PAS>Objection, Judge.</PAS>

<JU1>What grounds?</JU1>

<PAS>Object to the form of the question, if I understand what <<MDAN>> is getting ready to do. I'd ask that he ask her if she remembers what she said, rather than attempt to refresh her memory before she's shown that it needs to be refreshed.</PAS>

<JU1>Go ahead and ask her the question.</JU1>

<DAN><<FPJC>>, did you tell <<RODS>> that he looked like the man who attacked her and that his complexion and hair looked like the same man?</DAN>

<PJC>Yes.</PJC>

<DAN>Okay. Now at that hearing, at first you didn't identify <<NDFT>>, did you?</DAN>

<PJC>Right.</PJC>

<DAN>You knew his name prior to that, didn't you?</DAN>

<PJC>Yes.</PJC>

<DAN>You also had been to court on a few occasions prior to that, hadn't you? Not to testify, just to watch?</DAN>

<PJC>Right.</PJC>

<DAN>You knew where the defendant always set [sic], didn't you?</DAN>

<PJC>Yes.</PJC>

<DAN>And when you viewed <<FDFT>>, after he'd shaved his beard off, you just walked in the door and you said, "That's him." Didn't you?</DAN>

<PJC>Yes.</PJC>

<DAN>Okay. Now after <<RODS>> showed you those pictures, did he ever come back and show you any pictures again?</DAN>

<PJC>Yes.</PJC>

<DAN>Okay. When?</DAN>

<PJC>A few days later than that.</PJC>

<DAN>Okay. And what pictures did he show you this time?</DAN>

<PJC>The same pictures.</PJC>

<DAN>Okay. Same 6 pictures.</DAN>

<PJC>Yes.</PJC>

<DAN>Okay. And how many days later do you think it was?</DAN>

<PJC>2 or 3.</PJC>

<DAN>It wasn't the same day though, was it?</DAN>

<PJC>Right.</PJC>

<DAN>Okay. Did you have to sign the pictures that day?</DAN>

<PJC>Yes.</PJC>

<DAN>Had you signed them before?</DAN>

<PJC>No.</PJC>

<DAN>How long did you look at them that time?</DAN>

<PJC>About 5 minutes, maybe.</PJC>

<DAN>Did he make you look at them again or did he just ask you to sign the picture that you'd already looked at?</DAN>

<PJC>He just handed them to me and he basically told me if I needed to look at them again I could, just to make sure.</PJC>

<DAN>So did you just sign it or did you study the pictures again?</DAN>

<PJC>I studied the pictures again.</PJC>

<DAN><<FPJC>>, you stated that the first time that you knew you were injured was while you were at the hospital?</DAN>

<PJC>Yes.</PJC>

<DAN>You hadn't been bleeding or anything prior to that, had you?</DAN>

<PJC>Well yeah, I had.</PJC>

<DAN>Okay. I wasn't just ... I wasn't clear on that. That's fine. If I could have just a minute, Judge?</DAN>

<JU1>Okay.</JU1>

<DAN>I'll pass the witness, Your Honour.</DAN>

<JU1>All right. Anything?</JU1>

<PAS>Judge, prior to redirect, I'd like to admit State's Exhibit Number 35.</PAS>

<JU1>We did that when we put it up there without objection.</JU1>

<PAS>Thank you.</PAS>

REDIRECT EXAMINATION

<PAS><<FPJC>>, when you looked at that photo lineup and picked out the picture of the man that you said raped and sodomised you and did all these things to you, were you certain at that time that was him?</PAS>

<PJC>Not totally.</PJC>

<PAS>Okay. How long did you look at the pictures?</PAS>

<PJC>The first time, 5 to 10 minutes. And the second time, not more than 5 minutes.</PJC>

<PAS>Okay. When you looked at that picture, was there anything different about him?</PAS>

<PJC>No.</PJC>

<PAS>Okay. When you looked at the pictures the second time, was there anything different about him?</PAS>

<PJC>No.</PJC>

<PAS>What was it that left a question in your mind, if you know?</PAS>

<PJC>The way his hair was cut.</PJC>

<PAS>His hair was cut differently; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>When you told <<RODS>> that that was the man that attacked you, was that the man who had attacked you?</PAS>

<PJC>Well I don't understand the question.</PJC>

<PAS>Okay. When you indicated to him that's him, he has the same complexion and the same hair colour or expression or whatever you just told <<MDAN>>, did you mean what you said?</PAS>

<PJC>Yes.</PJC>

<PAS>When <<RODS>> came back and had you initial on the photo lineup, when you did that, did you put your initials on there?</PAS>

<PJC>Yes.</PJC>

<PAS>Did he tell you who to pick out?</PAS>

<PJC>No.</PJC>

<PAS>Did he give you any hints?</PAS>

<PJC>No.</PJC>

<PAS>The first time he showed you the photo lineup, did he say for sure the man that did these things to you is in this lineup?</PAS>

<PJC>No.</PJC>

<PAS>Did he give you any hints?</PAS>

<PJC>No.</PJC>

<PAS>Now <<MDAN>> talked to you about your testimony at the preliminary hearing on March 19th. Do you remember that?</PAS>

<PJC>Yes.</PJC>

<PAS>And when you walked into court, you saw a man in court; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>Did the man have any facial hair?</PAS>

<PJC>The first time I saw him, he had a beard.</PJC>

<PAS>When you looked at him, did you say absolutely positively that is not the man that did this to me?</PAS>

<PJC>No.</PJC>

<PAS>What did you say?</PAS>

<PJC>I said, "I'm not sure."</PJC>

<PAS>Okay. Why were you not sure?</PAS>

<PJC>Because he had a beard.</PJC>

<PAS>Okay. Was his beard shaved off?</PAS>

<PJC>It was later.</PJC>

<PAS>Did you wait outside the courtroom with me and some other individuals before you went in to view him after he'd shaved off his beard?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you walk into court?</PAS>

<PJC>Yes.</PJC>

<PAS>Before you walked into court, how did you feel?</PAS>

<PJC>I was scared.</PJC>

<PAS>What were you doing?</PAS>

<PJC>What do you mean?</PJC>

<PAS>Were you doing anything when you were standing out there waiting?</PAS>

<PJC>I was shaking.</PJC>

<PAS>Why?</PAS>

<PJC>Because I was afraid to see him again.</PJC>

<PAS>When you walked into court, did you get a good look at the person sitting at the table?</PAS>

<PJC>Yes.</PJC>

<PAS>And when you looked at him, did he have a beard or moustache or anything at that time?</PAS>

<PJC>No.</PJC>

<PAS>Now <<MDAN>> says you just walked by and glanced at him. Did you just walk by and glance at him or did you get a good look when you went past?</PAS>

<PJC>I got a good look.</PJC>

<PAS>When you looked at him, what did you see?</PAS>

<PJC>I saw the man that did all these things to me.</PJC>

<PAS>And why is it you're so certain that this is the man that did all these things to you?</PAS>

<PJC>Because I will never forget the face and I know it was him.</PJC>

<PAS>Could you tell anything about his expression or anything else at that point in time?</PAS>

<PJC>Yes. His expression was pretty much the same.</PJC>

<PAS>When he was raping you, sodomizing you, doing these things to you, was he talking to you?</PAS>

<PJC>Off and on, yes.</PJC>

<PAS>Did you clearly hear his voice?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. Now you've indicated to the ladies and gentlemen of the jury you saw him at the time he did these things to you; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>Then in August, you saw a photo of him; is that correct?</PAS>

<PJC>Yes.</PJC>

<PAS>And you identified him to <<RODS>>?</PAS>

<PJC>Yes.</PJC>

<PAS>In March of 1992, pursuant to <<MDAN>>'s questioning, you told <<MDAN>> that that was the man that did these things to you, did you not?</PAS>

<PJC>I did.</PJC>

<PAS>So you at that point in time had seen him or his picture 3 times; is that correct?</PAS>

<PJC>I believe so.</PJC>

<PAS>Now prior to coming to court today, have you seen him recently?</PAS>

<PJC>Yes.</PJC>

<PAS>Okay. Did he have a beard?</PAS>

<PJC>Yes.</PJC>

<PAS>Were you able to recognise him?</PAS>

<PJC>Yes.</PJC>

<PAS>How is it that you could recognise him now?</PAS>

<PJC>Because at the preliminary hearing, I saw him with a beard and without.</PJC>

<PAS>Is there any doubt in your mind that <<NDFT>> is the man that raped and sodomised you?</PAS>

<PJC>No.</PJC>

<PAS>When you saw him ... how long has it been since you last saw him?</PAS>

<PJC>I saw him Monday.</PJC>

<PAS>When you ... okay. That's a good point. Prior to the start of this trial, how long has it been since you last saw him?</PAS>

<PJC>I saw him, I think it was February 28th, it was a Friday.</PJC>

<PAS>Okay. Couple weeks ago?</PAS>

<PJC>Yes.</PJC>

<PAS>When you saw him, did you look at him?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you look at him because you couldn't remember what he looked like?</PAS>

<PJC>No.</PJC>

<PAS>When you looked at him, were you able to observe his facial expressions?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you remember those facial expressions?</PAS>

<PJC>Yes.</PJC>

<PAS>When you looked at him, were you ...</PAS>

<DAN>Judge, excuse me, <<FPAS>>, if we could approach the bench? Judge, at this time, I'm going to reurge my motion in limine on the period of time that she observed the defendant in court. It's in essence an extra-judicial lineup which was merely an attempt to bolster this witness's credibility prior to ... within 10 days of trial.</DAN>

<PAS>May I respond?</PAS>

<JU1>Sure.</JU1>

<PAS>I'm allowed to bolster her at this time. He's attacking her ID and credibility. That's what I intend to do.</PAS>

<JU1>Well ...</JU1>

<PAS>I can show what she based her identity on.</PAS>

<JU1>Then you need to ask her. Quit leading her.</JU1>

<PAS>Okay.</PAS>

<JU1>You're about to ... I think you should have covered everything.</JU1>

<PAS>Almost.</PAS>

<JU1>Well, I don't know if the thing in last Friday was brought up on cross-examination, but I think we've about beat this horse to death.</JU1>

<DAN>Move for a mistrial.</DAN>

<JU1>Overruled.</JU1>

<PAS>Since the time of this offence, have you heard him speak? Have you heard his voice?</PAS>

<PJC>Yes.</PJC>

<PAS>Did you recognise that voice?</PAS>

<PJC>Yes.</PJC>

<PAS>Let me ask you this, <<VPJC>>: <<MDAN>> said that when you were in the preliminary hearing and you were testifying that you used the word pockmarks. Where did the word pockmarks come from?</PAS>

<PJC>I first heard it from <<NOGH>>.</PJC>

<PAS>Did you know ... when this happened to you, did you know what pockmarks were?</PAS>

<PJC>Sort of. She basically just said it was indentions or scars on the face.</PJC>

<PAS>And is that today what you still know pockmarks to be?</PAS>

<PJC>Yes.</PJC>

<PAS>Let me ask you this: Did you testify at any time that he had horrible, huge scars on this face?</PAS>

<PJC>I don't think so.</PJC>

<PAS>Did he?</PAS>

<PJC>Not horrible, huge scars, just blotches of like indentions on his face.</PJC>

<PAS>Were they big or little or can you ... if you were describing them in your own words to the ladies and gentlemen of the jury, what was it about his face that you were trying to tell the police officers?</PAS>

<PJC>Basically, it's just indentions spread all across his cheeks.</PJC>

<PAS>Okay. Were they noticeable to you?</PAS>

<PJC>Yes.</PJC>

<PAS>How close was he to you?</PAS>

<PJC>When?</PJC>

<PAS>That's a good point. When you first noticed them, how close was he to you?</PAS>

<PJC>When I was at the door, about 2 or 3 feet away.</PJC>

<PAS>Could you see them from across the room or do you know?</PAS>

<PJC>I don't know.</PJC>

<PAS><<MDAN>> asked you if you had been to court before your preliminary hearing and you had, hadn't you?</PAS>

<PJC>Yes.</PJC>

<PAS>Do you know ... why did you go to court to see other preliminary hearings?</PAS>

<PJC>So I could see what it's like, so it wouldn't be totally a surprise to me.</PJC>

<PAS>How old are you now?</PAS>

<PJC>I'm 13.</PJC>

<PAS>Do you normally walk around with a bear in your lap?</PAS>

<PJC>Most of the time, yeah, at home.</PJC>

<PAS>Why do you have a bear today?</PAS>

<PJC>Because I feel more comfortable with it.</PJC>

<PAS>Thank you for your testimony.</PAS>

<JU1><<MDAN>>.</JU1>

<DAN>Thank you, Judge.</DAN>

RECROSS-EXAMINATION

<DAN><<FPJC>>, <<ROGH>> was the first one to tell you that <<NDFT>> was charged with this crime, right?</DAN>

<PJC>Yes.</PJC>

<DAN>And from that date, you went to the preliminary hearing?</DAN>

<PJC>Yes.</PJC>

<DAN>Expecting to see <<NDFT>>, didn't you?</DAN>

<PJC>Yes.</PJC>

<DAN>You went to a hearing, did you say the 28th?</DAN>

<PJC>I think it was the 28th. I'm not sure on the specific date.</PJC>

<DAN>Expecting to see <<NDFT>>?</DAN>

<PJC>Yes.</PJC>

<DAN>How many hours were you in court?</DAN>

<PJC>Well I was there pretty much all day, except for like on the lunch recess and whatever you want to call it, but ...</PJC>

<DAN>And you had expected and saw the person that had been identified to you as <<NDFT>>, didn't you?</DAN>

<PJC>Yes.</PJC>

<DAN>Now let me ask you this because later on in the preliminary hearing, I asked you a different question that was held on March the 19th, 1992, on Page 47. Question ...</DAN>

<JYO>Can't hear the attorney.</JYO>

<JU1>You can't hear?</JU1>

<JYO>Can't hear the attorney.</JYO>

<JU1>All right. You need to speak louder.</JU1>

<DAN>I apologise.</DAN>

<JU1>Thank you.</JU1>

<DAN>Question: They were very noticeable to you? Yes. Question: You said indentions, you're not talking about just 1 or 2, you're talking about mainly all around, right? Right. Page 48, Line 3. Question: They were numerous all over the cheek? Answer: Yes. And you described them, they were scars. They weren't cuts or anything like that? Answer: Right. Do you remember me asking you those questions and you gave those answers?</DAN>

<PJC>Yes.</PJC>

<DAN>And that was the truth wasn't it?</DAN>

<PJC>Yes.</PJC>

<DAN>Okay. Thank you. I'll pass the witness.</DAN>

<JU1>Okay.</JU1>

REDIRECT EXAMINATION

<PAS>In 2 lines above what <<MDAN>> just read to you, do you remember him saying, "Do you have any idea how deep they were?" Question. And do you remember your response, "Not very deep, just enough to notice them."</PAS>

<PJC>Yes.</PJC>

<PAS>Is that what you said?</PAS>

<PJC>Yes.</PJC>

<PAS>Let me ask you something, <FPJC>>: Are you telling the truth today?</PAS>

<PJC>Yes.</PJC>

<PAS>Are you identifying this man because you saw him in court before or are you identifying this man because he brutally raped and sodomised you on May 31st, 1991?</PAS>

<PJC>Because he brutally raped and sodomised me on May 31st, 1991.</PJC>

<PAS>Will you ever forget it?</PAS>

<PJC>No.</PJC>

<PAS>Will you ever forget him?</PAS>

<PJC>No.</PJC>

<PAS>Are you certain he's the man that did this to you?</PAS>

<DAN>Asked and answered.</DAN>

<JU1>Sustained.</JU1>

<PAS>Thank you.</PAS>

<JU1>Is that it?</JU1>

<PAS>Yes, sir.</PAS>

<JU1>Thank you, appreciate you coming to court.</JU1>

APPENDIX C

TRANSITIVITY DICTIONARY AND CRITERIA CODES

(inter)action process type	
Criteria	Criteria code
Material action	IA1
Implicit negation_action_event	IA2
physical social interaction	IA3
Event / Happening	IA4
Force	IA5
Exert an influence	IA6
Bodily reaction	IA7
Voluntary	IA8
Involuntary	IA9
Active or passive possible	IA10
Imperative	IA11
Present simple	IA12
Present Continuous	IA13
Directed action	IA14
Non-directed action	IA15
Change of state	IA16
Bring entity into existence	IA17
Catalyst	IA18
Influence	IA19
Goal	IA20
Affected	IA21
Beneficiary	IA22
Created	IA23
Attribute	IA24
Scope: Area	IA25
Scope: Reiteration	IA26
Scope: Extension	IA27
Reciprocal	IA28
Reactor	IA29
Continuation	IA30
Nominalised_action_event	IA31

(i) (inter)action process criteria

mental process type	
Criteria	Criteria code
Thought	ME1
Emotion	ME2
Perception	ME3
Desire	ME4
Implicit negation_mental	ME5
Like type	ME6
Please type	ME7
Present simple	ME8
Present Continuous	ME9
Imperative	ME10
Agentive_Senser	ME11
Non-agentive_Senser	ME12
Phenomenon	ME13
Created_Phenomenon	ME14
Inducer	ME15
Able to project	ME16
Unable to project	ME17
Nominalised_mental	ME18

(ii) Mental process criteria

relational process type	
Criteria	Criteria code
Construe being (be)	RE1
Construe becoming (become)	RE2
Construe having (have)	RE3
Intensive relationship	RE4
Possessive relationship	RE5
Circumstantial relationship	RE6
Attributive (non-reversible)	RE7
Identifying (reversible)	RE8
Construe state	RE9
Change of state	RE10
Present simple	RE11
Imperative	RE12
Modified by adverb	RE13
Able to project	RE14
Carrier	RE15
Attribute	RE16
Attributor	RE17
Identifier	RE18
Identified	RE19
Assigner	RE20
Nominalised relational	RE21

(iii) Relational process criteria

verbal process type	
Criteria	Criteria code
Symbolic exchange of meaning	VE1
Verbal (social interaction)	VE2
Active or passive	VE3
Present simple	VE4
Present continuous	VE5
Imperative	VE6
Sayer	VE7
Receiver	VE8
Verbiage	VE9
Created_Verbiage	VE10
Target	VE11
Able to project	VE12
Unable to project	VE13
Nominalised_verbal	VE14

(iv) Verbal process criteria

non-referent process type	
Criteria	Criteria code
Construe existence	NR1
Construe weather	NR2
Present simple	NR3
Interpersonal subject	NR4
Weather_verbal	NR5
Weather_adjectival	NR6
Presence	NR7
Absence	NR8
Nominalised_non-referent	NR9

(v) Non-referent process criteria

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
abandon (VB)	1. to leave someone, particularly someone who you are responsible for	A YOUNG mum who abandoned her baby son on a village footpath got the boy back yesterday.	CH2 3253 (W:newsp:tabloid)	NEGATIVE	IA1 IA8 IA10 IA12 IA14 IA18 IA20	(INTER)ACTION: 7/31
	2. to go away from a place permanently (often because it is impossible for you to stay)	Peasants abandoned the land and fled illegally to towns, while prosperous artisans engaged in commercial activities.	EE2 1062 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION: 8/31
	3. to stop doing something because there are too many problems and it is impossible to continue	All the pilot can do is to signal if the launch is too fast or abandon the launch if it is too slow.	A0H 675 (W:misc)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	NOMINALISATION (INTER)ACTION: 10/31
	4. to stop having a particular idea, belief, or attitude	He had not yet abandoned the idea of finding a woman who would commit herself totally to him as a life partner.	CBN 1493 (W:biography)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL MINOR: 9/17
abandonment (NN)	1. the act of leaving someone, somewhere or something (for a very long time)	Grisedale once housed a busy farming community but economic necessity after the war caused a sad exodus and the abandonment of farmhouses and buildings.	AP7 584 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION: 6/31
	2. the act of stopping doing something before it is finished	Extensive geological surveys were carried out and a mile long pilot tunnel dug on the British side of the Channel before hostile public opinion led to the abandonment of the project in 1882.	BMJ 12 (W:misc)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION: 7/31
	3. the act of stopping thinking of an idea or about something	At first, this stress on 'natural religion', as it was called, did not necessarily mean the abandonment of Christianity as revealed in the Scriptures; so long as it was not inconsistent with reason, it could be accepted.	ABM 1102 (W:ac:humanities_arts)	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL MINOR: 7/17
abandoned (ADJ)	1. to be left by someone who owned something or looked after something or someone	The abandoned pair were orphans and obviously unwanted.	A17 571 (W:pop_lore)	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION: 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
abstain (VB)	1. to choose not to vote for or against something	And not only did Gerry Fitt, the SDLP's only MP at the time, abstain in the vote, he persuaded Independent Nationalist MP, Frank Maguire to abstain as well.	ACO 187 (W:misc)	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18 ME4 ME6 ME8 ME9 ME10 ME11 ME17	COMPLEX PROCESS: (INTER)ACTION: 8/31 MENTAL MINOR: 7/17
	2. abstain from sth: to not do something you enjoy, especially drink alcohol or have sex, usually for reasons of religion or health	above all, he must abstain from vicious pleasures — or if he needs must indulge, then he must do so only in moderation.	ASD 2704 (W:fict:prose)	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION: 9/31
abstention (NN)	1a. the act of not voting for or against something	Ten members voted in his favour, with one abstention and one vote for the art historian Giuliano Briganti.	EBV 92 (W:pop_lore)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA31 ME4 ME6 ME11 ME17 ME18	NOMINALISATION COMPLEX PROCESS: (INTER)ACTION: 6/31 MENTAL MINOR: 5/17
	2. the act of not doing something you enjoy	It insisted on a total abstention from not only spirits but beer, the staple drink of the working man.	AE6 1385 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION: 7/31
abort (VB)	1. to stop an activity before it is completed (perhaps because it would be difficult or dangerous to continue it)	All that was in my mind was to abort this mission.	B19 847 (W:religion)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	2. to deliberately end a pregnancy when the baby is still too young to live	Women who have no objection to abortion in principle feel that it is entirely within their right to abort babies who have been diagnosed as being mentally handicapped; certainly at present there are few legal restraints, but there are practical as well as moral problems involved.	ANA 1133 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION: 10/31
abortion (NN)	1. a medical operation to end a pregnancy so that a baby is not born alive	She wanted her baby, did not want to run the risk of a miscarriage and would not have considered an abortion .	A48 29 (W:newsp:brdsh_t_nat:social)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION: 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
aborted (ADJ)	1. extracted or expelled from the womb by abortion; ended by abortion.	There are no funerals for aborted fetuses.	AE0 237 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION: 6/31
abrasion (NN)	1. the process of rubbing a surface very hard so that it becomes damaged or disappears	<OCC>[...] These scales are various shapes, sizes, colors and I can use all of that as a descriptive way to describe that particular characteristic of the cuticle. Sometimes the scales will be damaged by abrasions and things like that and that's an important characteristic, also. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION: 6/31
absence (NN)	1. when you are not in the place where people expect you to be, or the time that you are away	During her absence Nathan had showered and changed into fawn trousers and a pale blue polo shirt.	H7W 3616 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE9 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB CIRCUMSTANTIAL): 7/21
	2. the lack of something or the fact that it does not exist	<PAS>What does the absence of the PGM marker in all these samples, all the questioned samples, indicate to you?</PAS>	A-MT-100393-05.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB POSSESSIVE): 7/21
abuse (VB)	1. to treat someone in a cruel and violent way, often sexually	<DKU>I'm a general paediatrician but I'm specializing in children with problems such as learning problems, attention problems, children that have been abused , children that have been neglected	A4K 9 (W:newsp:brdsht_nat:report)A-MT-090393-02.txt	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION: 10/31
	2. to deliberately use something for the wrong purpose or for your own advantage, e.g. abuse one's position	Paul Twyman, of North Thanet said: 'The BMA are a trade union and they are entitled to stand up for their members' interests, but they are not entitled to abuse their professional position by deliberately scaremongering and frightening elderly patients.'	A4K 220 (W:newsp:brdsht_nat:report)	NEGATIVE	IA1 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION: 7/31
	3. to say rude or offensive things to someone	'Whenever you hear anyone abuse the Jews, pay attention because he is talking about you'.	A6D 1758 (W:ac:humanities_arts)	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR: 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
abuse (VB)	4. to treat something so badly that you start to destroy it	If young people get used to the idea of the pub being a centre of the community, a place for sensible conversation and for sensible drinking, they are less likely to abuse the pub and its facilities when they become young adults.	A14 211 (W:misc)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION: 9/31
abuse (NN)	1. cruel or violent treatment of someone	<PAS>What ... had you had an occasion to be involved in any form of child abuse cases up through May 1991?</PAS>	A-MT-090393-02.txt	NEGATIVE	IA1 IA3 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION: 7/31
	2. the use of something in a way that it should not be used (i.e. misuse)	Advice for parents about glue-sniffing and the abuse of other solvents	A0J 1218 (W:misc)	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION: 6/31
	3. rude or offensive things that someone says when they are angry	I long for the protection of a written constitution like that of the US with its First Amendment, which elevates freedom of expression above freedom to hide from intellectual challenge, or even vulgar verbal abuse .	AIT 70 (W:newsp:brdsht_nat:editorial)	NEGATIVE	VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR: 6/13
abused (ADJ)	1. a person: subjected to physical, sexual, or emotional abuse, esp. systematically over a period of time.	Inconceivable though it may seem, some of the most abused victims in the country have the greatest difficulty in having their voices heard.	AA8 139 (W:newsp:brdsht_nat:misc)	NEGATIVE	IA1 IA3 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION: 7/31
accede (VB)	1. to agree to a demand, proposal etc, or give one's consent	The French government acceded to her request that she be buried at Malmaison	ANR 97 (W:biography)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17 VE1 VE2 VE4 VE7 VE9 VE13	COMPLEX PROCESS: MENTAL MINOR 6/13 VERBAL MINOR: 6/17
	2. if someone accedes to the throne, they become king or queen	When Henry VIII acceded to the throne, James let himself be drawn into a dubious alliance with the French king Louis XII	EF2 747 (W:misc)	NEUTRAL	RE2 RE6 RE7 RE10 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB CIRCUMSTANTIAL) 8/21
accession (NN)	1. the act of agreeing to a demand	A third party has no right to accede; the treaty must provide for accession , or the parties must have subsequently agreed to it.	EF3 622 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION COMPLEX PROCESS: MENTAL MINOR 6/17 VERBAL MINOR: 6/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
accession (NN)	2. an official process in which someone becomes king, queen, president etc	On the accession of Queen Elizabeth they returned to England and lived happily ever after.	AB4 323 (W:misc)	NEUTRAL	RE2 RE6 RE7 RE10 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB CIRCUMSTANTIAL) 7/21
accentuate (VB)	1. to make something more noticeable	there is no doubt that the added pressures of managing one of England's top clubs <u>has</u> accentuated the problem.	AJ3 814 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA6 IA8 IA10 IA12 IA13 IA15 IA16 IA19 IA25 ME1 ME6 ME8 ME9 ME12 ME13 ME15 ME17	COMPLEX PROCESS: (INTER)ACTION 9/30 MENTAL COGNITIVE 8/13
accentuation (NN)	1. the act of making something more noticeable	This leads inevitably to great simplification or stylization, and, at the same time, to a clarification and accentuation of what are felt to be the significant features or details of the object depicted.	GUJ 538 (W:ac:humanities_arts)	NEUTRAL	IA6 IA8 IA15 IA16 IA19 IA25 IA31 ME1 ME6 ME12 ME13 ME15 ME17 ME18	NOMINALISATION COMPLEX PROCESS: (INTER)ACTION 7/30 MENTAL COGNITIVE 7/13
accept (VB)	1. to take something that someone offers you	He had also accepted the gift of a jet ski from a construction company		NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE10 RE11 RE15 RE16	COMPLEX PROCESS: (INTER)ACTION 9/31 RELATIONAL (POSSESSIVE ATTRIB) 7/21
	2. to think that something or somebody is enough and take them into their lives	<JU1>If you can get her to say that's one of her normal receipts, that's fine. I'm interested in the truth here.</JU1> <PAS>I am, too, Judge. But she can't say that. Did you hear what he just told you?</PAS> <JU1>What?</JU1> <PAS>She's going to say that that Target number is a Texas Target.</PAS> <JU1>I'll accept that. These look like ...</JU1> <PAS>She's not going to say that that's a true and accurate receipt.</PAS> <JU1>I'm going to let that in.</JU1>	A-MT-110393-10	NEUTRAL	ME2 ME6 ME8 ME10 ME11 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
accept (VB)	3. to recognise that something is necessary	My responsibility as a judge is to insure that the evidence is presented according to law, to instruct you as to the law and to rule upon objections raised by the attorneys. No statement or ruling by the Court is intended to indicate any opinion that the Court would have concerning the facts or the evidence. I will tell you now, I don't have one. And when it's over, I will accept your verdict. I never tell a jury well you should have done something else, that would be harassing you.	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to agree to do something that someone asks you to do	<DAN>It's <<NDFT>>. Do you understand that in essence if you're picked to be a juror on this case that you hold his life in your hands?</DAN> <JLU>Yes.</JLU> <DAN>Do you feel you can accept that responsibility and deal with <<FDFT>> fairly?</DAN> <JLU>Yes.</JLU>	A-VD-090393-03.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE6 VE7 VE9 VE12	COMPLEX PROCESS: MENTAL COGNITIVE MAJOR 7/17 VERBAL MAJOR 8/13
	5. to admit that you were responsible for something bad that happened	Usually they really believe this and do not accept that they have made a mistake.	AOH 1596 (W:misc)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 8/13
acceptance (NN)	1. when you officially take something that you have been offered	In his letter of acceptance he wrote, 'I gladly accept and I shall do all I can for you,' and he did literally that.	A29 75 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31 RE3 RE5 RE7 RE10 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS: INTER(ACTION) 7/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	2. when people agree that an idea, statement, explanation etc is right or true	Even if you do manage to prove that he has been harassing you, there doesn't appear to be much general acceptance of the fact that intimidating someone in this way might actually constitute a serious crime.	A0F 1033 (W:fict:prose)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	3. the ability to accept an unpleasant situation which cannot be changed, without getting angry or upset about it	Our Gujarati women are often weak, weakened by the acceptance that their life must revolve round dressing up, housework, wearing jewellery and other things like that.	A6V 1447 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
acceptance (NN)	4. the process of allowing someone to become part of a group or a society and of treating them in the same way as the other members	This cemented their acceptance of Ramsey.	A68 1999 (W:biography)	NEUTRAL	ME2 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17
accepted (ADJ)	1. considered right or suitable by most people	Both writers and readers are affected by generally accepted ideas, without necessarily having given them independent thought.	A04 1148 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
access (VB)	1. to find information	Companies were also asked whether they accessed information held on online databases.	HCT 92 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS: INTER(ACTION) 9/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
accommodate (VB)	1. if a room, building etc can accommodate a particular number of people or things, it has enough space for them	Few gardens are large enough to accommodate a full-grown oak or beech.	A0G 1008 (W:pop_lore)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 6/21
accommodate (VB)	2. to provide someone with a place to stay, live, or work	Other plus-points are civilised lift queues; efficient use of the lifts' capacity (four-seaters always carrying four skiers); good child-care facilities; accommodation which really can accommodate the advertised number of occupants; and ski instruction which is enthusiastic, fun and conducted by native English-speakers.	A5X 330 (W:newsp:brdsh_tnat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	(INTER)ACTION 8/31 RELATIONAL (ATTRIB POSSESSIVE) 6/21
	3. to accept someone's opinions, especially when their opinions are different from yours	The British-made glasses were simply too small to accommodate American tastes.	A6L 461 (W:commerce)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	4. to accept a new situation	They have settled down, sorted out their personal problems, adjusted their lives to accommodate each other, found a way to cope with the pressure and emerged with a very strong successful partnership.	A7H 49 (W:biography)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
accommodated (ADJ)	1. provided for.	An " accommodated " child is not in care and as a general rule he may be removed at any time without prior notice.	J76 207 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS: (INTER)ACTION 6/31 RELATIONAL (POSSESSIVE ATTRIB) 6/21
accompany (VB)	1. to go somewhere with someone	At one stage no less a person than Bobby Kennedy, soon to accompany Josie to the grave, had offered to help Roth gain his freedom.	A05 1256 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 9/31
	2. to play a musical instrument while someone sings a song or plays the main tune	Occasionally, two other musicians would accompany her, playing violin and flute.	A61 453 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 9/31
accompany (VB)	3. to happen or exist at the same time as something else, e.g. the wind is often accompanied by rain	The case of a physics teacher who wanted to become an actor is interesting in showing the kind of problems which accompany a late entry into drama school.	A06 189 (W:non_ac:humanities_arts)	NEUTRAL	IA4 IA9 IA10 IA12 IA15 IA18 IA28	(INTER)ACTION 7/31
accompaniment (NN)	1. something that happens at the same time as another thing	Andy (Sharon's twin brother) and Keith (who fancies Sandra) jump on James (who fancies himself) to the accompaniment of loud cheering from everyone else.	C8N 162 (W:religion)	NEUTRAL	IA4 IA9 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
accompanied (ADJ)	1. Having a companion, guide, or guardian present; guided, supervised, escorted.	Admission is £7 for adults, and £3 for accompanied children under 12 years old.	BPF 252 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
accomplish (VB)	1. to succeed in doing something, especially after trying very hard	<PAS>[...] Count 4: <<NDFT>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of lewd molestation, a felony, by unlawfully, feloniously, intentionally, designedly and knowingly look upon, touch and feel of the body and private parts of one <<NPJC>>, a female child under the age of 16 years in a lewd and lascivious manner by then and there feeling the vaginal area of <<NPJC>> with his fingers, said acts being accomplished in a private place [...]</PAS>	A-MT-090393-01.txt	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA21 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
accomplishment (NN)	1. the act of finishing or achieving something good	<PAS>[...] grabbing her around the chest and under her arms and then and there attempting to take and carry away the money aforesaid, but failed in the accomplishment of said robbery by not being able to locate the money. Court 3: <<NDFT>>, on or about May 31st, 1991 ...</PAS>	A-MT-090393-01.txt	POSITIVE	IA1 IA8 IA15 IA18 IA21 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
accost (VB)	1. to go towards someone you do not know, invading their space in an unpleasant or threatening way	<PAS>What did she tell you? What did she say that the suspect or the man that had accosted her looked like?</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
account (VB)	1. account for: to contain a particular amount or part of something	<DGI>That's correct. If we take the fact that we have a typing of 1.1 and, not knowing who the perpetrator of the crime would have been, knowing that that person had to have either a 1.1/1.1 typing or a 1.1/1.2 typing or a 1.1/2 typing, that would account for about 10 percent of the population. Therefore, anyone else without those types would be excluded and that would amount to about 90 percent of the population.</DGI>	A-MT-100393-06.txt	NEUTRAL	RE3 RE5 RE8 RE11 RE18 RE19	RELATIONAL (POSSESSIVE IDENTIFYING) 6/21
		<PAS>So what are we talking about here with regard to unaccountable difference in the pubic hair? What could account for that?</PAS> <OCC>Well of course, as I said before, the length of time between the getting of the questioned hair and the known hairs is very important. And that's, as I said, the location of these particular hairs comes from is a very important variable. But also where ... what type of clothing a person wears will indicate whether or not you have more wearing on the tips of the pubic hairs or not. If you have tight jeans, for instance, you will have ... the cuticle will be more frayed than you have if you were wearing loose clothes.</OCC>	A-MT-100393-04.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 VE1 VE3 VE4 VE7 VE9 VE13	COMPLEX PROCESS: RELATIONAL (ATTRIB CIRCUMSTANTIAL) 6/21 VERBAL MINOR 6/13
account (NN)	1. a written or spoken description that says what happens in an event or process	Nor is it a one-sided account of the injustices suffered by this people, or a defence of the energetic stranger.	A05 229 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE7 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
accountable (ADJ)	1. explicable	<OCC>[...] I can say that the known head hairs were dyed and that is an accountable difference.</OCC>	A-MT-100393-05.txt	NEUTRAL	RE1 RE6 RE7 RE15 RE16 RE21 VE1 VE3 VE7 VE9 VE13 VE14	NOMINALISATION (ADJ) COMPLEX PROCESS: RELATIONAL (ATTRIB CIRCUMSTANTIAL) 6/21 VERBAL MINOR 6/13
accuse (VB)	1. to say that you believe someone is guilty of a crime or of doing something bad	<PAS>Can you separate the 2?</PAS> <DJB>Yes. Because I'm not going to falsely accuse anyone of this, it's true, but I just want you to know.</DJB> <PAS>I appreciate that and I wouldn't want you to convict if you didn't believe that.</PAS> <DJB>I would never do that to any human. But I'm just saying that my experience, it is going to be hard.</DJB>	A-VD-080393-01.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	VERBAL MINOR 10/13
accusation (NN)	1. a statement saying that someone is guilty of a crime or of doing something wrong	Five years later the Meeting considered another problem and in its wisdom inverted the common law assumption that an accusation was not a conviction	AE6 915 (W:non_ac:humanities_arts)	NEGATIVE	VE1 VE2 VE7 VE9 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
accused (ADJ)	1. a person charged with or on trial for a crime	Previous sexual partners of the accused man may be interviewed about the details of their sex life with him.	CS1 973 (W:ac:soc_science)	NEGATIVE	VE1 VE2 VE7 VE9 VE11 VE13 VE14	NOMINALISATION (ADJ) VERBAL MINOR 7/13
accustom (VB)	1. to make yourself or another person become used to a situation or place	As you can see, it is important to accustom your dog to lying quietly on his back and being brushed before you attempt to get close with the scissors.	C8U 210 (W:pop_lore)	NEUTRAL	IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19	(INTER)ACTION 10/31
accustomed (ADJ)	1. to be familiar with something and accept it as normal	Here there were none of the accustomed party cant or heroics about the Revolution.	ACS 1723 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
achieve (VB)	1. to successfully complete something or get a good result, especially by working hard	<DAZ>What's the least number of separate individuals that would have to compute DNA for such a result?</DAZ> <DGI>This particular typing, one could achieve with 2 people.</DGI>	A-MT-100393-05.txt	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA21 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB POSSESSIVE) 6/21
achievement (NN)	1. something important that you succeed in doing by your own efforts	Perhaps, though, his greatest achievement , was in leading tennis back into the Olympic Games for the first time since 1924.	A0V 200 (W:pop_lore)	POSITIVE	IA1 IA8 IA15 IA18 IA21 IA25 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION (INTER)ACTION 6/31 RELATIONAL (ATTRIB POSSESSIVE) 6/21
achieved (ADJ)	1. accomplished; attained, won; realized, actual	What is more, on an international comparative basis the level of investment in relation to the achieved rate of growth was not low in the UK — indeed, it was on average three times the German level over the late 1960s and early 1970s	CN9 335 (W:misc)	POSITIVE	IA1 IA8 IA15 IA18 IA21 IA25 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) (INTER)ACTION 6/31 RELATIONAL (ATTRIB POSSESSIVE) 6/21
acquaint (VB)	1. to deliberately find out about something	I make it my business to acquaint myself with where objects properly belong in a house.	AR3 662 (W:fict.prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	2. to give someone information about something	In keeping with our desire to acquaint British readers with selected Esquire landmarks, we're proud to present this intimate look at our greatest champion.	ABS 2987 (W:pop_lore)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
acquaintance (NN)	1. to know about something, because you have seen it, read it, used it, etc.	Jurisprudence is no less an exploration of society and human nature because the practice of a solicitor requires acquaintance with statutory codes and court procedures.	A69 1127 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
acquainted (ADJ)	1. someone you have met a few times but do not know very well	<WBR>I have been acquainted with <<FDFT>> since back in 1970's, early 1970. He was a trap boy out at Southern Hills Gun Club where I shot.</WBR>	A-MT-110393-12.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17
acquire (VB)	1. to obtain something by buying it or being given it	THE LENGTHY battle for control of New York's cellular telephone franchise took an unexpected turn yesterday as McCaw Cellular announced a \$1.9bn deal to acquire the half stake owned by the Metromedia group.	A26 353 (W:newsp:brdsht_nat:commerce)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 7/21
	2. to gain knowledge or learn a skill	This means that a child acquiring language who does not yet know what chair means but will acquire the knowledge must already have represented in his 'language of thought' a predicate of the kind 'is a portable seat for one'.	A0T 374 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	3. acquire a taste: begin to like something	I had got so used to the straight criss-crossing North-South, East-West roads of most American cities that I would have to acquire a taste for the more complex and possibly much more fascinating spread of London lanes.	A0U 1913 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS MENTAL EMOTIVE MINOR 8/17 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	4. acquire a reputation: begin to have a reputation	Less determined countries export their waste and thus acquire an undeserved reputation for being green.	A1U 192 (W:newsp:brdsht_nat:misc)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 6/21
acquisition (NN)	1. the process by which you gain knowledge or learn a skill	But it is not just how the new consciousness is to be used which produces problems in handling this new-found wisdom; it is the very acquisition of knowledge itself which makes the concept of self so dynamic.	A0K 707 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MINOR 6/17 RELATIONAL (ATTRIB POSSESSIVE) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
acquisition (NN)	2. the act of getting land, power, money	Amersham has a strong position in the European market for radiopharmaceuticals and sees the acquisition of a complementary manufacturing base in North America as improving its chances of supplying the global market for such products.	A2H 319 (W:newsp:brdsht_nat:commerce)	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB POSSESSIVE) 6/21
	3. something that you have obtained by buying it or being given it	Sony's recent acquisition — for \$3.4bn — of Columbia pictures highlights still more the fact that artists and portfolios of titles, whether music, films or television programmes, are considered very precious indeed.	A1S 318 (W:newsp:brdsht_nat:commerce)	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB POSSESSIVE) 6/21
acquired (ADJ)	1. Gained; obtained or secured, especially through concerted effort or over a period of time	With their recently acquired wealth from the girls' success, the Polgars have been able to buy an adjoining apartment to make one multi-roomed home.	A89 379 (W:newsp:brdsht_nat:misc)	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) RELATIONAL (ATTRIB POSSESSIVE) 6/21
acquit (VB)	1. to give a decision in a court of law that someone is not guilty of a crime	<JBF>I don't know how close you call a close relative, but I've had ... my husband's nephew was accused and acquitted of murder.</JBF>	A-VD-090393-04.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 9/13
acquittal (NN)	1. an official statement in a court of law that someone is not guilty	<DAN>Comes now the defendant, renews any and all objections and motions here before previously made and herein moves for a directed verdict of acquittal . [...]</DAN>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION MENTAL COGNITIVE MINOR 6/17 VERBAL MINOR 6/13
act (VB)	1. to do something in a particular way or for a particular reason, e.g. act in self defense	This means that if a person is threatening another's property in such a way that he is likely to cause another to act in self defence, he commits no offence.	GVR 340 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
act (VB)		<PAS>When the defendant, the person that you've identified, was with you in your house, how did he act ?</PAS> <PJC>He had kind of a cocky attitude. Like I can't really ... you know, stuck up, maybe. During the whole time, he looked like he didn't know what he was doing at all. He was trying to get it over in a hurry.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to behave in a particular way, e.g. act like a baby					
	3. to pretend to have feelings, qualities etc that are different from your true ones	A change from times when she felt she 'had to act like she knew everything'.	ACP 1534 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE9 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB POSSESSIVE) 8/21
	4. to perform in a play or film	The actor is no different, although for some reason it is often thought that you are somehow ready to act , magically, the moment you enter a stage door.	A06 1561 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	5. to have an effect or use	Used properly they act as a contraceptive and can protect you from HIV and other sexually transmitted diseases.	A0J 1575 (W:misc)	NEUTRAL	IA1 IA6 IA8 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB CIRCUMSANTIAL) 6/21
	6. to represent someone, especially in a court of law or by doing business for them, e.g. act on his behalf	A solicitor or accountant can act as an Executor if you so wish.	A01 424 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB CIRCUMSANTIAL) 6/21
	7. to do a particular job for a short time, for example while the usual person is absent	What I do know is that it is disgraceful and defamatory to label as stooges the people from the Borough Community Relations Council who gave up a day's work to act as observers, and who have made it clear that they would have reported whatever they had seen, good or bad for police.	A2W 227 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB CIRCUMSANTIAL) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
act (VB)	8. to act on advice: to do what has been advised or suggested	He urged them to act decisively for 'the inviolable right to life, which belongs to every person from conception until life's natural end'.	AHS 4 (W:newsp:brdsh_t_nat:social)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
action (NN)	1. the process of doing something, especially in order to achieve a particular thing	<DAN>[...] They said, I remember the Pan American shoot. I remember seeing him. Of course, due to the action or inaction of the State of Oklahoma, they weren't ... they weren't able to go to these people and ask them what they remembered until after November the 25th, I think, because they didn't file the charges. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
	2. the act of fighting during the war	The plane might have been forced down by fighters or other enemy action	AMC 1358 (W:biography)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
	3. things or events that are happening	A white woman named Jane has come here from London, drawn by the glamour of the Third World, supposing herself to have arrived where the action is, where the 'doers' are.	A05 38 (W:ac:humanities_arts)	NEUTRAL	IA1 IA4 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
	4. the way something moves or works	Ages ago I saw on television someone using a special space with a lever action behind it, to help people with bad backs to be able to dig the garden.	A0G 2199 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
acting (ADJ)	1. someone who does an important job while the usual person is not there, or until a new person is chosen for the job	<PAS>[...] Be it remembered: that <<NPAM>>, the duly qualified and acting District Attorney for Tulsa County, Oklahoma, who prosecutes in the name and by the authority of the State of Oklahoma, comes now into the District Court of Tulsa County	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31 RE1 RE6 RE7 RE15 RE16 RE21	COMPLEX PROCESS NOMINALISATION (ADJ) (INTER)ACTION 5/31 RELATIONAL (ATTRIB CIRCUMSTANTIAL) 6/21
activate (VB)	1. to make an electrical system or chemical process start working	Infected programmes activate the virus when started up and it looks for other programmes to infect.	A30 430 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
activation (NN)	1. the act of making a system or process start to work	The electrodes intersect at each pixel to produce the required activation voltage.	B7C 608 (W:non_ac:nat_science)	NEUTRAL	IA1 IA6 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
activity (NN)	1. a situation in which a lot of things are happening or a lot of things are being done	<OAM>Yes. I found Antigen H activity which means that I found the presence Antigen H correlates with blood type O [...].</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA4 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
activating (ADJ)	1. that activates something or brings about activation.	This is done either by mounting the LC cell onto a semiconductor substrate, with one activating transistor behind each pixel, or by row and column electrodes on the glass LC cell walls.	B7C 607 (Non-academic prose and biography)	NEUTRAL	IA1 IA6 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
activated (ADJ)	1. made active; brought into action	If the compounds are toxic, though, the off-gases may have to be collected and treated, probably by passing them through a granular activated carbon absorber.	ALW 1796 (W:non_ac:nat_science)	NEUTRAL	IA1 IA6 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
adapt (VB)	1. to gradually change your behaviour and attitudes in order to be successful in a new situation	There was clearly a need to adapt my lifestyle, but playing the role of victim was never among my plans.	A00 321 (W:non_ac:medicine)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 11/31
	2. to change something to make it suitable for a different purpose	Different types of glider behave slightly differently, so explore all the gliders you fly and adapt your flying accordingly.	A0H 1698 (W:misc)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
adaptation (NN)	2. the process of changing something to make it suitable for a new situation	Sculpture parks are an enjoyable innovation of the late twentieth century, or perhaps it would be better to say a welcome adaptation of an existing practice.	A04 684 (W:ac:humanities_arts)	NEUTRAL	IA1 IA6 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 8/31
add (VB)	1. to put something with something else or with a group of other things	Some brewers add extra sugar at this stage to encourage the continuing fermentation.	A0A 33 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	INTER(ACTION) 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
add (VB)	2. if you add numbers or amounts together, you calculate their total	<WJS>Well the shoot was going to be over and they usually had drinks after it was over and people had to, you know, they add up their scores. We went out in time to watch <<FWJD>> shoot with his, I believe, they call it a flight, the people that he had been shooting with all weekend.</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
	3. to bring something new to something	</DAZ> [...] You've included him in 10 percent. 6 months from now, what is his answer going to be? I don't know. Will he run the test again? We asked him, why didn't you run it a fourth time? I didn't think it would add anything more. He'd gotten the art that he wanted at that time. If you are to evaluate what people say in the witness chair based on credibility, we've got samples of really fundamentally different characteristics. Now this may be bad memory, I thought the girl had a lot of blood or I thought the girl had blood. There's not enough for me to find it. It looked too much like bacteria, I guess.</DAZ> <OGK>I wanted to add that when talking about physical appearance and the rough complexion, the victim <<FPJC>> described the person who attacked her, she was ... she was no more far from him than when you open the screen door. So she was like 2 to 3 feet away from this individual at the time.</OGK>	A-MT-120393-16.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA17 IA18 IA23	(INTER)ACTION 12/31
	4. to say more about something that has just been said	physical appearance and the rough complexion, the victim <<FPJC>> described the person who attacked her, she was ... she was no more far from him than when you open the screen door. So she was like 2 to 3 feet away from this individual at the time.</OGK>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
addition (NN)	1. the act of adding something to something else	As the last name suggests, mild tends to be dark, either by using dark malt or the addition of caramel.	A0A 169 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
address (VB)	1. if you address an envelope, package etc, you write on it the name and address of the person you are sending it to	Do you seriously expect me to believe, Mr Beamish, that someone came into your office and, without your knowledge, used your typewriter to address a letter?	ASS 600 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
address (VB)	2. to address a problem, you start trying to solve it	But rather than address these basic problems, politicians look for the quick 'fix' — anything that sounds good in a sound-bite will do.	A03 704 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to speak to someone directly	<DAZ>Now in your report, Doctor, you, I believe, address male and female portions of the sample; is that correct?</DAZ> <DGI>Yes, sir, I did.</DGI>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	4. to use a particular title or name when speaking or writing to someone	Johnny, but he's since insisted that he be addressed as John.'	CH5 5109 (W:newsp:tabloid)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
adhere (VB)	1. to continue to behave according to a particular rule, agreement, or belief	'What we will expect the regions to do is adhere to the firm budgets by doing their job properly,' he said.	A3G 250 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
adherence (NN)	1. when someone behaves according to a particular rule, belief, principle	Killing has now become more of a sport, or an adherence to an ancient custom.	ABC 800 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
adjourn (VB)	1. if a meeting, parliament, law court etc adjourns, or if the person in charge adjourns it, it stops for a short time	Mr Justice Roch said the court would start early at 10am and adjourn for 30 minutes at hourly intervals to allow the interpreters to rest and to ensure the defendant had understood the evidence.	A2A 422 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	2. to finish an activity and go somewhere else	'This would seem to clear matters up,' said the coroner; 'we will adjourn until tomorrow when I will sum up.'	ANK 721 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
adjournment (NN)	1. a temporary stop of a trial, enquiry or meeting	The first question he shot at me after the midday adjournment was, 'Mr Kennedy, have you been discussing the case with your counsel during the luncheon break?'	CDS 947 (W:biography)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
adjourned (ADJ)	1. that is or has been adjourned	Presumably they would now resume the adjourned inquest on that unfortunate pair.	A73 397 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
adjust (VB)	1. to gradually become familiar with a new situation, e.g. he is still adjusting to his living arrangements	My plan for how I was going to live out the rest of my days had just been torn up in front of my face and I needed time to adjust .	AOF 1027 (W:fict:prose)	NEUTRAL	IA4 IA8 IA9 IA11 IA12 IA13 IA15 IA16 IA18 IA21 IA25 ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 11/31 MENTAL COGNITIVE MINOR 8/17
	2. to change or move something slightly to improve it or make it more suitable for a particular purpose, e.g. with clothes	<JU1>Have a seat, please. When you testify, speak into this microphone and the attorney is going to adjust it for you. Just try to speak where it's close to you and it is adjustable. <<NWDMD>>, after first being duly sworn, testified as follows, to-wit:</JU1>	A-MT-120393-14.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
adjustment (NN)	1. a small change made to a machine, system, or calculation	Fit the new door to the unit and make the necessary adjustment to the hinge to ensure the door sits correctly	A16 414 (W:instructional)	NEUTRAL	IA1 IA6 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 8/31
admit (VB)	1. to say that you agree unwillingly that something is true or that someone else is right	<DAN> [...] You recall when she testified? She said rough. But ladies and gentlemen, she had to admit that in her report and throughout all of the police reports, there was a pockmarked face with bright red hair. And ... but when we come to trial, well we change that a little bit.</DAN>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to say that you have done something wrong, especially something criminal	<DAN>So you admit to this jury that you violated standard police procedure by not having her sign it the first time, right?</DAN>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to allow someone to enter a public place to watch a game, performance or join an organization	As autumn approaches, those of us with children have to leave the relaxed, informal and often cold and damp atmosphere of the pub garden in search of those few pubs which admit children somewhere within their four walls.	A14 187 (W:misc)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
admit (VB)	4. to admit evidence: allow evidence to be used	<PAS>State would move to admit State's Exhibit Number 1.</PAS> <DAN>No objection.</DAN>	A-MT-090393-01.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	5. to admit defeat: give up	Once again, the High Authority had to admit defeat, and withdrew its proposal.	CLR 425 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21 IA25 ME3 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL PERCEPTIVE MAJOR 8/17 VERBAL MAJOR 9/13
	6. to admit to hospital: taken into hospital for treatment	Joanna had dislocated her hip and was admitted to hospital.	A70 765 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
admittance (NN)	1. permission to enter a place	<DAN>Your Honor, I would though, since <<MWES>> ... in his forming his opinion has used Number 7 and Number 6, I move their admittance , also, with that expert testimony.</DAN>	A-MT-110393-13.txt	NEUTRAL	IA1 IA6 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
admission (NN)	1. a statement in which you admit that something is true or that you have done something wrong	Sharon's face lights up as she hears his admission of love.	CBF 7292 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
	2. permission given to someone to enter a building or place, or to bring something into a place	<DAN>Move for admission of Defendant's Exhibit Number 4.</DAN>	A-MT-110393-09.txt	NEUTRAL	IA1 IA6 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
admonish (VB)	1. to tell someone severely that they have done something wrong	The House also has the power to admonish or issue a reprimand to those in contempt.	EVK 916 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. advise or strongly urge someone to do something	<JU1>I'll sustain the objection to that, counsel. I don't know what you're trying to do. That is not rebuttal. I'm going to admonish the jury to disregard it. [...]</JU1>	A-MT-120393-15.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
admonishment (NN)	1. the process of telling someone severely that they have done something wrong	It is almost as if all the punishment, admonishment and educative pressure which the aboriginal child has been spared up to this moment is suddenly and simultaneously inflicted on him	HTP 708 (W:ac:soc_science)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
	2. the process of advising or strongly urging someone to do something	<JU1>Thank you. Appreciate you coming to court. Ladies and gentlemen, that's our last witness for this day. These will be your instructions: The admonishment that I have given you is still in effect. [...]</JU1>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
adopt (VB)	1. to take someone else's child into your home and legally become its parent	He further argued, or at least implied, that to permit a 'non-catholic' to adopt children would be wrong because it might put such children's eternal salvation in jeopardy	A07 879 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to start to deal with or think about something in a particular way, e.g. adopt an approach, style, attitude	As far as I can see, the only way to do this is to adopt a behaviouristic approach to this knowledge and characterize it as an ability to discriminate visual objects.	A0T 155 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to formally approve a proposal, amendment etc, especially by voting	Sir Leon added that the Government should also adopt a more active policy of support for progress towards European monetary union [...]	A59 241 (W:newsp:brdshnt_nat:report)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
adopt (VB)					ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17 RE3 RE5 RE7 RE11 RE12 RE15 RE16 RE17	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 RELATIONAL (ATTRIB POSSESSIVE) 8/21
	4. to choose a new name to replace an old one	She adopted the name Hertha, perhaps to indicate her changed circumstances.	GT0 1391 (W:biography)	NEUTRAL		
adoption (NN)					IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	1. the act or process of adopting a child	But even the new bill limited adoption to parents possessing the same religious identity as the child.	A07 884 (W:ac:humanities_arts)	NEUTRAL		
	2. the act of starting to use a particular plan, method, way of speaking etc	The changes follow the adoption in July this year of the Eighteenth EC directive.	A43 114 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
	3. the choice of a particular person to represent a political party in an election	Mr Mesic should have done so on May 15th, in line with a procedure used since the actual adoption of the rotating presidency in 1980.	ABG 1605 (W:pop_lore)	NEUTRAL	ME4 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 6/17
adopting (ADJ)					IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
	1. that adopts someone or something	the child knows that his adopting parents accept not only him but that which belongs to him and thus acceptance has a broader, surer meaning	ALM 1275 (W:ac:soc_science)	NEUTRAL		
advance (VB)					IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	1. to move towards someone or something, especially in a slow and determined way	the Norwegian Nobel committee is thought to be ready to try to advance the cause of democracy in a country which has shown only the most rudimentary signs of change.	A2M 195 (W:newsp:brdsh_t_nat:report)	NEUTRAL		
	2. to develop and improve, e.g. your career	Other factors, like the institutional need to advance knowledge, to publish, to engage in research, and generate performance indicators, would remain, whatever new academic structures emerged.	A1A 1490 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
advance (VB)	3. to give someone money before they have earned it	It has become usual practice for record companies to advance bands some money to underwrite the costs of these first tours.	A6A 2171 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB POSSESSIVE) 8/21
	4. to change the time or date when an event should happen to an earlier time or date	Advance your meal times by the same amount as you change your times of getting up and going to bed.	A75 393 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. when a theory is advanced, it is put forward	I wasn't trying to advance a theory about religion in general, says Freud, but now I am [...]	HUN 59 (S:lect:humanities_arts)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
advancement (NN)	1. progress or development in your job, level of knowledge	'Publication' is increasingly important, not just to secure advancement in an individual academic's career, but as a sign of an institution's status.	A1A 1164 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
advertise (VB)	1. to tell the public about a product or service in order to persuade them to buy it	'Do I understand that you're proposing to advertise your products with a calendar that degrades women?'	ANY 2649 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE10 VE12	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
advertise (VB)	2. to make an announcement, for example in a newspaper, or let people know something about yourself	Some advertise in the local papers — to my mind quite the most profitless form of contact or recruitment.	AL8 1223 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MAJOR 9/13
advertised (ADJ)	1. Publicly announced (as being for sale, available, etc.) and promoted in or by an advertisement.	This does not have to be the advertised price.	BNL 489 (W:religion)	NEUTRAL	IA1 IA8 IA14 IA18 IA25 IA31 VE1 VE2 VE7 VE9 VE12 VE14	COMPLEX PROCESS NOMINALISATION (ADJ) (INTER)ACTION 6/31 VERBAL MAJOR 6/13
advise (VB)	1. to tell someone what you think they should do, especially when you know more than they do about something	<JU1>The Rule applies until a witness has testified and once a witness has testified, if they're not going to testify any further, then they're welcome to come into court. I would still advise you, <<RDCO>>, not to discuss your testimony with any of these other witnesses until the trial is over.</JU1>	A-MT-100393-04.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	VERBAL MAJOR 11/13
	2. to tell someone about something, e.g. advise of some new information	<PAS>Okay. Without telling us any more of what <<FPJC>> said to you about this specific offense, did you attempt to ascertain a description of the suspect from <<FPJC>>?</PAS> <OGK>Yes, I did.</OGK> <PAS>And when you received the description of the suspect, did you advise other officers?</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
advice (NN)	1. an opinion you give someone about what they should do	The advice offered here is that a reader should ignore what category of writing a book or article may come under, since helpful art criticism may be found in all sorts of sources.	A04 146 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE10 VE12 VE14	NOMINALISATION VERBAL MAJOR 8/13
advisable (ADJ)	1. something that should be done in order to avoid problems or risks	It is advisable to look at some of the types available and try them first.	AOJ 1981 (W:misc)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE10 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
advocate (VB)	1. to publicly say that something should be done	The Labour Party's solution is to advocate credit controls.	A3T 111 (W:newsp:brdsht_nat:editorial)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE10 VE13	VERBAL MINOR 10/13
advocacy (NN)	1. public support for a course of action or way of doing things	Labour's advocacy of credit controls was 'a cruel deception'.	A5D 100 (W:newsp:brdsht_nat:misc)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 VE1 VE2 VE7 VE9 VE10 VE13 VE14	COMPLEX PROCESS NOMINALISATION MENTAL COGNITIVE MINOR 6/17 VERBAL MINOR 7/13
aforesaid (NN)	1. something stated before in an earlier part of a document, article, book etc	<PAS>[...] The said defendant being then and there a person over the age of 18 years, to-wit: 29 years of age and being then and there 3 or more years older than the age of the aforesaid <<NPJC>>. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
affect (VB)	1. to do something that produces an effect or change in something or in someone's situation	<PAS>Does the amount of oil or moisture in your hand affect whether or not you leave a print?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA12 IA13 IA14 IA16 IA18 IA20	INTER(ACTION) 10/31
	2. to make someone feel strong emotions	<PAS>Okay. He will be a witness in this case. The little girl involved in this case is <<NPJC>>, his daughter. Knowing that, would that cause you to feel that you couldn't be a fair and impartial juror in this case?</PAS> <DJM>I think it would.</DJM> <PAS>Do you think it could affect you? Let me ask you this: <<MDJM>>, you wouldn't send someone to prison if you didn't believe they were guilty of the crime, would you?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
affirm (VB)	1. to state publicly that something is true	This indeed is one of the most widespread ways in which people declare and affirm their identity — by saying who they are not.	CS0 5 (W:ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
affirm (VB)	2. to strengthen a feeling, belief, or idea, e.g. affirms his belief	What elements does it affirm , what does it reject, what does it accommodate, and which need to be redeemed?	CCL 965 (W:religion)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 7/17
affirmation (NN)	1. a firm statement that something is true or exists	The free-for-all on the ground floor is a shop window of the centre's intentions and an affirmation of its belief that computing should be accessible to everyone.	B77 458 (W:non_ac:nat_science)	NEUTRAL	VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 6/13
affix (VB)	1. to fasten or stick something to something else	<OCC>With the hairs and fibers, I mounted them on slides and I use the semi-permanent mounting so that they are affixed to the slide and won't be moving so that I can examine them further.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
afford (VB)	1. to have enough money to buy or pay for something	I couldn't afford the fares into town as well as a reasonable seat for sitting in.	A06 1109 (W:non_ac:humanities_arts)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (POSSESSIVE ATTRIB) 7/21
	2. to provide something or allow something to happen, e.g. that affords her the opportunity	<WVL>I arrived 5-31 because the first day of the shoot is always tied up with double competition and I just couldn't afford to take that many days away from my business. So I missed the double competition and participated in the 12, the 20, the 28 and the 410 event.</WVL>	A-MT-110393-11.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (POSSESSIVE ATTRIB) 6/21
age (VB)	1. to start looking older or to make someone or something look older	The fellow never seemed to age , nothing changed him; no lines of worry on his cherubic face, while those hard, glassy eyes shimmered with a quiet amusement.	HU0 3033 (W:fict:prose)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	2. to improve and develop in taste over a period of time, or to allow food or alcohol to do this	At top-flight level they use new oak barrels to age the juicy ripe grapes from low-yielding vineyards, and the resulting wines cost between £12 and £25 a bottle.	AJY 1650 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
aging (ADJ)	1. becoming old	Your aging mother complains she's lonely — you feel it's your fault.	CDK 1704 (W:misc)	NEUTRAL	IA4 IA5 IA9 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
aggregate (VB)	1. to be a particular amount when added together, group different amounts to form a total, e.g. Her earnings from all sources aggregated £100,000	It is a little more difficult for stocks, since one needs to aggregate (add) the prices of various stocks; to do this, one uses weighted averages	EBV 2327 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	INTER(ACTION) 10/31
aggregation (NN)	1. a collection or gathering of things together	Our relationship had formed itself by an aggregation of layers.	FAT 2647 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION INTER(ACTION) 7/31
agitate (VB)	1. to argue strongly in public for something you want, especially a political or social change	They may moan about it every Monday morning, they may agitate for shorter hours and longer holidays, but they need to work for their self-respect.'	ANY 2331 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 8/13
	2. to make someone feel anxious, upset, and nervous	The suggestion seemed to agitate Juliette still further.	GVP 1464 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
agitation (NN)	1. a feeling of anxiousness, nervousness, or upset that makes you unable to think calmly	Each time she tries to judge she suffers 'a feeling of agitation and indeed anguish'.	AL5 92 (W:newsp:brdsht_nat:social)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
agree (VB)	1. to have the same opinion about something as someone else	<PAS>Now there's a hole, a circle in the top of the swimsuit and the crotch area has been completely removed, would you agree with me?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME14 ME16	MENTAL COGNITIVE MAJOR 9/17
	2. to say yes to an idea, plan, suggestion	We did agree we'd start before twelve.	AOR 2024 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE10 VE12	VERBAL MAJOR 9/13
	3. if two pieces of information agree with each other, they match or are the same	If the observations don't agree with the predictions, one abandons the theory.	FYX 620 (W:non_ac:nat_science)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING CIRCUMSTANTIAL) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
agree (VB)	4. if a type of food does not agree with you, it makes you feel ill	We have wine on the mull. May I offer you a warming glass? Emilia sighed and waved a weak, refusing hand. 'I fear it will not agree with me.	H82 121 (W:fict:prose)	NEUTRAL	IA1 IA7 IA9 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
agreement (NN)	1. when someone says yes to an idea, plan, suggestion	The woman nodded her head in agreement and remarked, 'Yes.	AOU 1521 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE9 VE10 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
agreed (ADJ)	1. something that people have discussed and accepted	Williams's 'It all depends' asserts and takes for granted the absence of any agreed hierarchies, hence the freedom of any individual to establish and assert his own hierarchy, without fear of challenge.	A1B 1577 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
agreeable (ADJ)	1. acceptable (agreeable to)	The main objective is to find a solution agreeable to the company in terms of its feasibility and cost.	B2T 260 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
aid (VB)	1. to help someone do something	<WES>I have some enlargements of the photographs, yes.</WES> <DAN>Do you feel it would aid the jury in your testimony if you're using that to help explain your opinion?</DAN> <WES>Yes.</WES>	A-MT-110393-13.txt	POSITIVE	IA4 IA5 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA23	INTER(ACTION) 11/31
	2. to make something happen more quickly or easily	It is also advisable to take a vitamin B supplement to aid in the digestion of the carbohydrate.	A0W 113 (W:misc)	NEUTRAL	IA4 IA5 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA23	INTER(ACTION) 10/31
aided (ADJ)	1. assisted, helped, supported by someone or something	They apply to both county and voluntary aided schools although the extent of change for the latter is less marked as the governing body was already the official employer of most staff at the school.	B23 264 (W:non_ac:polit_law_edu)	NEUTRAL	IA4 IA5 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
aim (VB)	1. to try or intend to achieve something	We aim to show in Chapter 5 that this blindness was in part promoted by the religious elements in their beliefs.	A07 245 (W:ac:humanities_arts)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME12 ME14 ME17	MENTAL DESIDERATIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
aim (VB)	2. to say or do something that is intended for a particular person or group of people	It is aimed at new staff in residential care homes.	A10 1087 (W:non_ac:soc_science)	NEUTRAL	ME1 ME7 ME8 ME10 ME12 ME13 ME17 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE 7/17 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to choose the place, person that you want to hit or reach and point a weapon or another object towards them	Jonathan aimed his gun at Rex.	HTU 5000 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
aim (NN)	1. something you hope to achieve by doing something	Our aim is to enable people to live and to die at home if that is their wish and appropriate to their needs.	A01 198 (W:non_ac:medicine)	NEUTRAL	ME4 ME6 ME12 ME14 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE 6/17
aimed (ADJ)	1. Selected or intended as a target, goal, or objective	An aimed shot?	BMX 481 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
air (VB)	1. to express your opinions publicly	He liked me to air my opinions in front of our friends, most of whom felt as he did: he said I looked so pretty when I got excited.	CEX 2143 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to broadcast a programme on television or radio	<ODS>The description that was put out on ... to officers was a white male, 5'3", I wanted to say 125, 130 pounds with carrot, reddish hair because that's what the victim said. When it aired on crime stoppers, there was numerous calls that came in where they said the guy was 6'2", 220 pounds. So I eliminated him.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	INTER(ACTION) 12/31
	3. to let fresh air into a room, especially one that has been closed for a long time	Their sashes were lifted regularly to air the room, and shut again with religious punctuality.	H7H 1310 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
air (VB)	4. to put a piece of clothing in a place that is warm or has a lot of air, so that it smells clean	Always hang out clothes that have been dry-cleaned to air before putting them back in your wardrobe.	C8B 1694 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
alert (VB)	1. to officially warn someone about a problem or danger so that they are ready to deal with it	The auditors also discovered delays and large variations in the department's reporting procedures which are supposed to alert the ministry to problems.	A96 740 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
align (VB)	1. to support a political group, country, or person that you agree with	<PAS>Is it going to make you feel more closely ... or more closely align yourself with the State in this case?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to arrange things so that they form a line or are parallel to each other, or to be in a position that forms a line etc	There, 66 per cent of villages have regular plans, with their crofts aligned in rows.	H8U 909 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to organize or change something so that it has the right relationship to something else	We have closely aligned our research and development work with our business needs.	HP5 197 (W:institut_doc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
allege (VB)	1. to say that something is true or that someone has done something wrong, although it has not been proved	<DAN>The State is the party that makes allegations and they have the burden of proof to prove what they allege .</DAN>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE9 VE12	VERBAL MAJOR 8/13
allegation (NN)	1. a statement that someone has done something wrong or illegal, but that has not been proved	<JU1>May 31st, I'm sorry. May 31st, 1991, is the date of the, allegation of the offense.[...]</JU1>	A-VD-080393-01.txt	NEGATIVE	VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 6/13
allow (VB)	1. to let someone do or have something, or let something happen	<PAS>I'm taking the position that he hasn't complied with Allen as far as this particular witness and I'd ask that she not be allowed to testify.</PAS>	A-MT-110393-12.txt	NEUTRAL	IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
allow (VB)	2. to make it possible for something to happen or for someone to do something, especially something helpful or useful	<DGI>Basically, what the test will allow you to do is to take a sample or specimen, isolate the DNA from that specimen and determine some genetic information.[...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 11/31
	3. to ensure, i.e. to be sure that you have enough time, money, food available for a particular purpose, e.g. allow plenty of time to get to ...	Remember that finishing off (e.g. by adding footnotes or bibliographic references) always takes longer than you anticipate, so allow enough time for this.	HXH 659 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	4. to admit something is true or correct or acceptable, e.g. the judge allowed the evidence	He allows that they are individually necessary, and argues only that they need supplementing.	F9K 393 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 9/13
allowable (ADJ)	1. acceptable according to the rules	If ends of the pasta trail from your lips, sucking is allowable , although audible sucking is considered inappropriate.	ABS 416 (W:pop_lore)	NEUTRAL	IA6 IA8 IA15 IA17 IA18 IA19 IA23 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
allude (VB)	1. to mention something or someone indirectly without going into detail	<DAN>The question that it comes back to and you alluded to say, well if the defendant shows me something, but what did the State show, okay. [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE10 VE13	VERBAL MINOR 7/13
alter (VB)	1. to change, or to make someone or something change	While any one of these groups can individually try to alter the design of a building, each can only achieve a little on their own.	A3T 438 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
alteration (NN)	1. a small change that makes someone or something slightly different, or the process of this change	Consequently, they require radical alteration and major upgrading of their constructional envelopes, local environment and services to make them suitable for subdivision into saleable dwellings.	A79 1067 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
amend (VB)	1. to correct or make small changes to something that is written or spoken to make it better	He says he is willing to amend the Indian constitution to give Punjab more autonomy, but not independence.	ABD 1031 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
amendable (ADJ)	1. able to amend, improve, repair, correct	But Larry Whitty, general secretary, said under party rules policy statements, such as the manifesto, were not amendable .	A1J 595 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
amplify (VB)	1. to increase the effects, sound, size or strength of something	<DGI>[...] The more you have of one type of DNA, the more amplification you're going to get of that DNA and an indifference to what else might be there in a smaller amount. It may amplify as well as, but you wouldn't see it as well because there's so much of the other DNA.</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 14/31
	2. to explain something that you have said by giving more information about it	Calling in Mrs Thatcher to amplify his own quiet words, he started to say things which explained why his party was different from the others.	AK2 977 (W:newsp:brdsht_nat:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
amplification (NN)	1. the act or result of amplifying something	<DGI>[...] The other type of tests are called PCR. It's also known as gene amplification . And the PCR stands for a scientific term known as Preliminary Chain Reaction. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA4 IA8 IA14 IA15 IA16 IA18 IA20 IA21 IA31	NOMINALISATION (ADJ) INTER(ACTION) 10/31
amount (VB)	1. if figures, sums etc amount to a particular total, they equal that total when they are added together	Therefore, anyone else without those types would be excluded and that would amount to about 90 percent of the population.</DGI>	A-MT-100393-06.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. if an attitude, remark, situation etc amounts to something, it has the same effect	If the school refused to reschedule the trip, would this amount to unlawful indirect discrimination, or would the school's decision have been 'justifiable'?	AN5 1059 (W:ac:polit_law_edu)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
analyse (VB)	1. to examine or think about something or someone carefully, in order to understand it	We now have the possibility to analyse the cause of cancer in a much more precise way, because we now know that the cause of cancer is within ourselves'.	A46 478 (W:newsp:brdsht_nat:report)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
analyse (VB)	2. to examine something scientifically to find out something	<PAS>What items, can you tell the ladies and gentlemen of the jury what type of items do you analyze ? Can you be specific?</PAS> <OCC>Hairs, fibers, various types of debris, glass, paints.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS INTER(ACTION) 9/31 MENTAL PERCEPTIVE MINOR 8/17
analysis (NN)	1. a careful examination of something in order to understand it better	<ORH>My job is to go to crime scenes, usually major crime scenes. I photograph the scenes, videotape them often. I collect fingerprints, develop the fingerprints, do some crime scene diagrams, collect evidence, mark the evidence and then do some analysis of the evidence after we've collected it.</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME3 ME6 ME11 ME13 ME17	COMPLEX PROCESS NOMINALISATION (INTER)ACTION 6/31 MENTAL PERCEPTIVE 5/17
annotate (VB)	1. to add short notes to a book or piece of writing to explain parts of it	This should be annotated with explanatory notes for clarification.	EAM 193 (W:admin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
annotation (NN)	1. the process of adding short notes to a book or piece of writing to explain parts of it	<DAZ>And the term victim is subject to what you use your little annotations by the V and the S?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
announce (VB)	1. to officially tell people about something, especially about a plan or a decision	<DLT>Yes, I have an independent. I have an independent recollection, yes. I was President of the Oklahoma Skeet Association at that time. I announced that we were going to make available life time memberships.</DLT>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to give information to people using a loudspeaker or microphone, especially at an airport or railway station	A jolt, and a voice booming through loudspeakers to announce our arrival in France.	AOU 2118 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
announce (VB)	3. to officially tell people that someone has arrived at a particular place, e.g. announce oneself	Cornelius announced himself to a desk clerk who wore a badge saying, 'Hello my name is Danny'.	HWN 3892 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
announcement (NN)	1. an important or official statement	The announcement comes six days before staff are told of proposals to merge most of the two groups of journalists, involving redundancies.	A2A 677 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
	2. the act of telling people that something important is going to happen	<PAS>When did you make that announcement ?</PAS> <DLT>At a banquet Saturday night of the Oklahoma State Shoot. <<FDFT>> came up to me ...</DLT>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
answer (VB)	1. to say something to someone as a reply when they have asked you a question, made a suggestion	<JU1>Well if it's the same thing, I would sustain the objection. If she told her something else ...</JU1> <PAS>It can't possibly be the same thing, because the other officers have indicated they didn't go into detail with the little girl.</PAS> <JU1>I'll let her answer it.</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to pick up the telephone and speak when it rings or open the door when someone knocks or rings the bell	What's the point of having a phone if you never answer ? he said.	A08 3046 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to do something as a reaction to criticism or an attack, e.g. answered by firing	The chancellor answered by fighting fire with fire.	CBF 159 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	4. to be a way of dealing with or solving a problem, e.g. that answers that problem	You can borrow my car if you like.' 'Well, that answers one problem.'	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA4 IA5 IA8 IA10 IA12 IA15 IA16 IA18 IA25	(INTER)ACTION 9/31
	5. to answer a need: to meet the needs/purpose	To answer that immediate need, the British government has been agonising over how to offer a single tranche of passports, perhaps 100,000, to Hong Kong, in such a way as to target recipients whom it believes play vital roles in the public and private sector.	A1V 245 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA4 IA5 IA8 IA10 IA12 IA15 IA16 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
answer (VB)	6. answer back: to reply in a rude way	I think it's a sin to answer a doctor back,' he says, because he's angry and wants to shout at me, at anyone.	ABS 2086 (W:pop_lore)	NEGATIVE	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
anticipate (VB)	1. to expect that something will happen and be ready for it	<JU1>Opening statements are not evidence, but the parties tell you briefly what they intend to present to you during this trial by way of evidence. So you can sort of get an idea what their case is going to be about and anticipate and follow their case.</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to think about something that is going to happen, especially something pleasant	We can anticipate good things happening.	ADE 85 (W:religion)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to do something before someone else	This pioneering work was ignored by his contemporaries and when Alexander Fleming first noted, by chance, the antibacterial action of Penicillium mould in 1928, he was completely unaware that his discovery had been anticipated .	ADX 2173 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
anticipation (NN)	1. the expectation that something will happen	<PAS>Judge, at this point in time in anticipation of where <<MDAN>> is getting ready to go with this, I'd ask to have an in camera hearing outside the view and hearing of the jury with regard to the receipts that he's getting ready to present into evidence. [...]</PAS>	A-MT-110393-09.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
anticipatory (ADJ)	1. expectant that something will happen and be ready for it	They moved from analysing breakfast to an anticipatory conversation about lunch.	HTG 1583 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
apologise (VB)	1. to tell someone that you are sorry that you have done something wrong	<DAZ>I apologize if I misled you. I certainly did not intend to mislead you.</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS VERBAL MAJOR 10/13 MENTAL MAJOR 8/17
apology (NN)	1. something that you say or write to show that you are sorry for doing something wrong	When mistakes are made a full apology is often less damaging than a grudging admission that events have not gone as planned.	AND 1121 (W:commerce)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	COMPLEX PROCESS NOMINALISATION MENTAL EMOTIVE MAJOR 6/17 VERBAL MAJOR 7/13
appeal (VB)	1. to make a serious public request for help, money, information	We would also like to appeal for funds to help us finance this event.	HAX 83 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to make a formal request to a court or someone in authority asking for a decision to be changed	<JU1>Your right to appeal will start from the day that you are sentenced and you'll be ordered held without bond at until that time.</JU1>	A-MT-120393-17.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. if someone or something appeals to you, they seem attractive and interesting	If this idea appeals to you, you can go on to have your photograph taken every four to six weeks during your weight loss campaign.	AD0 1327 (W:non_ac:medicine)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
	4. to try to persuade someone to do something by reminding them that it is a good or fair thing to do, e.g. appeal to his better nature	The couple invited newspaper editors to a series of private lunches at Kensington Palace, to appeal to their better nature, but to no avail.	A7H 36 (W:biography)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
appeal (NN)	1. an urgent request for something important	An appeal has been set up among the village's 2,800 residents to help all the victims' families.	CBF 186 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
appear (VB)	1. to seem a particular way, especially from what you know about it or from what you can see	<PAS>At some point in time, did you attempt to get a description from her?</PAS> <OBW>Yes.</OBW> <PAS>Was she ... did she appear able to give you a description at that time?</PAS> <OBW>Yes, ma'am.</OBW> <DGI>Again the only difference would be is that there is a very faint 1.1, but it is not more intense than our control spot. So by the way we set up our standards, I cannot call that as being a positive specimen or a positive typing.</DGI> <DAZ>You agree with me that it never appeared earlier?</DAZ> <DGI>That is correct. It did not appear earlier.</DGI> <DAZ>And the process was the same?</DAZ> <DGI>Process was the same, yes.</DGI>	A-MT-090393-01.txt	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME16 RE1 RE4 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS MENTAL PERCEPTIVE MAJOR 6/17 RELATIONAL (INTENSIVE ATTRIB) 7/21
	2. to start to be seen, to arrive, or to exist in a place, especially suddenly, e.g. it appeared out of nowhere	In a career spanning half a century Davis appeared in numerous major films but practically no great ones	A-MT-100393-06.txt	NEUTRAL	IA4 IA5 IA6 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 10/31
	3. to take part in a film, play, concert, television programme	<DAN>And you're appearing here due to a subpoena I sent you, correct?</DAN>	A3V 47 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to go to a law court or other official meeting to give information, answer questions, e.g. appear before a judge	Since its appearance in 1956 the US-based EDN has established itself as a leader in controlled circulation electronics magazines.	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
appearance (NN)	1. when something new arrives or begins to exist or starts being used	Since its appearance in 1956 the US-based EDN has established itself as a leader in controlled circulation electronics magazines.	A19 1224 (W:non_ac:tech_engin)	NEUTRAL	IA4 IA5 IA6 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
appertain (VB)	1. to concern something	None of the above appertain to the taxi trade as the trade is predominantly self-employed.	HLW 579 (S:speech:scripted)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
apply (VB)	1. to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something	That's why I keep telling you to apply for teaching jobs.	A0F 401 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. to bear (something) in mind in a situation	<PAS>The details in this case are gruesome. Can you listen to those details and apply the facts to this case and render a fair and impartial judgment?</PAS> <DJO>Yes.</DJO>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. apply oneself: to work hard at something, especially with a lot of attention for a long time	Jenny had a very poor topographical imagination and needed to apply herself with great concentration to the task of relating the main lines of street lights to her own knowledge of the town.	GUD 891 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	4. to make something such as a piece of equipment operate, usually by pushing or pressing something, e.g. apply the brakes	The suspicion must be that it was a combination of excessive speed and the failure of the driver or guard to apply the brakes early enough that caused the accident.	HHE 172 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to put or spread something such as paint, liquid, or medicine onto a surface, e.g. apply the cream to the skin daily	<ORH>I thought there were. On the wooden portion, I thought that there were some fairly good ones on the surface on the inside and outside.< And I run into a typical problem that you have in trying to lift there that I applied my tape and the rough surface wouldn't let you take it off./ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
application (NN)	1. when you put something such as paint, liquid, medicine etc onto a surface	The benefits of this finish quoted by the makers are, that it doesn't smell strongly during application and drying, and brushes are cleaned are cleaned up with water when the job is finished.	A0X 168 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
applicable (ADJ)	1. if something is applicable to a particular person, group, or situation, it affects them or is related to them	Every song on the album contains something of my own experience over the last year but the words are applicable to everyone.	A7P 323 (W:pop_lore)	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION (ADJ) RELATIONAL (IDENTIFYING) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
appoint (VB)	1. to choose someone for a position or a job	<WES>I've been appointed as the court's expert in state courts and Federal courts in the State of Oklahoma.</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA17 IA18 IA19 IA23 ME4 ME6 ME8 ME9 ME10 ME11 ME14 ME17	COMPLEX PROCESS (INTER)ACTION 13/31 MENTAL MINOR 8/17
	2. to arrange or decide a time or place for something to happen	<WBR>I was in the clubhouse and run in and visiting with his father and his father said that he ... that <<FDFT>> was going to need to leave the club and go some place and would I mind storing his guns in the trunk of my car while <<FDFT>> was gone just in case he didn't get back in time for the guns to be there for <<MWJD>> to use at his shooting appointed time.</WBR>	A-MT-110393-12.txt	NEUTRAL	ME4 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 7/17
appointed (ADJ)	1. the time decided for something to happen	<WBR>I was in the clubhouse and run in and visiting with his father and his father said that he ... that <<FDFT>> was going to need to leave the club and go some place and would I mind storing his guns in the trunk of my car while <<FDFT>> was gone just in case he didn't get back in time for the guns to be there for <<MWJD>> to use at his shooting appointed time.</WBR>	A-MT-110393-12.txt	NEUTRAL	ME4 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MINOR 6/17
appraise (VB)	1. to officially judge how successful, effective, or valuable something is	This research aims to appraise the effectiveness of different kinds of public sector financial assistance provided to industry.	HJ0 18573 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to look carefully at someone or something to make an opinion about them	Therapy often helps people to appraise themselves honestly.	BLW 428 (W:religion)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
appraisal (NN)	1. a statement or opinion judging the worth, value, or condition of something	We will press ahead with regular appraisal of teachers to encourage high standards and develop professional skills.	AM8 766 (W:misc)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
appreciate (VB)	1. to understand how serious or important a situation or problem is or what someone's feelings are	If, however, the social properties of objects are not as 'evident' as they are visible, this very factor may actually be, in part, responsible for our inability to appreciate the significance of the object.	FAK 443 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to be grateful for something someone has done	<JU1>All right. Thank you, Doctor, appreciate you coming to court.</JU1>	A-MT-100393-07.txt	POSITIVE	ME2 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17
	3. to like something because of its good qualities, e.g. appreciate a piece of music	At its best, art criticism will enable the reader to enjoy or appreciate an exhibition better.	A04 1216 (W:ac:humanities_arts)	POSITIVE	ME2 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17
appreciation (NN)	1. a feeling of being grateful for something someone has done	<JU1>Here's a certificate, also, on behalf of the judges of the 14th Judicial District. It's signed by <<RJUH>>, the presiding judge, in appreciation of your service as juror.</JU1>	A-MT-120393-16.txt	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17
	2. an understanding of the importance or meaning of something	On the other hand it can bring about reconciliation between families and friends and a new appreciation of life's true values.	A02 162 (W:institut_doc)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
appreciative (ADJ)	1. feeling or showing that you enjoy something or are pleased about it	In spite of some clergy who are 'not appreciative of art or excellence', the Church in the United States still sees the need to train musicians as a pastoral priority.	FPY 461 (W:religion)	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 6/17
	2. to be grateful for something	They all speak excellent English and going on last year, are so pleased to be in Britain and so appreciative of everything arranged for them that they make an easy and rewarding group to entertain.	A7K 1052 (W:misc)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
apprehend (VB)	1. if the police apprehend a criminal, they catch him or her and arrest them	I shall find the body in a jiffy and we shall apprehend the guilty party before the day is out.'	A0D 507 (W:fict:prose)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	2. to understand something	Their use of the word 'consciousness' refers to the system of meaning through which we apprehend the world, as well as the ideas, opinions and beliefs which we are aware of holding.	A6S 390 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
apprehension (NN)	1. anxiety about the future, especially about dealing with something unpleasant or difficult	Vincent felt his stomach heave with apprehension .	A7J 1990 (W:fict:prose)	NEGATIVE	ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 6/17
	2. the act of apprehending a criminal	But there is an alternative fault element: 'with intent to prevent the lawful apprehension or detainer of any person'.	ACJ 697 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA3 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB POSSESSIVE) 6/21
	3. understanding	The mystic addresses a level of the mind and an apprehension of reality that is deeper and, perhaps, more archaic than the rational and cerebral.	CD4 104 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
approach (VB)	1. to move towards or nearer to someone or something	<DAN>Excuse me, Your Honor. Your Honor, may we approach the bench?</DAN>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to ask someone for something, or ask them to do something, especially when asking them for the first time or if not sure if they will do it	While studying Tzintzuntzan, the anthropologist George Foster found that the female villagers would ask his wife to approach him for a favour	AN3 269 (W:ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
approach (VB)	3. if an event or a particular time approaches, it is coming nearer and will happen soon	As Wimbledon again approaches , the arguments about why British tennis is so poor still rage on, and are getting even more heated.	A0V 538 (W:pop_lore)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	4. to begin to deal with a situation or problem in a particular way or with a particular attitude	I don't know how to approach this, but this is me, Sarah, your pathetically vile big sister, not able to find the words, but hoping you can see what I'm trying to do — what I'm trying to say	A0F 1291 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
	5. to be almost equal to something, e.g. he's never had anything approaching a normal life	The old Herring and Addis tools were made with a finesse and temper that modern tools do not approach , let alone equal.	A0X 1069 (W:pop_lore)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
approach (NN)	1. movement towards or near to something	The programme pretty well began with an interview with someone from the Bundesbank which, as running orders go, is a bit like a long-jumper beginning his approach with his laces tied.	A1R 7 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
approve (VB)	1. to officially accept a plan, proposal	<JU1>When an objection is made, you should not speculate on the reason why it is made. When an objection is approved or sustained by me, you should not speculate on what might have occurred or what might have been said had the objection been sustained.</JU1>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 9/13
	2. to think that someone or something is good, right, or suitable	I wanted him to approve of me.	A0U 448 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
approval (NN)	1. when a plan, decision, or person is officially accepted	Do not start any work until you have received written approval .	A0J 1904 (W:misc)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18 VE1 VE2 VE7 VE9 VE12 VE14	COMPLEX PROCESS NOMINALISATION MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 6/13
approved (ADJ)	1. officially recognized as being of a particular level or standard	I then found my application for financial assistance for part-time study had been rejected 'because anthropology is not on the approved list of subjects	AOK 358 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 6/17
approximate (VB)	1. to be similar to but not exactly the same as something	The waitress then finds something on the menu that approximates to it.	ABS 1476 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
arbitrate (VB)	1. to officially judge how an argument between two opposing sides should be settled	<DAZ>You testified that there are no extramurals that are sent in and arbitrated outside. Do you, within your department, have anyone that sends you unknowns and checks your accuracy?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
argue (VB)	1. to speak angrily with someone (because you disagree with him/her)	<DAN>Now from your experiences in a law office ...</DAN> <DJU>Um-hum.</DJU> <DAN>...are you going to be able to set here unbiasedly between <<UPAS>> and I, should we argue a little bit?</DAN>	A-VD-080393-02.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to state, giving clear reasons, that something is true, should be done	<JU1>The attorneys will present to you the evidence. They will examine and cross-examine the witnesses and argue the evidence and closing statements. But very important, no statement or argument of the attorney is evidence, keep that in mind.</JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to persuade someone to do or not do something, e.g. he argued me into doing ...	Better just argue her into going back where she belonged.	CDY 320 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
argument (NN)	1. a situation in which two or more people disagree, often angrily	I had an argument with my mother and I just ran away from home and came here without telling her.	FR5 1382 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
argumentative (ADJ)	1. someone who often argues or likes arguing	He showed every sign of inheriting and perhaps exceeding, his father's acute intelligence, which made him an exhaustingly curious and argumentative child.	APU 678 (W:fict:prose)	NEGATIVE	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION (ADJ) VERBAL MINOR 7/13
arise (VB)	1. if a problem or difficult situation arises, it begins to happen or exist	In some cases however, complications may arise .	A0J 994 (W:misc)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
arm (VB)	1. to provide weapons for yourself, an army, a country in order to prepare for a fight or a war	It is revealing that the British and American governments are reluctant to accept as illegal and inhumane in international conflicts weapons with which they are willing to arm their police forces for use against their own people.	CHC 73 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to provide/gain all the information, skills, or equipment you need to do something	We get lost of letters from riders who are keen to have a go at competing but would like to arm themselves with some information first.	BPB 12 (W:pop_lore)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 RELATIONAL (ATTRIB) POSSESSIVE 7/21
armed (ADJ)	1. having the equipment you need to do something	Armed with the right gear and correct information, we were in business.	A15 543 (W:pop_lore)	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
arrange (VB)	1. to organize or make plans for something such as a meeting, party, or trip	<PAS>You indicated you talked to <<RDLT>> and <<AWLI>>. As a matter of fact, <<FWLI>> is the one that helped you <u>arrange</u> to be on the shoot May 31st; is that correct?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL COGNITIVE MAJOR 8/17
	2. to put a group of things or people in a particular order or position, e.g. arrange the flowers	In the case of a bouquet, it is much simpler to remove some of its contents before you <u>arrange</u> the flowers in a container.	CE4 105 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
arrangement (NN)	1. a group of things that are (put/laid out) in a particular position, or the process of doing this	<OCC>[...] and that all of the various changes that go on in the hair occur at the same place in each one of those hairs and the <u>arrangement</u> of all the characteristics are the same.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
arrest (VB)	1. if the police arrest someone, the person is taken to a police station because the police think they have done something illegal	<DAN>Judge, they didn't <u>arrest</u> him on that warrant. [...]</DAN>	A-MT-090393-03.txt	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	2. to stop something happening or to make it happen more slowly	Argentina's government failed to <u>arrest</u> inflation for much the same reason.	ABF 2429 (W:pop_lore)	NEUTRAL	IA4 IA5 IA8 IA10 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	3. if something arrests you or arrests your attention, you notice it because it is interesting or unusual	he at once proceeded to examine more closely what it was that had <u>arrested</u> his attention; during this momentary pause the trigger was pulled	HRB 972 (W:biography)	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL PERCEPTIVE MINOR 7/17
arrest (NN)	1. when the police take someone away and guard them because they may have done something illegal	<DAN>Is there anything about the fact that when you make a collar or an <u>arrest</u> that you presume them to be guilty of that enter into your deliberations?</DAN>	A-VD-080393-02.txt	NEGATIVE	IA1 IA3 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
arrive (VB)	1. to get to the place you are going to	<PAS>What time did you <u>arrive</u> there?</PAS> <OBW>At 11:25.</OBW>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
arrive (VB)	2. if something arrives, it is brought or delivered to you	It took six weeks for the first amount of money to arrive .	AOF 1048 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	3. if an event or particular period of time arrives, it happens, e.g. their wedding day finally arrived	I also had four days to be nervous and by the time the big day arrived I was all nervous out.	K9B 884 (W:misc)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	4. to be born	From the 1930s until the 1970s the average couple's first baby arrived about twenty months after their marriage.	EDK 1691 (W:ac:soc_science)	NEUTRAL	IA4 IA9 IA12 IA15 IA17 IA23 RE2 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB CIRCUMSTANTIAL) 6/21
	5. if a new idea, method, product etc arrives, it begins to exist or starts being used, e.g. since computers arrived on the scene ...	It was not until Ernest Bloch launched himself on the scene, with Three Jewish Poems in 1913 that 'Jewish music' per se arrived	AOP 1344 (W:biography)	NEUTRAL	IA4 IA5 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	6. to reach a decision, solution etc after a lot of effort	<PAS>Will you listen very carefully to all the evidence before you arrive at a decision?</PAS>	A-VD-090393-04.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME14 ME17	MENTAL DESIDERATIVE MINOR 8/17
	arrival (NN)	1. the act of someone or something arriving somewhere	<OBI>Yes, her father arrived. Upon his arrival , he thought that we still had the suspect there, but the suspect was not in the house. Upon finding out that the suspect was not there, he went directly to his daughter to try to comfort her.</OBI>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31
ascertain (VB)	1. to find out the truth	PAS>Now when you were talking with <<NPJC>>, did you ascertain her age?</PAS>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
ask (VB)	1. to speak to someone in order to get an answer, information, or a solution	<PAS>When you talked to her, did you ask her about what happened or who had done this to her?</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
ask (VB)						
	2. to make a request for help, advice, information or something	<PAS>I'd ask that you show him the statement and let him review it if it's true or accurate?</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to want a particular amount of money for something you are selling, e.g. they're asking a fortune for their house	They have now found premises which they are interested in, commercial property in a building owned by Grand Metropolitan, who are asking for £15,000 a year for a property in bad condition.	A7K 790 (W:misc)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS MENTAL DESIDERATIVE MINOR 8/17 VERBAL MINOR 9/13
	4. if you ask something of someone, you want them to do it for you, though really you have no right to do so, e.g. he's asking a lot of you	It seemed to be asking a lot of Arnold Bros (est. 1905) to create the whole thing.	HTH 15 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
	5. to ask someone to an event is to invite them	<JU1>I'd ask that you all come back here then and then we'll finish the case up and start with the instructions and closing arguments.</JU1>	A-MT-120393-15.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	6. ask for trouble: to look or search for problems for yourself	Choose the strong dog in a pack, then fail to discipline it properly, and you're asking for trouble.	ABS 2270 (W:pop_lore)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 7/31
	7. ask oneself something: to think carefully and honestly about something	Don't ask me why, I often ask myself the same question!	EB6 28 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
assault (VB)	1. to attack someone in a violent way	<DAN>So if I said, <<RDJE>> assaulted me during those periods of time, who would you call as a witness?</DAN>	A-VD-080393-02.txt	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	2. a feeling, sound or smell that makes you uncomfortable or upset	Outside the Press cameras assaulted her senses with the battery of flashes, but she didn't allow herself to be flustered.	HGM 2921 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to strongly criticize someone's ideas, plans etc	Since it is now public, members of the public and Members of Parliament can form their own views and prepare to assault the Bill in its undesirable aspects during subsequent stages.	C8R 786 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
assault (NN)	1. the crime of physically attacking someone	<PAS>In this particular case, do you show whether or not a sexual assault or a rape kit with specimens from the victim <<NPJC>> in this case were collected and turned in and a swimsuit?</PAS>	A-MT-090393-02.txt	NEGATIVE	IA1 IA3 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. a strong spoken or written criticism of someone else's ideas, plans etc	It demanded development, investment, planning and greater government intervention, not an assault on the capitalist system.	APP 828 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
assess (VB)	1. to make a judgment about a person or situation after thinking carefully about it	<PAS>Can you make the punishment fit the crime if you're called on to assess punishment?</PAS> <DJG>Yes, I believe so.</DJG>	A-VD-090393-03.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to calculate the value or cost of something	Additionally, the stalemate over economic union makes it difficult to assess the costs of insurance or mortgages arranged abroad.	ED4 413 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
assessment (NN)	1. a process in which you make a judgment about a person or situation, or the judgment you make	Valuable coaching can often come from drama school tutors who can give a fair assessment of the possibilities you may have prior to auditioning.	A06 340 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
assign (VB)	1. to give someone a particular job or make them responsible for a particular person or thing	<PAS>[...] <<RODS>> will come in and talk to you and tell you that he was the detective assigned to the scene. He went out to the house, but with the exception of the SIU Unit, everyone else was gone by the time he initially went out to that scene and then on the following Monday, this was Friday, May 31st, on the following Monday in June, he became the head detective on this particular case. It was assigned to him.[...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA19	(INTER)ACTION 10/31
	2. to give a particular time, value, place to something	Certain plants have Gaelic names which assign particular qualities to them, such as 'the beer plant', which is commonly known as hop(s) (Humulus lupulus).	AML 1343 (W:ac:nat_science)	NEUTRAL	RE1 RE4 RE8 RE11 RE12 RE18 RE19 RE20	RELATIONAL (IDENTIFYING) INTENSIVE 8/21
	3. to give money, equipment to someone to use	This arrangement depended upon the Goldsmiths' willingness to undertake the task but the executors had the power, if the Company declined, to assign the property elsewhere.	EW9 70 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
assimilate (VB)	1. to completely understand and begin to use new ideas, information etc	<JGL>Well I ... I have learned through these experiences that there's really 3 sides to a story and so you have to, you know, get all the facts and try to assimilate it and try to come up with a logical answer.</JGL>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to become part of a group and be accepted by the people in that group	Before 1967 Israel assumed, as did many others, that since the Palestinian Arabs had not achieved nationhood they would soon assimilate into the Arab host countries neighbouring Israel, if the latter had half a mind to allow it to happen.	APD 791 (W:non_ac:humanities_arts)	NEUTRAL	RE2 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
assist (VB)	1. to help someone/make it easier for someone to do something	<JU1>The Court does not know the witnesses, so I'll ask the attorneys to assist the Court in enforcing the Rule.</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
associate (VB)	1. to make a connection in your mind between one thing or person and another	<PAS>Do you associate that with scissor cut, razor cut, could you tell?</PAS>	A-MT-100393-04.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to spend time with someone, especially someone that other people disapprove of	Julie was a rich kid who loved to associate with the tougher, more daring local boys.	B3J 158 (W:fict.prose)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to show that you support someone or something, e.g. to associate yourself with somebody	He had rightly judged that it would have been unwise for him to associate himself with the movement of the Earl of Lancaster or with Rent's conspiracy.	E9V 292 (W:ac:humanities_arts)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
assume (VB)	1. to think that something is true, although you do not have definite proof	<PAS> [...] if I were to pull 2 hairs out of my head, if you saw me pull 2 hairs out of my head, I assume you could say both those hairs come from <<NPAS>>'s head, could you not?</PAS>	A-MT-100393-04.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. assume control: to start to have control, adopt responsibility or to start in a particular position or job	Many women would assume control of the family business upon the death of a spouse.	AN4 782 (W:non_ac:humanities_arts)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
assumption (NN)	1. something that you think is true although you have no definite proof	<DAZ>And unaccountable differences are differences that you cannot account for. Would that be a reasonable assumption ?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	2. when someone starts to have control or power	Thirdly, there was a highly uneven, but nevertheless very important formal assumption of responsibility by the state for many areas of sexual unorthodoxies	EEN 1146 (W:ac:soc_science)	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) POSSESSIVE 6/21
assure (VB)	1. to tell someone that something will definitely happen or is definitely true so that they are less worried	You can assure your child that kissing and hugging are not dangerous.	A0J 809 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
assure (VB)	2. to make something certain to happen or to be achieved, e.g. this assured his success	France expressed horror at the assassination and appealed for unity to assure peace in the country it once ruled.	A8J 260 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to make sure of something by checking, e.g. Tim waited a moment to assure himself that he was not being followed	In this way, he said, western critics could assure themselves that the terms of such a package were being met.	ABG 834 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
assurance (NN)	1. a feeling of calm confidence about your own abilities, or that you are right about something	Her assurance has obviously come with age and experience, but there is no doubt that her first major public speech marked a turning point.	A7H 1644 (W:biography)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
attach (VB)	1. to fasten or connect one object to another, e.g. a document to an email		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. attach blame or importance: to believe that something is important, someone is to blame	It is possible, however, to classify most British political leaders according to the relative importance they attach to these values.	A6F 926 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to attach conditions, e.g. to an agreement, means that the conditions must be met prior to the agreement made	The court may attach to its grant such conditions as it sees fit.	ABP 1266 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
attack (VB)	1. to deliberately use violence to hurt a person or damage a place	<OGK>I wanted to add that when talking about physical appearance and the rough complexion, the victim <<FPJC>> described the person who attacked her, she was ... she was no more far from him than when you open the screen door. [...]</OGK>	A-MT-090393-01.txt	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 11/31
	2. to start using guns, bombs etc against an enemy in a war	In the event, the 'loyal' battallions took both the rebels and the US troops by surprise by using other roads, and possibly short-hop airlifts, to attack the rebels at army headquarters.	A3D 359 (W:newsp:brdsht_nat:report)	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
attack (VB)	3. to criticize someone or something very strongly	<JU1>When did he attack his credibility?</JU1> <PAS>When he started talking about the 2 blind tests?</PAS>	A-MT-100393-06.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
	4. to cause damage, harm or spoil something, e.g. the disease attacks the internal organs	It attacks the very cells in the body whose job it is to fight off infection — the cells of the immune system.	CJ9 195 (W:non_ac:soc_science)	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 11/31
	5. to move forward and try to score goals or win points in sport games	Attack the opponent's open side, where there are more targets to aim for	A0M 642 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
attack (NN)	1. an act of violence that is intended to hurt a person or damage a place	<PAS>[...] He doesn't want to talk to you about how bad or how violent or how nasty and ugly that attack was. [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	IA1 IA3 IA8 IA10 IA14 IA15 IA18 IA20 IA31	NOMINALISATION INTER(ACTION) 9/31
	2. the act of using weapons against an enemy in a war	These were the years of the anti-fascist movement, the Japanese attack on Britain's Asian empire, the British retreat and the Bengal famine during which two million people died.	A0E 258 (W:misc)	NEGATIVE	IA1 IA3 IA8 IA10 IA14 IA15 IA18 IA20 IA31	NOMINALISATION INTER(ACTION) 9/31
	3. a strong and direct criticism of someone or something	They regard the article as being primarily an attack on the Prime Minister, and one which is improper almost to the point of being constitutional.	A1F 96 (W:news:brdsh_tat:editorial)	NEGATIVE	VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
attain (VB)	1. to succeed in achieving something after trying for a long time	Goals are much easier to attain if they are broken down into small steps.	AD0 1126 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE10 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
attain (VB)	2. to reach a particular level, age, size	And people with weight problems can learn to control their food intake and adjust their energy expenditure by appropriate exercise, in order to attain physical fitness and a slim shape.	ADO 1118 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE2 RE3 RE5 RE7 RE10 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 9/21
attempt (VB)	1. to try to do something, especially something difficult	<DAN>So not only did you attempt to lift the fingerprints for analysis, you took pictures of them, didn't you?</DAN>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	INTER(ACTION) 10/31
attempt (NN)	1. an act of trying to do something, especially something difficult	On a third attempt , excuse me, on a third attempt of the same item, we also received a 1.2/2 typing, but in addition to that we had a fainter typing.	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION INTER(ACTION) 7/31
attend (VB)	1. to go to an event such as a meeting or a class or school	<OBY>Over the last 22 years, I've attended several and completed several courses that have been offered by the Federal Bureau of Investigation, both here, Oklahoma City and at their national academy at Quantico, Virginia. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	INTER(ACTION) 9/31
	2. to exist at the same time as something	If schools respond in different ways to the requirement for guidance, special information and sometimes special effort which attends higher education entry as against guidance for entry into vocational education and training, is this because there are two cultures?	HPX 577 (W:ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to look after someone, especially because they are ill	[...] not least his father's demise and his mother's need to attend to him during his frequent bouts of sickness before it.	A0P 1190 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	INTER(ACTION) 9/31
	4. to deal with business or personal matters, e.g. he has one or two things to attend to	You have some important business to attend to, for which you want to feel at the peak of your mental powers.	A75 156 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	INTER(ACTION) 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
attract (VB)	1. to make someone interested in something or someone, or make them want to take part in or move towards something or someone	A place for all kinds of wildlife to stop off and drink, it will attract them like a magnet.	A0G 1717 (W:pop_lore)	NEUTRAL	ME4 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL DESIDERATIVE MINOR 7/17
	2. to attract something, i.e. support or attention: to make people give you support or attention	<PAS>At some point in time, was your attention attracted to the front door of your house?</PAS>	A-MT-100393-06.txt	NEUTRAL	ME4 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL DESIDERATIVE MINOR 7/17
attraction (NN)	1. a feeling of liking someone, especially in a sexual way	The attraction between a man and a woman can be one of the most powerful emotions known.	A0J 532 (W:misc)	NEUTRAL	ME4 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 7/17
audit (VB)	1. to officially examine a company's financial records in order to check that they are correct	A specific task of non-executives on the board was to audit thoroughly the impact of major investment decisions after an appropriate period.	B2A 176 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
audit (NN)	1. an official examination of a company's financial records in order to check that they are correct	The final audit of the accounts found only £45,220 of stock on the premises instead of the £570,680 declared.	A8K 825 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 5/31 MENTAL COGNITIVE 6/17
authorise (VB)	1. to give official permission for something	<JU1>Nobody elsewhere will charge anything with us and I don't have any money to pay, but I can charge it to the court fund and the court fund is restrictive, but they will authorize that if it gets to that point. [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
authorisation (NN)	1. official permission to do something, or the document giving this permission	On investigation, they discovered that the first agency had failed to get proper authorisation from Visa for the transaction.	A3P 303 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	VE1 VE2 VE3 VE7 VE9 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 8/13
avoid (VB)	1. to prevent something bad from happening	It is important to follow the manufacturer's instructions on the dilutions and immersion times to avoid damage.	A0C 975 (W:misc)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 11/31
	2. to stay away from someone or something, or not use something	<JU1>[...] And if any questions asked that give you a problem, if you'll call it to my attention, I'll see if we can figure out some way to either rephrase the question or avoid the problem. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 IA25	(INTER)ACTION 12/31
	3. to change direction to not have to run into someone or something	I had gone for coffee in the student room in order to avoid my colleagues.	A0F 64 (W:fict:prose)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31
await (VB)	1. to wait for something	Play Me Something (15) is set on a small Hebridean island where a group of passengers await their plane.	A2G 80 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA2 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 7/31
	2. if a situation, event etc awaits you, it is going to happen in the future	When one quiet weekend this February Mr Grosz left the country on a short trip to Switzerland, little did he know what would await him on his return.	A3A 115 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	IA4 IA9 IA12 IA13 IA14 IA20 IA25	(INTER)ACTION 7/31
awaken (VB)	1. to wake up, or to make someone wake up	Ann would join her husband at 5.30am and then the pair would work diligently together until 7am when Ann would cook breakfast and awaken their daughter.	ANK 1893 (W:misc)	NEUTRAL	IA1 IA7 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA29	(INTER)ACTION 12/31
	2. if something awakes an emotion, you suddenly begin to feel that emotion	[...] so different images can awaken new emotions within us.	CCN 35 (W:non_ac:humanities_arts)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
awaken (VB)	3. to begin to realize the possible effects of a situation	Children's helplines — like the hugely successful NSPCC child protection line, awaken the public to the continuing horror — and to the fact that child victims are tomorrow's adult survivors, whose darkly tormenting secrets have been dangerously suppressed.	B03 1555 (W:newsp:other:report)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
awakening (NN)	1. the act of waking from sleep	All creatures need sleep to replenish their energies for the next awakening .	BMY 1386 (W:religion)	NEUTRAL	IA1 IA7 IA8 IA9 IA14 IA16 IA18 IA29 IA31	NOMINALISATION (INTER)ACTION 9/31
award (VB)	1. to officially give someone something such as a prize or money to reward them for something they have done	Christian Aid has agreed to my taking three months' unpaid leave, and the English-Speaking Union of the Commonwealth has kindly awarded me a bursary to cover costs of travel.	HPH 603 (W:misc)	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
aware (ADJ)	1. realize or know that a given situation exists	<PAS>Are you aware of whether or not they in fact found sperm?</PAS>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE (NOMINALISED) MAJOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
	2. to notice something, especially because you can see, hear, feel or smell it	<JU1>[...] So I call that to your attention since you're not aware of it and would appreciate when you leave, you try to hold your conversation down. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	ME3 ME6 ME8 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	COMPLEX PROCESS MENTAL PERCEPTIVE (NOMINALISED) MAJOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
back (VB)	1. to support someone or something, especially by giving them money or using your influence	The Conservative Conference: Clarke urges Treasury Secretary to back NHS bid	A4K 186 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	COMPLEX PROCESS: INTER(ACTION) 9/31 MENTAL COGNITIVE MINOR 8/17
	2. to put a material or substance onto the back of something, in order to protect it or make it stronger	Back the photo with cardboard.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. back into, back away from: move backwards	Again, as with the sit and stay command, you can gradually back away, leaving the dog lying on the ground.	CJE 564 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to bet on a horse or other animal in a race predicting they will win the race	For the first race the trainer friend advised us to back a horse called, I think, Super Duper.	CDS 33 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to provide the background music for a band or a singer	In addition to the two leitmotifs, Stravinsky used traditional songs and dances backed by a mysterious rhythmic sound which helps to heighten the tension.	A12 472 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
backing (NN)	1. support or help, especially with money	Sponsorship is an ever-dwindling means for the professional artist to attract the necessary financial backing to enable him or her to organise an exhibition.	CN4 908 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS: (INTER)ACTION 6/31 MENTAL COGNITIVE MINOR 6/17
badger (VB)	1. to try to persuade someone by asking them something several times	<JU1>I've sustained the objection, counsel. I think you're badgering the witness.</JU1>	A-MT-120393-14.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
baffle (VB)	1. to confuse someone because what you are saying or how you are acting is difficult to explain or understand	I've met so-called intelligent people before,' he said in a challenging way, 'and I know a lot of questions that can baffle them.	A8Y 310 (W:newsp:brdsht_nat:social)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
bail out (VB)	1. to leave a large sum of money with a court so that someone can be let out of prison while waiting for their trial	<PAS>You were held overnight. Did she come down and bail you out or ...</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to do something to help someone out of trouble, especially financial problems	He said: 'It is atrocious to expect businesses and parents to bail out schools.	K51 587 (W:newsp:other:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to escape from a situation that you do not want to be in any more	He could have bailed out, he was a stranger in a strange land, he owed us nothing	K25 2757 (W:news_script)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
bake (VB)	1. to cook something using dry heat, in an oven	<WJS>Well it was his birthday and ordinarily when they were in Tulsa on his birthday, his mother would bake a cake. [...]</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA22 IA23	(INTER)ACTION 11/31
balance (VB)	1. to put something into a steady position, without falling to one side or the other, e.g. she balanced a plate of food on her knees	In his left he balanced a glass of scalding hot tea.	ANU 919 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to ensure an equal amount (e.g. in importance, amount, value, or effect to something that has the opposite effect) e.g. use just enough sugar to balance the acidity content	He has tried hard to balance his managerial duties with outside interests and not to allow himself to become too much of a workaholic.	A6L 222 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to consider the importance of one thing in relation to something else when you are making a decision, e.g. balance sth against sth else	a bank must balance liquidity against profitability	ACY 337 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bang (VB)	1. to hit something hard, making a loud noise	<PJC>No, until ... well I heard ... the police got there, I don't know how long, how much later, but they knocked ... they banged on the door and they yelled, "Police?"</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to close something violently, making a loud noise, or to be closed in this way	He banged the phone down and Jinny turned to Keith, shaking.	AC4 2177 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to hit a part of your body or something you are carrying against something, by accident	We set off in file moving along a narrow gauge railway in pitch darkness I was trying desperately to keep in contact with the Frenchman in front of me and cursing him when he stopped suddenly, causing me to bang my face on his rucksack.	A61 2015 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to bang up: to put someone in prison	IN JULY last year I wrote about the brothers Peter and David Mason and their father Peter, who had been banged up in Liverpool jail for more than a year, though they hadn't been convicted of anything.	CH1 4076 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
bank (VB)	1. to put money in a bank	On Tuesday morning, at 9 o'clock, Marie, following Simon's instructions, went round to Bella's to try to persuade her to bank her money.	ACB 1981 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to slope to one side when turning (transport)	The plane banked , and he pressed his face against the cold window.	C86 3485 (W:fict:prose)	NEUTRAL	IA1 IA8 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to bank on: to count on	But party insiders last night warned Mr Major should not bank on their support.	CEN 615 (W:newsp:other:report)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
bankrupt (VB)	1. to make a person, business, or country finish up with no money or very little	There are already 80 casino operations and owners fear the star's Vegas-style resort will bankrupt them by luring away gamblers.	CBC 1413 (W:newsp:other:social)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bar (VB)	1. to officially prevent someone from entering a place or from doing something or from going somewhere	The Chinese specifically placed gargoyles over doors and windows to bar evil spirits from entering.	CAC 1163 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA19	(INTER)ACTION 10/31
	2. to bar up: to shut a door or window using a bar or piece of wood so that people cannot get in or out	[...] were they gonna come and [pause] er ba-- er what wi-- , er, bar up the windows?	FX5 250 (S:brdcast:discussn)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
base (VB)	1. to have your main place of work, business in a particular place, e.g. to base oneself in the city	The Independent Television Commission does suggest that Channel 5 might offer local television to individual cities at certain times of the day, and that it might wish to base itself outside London, but only if it chooses.	AKJ 62 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS: (INTER)ACTION 7/31 RELATIONAL (ATTRIB CIRCUMSTANTIAL) 6/21
	2. to use something as the thing from which something else is developed, e.g. it is based on intuition	<DAZ>And you base your prior testimony on the vacuuming from a sofa and from the floor of that room on how many individual hairs?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17 RE1 RE6 RE8 RE11 RE12 RE18 RE19	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 RELATIONAL (CIRCUMSTANTIAL IDENTIFYING) 7/21
bat (VB)	1. to hit the ball with a bat in cricket or baseball	Greig won the toss but England then batted poorly, scraping their way to 197 in the first day, although only 80.4 overs were sent down in six hours, Close's 60 being the best effort.	ABR 99 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
batting (NN)	1. the process of hitting the ball with a bat in cricket or baseball	So often there was an explosive quality about his batting which was very difficult to contain, and his driving in particular was magnificent.	ABR 38 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
be (VB)	1. used to say that someone or something is the same as the subject of the sentence, e.g. My name is Susan	<DAN>[...] His name is <NDFT> . [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (INTENSIVE IDENTIFYING) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
be (VB)	2. used to say where something or someone is	<JU1>[...] and the questions will be directed to the jurors that are in the jurybox. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (CIRCUMSTANTIAL ATTRIB) 6/21
	3. used to say when something happens	<WVL>I saw him several times during that shoot. After the shoot and the shoot-off, I remember seeing <<FWJD>> and <<VDFT>>. I'm not sure if that was Friday night or Saturday night.</WVL>	A-MT-110393-11.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (CIRCUMSTANTIAL ATTRIB) 6/21
	4. used to describe someone or something, or say what group or type they belong to	<WDM>My son? My son is a very friendly person. He is a very polite young man. [...]</WDM>	A-MT-120393-14.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE13 RE15 RE16	RELATIONAL (ATTRIB INTENSIVE) 7/21
	5. used to say that something exists or happens, e.g. there is/there are	<JU1>Oh, don't see those much anymore. I guess they're still around?</JU1> <JMK>Yes, they sure are. There is quite a few of them.</JMK>	A-VD-080393-01.txt	NEUTRAL	NR1 NR3 NR4 NR7	NON-REFERENT 4/9
	6. to behave in a particular way	<PAS>You think we're being mean to you?</PAS>	A-VD-080393-02.txt	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA24 RE1 RE4 RE7 RE13 RE15 RE16	COMPLEX PROCESS: (INTER)ACTION 10/31 RELATIONAL (INTENSIVE ATTRIB) 6/21
	7. used to say how old someone is	<WCP>[...] She said he was 29 or 30 years old. [...]</WCP>	A-MT-100393-07.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (INTENSIVE ATTRIB) 6/21
	8. used to say who something belongs to	<PAS>Whose idea was it for you to brush your teeth?</PAS>	A-MT-100393-06.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB INTENSIVE) 6/21
	9. used to talk about the price of something	So how much is this crystal?	CJA 1494 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB INTENSIVE) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
be (VB)	10. to be equal to a particular number or amount	Six times five is thirty.	GYP 250 (S:classroom)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING INTENSIVE) 6/21
bear (VB)	1. to bravely accept or deal with a painful, difficult, or upsetting situation	'The thought of not being there for them as they grew up was too much to bear ,' she said.	A1X 95 (W:newsp:brdsht_nat:social)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to dislike something or someone very much, often so that they make you feel annoyed or impatient, e.g. I can't bear him!	Ooh I can't bear him Marg!	KST 4686 (S:conv)	NEGATIVE	ME2 ME5 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17
	3. bear in mind: to remember a fact or piece of information that is important or could be useful in the future	I suggest two points to bear in mind.	A0X 755 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	4. to be responsible for or accept something, e.g. bear the burden	Future generations in both the North and the South will not forgive our generation if they have to bear the future cost.	A2J 400 (W:newsp:brdsht_nat:editorial)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 6/21
	5. to be under something and support it, e.g. I wasn't sure it would bear my weight	He was the band's figurehead, but the head grew too heavy for the body to bear .	AA2 52 (W:newsp:brdsht_nat:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to have or show a sign, mark, or particular appearance, e.g. the letter bore no signature	I suppose you noticed it bore no signature.	GV2 3673 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 6/21
	7. to bear a resemblance: to be similar to something or someone else	Your child, even your grandchild, may bear a resemblance to you, perhaps in facial features, in a talent for music, in the colour of her hair.	ARR 240 (W:non_ac:nat_science)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING CIRCUMSTANTIAL) 6/21
	8. to reproduce (bear a baby)	It marks the end of her periods and her capacity to bear children.	A0J 1661 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bear (VB)	9. to carry someone or something, especially something important, e.g. the came bearing wedding gifts	The last thing I want to do is spoil Thomas or have him look forward to my visits simply because he knows I'll arrive bearing gifts.	JY9 2674 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 6/21
	10. to argue that something is true or exists, e.g. to bear witness	I think that many of his readers would be prepared to bear witness to the sense that somewhere in there among the changing shapes is the usual nonpareil.	A05 1329 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	11. bear with someone: to have patience with someone whilst they finish talking or doing something	John and his team are more than familiar with it but it is important, so please bear with me while I spell it out.'	CEF 2286 (W:non_ac:soc_science)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	12. to change direction, e.g. to bear right	Follow this path to a footpath junction then bear right to cross a stile.	CHH 1424 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
beat (VB)	1. to get the most points, votes etc in a game, race, or competition	To beat the World No. 1, even in an exhibition, gives me confidence for the future. <DKU>Yes. I had been involved in several, as many as 25 or 30. Saint Francis was probably the place that all child abuse cases were sent and the pediatric residents examined them under the direction of <<RDBC>> and <<RDGG>>, <<NDGG>>, and these included all stages from shaking baby to just being beaten to neglect.<DKU>	A2E 304 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to hit someone or something many times with your hand, a stick etc		A-MT-090393-02.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31
	3. to mix things together quickly with a fork or special kitchen machine	Beat the eggs well with the essence or juice, and stir into the sugar mixture.	J11 169 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
beat (VB)	4. to successfully deal with a problem that you have been struggling with	How to beat depression	EFG 2501 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	5. to avoid situations in which a lot of people are trying to do something, usually by doing something early	They set off early to beat the traffic, and instead of blossom there were dead leaves on the pavement and a thin white mould of frost.	F9C 2199 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
	6. beat a horse to death: to waste time doing something that has already been attempted	<JU1>Well, I don't know if the thing in last Friday was brought up on cross-examination, but I think we've about beat this horse to death.</JU1>	A-MT-100393-07.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
become (VB)	1. to begin to be something, or to develop in a particular way	<DLT>[...] So I began to become a little concerned and talked to my wife <<FWL>> that this is late for <<NWJD>> and ... because he wasn't in sight, he wasn't coming. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB INTENSIVE) 8/21
	2. to be suitable for someone or to look attractive on them, e.g. blue really becomes him	In that way, it — the ugly fact of racism — becomes him, the skin.	ARP 484 (W:non_ac:soc_science)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING INTENSIVE) 6/21
	3. used to ask what has happened to someone or something, especially when you have not seen them for a long time	It would be better, it might even be bearable, if only he knew what had become of James.	AON 2403 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA14 IA18 IA21 RE2 RE4 RE7 RE11 RE15 RE16	COMPLEX PROCESS: (INTER)ACTION 6/31 RELATIONAL (ATTRIB INTENSIVE) 6/21
beg (VB)	1. to ask for something in an anxious or urgent way, because you want it very much	<DAN>[...] Ladies and gentlemen, thank you for your time and I beg of you to find the defendant not guilty.</DAN>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE12	VERBAL MAJOR 10/12
	2. to ask people to give you food, money, usually because you are very poor	None of the village people could help me, and I could not bring myself to beg for food, although by now I felt weak and faint.	FR6 2116 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE12	VERBAL MAJOR 9/12

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
beg (VB)	3. beg the question: to make you want to ask a question that has not yet been answered	Some definitions of mental illness beg the question of what constitutes normal behaviour.	FS6 951 (W:ac:soc_science)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
begin (VB)	1. to start doing something	<DAN>[...] I'd like to begin by asking the panel as a whole a question [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA17 IA18 IA23	(INTER)ACTION 12/31
	2. something starts to happen or exist from a particular time	The debate begins at 3.00 and tickets are available from the Almeida box office on 01-359 4404.	A4L 110 (W:newsp:brdshst_nat:arts)	NEUTRAL	IA4 IA8 IA11 IA12 IA13 IA15 IA16 IA17 IA18 IA23	(INTER)ACTION 10/31
beginning (NN)	1. the start or first part of an event, story, period of time	<DAN>Judge, I object to this testimony, because this witness has been here since the beginning of this trial. [...]</DAN>	A-MT-120393-15.txt	NEUTRAL	IA1 IA4 IA6 IA8 IA15 IA16 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 10/31
behold (VB)	1. to see or to look at something	His face was not a pleasant sight to behold on awakening.	A61 854 (W:biography)	NEUTRAL	ME3 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
believe (VB)	1. to think that something is true or that someone is telling the truth, e.g. you shouldn't believe everything you hear	<PAS>Um-hum. Do you also understand that it is up to you and each of you alone to decide who you believe and who you disbelieve in every criminal case including this case?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to be in favour of something, e.g. I believe in this way of life	<WDM>No, ma'am, I have not. I came here and said that ... I tell the truth. I will not lie for anyone. I will not lie for my son. I don't believe in doing that.</WDM>	A-MT-120393-14.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	3. to trust someone and be confident that they will be successful, e.g. the people want a president that they believe in	Do you really believe in yourself as an intelligent, capable, loving, energetic person?	CDK 2411 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
belief (NN)	1. the feeling that something is definitely true or exists	His belief that solidity is an essential part of body was shared with others, such as Boyle and Newton.	ABM 982 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
believability (NN)	1. the extent to which something is believable	<PAS>Can you listen to the witnesses and judge the believability of what they have to say?</PAS>	A-VD-090393-04.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
belong (VB)	1. if something belongs somewhere, that is the right place or situation for it	You see, strange as it may seem, I always felt I belonged here.	H97 2987 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (INTENSIVE ATTRIB) 6/21
	2. to own something	<DAN>In your investigation, Detective, did you ever find out who the red pickup truck belonged to?</DAN>	A-MT-090393-02.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (POSSESSIVE ATTRIB) 6/21
	3. to be a member of a group or organization	Some do it because they want to belong to a group where sniffing happens to be part of the group's activities.	A0J 1225 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (INTENSIVE ATTRIB) 6/21
benefit (VB)	1. if you benefit from something or it benefits you, it gives you an advantage, improves your life, or helps you in some way, e.g. They are working together to benefit the whole community	Remove any dust and grime so that your plants benefit from all the available light.	A0G 1917 (W:pop_lore)	POSITIVE	RE3 RE5 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 5/21
benefit (NN)	1. an advantage, improvement, or help that you get from something	<PAS>Excuse me, may I ask the question be repeated for my benefit ?</PAS>	A-MT-090393-03.txt	POSITIVE	RE3 RE5 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB POSSESSIVE) 5/21
	2. (give the benefit of the doubt): accept what someone tells you even though you think they may be wrong or lying, but you cannot be sure	<JU1>If there's 2 options, you give the defendant the benefit of the doubt.</JU1>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
bend (VB)	1. to move part of your body so that it is not straight or so that you are not upright	<PJC>I sort of have to bend down to see it.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bend (VB)	2. to push or press something so that it is no longer flat or straight	<WJD>Because I ... I have taken him to many, many shoots and he helps me drive or does drive, sometimes. And he handles my gun. The gun case with the skeet gun with the barrels for the gun is very heavy and when it's down in the trunk of my car, it's quite low, I have to bend it, it's quite heavy for me to get out. I take him with me to help me and I've been doing that for years.</WJD>	A-MT-110393-10.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
	3. to change the rules to suit your own desires, e.g. bend the rules	It has allowed itself to be outsmarted by governments who are not afraid to bend the rules in their favour, aided and abetted by American multi-nationals whose allegiance is to the United States, naturally.	AC2 2144 (W:fict:prose)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	4. to adapt the truth slightly, e.g. bend the truth	Although she understood why he wanted her to bend the truth, it still went against the grain.	JY9 872 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	5. to become curved and no longer flat or straight	Bodywork panels tend to be difficult to make in the farm workshop because most people don't have the equipment to bend sheet steel into the right shape.	ACR 2599 (W:pop_lore)	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 12/31
	1. to risk money on the result of a race, game, competition, or other future event	When I go to Vegas I bet on college and pro football and baseball.	G2C 288 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
2. to strongly believe that something is true, something is happening etc, although you cannot prove this	<PAS>I bet you can understand me better. I'm from Arkansas, too.</PAS>	A-MT-110393-11.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17	

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bias (VB)	1. to unfairly influence something	Self selection among the drug users who seroconverted may have biased our results.	EA2 718 (W:ac:medicine)	NEUTRAL	IA1 IA6 IA8 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
bias (NN)	1. an opinion about whether a person, group, or idea is good or bad which influences how you deal with it	<PAS>[...] I believe I saw him on Saturday and I didn't see him on Friday at all. In the instructions, you're asked to consider the bias , the motive, the incentive for people to testify one way or the other. [...]/PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
bid (VB)	1. to offer to pay a particular price for goods, especially in an auction	Radio wave users may have to bid for space	A1Y 529 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE13	COMPLEX PROCESS (INTER)ACTION 8/31 VERBAL MINOR 8/13
	2. to say how many points you think you will win in a game of cards	By redoubling you are asking partner to bid something — anything — else, and even if it's a three card suit you'll be in a better contract than one diamond doubled.	HJ3 6536 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 8/13
	3. to greet someone, e.g. bid someone good morning	In the corner of another carriage there sits, his face screened by a magazine, some lonely soul who has no one to bid him adieu at this end of his journey or welcome him at the other.	AR0 136 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	4. to tell someone what to do, e.g. the queen bade us enter	And he went to bid his men unbar the doors.	FUB 941 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13
bid (NN)	1. a statement of how many points you hope to win in a card game	West butts in with a bid of three spades — weak — and North bids four hearts.	HJ3 3435 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bill (VB)	1. to send someone a bill	The store used to bill the honest way: when the customer accepted the goods.	CPW 52 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to be billed: to be requested somewhere to do something, with advanced warning.	On 20 April 1871 he was billed to speak in Whitehaven, on the Cumberland coast.	GSX 1196 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 10/13
bind (VB)	1. to tie someone so that they cannot move or escape	He would have to bind the boy while he slept, for in time he would have to sleep.	GUG 2438 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to form a strong emotional or economic connection between two people or countries, e.g. Their shared experiences in war helped to bind the two communities together	The desire is to bind Germany into a new federal European order, while Genscher speaks of Germany 'assuming new responsibilities'.	AMK 1439 (W:non_ac:polit_law_edu)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to make somebody do something	The following paragraphs pointed out that in unlimited competitions, although successful competitors can reasonably expect to be employed, the Government cannot bind itself to employ them, but in this case they should be employed on the new Foreign Office .	B1D 920 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA19 IA23	(INTER)ACTION 12/31
	4. to fasten or merge something together (e.g. the pages of a book)	Stir the flour, suet, cinnamon and baking powder together then mix in the liquid to bind .	A7D 1489 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
bite (VB)	1. to use your teeth to cut, crush, or chew something	It was just too easy, he ruminated, as he bit into a huge hamburger at the drive-in.	CDN 463 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bite (VB)	2. to injure someone by making a hole in their skin	Then he'd jumped to his feet as if he'd been bitten by a snake, shouting, 'You're a virgin!'	AOU 1359 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
bite (NN)	1. the act of cutting or crushing something with your teeth	And you grabbed a piece of somebody's dumpling and said, oh I'll have a bite of that.	KB8 5034 (S:conv)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
blame (VB)	1. to say or think that someone or something is responsible for something bad	<PAS>And do you blame people for having forums on this and wanting to get Tulsa cleaned up a little bit?</PAS>	A-VD-090393-03.txt	NEGATIVE	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 9/13
bleach (VB)	1. to make something pale or white, especially by using chemicals or the sun	<OCC>[...] And sometimes, it's very blurred, particularly if your hair is dyed or bleached . This particular margin becomes a distinct characteristic to see. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
bleed (VB)	1. to lose blood, especially because of an injury	<DAN>Officer, when ... after you noticed that the child was bleeding , did you bring that to her physician father's attention?</DAN>	A-MT-090393-01.txt	NEUTRAL	IA4 IA7 IA9 IA10 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 10/31
	2. to force someone to pay an unreasonable amount of money over a period of time	And all you did was bleed him dry.	JXS 1538 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31
	3. to remove air or liquid from a system in order to make it work properly, for example from a heating system	We need to bleed the radiators.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bleeding (NN)	1. the condition of losing blood from your body	<DKU>[...] In that area, there was just a very superficial, very small tear and there was area of blood, dried specks of blood on the labia majora and minora on the outside showing that she had had some bleeding . [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA4 IA7 IA9 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 8/31
blend (VB)	1. to combine different things in a way that produces an effective or pleasant result, or to become combined in this way	And the rest ... the other times that I would have ... that I did see <<FDFT>>, when they were coming and going, blend into, you know, there was nothing specific about those times to make me recall exactly what shoot, because I've seen <<FDFT>> many times with his father at shoots.	A-MT-100393-07.txt	NEUTRAL	IA1 IA4 IA5 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20	INTER(ACTION) 14/31
block (VB)	1. to prevent anything moving through a space by being or placing something across it or in it	American helicopters hovered near the Panamanian Defence Forces headquarters, and US soldiers in combat gear took up positions a few hundred yards away to block a road leading to the canal.	A2F 104 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to stop something happening, developing, or succeeding	But senators opposed to the bases vowed to block its passage, calling it illegal.	A1V 627 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. (block out) to stop thinking about something or remembering something	<PAS>Have you tried to block out what happened to you?</PAS>	A-MT-100393-06.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 9/17
block (NN)	1. something that prevents movement or progress	There seemed to be a block in her chest so that she could not breathe properly.	AC4 1538 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
blow (VB)	1. to move or to move something by the force of the wind or a current of air	On the few occasions when the wind was not blowing a gale, the fog descended like a shroud.	B3F 1017 (W:biography)	NEUTRAL	IA1 IA5 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 12/31
	2. to make a sound by passing air through a whistle, horn etc	No sooner was I off the train than the guard blew the whistle and the train started and I had to run for it.	HHE 204 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
blow (VB)	3. to damage or destroy something violently with an explosion or by shooting	'By the way, Piper, the patrol that relieved us this morning, one of their number had his leg blown off and has other serious injuries.'	A61 1607 (W:biography)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to lose a good opportunity by making a mistake or by being careless	He had already blown his chances and perhaps that was why he played a relaxed stroke.	HTJ 2794 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to spend a lot of money in a careless way, especially on one thing	I blew all the money I won on a trip to Hawaii.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. blow up: to make something larger	<PAS>[...] Out of curiosity, I wonder if maybe <<MDAN>> blew up Page 42. Do you know why he didn't blow up Page 42? He didn't want you to know what Page 42 says.</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
board (VB)	1. to get on a bus, plane, train etc in order to travel somewhere	In Dresden, witnesses reported violent clashes between police and would-be emigrants desperate to board trains to the West.	A34 6 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to give someone a place to stay (in a room in someone's house that is paid for)	In the latter case, it is considerably cheaper to board children with foster parents, and social workers would argue that in practice this is also often in the children's best interest.	FAV 1255 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to stay at a school at night as well as during the day	It has been an uphill battle ever since his father sent a tearful 11-year-old from the security of his Benin City home to board at West Buckland public school in Devon.	CBG 4006 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
bolster (VB)	1. to improve something	<DAN>[...] It's in essence an extra-judicial lineup which was merely an attempt to bolster this witness's credibility prior to ... within 10 days of trial.</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
bolster (VB)	2. to help someone to feel better and more positive	Sir David will strive to bolster confidence today, when he gives his annual address at the opening of the new session of the Legislative Council.	A4H 171 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 11/31
bolt (VB)	1. to lock a door or window by sliding a bolt across	<PJC>Because the front door was bolted and chained and I didn't have a key to unlock it.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to fasten two things together using a bolt	A thin steel cord was bolted to the beam that supported the boxcar roof.	CML 2450 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to suddenly run somewhere very quickly, especially in order to escape or because you are frightened	He sounded so disgusted that she seized her case and bolted through the door he indicated.	H8J 1019 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
bond (VB)	1. if two things bond with each other, they become firmly fixed together, especially after they have been joined with glue	This substance is thought to bond to the walls of liver cells and eventually kill them.	B74 912 (W:non_ac:nat_science)	NEUTRAL	IA4 IA5 IA8 IA12 IA15 IA16 IA18	(INTER)ACTION 7/31
	2. to develop a special relationship with someone	PERHAPS the most extraordinary thing about parenting is the speed with which you bond with the nondescript bundle presented to you in the delivery room.	CBC 8936 (W:newsp:other:social)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
book (VB)	1. to make arrangements to stay in a place, eat in a restaurant, go to a theatre at a particular time in the future	Clients tend to book long haul holidays and cruises rather than two weeks in the Spanish sun.	AAV 107 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to arrange for someone such as a singer to perform on a particular date	It is now virtually impossible for a major London agency to book gigs for many acts who don't have a record deal.	A6A 869 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
book (VB)	3. to put someone's name officially in police records, along with the charge made against them, e.g. he's been booked	Smith was booked on suspicion of attempted murder.	LONGMAN ONLINE DICTIONARY	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
boost (VB)	1. to increase or improve something and make it more successful	Your magazine has really helped to boost my appeal.	A17 1152 (W:pop_lore)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
boot out (VB)	1. boot out: to force someone to leave a place, job, or organization, especially because they have done something wrong	<JGL>[...] 6 months in the brig, 6 months pay taken away, then booted out of the marine corps. He got 4 months, 4 months and then he was released. So he got a break.</JGL>	A-VD-080393-02.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
bore (VB)	1. to make someone feel bored, especially by talking too much about something they are not interested in	She tried to get out of it by standing up and stretching as if the conversation was threatening to bore her stiff.	JY4 2343 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	2. to make a deep round hole in a hard surface	Just bore a hole and pull me through	C8P 1683 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
born (VB)	1. to come out of their mother's body or out of an egg and start existing	<WDM>In 1991, since he was born in June 1st 1962, that, I believe, would make him 29.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA4 IA9 IA12 IA15 IA17 IA23 RE2 RE6 RE7 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB CIRCUMSTANTIAL) 7/21
borrow (VB)	1. to use something that belongs to someone else and that you must give back to them later	He asked if I had a caftan he could borrow .	AOU 1625 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
borrowing (NN)	1. when a person, government, company etc borrows money, or the money that they borrow	[...] and a borrowing or lending of it may amount to so treating it if, but only if, the borrowing or lending is for a period and in circumstances making it equivalent to an outright taking or disposal.	FE2 380 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
bother (VB)	1. to make the effort to do something	<PAS>[...] and he has the capability, it's because he sat around and didn't bother to get the people here that he needs. [...]</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to annoy someone, especially by interrupting them when they are trying to do something	<JU1>[...] I was down here one time for jury service a long time ago and you never seen somebody get kicked off so many juries. So don't worry about it. It didn't bother me, that's just the way it goes. [...]</JU1>	A-VD-090393-03.txt	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	3. to cause pain: slightly painful or uncomfortable feeling if it bothers you	<PAS>Does it bother you to this day to think about these incidences?</PAS>	A-MT-100393-06.txt	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
bothered (ADJ)	1. worried or upset	I try to be a bit middle-of-the-road, saying yes, I'm not particularly bothered about how I look.	ADG 786 (W:non_ac:soc_science)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
box (VB)	1. to fight someone as a sport by hitting them with your closed hands inside big leather gloves	The Lewis camp must learn to box a little more cleverly outside the ring or forfeit any hope of the undisputed championship.	CBG 10125 (W:newsp:other:sports)	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
brake (VB)	1. to make a vehicle or bicycle go more slowly or stop by using its brake	Gears must be used more frequently with the extra weight of the loaded trailer, and it is important to change down in plenty of time to prevent having to brake fiercely.	A0H 308 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
breach (VB)	1. to break a law, rule, or agreement	Attempts to breach these injunctions resulted in severe financial penalties being imposed on the print unions and the eventual cessation of hostilities.	CDP 318 (W:ac:polit_law_edu)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
breach (VB)	2. to achieve entry into a protected area, e.g. breach security	Amnesty's job is to breach these walls, to discover the truth within, and then to act.	A03 640 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
breach (NN)	1. an action that breaks a law, rule, or agreement	Theoretically, any gypsy using the land in future could be in breach of the order and face imprisonment.	A30 67 (W:newsp:brdsht_nat:report)	NEGATIVE	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
break (VB)	1. separate into two or more pieces, for example by hitting it, dropping it, or bending it	<JMI>Well that's where we bring in the crude the first time to distill it like gasoline, break it down the first time and I'm lead operator.</JMI>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to burst or cut the surface of	<PAS><<RORH>>, I'm going to hand you what's been marked as State's Exhibit Number 25 and ask you if you can break the seal on this package and identify the item for the ladies and gentlemen of the jury?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to damage a bone/parts in your body or a machine by making it crack or split or stop working	<DGI>[...] And the reason for that is that when you have a stain following a sexual assault, the mixture of cells is typically made up of what is known as epithelial cells or skin cells, if you will, from the victim, usually from the lining of the vagina. And those cells will break open under certain conditions. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA4 IA5 IA7 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA29	(INTER)ACTION 16/31
	4. to stop for a rest after a while	Grab a chair then, we'll just have a quick debrief and then we'll break for lunch.	K71 252 (S:speech:unscripted)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	5. to disobey a rule or law	This question resulted in almost one-third saying that they themselves might break the law.	B16 1495 (W:ac:soc_science)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to stop something from continuing	Police need to break the cycle of crime by getting through to the juveniles.	K1S 931 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
break (VB)	7. to make someone feel that they have been completely defeated and they cannot continue working or living, e.g. I won't let it break me!	What happened to me might have broken me — it nearly did break me — but I got through.	ASN 344 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	8. if a storm breaks, it means a storm begins	As I started my walk, a storm broke and lightning lit the sky.	H8G 251 (W:fict:prose)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	9. if news breaks, it becomes known (via television or radio, for example)	For some days after the scandal broke , the press could find out nothing about him.	ADL 893 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	10. to set a new record: break a record	'One of the reasons I chose London was that it's a fast course and it would more special to break a record in front of a home crowd,' she said.	CBG 6876 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	11. when someone's voice changes during puberty, e.g. his voice is breaking	BOY soprano David Brennan was all set to give the performance of a lifetime — when his voice broke .	K2A 287 (W:newsp:other:arts)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
	12. to work out something, e.g. break a secret code	I started off with a random set of guesses as to how to break the code, and then checked each guess to see how good it was at turning the garbled message into English.	AHL 52 (W:newsp:brdsh_t_nat:science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	13. to beat the serve of your opponent in tennis: break serve	I expected it to turn around, but I never could get over the hump to break his serve.	CKM 421 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
	14. to break in: to enter a building by using force, in order to steal something	<DJU>[...] we had filed a report because somebody tried to break in when they thought we weren't home. [...]</DJU>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
15. to break free: to escape from somewhere	But he managed to break free and run into the street.	AJD 239 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31	

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
break (NN)	1. the place where a bone in your body or your skin has broken	Once there is a break in the skin, there is a great risk that the sore can become infected and so correct treatment is essential.	B32 1321 (W:non_ac:soc_science)	NEUTRAL	IA4 IA9 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. break-in: entrance to a building with the intention of stealing something	PAS>Have you responded to any commercial break-ins ?</PAS>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
broken (ADJ)	1. not working properly	Besides, your machine is broken .	AMB 1514 (W:fict:prose)	NEUTRAL	IA1 IA8 IA9 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
	2. cracked or split (maybe because you have had an accident)	<OAM>Again, I packaged them with my initials and tape sealed and initials across the seal so that I would know if the seal was broken .</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA9 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
breathe (VB)	1. to take air into your lungs and send it out again	Breathe slowly and rhythmically, pressing the tip of your tongue against the back of your upper front teeth.	A0M 501 (W:misc)	NEUTRAL	IA7 IA8 IA9 IA11 IA12 IA13 IA15 IA29	(INTER)ACTION 8/31
	2. to keep something a secret, e.g. don't breathe a word	She was being blackmailed and, because of her promise to Travis never to breathe a word about the woman he truly did love, she could not do a thing about it.	JY1 1269 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to bring something back into existence	MARK HATELEY breathed life into Rangers' European Cup challenge last night	A0X 977 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
bridge (VB)	1. to reduce or get rid of the difference between two things, e.g. let's try and bridge the gap	Since national expenditure reached 14 per cent of the prewar level in the first three-quarters of 1922, huge currency issues had to be made to bridge the gap between income and expenditure.	A64 281 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
brief (VB)	1. to give someone all the information about a situation that they will need	Neil Kinnock has again declined an invitation to brief the media's industry hacks at the Labour party conference.	A1S 205 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
brief (NN)	1. official instructions that explain what someone's job is, what their duties are	My brief was to teach art and history of art to all age groups.	A0F 491 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
bring (VB)	1. to take something or someone with you to the place where you are now, or to the place you are talking about	<JU1>All right. The defendant reserves their right to an opening statement. The State may bring forth their first witness.</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make a particular situation exist or cause a particular feeling, e.g. the strikes are expected to bring chaos	Flirtation with multi-party politics would bring chaos to Vietnam, they say.	ABG 1187 (W:pop_lore)	NEUTRAL	IA4 IA5 IA8 IA10 IA12 IA13 IA17 IA18 IA23	(INTER)ACTION 9/31
	3. to attract people to a place, e.g. what brings you here?	What brings you to this part of town?	A08 1526 (W:fict:prose)	NEUTRAL	IA5 IA6 IA8 IA10 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	4. bring charges: to begin a court case to try to prove that someone has done wrong or is legally responsible for something wrong	If an offence has been committed against the person, the police can of course bring charges and, under certain conditions, make an arrest.	CFE 565 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA25	(INTER)ACTION 10/31
broach (VB)	1. to mention a subject that may be embarrassing or unpleasant or cause an argument	<PAS>When <<MWJD>> talked to you, can you tell the ladies and gentlemen of the jury how he broached the subject with you?</PAS>	A-MT-110393-11.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
broadcast (VB)	1. to send out radio or television programmes	During the week the BBC took the opportunity to broadcast part of another pre-recorded interview on Radio 4's 'File on 4'	A00 211 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
broadcast (VB)	2. to tell something to a lot of people	he might also be reluctant to broadcast the fact that he had lost his yacht through what might have been his own fault.	CKC 3035 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
brush (VB)	1. to clean something or make something smooth and tidy or remove something using a brush	<DCO>[...] Then I asked them if we could at least let her brush her teeth and so I took her upstairs in the dressing room.</DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA24	(INTER)ACTION 11/31
	2. brush against: to touch someone or something lightly when passing them	Beneath the table she felt his legs brush against hers, and the tenuous contact made her shiver.	H8S 737 (W:fict:prose)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
brutalise (VB)	1. to treat someone in a cruel or violent way	<PAS>[...] Children don't lie. Children who have been brutalized and traumatized can't be persuaded one way or the other if it happened to them. [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	2. to affect someone so badly that they lose their normal human feelings	He was brutalised by his experiences in jail.	Longman online dictionary	NEGATIVE	ME2 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
budget (VB)	1. to carefully plan and control how much money you spend and what you will buy with it	Camp site fees, local taxes, petrol and fuel costs will also be down to you, so you need to budget carefully.	AL3 1715 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
build (VB)	1. to make something, especially a building or something large	He agreed with Labour's policy that capital receipts from council house sales should be released to build new houses.	K4W 4634 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to develop something	But he quickly built a reputation for producing fine ales of the highest quality.	J24 28 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
build (VB)	3. to increase, e.g. build confidence	So far, more than seven million youngsters worldwide have been through the classes designed to make maths fun and encourage youngsters to build confidence.	K54 5952 (W:newsp:other:social)	NEUTRAL	IA0 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA22 IA23 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 11/31 MENTAL COGNITIVE MINOR 9/17
bundle (VB)	1. to quickly push someone or something somewhere because you are in a hurry or you want to hide them	Last night staff said they had to bundle customers into a basement of the fast food store in Amiens.	CEM 2057 (W:newsp:other:report)	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
burden (VB)	1. to bother someone with your troubles	Was it right even to burden the family with his plan?	AON 1931 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
burglarise (VB)	1. to go into a building and steal things	<PAS>2 cars stolen and 3 burglarized . Did they ever catch anybody?</PAS> <DJF>On one, they did.</DJF>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA20 IA25	(INTER)ACTION 10/31
burglary (NN)	1. the crime of getting into a building to steal things	<PAS>[...] Count Number 1: <<NDFT>>, on or about May 31st 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court, did commit the crime of burglary , 1st degree, a felony, by unlawfully, feloniously, willfully and burglariously, forgive me, break and enter into a certain dwelling house occupied by and in the possession of <<NPJC>> [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA4 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
burn (VB)	1. to produce heat and flames	She was going to burn the whole place down!	ADA 1816 (W:fict:prose)	NEUTRAL	IA1 IA5 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21 IA25	(INTER)ACTION 15/31
	2. to turn red and overheat, e.g. to burn in the sun	If your skin is sensitive and burns easily, or has a tendency to burn — use a Sun Protection Factor greater than 10	A0J 640 (W:misc)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31
	3. to write data to a CD on the computer, e.g. burn a CD		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
	4. to ruin food by overcooking it	Daddy's burnt the toast!	KP8 193 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
burning (ADJ)	1. on fire	He's got a little kid in one hand and he's walking out of a burning building.	K55 5999 (W:newsp:other:report)	NEUTRAL	IA1 IA5 IA8 IA9 IA14 IA16 IA18 IA20 IA21 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 11/31
burst (VB)	1. to break open or apart suddenly and violently so that its contents come out	Had all the pipes burst ?	FYF 452 (S:interview:oral_history)	NEUTRAL	IA1 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20	(INTER)ACTION 12/31
burst (NN)	1. the act of something bursting or the place where it has burst	We may make an easy start with the short circuit and a bit more, but do we not then have to include in the circumstance the absence of a burst in a water pipe at the right moment?	EVX 872 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA9 IA14 IA15 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
butt (VB)	1. to hit or push against something or someone with your head	He rushed towards her so violently that Miss Fogerty put out her hands to grasp his shoulders before he should butt her to the ground.	ASE 700 (W:fict:prose)	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
buy (VB)	1. to get something by paying money for it	<DAN>Did you stop and buy gas?</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. buy time: give yourself time to do something	A NORTH Wales council wants to ' buy time' for families who face being made homeless because of mortgage arrears.	K97 4010 (W:newsp:other:report)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to believe something that someone tells you, especially when it is not likely to be true	Let's just say it was an accident.' He'll never buy that.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
bypass (VB)	1. to go around a town or other busy place rather than through it	<PAS>When she would bypass the sofa, where would she sit?</PAS>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to ignore a rule, system, or someone in an official position	Francis bypassed his manager and wrote straight to the director.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 9/17
calculate (VB)	1. to find out how much something will cost, how long something will take, by using numbers	You wish to calculate the distance you would have to walk to get from London to Brighton.	AE7 1255 (W:non_ac:nat_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
calculate (VB)	2. to guess something using as many facts as you can find, e.g. researchers calculated that group B were at higher risk	Scientists are trying to <u>calculate</u> the long-term impact of the catastrophic drought of 1987.	A1G 119 (W:newsp:brdsh_t_nat:report)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
calculation (NN)	1. when you think and plan carefully about what the probable results will be if you do something	The Tory <u>calculation</u> is that Labour's unity is a facade which will crack the moment it is exposed to stormy assault.	A5R 233 (W:newsp:brdsh_t_nat:report)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
call (VB)	1. to telephone someone	<PAS>[...] Then he lost contact with him, although <<NDFT>> did <u>call</u> him a couple of times during this time period. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 10/13
	2. to use a word or name to describe someone or something in a particular way (give X a name)	<JU1>[...] After that, we have the ... what we <u>call</u> opening statements. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (IDENTIFYING INTENSIVE) 8/21 VERBAL MINOR 8/13
	3. to ask or order someone to come to you, including to tell someone that they must come to a law court or official committee	<PAS>State would <u>call</u> <<ROBI>> to the stand.</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
call (VB)	4. to arrange for something to happen at a particular time, e.g. call a meeting	He got together a serious amount of cash and called a meeting with the skaters to ask them what they wanted; 3 skaters turned up.	ARM 173 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13
	5. to stop at a house to see someone for a short while	A boy called round at his girlfriend's house one evening.	CHR 38 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	6. call somebody's attention: to ask someone to pay attention or make someone notice someone or something	<JU1>All right. Ladies and gentlemen, as I've indicated to you before, you will hear the evidence one time. So if for any reason you cannot hear a witness, please call it to my attention someway, because it is important that you hear the testimony. [...]<JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	MENTAL MINOR 9/17 VERBAL MINOR 10/13
	7. to need or deserve a particular type of behaviour or treatment	<DGI>[...] The previous protocol that we had run in our laboratory and were running at this time only call for washing the pellet a couple of times. With the new one, we wash it up to 5 times with the hope of getting rid of more of the female DNA.</DGI>	A-MT-100393-06.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 6/21
call (NN)	1. when you speak to someone on the telephone	<PAS>[...] The dispatched call went out around 11:17 that morning and they got there by 11:25. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION (INTER)ACTION 6/31 VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
call (NN)	2. a request or order for something or for someone to do something	<DJQ>I've been on a civil case and I was taken down to juvenile court once and they figured it all out before we had to see the person.</DJQ> <JU1>Sometimes that happens, too.</JU1> <DJQ>My fourth call .</DJQ>	A-VD-090393-03.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
calm (VB)	1. to become or make someone become quiet and relaxed after you have been angry, excited, nervous, or upset	<PJC>Well the operator just told me to calm down and I told her my address and I told her my father's work number and mother's work number and their names. And then she sent out dispatch or something, but ...</PJC>	A-MT-100393-06.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	2. for a situation to become easier to deal with because there are fewer problems and it is not as busy as it was before	The whole affair, however, failed to gain the status of a diplomatic issue and started to calm down after the New Year holiday, leaving bad feeling between different groups of students.	CG0 1634 (W:ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB CIRCUMSTANTIAL) 8/21
campaign (VB)	1. to lead or take part in a series of actions intended to achieve a particular social or political result	Perhaps most important is the development of a 'Mothers' Front' to campaign for investigations into the mass 'disappearances'.	A03 769 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
can (VB)	1. to put food in a metal container and seal it shut	[...] when he worked at Smedley [pause dur="6"] they used to [pause] can up baked beans	KCT 7468 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
cancel (VB)	1. to say that an event that was planned will not happen	The 48-year-old adventurer was due to start a 2,200-mile trek across the Antarctic at the weekend, but high winds cancelled his flight to the peninsula.	CEM 150 (W:news:other.report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13
	2. to end an agreement or arrangement that you have with someone	Telephone reservations must be confirmed in writing within five days — the accommodation establishment may automatically cancel the reservation on the sixth day if a written booking is not received.	EC9 707 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cancellation (NN)	1. a decision that an event that was planned will not happen or that a person will not attend an event	<WLI>[...] We usually have our own squad, but we had some cancellations , he wanted to go, and then there, as I recall, most of the spots were filled and so we told him that we had an opening and he could shoot on our squad.</WLI>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
canned (ADJ)	1. preserved (food) in a round metal container	Use less meat than the stated quantity and add canned beans to reduce fat content.	A70 1717 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
canter (VB)	1. to ride or make a horse run quite fast, but not as fast as possible	As a consequence of lacking adequate space to move, he could not walk, trot, or canter correctly.	ADF 247 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
canvass (VB)	1. to try to persuade people to support a political party, politician, plan by going to see them and talking to them, especially when you want them to vote for you in an election	In the experience of friends who canvass for the Labour party, old, white, middle-class men are the rudest.	BNT 1496 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 VE1 VE2 VE4 VE5 VE6 VE7 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 8/31 VERBAL MINOR 8/13
	2. to ask people about something in order to get their opinion or to get information	We will canvass views on how such a lottery should be run and controlled, and how it would fit within the pattern of charitable fund-raising in Britain.	AM8 1647 (W:misc)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
care (VB)	1. to think that something is important, so that you are interested in it, worried about it, e.g. he only cares about his money	<DAN>Judge, we can do it sooner. We don't care .</DAN>	A-MT-120393-17.txt	NEUTRAL	ME2 ME6 ME8 ME10 ME12 ME13 ME14 ME16	MENTAL EMOTIVE MAJOR 8/17
	2. to be concerned about what happens to someone, because you like or love them	He didn't care about me.	A6E 854 (W:biography)	NEUTRAL	ME2 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
care (VB)	3. to look after someone, especially because they are ill (care for)	As the number of people ill with AIDS increases so does the need for volunteers to <u>care</u> for them.	A00 169 (W:non_ac:medicine)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	4. to like or approve of something or someone	<A32>As I said a minute ago, we had to wait, we had, I thought, poor service once we did get seated and I personally didn't <u>care</u> for the food.</A32>	A-MT-110393-13.txt	POSITIVE	ME2 ME6 ME8 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 6/17
carry (VB)	1. to hold something in your hand or arms, or support it as you take it somewhere	<PAS>Have you ever seen him <u>carry</u> his dad's gun before?</PAS>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	2. to take people or things from one place to another in a vehicle, ship, or plane	Deemy was on hand next morning at sunrise to see me off aboard one of the transport planes <u>carrying</u> some 40 young pilots en route to Fairbanks.	B11 1306 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB POSSESSIVE) 6/21
	3. to have something with you in your pocket, on your belt, in your bag everywhere you go	I mean if you <u>carry</u> a bag somebody will mug you and pinch it off you like	KCE 6143 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	4. carry yourself: behave in a particular way, especially regarding how you hold yourself	You haven't got a fashionable figure but you <u>carry</u> yourself well.	AT7 1134 (W:fict:prose)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA18 IA21 IA24	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
carry (VB)	5. when the majority vote for something, e.g. carry a motion	Last year congress carried a motion on racism and fascism expressing its alarm at the rise of fascism and racism in Germany and France [pause] this has always been a trade union issue.	HDN 100 (S:speech:scripted)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to receive a punishment, e.g. every crime carries a punishment	The definition of capital murder — which carries the death penalty — varies from state to state	A03 706 (W:pop_lore)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 6/21
	7. to sound over a long-ish distance, e.g. does the sound carry to the back of the auditorium?	In those narrow alley-ways sounds carry strangely and can be very misleading, especially at night.	JY2 192 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
	8. to infect or be infected, e.g. carry a disease	Birds and monkeys also carry disease.	BN4 1397 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB POSSESSIVE) 6/21
	9. to be pregnant, e.g. carry a child	These are the feelings a mother has when she is carrying a child within her womb.	ARG 1279 (W:religion)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 7/21
	10. carry on: to continue going onwards with or about something	<PAS>And now you're telling the ladies and gentlemen of the jury that you specifically remember seeing him, carrying on a conversation with him and what the conversation consisted of; is that correct?</PAS>	A-MT-110393-12.txt	NEUTRAL	IA4 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 9/31
cash (VB)	1. to exchange a cheque for the amount of money it is worth	Likewise, sending British or Eurocheques can cause problems, delay and heavy charges for the recipient when he or she tries to cash them at a foreign bank.	A94 31 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
cast (VB)	1. cast doubt: to make people feel less certain about something	Nothing which we have said is intended to cast doubt on the accepted legality of properly conducted games and sports	ACJ 789 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cast (VB)	2. to choose people to act in a play or a film	Uncle Harry was going to <u>cast</u> her as the hitchhiker in Mondo Desire .	APU 1613 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE1 RE4 RE8 RE11 RE12 RE18 RE19 RE20	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (IDENTIFYING INTENSIVE) 8/21
catalogue (VB)	1. to make a complete list of all the things in a group/connected with someone or something	You imagine that if I were to <u>catalogue</u> for you the incidents of my life, and tell you all my memories, you would come to know me better.	AEA 1205 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
catch (VB)	1. to get hold of / seize and stop an object such as a ball or a person	PAS>Misdemeanor. Other than that ... were you mistreated in anyway [sic]?</PAS> <DJ>A little bit, when they <u>caught</u> me in the street.</DJ>	A-VD-090393-03.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	2. to see someone doing something that they did not want you to know they were doing	Two years later he bought my mother a new car and at just the same time I <u>caught</u> him in his office with his secretary.	A73 2582 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME12 ME13 ME17	MENTAL PERCEPTIVE MINOR 6/17
	3. to get an infectious disease	He <u>caught</u> HIV from a casual encounter, didn't realise and they patched up the row.	JYB 599 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB POSSESSIVE) 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
catch (VB)					IA1 IA3 IA8 IA10 IA11 IA12 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	4. to trap an animal or fish by using a trap, net, or hook, or by hunting it	<JU1>What kind of fish did he catch ?</JU1>	A-VD-080393-01.txt	NEUTRAL		
	5. to get on a train, plane or particular road etc in order to travel on it, or to be in time to get on a train, plane before it leaves	<WDM>[...] There was a terrible storm coming up and we said we would just go north to Lewisville and catch our highway to come up to Tulsa and that is what we did.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to not be too late to do something, see something, talk to someone	<DJU>[...] I mean I read it for consistency and make sure it was correct in grammer [sic] or whatever. You know, trying to catch mistakes, but, you know, after I type it, it's gone, so I really don't make any opinions about it.</DJU>	A-VD-080393-02.txt	NEUTRAL	ME3 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
	7. to get something stuck, e.g. your finger is caught in the door	<PJC>Nothing. Well I have my shoe on my foot and my shorts and my bathing suit caught on my ankle.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA4 IA9 IA10 IA12 IA14 IA18 IA20 IA21	(INTER)ACTION 9/31
	8. to hear what someone has just said	I had to strain my ears to catch what she was saying.	FAP 203 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	9. to understand what someone has just said	<DJD>Well it was funny at first and then when I realised they weren't going to catch on, you know.</DJD>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	10. to notice something	<WVL>It seems to me like there wsa a lot of white in them. It was something that caught my eye about his shoes. [...]</WVL>	A-MT-110393-11.txt	NEUTRAL	ME3 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
catch (VB)	11. to find and stop somebody (for having done something, i.e. a crime)	<PAS>2 cars stolen and 3 burglarized. Did they ever catch anybody?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB POSSESSIVE) 7/21
	12. catch up: to improve and reach the same standard as other people	<DJG>Yeah. They're ... they're trying to catch up over the last year with trauma packets.</DJG>	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	13. catch up: to spend time talking with someone to find out what has been happening while you have been away or during the time you have not seen someone	<WSH>Not at lunch, I don't remember. You know, catching up with each other. We hadn't seen each other in awhile and we just caught up. We talked more later that day.</WHS>	A-MT-110393-12.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 8/13
	14. catch unaware: to do something or to happen when someone is not expecting it or prepared for it	<WLI>At the time that <<NRWL>> called me, he caught me unaware and I was trying to dig through files and I may have said some things then that were misleading. [...]</WLI>	A-MT-100393-08.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
categorize (VB)	1. to put people or things into groups according to the type of person or thing they are	An essential ingredient of this is the ability to categorise each patient by disease type or treatment group.	B2A 1529 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
categorization (NN)	1. the act of putting people or things into groups according to the type of person or thing they are	Task analysis, in common with every other perceptual process, is a matter of setting up mechanisms for categorisation and filtering.	CLP 568 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
cater (VB)	1. to provide and serve food and drinks at a party, meeting, usually as a business	We cater for conference evenings, traditional Sussex dinners, balls, wedding receptions, celebration dinners, and all types of dances.	BPC 675 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. to provide a particular group of people with the things they need or want	There are three plans available to cater for individual preferences.	A0Y 288 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cause (VB)	1. to make something happen, especially something bad	If you can pick the item up and use some oblique lighting, the light will cause the perspiration there to glisten and you can see the outline.</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA12 IA13 IA14 IA16 IA17 IA18 IA19 IA23	(INTER)ACTION 13/31
caution (VB)	1. to warn someone that something might be dangerous, difficult etc	<PAS>[...] I have tried to caution this little girl about any knowledge she may have about the former convictions, she should not testify to in court, but I just want to make a record on that. [...]</PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to warn someone officially that the next time they do something illegal they will be punished	If he didn't want to go to court for a very minor offence, then you could caution him.	B24 1816 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
cease (VB)	1. to stop doing something or stop happening	'Are you sure you're being realistic?' she would say, and the conversation would then cease .	A0F 357 (W:fict:prose)	NEUTRAL	IA1 IA5 IA8 IA12 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
celebrate (VB)	1. to show that an event or occasion is important by doing something special or enjoyable	<PAS>[...] He's just going to be there off on his own on his birthday and we weren't going to celebrate . He came down there and his daddy gave him \$100 cash and \$250 in credit card charges so that he could go out and buy some clothes for his birthday and that was going to be his birthday present. [...]</PAS>	A-MT-120393-16.txt	POSITIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	2. to praise someone or something	Where are the books that celebrate their stories?	FAH 1346 (W:commerce)	POSITIVE	VE1 VE3 VE4 VE5 VE7 VE11 VE12	VERBAL MAJOR 7/13
centre (VB)	1. to move something to a position at the centre of something else	She found it very difficult to get out of bed, so we moved life to centre it in the bedroom.	CBC 341 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
centre (VB)	2. to focus on the one thing one is concerned with or interested in, e.g. we always centre things around his interests	After a few minutes, Boltwood told the young man to centre his mind on healing the illness.	ED9 1580 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
certify (VB)	1. to state that something is correct or true, especially after some kind of test	These are effectively IOUs certifying that there is a sum of money on deposit for a stated period and at the end of the period the holder of the CD will have title to the principal and interest.	CBX 4241 (W:commerce)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to state that someone has completed a course of training for a profession	<PAS>Were you board certified at the time that you ... well on May 31st, 1991?</PAS>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
challenge (VB)	1. to refuse to accept that something is right, fair, or legal	With the forthcoming publication of a government Bill on embryo research, SPUC has probably its best chance to challenge abortion laws.	A1Y 430 (W:newsp:brdsht_nat:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to question the truth	<JU1>Do you have a position that any of these ... do you challenge that any of these are inaccurate or in anyway forged or altered?</JU1>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to invite someone to compete or fight against you, or to try to win something	GLENN McCORORY, the 25-year-old British cruiserweight who defends his IBF title against the South African Siza Makhatini in Middlesbrough on 21 October, said yesterday that his long-term target is still to challenge Mike Tyson, who he used to spar with.	A4B 48 (W:newsp:brdsht_nat:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to demand proof of someone in terms of who they are, and an explanation of what they are doing	In the general election campaign of 1929 the Liberals were challenged by the Conservatives to explain where the money would come from.	A6G 1302 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
challenge (VB)	5. to state before the start of a court case that a juror is not acceptable	<DAN>I thank you for your honesty. Your honor, at this time we're going to challenge <<UDJB>> for cause.</DAN>	A-VD-080393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE10 VE11 VE13	VERBAL MINOR 11/13
chance (VB)	1. to do something that you know involves a risk	Yet she'd been prepared to chance it, alone and pregnant as she was.	HH8 1206 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to happen in a way which is not expected and not planned	They concealed the horses and made camp among the trees, out of sight of anyone who chanced to pass during the night.	BMX 1660 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
change (VB)	1. to become different, or to make something become different	<OCC>[...] the closer to the time that you collected the questioned hair that you get the known hairs, these hairs will be the most similar. And as time progresses, they will change . [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA4 IA5 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 10/31
	2. to stop doing or using one thing, and start doing or using something else instead	<PAS>Did you change the pictures or did you just hand her 1 picture to initial?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to take off your clothes or the bed sheets and put on different ones	If the child does wet the bed the alarm goes off, the child is taken to the lavatory, and is then asked to help change the bed sheets.	CGT 1808 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to get smaller units of money that add up to the same value as a larger unit	A greengrocer popped into a bank near his shop to change a tenner into £1 coins.	K97 7535 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
change (NN)	1. the process or result of something or someone or somewhere becoming different	<OCC>[...] This change is because of, as I said, your nutrition, your general health, your hormones, what you actually do to your hair, the cosmetics [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA4 IA5 IA8 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
changeover (NN)	1. a change from one activity, system, or way of working to another	<OCC>[...] But typically after a week or so, there's a changeover , like people have cleaned and removed the hairs and fibers that have fallen. [...]</OCC>	A-MT-100393-05.txt	NEUTRAL	IA4 IA5 IA8 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 8/31
characterise (VB)	1. to describe the qualities of someone or something in a particular way	Van Der Meulen has been characterised as a good explorer rather than as a great one.	A4J 53 (W:newsp:brdshst_nat:misc)	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB INTENSIVE) 8/21 VERBAL MINOR 9/13
	2. to be typical of a person, place, or thing	Such an approach and preoccupations characterise his pictures too.	G21 1163 (W:pop_lore)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB INTENSIVE) 8/21
characterisation (NN)	1. the way in which the character of a real person or thing is described	<OCC>With forensic characterizations , you cannot do that. You can say that all the characteristics are consistent, if they are.</OCC>	A-MT-100393-04.txt	NEUTRAL	RE1 RE4 RE7 RE15 RE16 RE17 RE21 VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION COMPLEX PROCESS RELATIONAL (ATTRIB INTENSIVE) 7/21 VERBAL MINOR 6/13
charge (VB)	1. to ask someone for a particular amount of money for something you are selling	<DGI>I don't have that with me. We typically charge , at this time, I believe we are charging 300 and something per specimen, \$375 per specimen.</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA22 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
charge (VB)	2. to press or file charges against someone	<JU1>[...] That's the document that charges the defendant with a crime. [...]</JU1>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to deliberately run or walk somewhere quickly	Harrison charged into the table, knocking the sponge cake, chocolate biscuits, two tea cups, milk jug and a flurry of knives and teaspoons to the floor.	ASE 888 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to charge a phone: restore its battery life, i.e. with electricity	you just plug it in there and charge the battery up.	KCB 1295 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
charm (VB)	1. to attract someone and make them like you, sometimes in order to make them do something for you	And with Mr Gorbachev, who could charm the birds off a tree, she was, said Mr Healey, like a gushing schoolgirl with a crush.	A5W 68 (W:newsp:brdsh_t_nat:misc)	POSITIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
charter (VB)	1. to pay a company for the use of their aircraft, boat	He immediately chartered a plane to take him to Paris the next day and made his meeting.	ASJ 1021 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
chase (VB)	1. to quickly follow someone or something in order to catch them	I expected Father to chase me, but when I reached the corner and looked back he was just standing there talking to the thin man.	AOD 1893 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to try hard to make someone notice you and pay attention to you, because you want to have a romantic relationship with them	Mother did, and at me. She was a slut. That's how you came about, because she chased me. Well, I'm going to see that you don't do the same.'	HWE 1633 (W:fict:prose)	NEUTRAL	ME4 ME6 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL DESIDERATIVE MINOR 10/17
chase (NN)	1. the act of following someone or something quickly in order to catch them	Eventually, exhaustion forced the unfortunate man to abandon the chase .	BN6 1690 (W:biography)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
chat (VB)	1. to talk in a friendly informal way, especially about things that are not important	<WEC>[...] so we chatted and nothing ever came up of this. You know, I didn't know anything about this at that particular time.</WEC>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
chauffeur (VB)	1. to drive a car for someone as your job, or act as taxi in instances where you don't want to	You may have a friend with a nice car willing to chauffeur you.	K3A 1396 (W:news:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
check (VB)	1. to do something in order to find out whether something really is correct, true, or in good condition	<DLT>[...] but I need you, if you would, to check your records as to the time we shot together there and do you recall <<FDFT>> being there. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME16	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MAJOR 8/17
	2. check in: to leave your bags at an official place so they can be put on a plane or a train, or to take someone's bags in order to do this	You'd better check in your bag.	CR6 2986 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. check in: to go to the desk and report that you have arrived (e.g. at the hotel)	<WVL>[...] I'm sure that it was somewhere around 9 o'clock. That would be early enough to register and check in. [...]</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 9/31
	4. to stop what you are doing or saying	Well, the first three albums I ever did, I was taking a lot of LSD. After that I had to stop and check myself.	CGC 2161 (W:pop_lore)	NEUTRAL	VE1 VE2 VE4 VE7 VE11 VE13	VERBAL MINOR 6/13
	5. check out: to leave a place (often after paying)	<JU1>[...] But when this case is over, let me jump ahead a little bit, when you've given us your verdict, then I will dismiss you. I will courteously dismiss you. It's necessary to check out. [...]</JU1>	A-MT-110393-13.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
check (NN)	1. the process of finding out if something is safe, correct, true, or in the condition it should be	This week a meeting of EC interior ministers agreed to make tighter checks on immigrants and to expel illegal ones more readily.	CR8 1972 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA25 IA31 ME3 ME6 ME11 ME13 ME16 ME18	COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL PERCEPTIVE MAJOR 6/17
chew (VB)	1. to bite food several times before or without swallowing it	Horses have a need to chew , and a diet that provides sufficient pasture or hay will satisfy this need.	ADF 185 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
chew (NN)	1. the act of biting something many times with your teeth	Bread never went mouldy in Algeria, which meant that so long as I was prepared for a good chew , I could always buy enough to last to the next village.	AT3 2142 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
choke (VB)	1. to be unable to breathe properly because something is in your throat or there is not enough air	As she began to choke she kicked and struggled for breath before tumbling down into nowhere.	AC5 2607 (W:fict:prose)	NEUTRAL	IA4 IA7 IA9 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	2. to be unable to talk clearly because you are feeling a strong emotion	Mr Arafat's advisers in Tunis could scarcely choke back their emotion as they answered reporters' questions while his fate was uncertain.	AJM 648 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17 VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS MENTAL EMOTIVE MINOR 8/17 VERBAL MINOR 8/13
	3. to squeeze another person's neck until they are dead	But you mentioned poisons, Hugh,' he added calmly, 'and all the plants I have mentioned could kill a man, choke out his life like a breeze snuffs out a candle.'	BMN 2686 (W:fict:prose)	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	4. to fail at doing something, especially a sport, because there is a lot of pressure on you	At the Los Angeles Open, Fred Couples says he was told by a spectator: 'Have a good day and don't choke .'	AJJ 598 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA12 IA15 IA18 IA21	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
choose (VB)	1. to decide (which one of a number of things or people) you want or what you want to do	<DGI>[...] I mean all the laboratories in Texas that are doing DNA testing would be a member of the TWGDAM group if they choose to go to the meetings.</DGI>	A-MT-100393-06.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 9/17
choice (NN)	1. the possibility to choose between several things	<JU1>[...] When the case is over, you're free to discuss it with anybody that you desire or not discuss it. That's strictly your choice and I will mention that for you. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	ME4 ME6 ME11 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 7/17
cite (VB)	1. to mention something or someone as an example, especially one that supports, proves, or explains an idea or situation and merits mention	<JU1>I'll let you go ahead and get that testimony out of him and offer it. I'll still hold the ruling. Look up any authority you want to cite .</JU1>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE12	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MAJOR 8/13
	2. to give the exact words of something that has been written, especially in order to support an opinion or prove an idea	Dr Manlove goes on to cite a well-known Ubi sunt passage from the Old English poem	CDV 636 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE12	VERBAL MAJOR 8/13
	3. to order someone to appear before a court of law	He was duly cited for contempt, received a thirty-day sentence to jail and a fine, which were quashed two years later on appeal.	ACS 1238 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
	4. to mention someone by name in a court case	The footballer as sex symbol was not exactly new — Dixie Dean had been the subject of female interest and cited in at least one paternity suit	A6Y 655 (W:non_ac:soc_science)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE12	VERBAL MAJOR 8/13
claim (VB)	1. to state that something is true, even though it has not been proved	<DAN>[...] It's been awhile back, but there was on a television program certain individuals that had been convicted of crimes that claimed they didn't do it. [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
claim (VB)	2. to officially demand or receive money from an organization because you have a right to it	Some people never have to use their back-ups, just as some people never need to claim on their insurance, but would you want to be uninsured?	AOC 662 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 VE1 VE4 VE5 VE6 VE7 VE13	COMPLEX PROCESS (INTER)ACTION 7/31 VERBAL MINOR 6/13
	3. to state that you have a right to take or have something that is legally yours	I do not believe that the motives of the majority of those who claim asylum are reprehensible.	HHW 8285 (W:hansard)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	4. to claim lives: people die because of something such as war, disease	It's the first time in its 500 years of activity that the volcano has claimed lives.	K1C 1844 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
clarify (VB)	1. to make something clearer or easier to understand	<DLT>That is my writing on that sheet, yes, sir, to clarify the difference between <<NA36>> and <<NA34>>'s participation in their parts of the tournament.</DLT>	A-MT-100393-07.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 9/17 VERBAL MAJOR 10/13
	2. to make something cleaner or purer by heating it	Some recent models even incorporate an integral filter which is intended to clarify the water rather than just catch debris.	GV1 447 (W:misc)	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 12/31
clean (VB)	1. to remove dirt from something by rubbing or washing	<WJD>[...] It got a little later than than I realized it was and I went in to clean up to get ready to go to the gun club and ...</WJD>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
clean (VB)	2. to clean someone out: leave someone with no money	No money will be paid to members for three years,' Johnny said, 'and probably a further call after that. Frankly, this'll clean me out. I'll have to sell the house.'	FPB 96 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
clear (VB)	1. to make somewhere emptier or tidier by removing things from it	<OBI>[...] <<ROBW>> then proceeded to the basement as I proceeded to the ... to the upstairs floors and I cleared them looking for the suspect.</OBI>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA25	(INTER)ACTION 10/31
	2. to prove that someone is not guilty of something	JASON Livingston has vowed to continue the fight to clear his name after his appeal against a drugs ban was rejected.	K3A 519 (W:newsp:other:social)	NEUTRAL	ME3 ME7 ME8 ME10 ME12 ME13 ME15 ME17	MENTAL PERCEPTIVE MINOR 8/17
	3. if a check clears, the money has been paid into the appropriate account	The money is automatically taken out of your current account in the same time it takes to clear a cheque, roughly three days.	A16 1615 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to become transparent or disappear, e.g. when the weather clears up	I give in to this, since the weather's behaving like it usually does at the seaside: drizzling all day and clearing up at night.	HM8 600 (W:fict:prose)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA16 IA18 NR2 NR3 NR4 NR5	COMPLEX PROCESS (INTER)ACTION 8/31 NON-REFERENT 4/9
	5. to no longer be confused/worried	<DAN><<UPAS>> misstated what I said previously and I want to clear it up with you. [...]</DAN>	A-VD-090393-03.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 9/13
	6. to clear a height: to jump over a certain height and not touch the pole below you	He cleared the formidable Aintree fences as easily as if they had been hurdles.	AD7 293 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
clench (VB)	1. to hold your hands, teeth etc together tightly, usually because you feel angry or determined	<PAS>And when <<NPJC>> walked in that courtroom, looked at the defendant <<NDFT>> straight in the face and looked away, did you see her clench her fist and say under her breath, that's him?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
clip (VB)	1. to cut small amounts of something in order to make it tidier	<PAS>Was it neatly clipped and trimmed?</PAS> <WJD>Yes.</WJD>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
close (VB)	1. to shut something in order to cover an opening, or to become shut in this way	<PAS>When you ... when that door closes , a screen door, does it close automatically?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to stop being open to the public for a period of time	After that, until the centre closes at 4.30pm, the staff will see other employees for any other work related health matters	HRU 206 (W:misc)	NEUTRAL	IA4 IA5 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 11/31
	3. to stop using something, such as a bank account	<PAS><<MWJD>>, isn't it true that you and your wife had to close all your charge accounts because <<FDFT>> went around and signed your name and ran up the bills?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to close a deal: successfully do business with others; to successfully agree a business	DERRY City Football Club has just closed the deal on its newest signing — Phil Coulter.	K32 1844 (W:newsp:other:sports)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 9/13
	5. to bring something to an end, e.g. a conversation	I'll now close the meeting with the final toast, will you please join me?	F8B 310 (S:speech:unscripted)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
coach (VB)	1. to help someone prepare what they should say or do in a particular situation - used to show disapproval	<DAN>[...] There's no rehearsal. And you saw them. Do you think anybody that I put on was coached ? They told you what they saw. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 8/13
	2. to teach a person or team the skills they need in a subject or sport	But he also coaches a football team and his secret for teamwork is this.	FSN 864 (W:misc)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
code (VB)	1. to put a set of numbers, letters, or symbols on something to show what it is or give information about it, but which is expressed in secret	It is extremely costly in time and money since such interviewing can easily take two hours or more, and the data produced are not easy to code and analyse.	HPU 1450 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
coincide (VB)	1. to be the same (idea) as another	<JU1>State has Exhibits 1 through 36. Does that coincide with what you have?</JU1>	A-MT-120393-16.txt	NEUTRAL	RE1 RE7 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING CIRCUMSTANTIAL) 6/21
	2. to happen at the same time as something else, especially by chance	Spain's joining has coincided with a boom in foreign investment.	ABJ 1707 (W:pop_lore)	NEUTRAL	IA4 IA9 IA12 IA15 IA18 IA28	(INTER)ACTION 6/31
collect (VB)	1. to get things of the same type from different places and bring them together	<ORH>[...] mark the evidence and then do some analysis of the evidence after we've collected it.</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (POSSESSIVE ATTRIB) 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
collect (VB)	2. to get money that you are owed	No no he just came up to collect the rent.	K6P 396 (S:interview:oral_history)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (POSSESSIVE ATTRIB) 7/21
	3. to increase in amount, e.g. dust is collecting in this room	Its uneven surface attracts food debris the way a deep pile carpet collects dust — but research shows that thorough cleansing can reduce mouth odour by 60 per cent.	CEK 1764 (W:newsp:other:social)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	4. to get your thoughts together, e.g. collect your thoughts	Like a public speaker you should give yourself a chance to collect your thoughts and your audience a chance to collect theirs.	BNA 681 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
colour (VB)	1. to change the colour of something, especially by using dye	It has little flavour and is used mainly to colour foods.	ABB 2155 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to influence the way someone thinks about something, especially so that they become less fair or reasonable	Was there something to colour your worldview with its tragic perspective?	AB3 1262 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
comb (VB)	1. to make hair look tidy using a comb	<OCC>[...] The way you comb or brush your hair or sometimes actually your nutrition your general health, this type of thing, will cause split ends.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
combine (VB)	1. two or more different things that begin to exist or work together	It does seem to me that philosophy is much more effective when combined with some 'first order' discipline, than when taught in isolation.	FA3 1311 (W:ac:politLaw_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
come (VB)	1. to move towards you or arrive at the place where you are	<JU1>All right. If you'll come back here.</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA6 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. if a time or an event comes, it arrives or happens	For me the moment came in July 1983.	CGB 67 (W:pop_lore)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	3. to be produced or sold with particular features	<OCC>Actually, the Permunt comes ready-made, but it is made in a xylene-type of base to make it more fluid and you can dissolve it in xylene or toluene.</OCC>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	4. to be or finish in a particular position in an order, a series, or a list	He came first in the test at the end of the day with a mere 100%.	HBH 411 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	5. to have an orgasm	He said only to the degree that when you came, you did not come , i.e. there was orgasm without emission; a change which on several grounds has much to recommend it.	CDS 1295 (W:biography)	NEUTRAL	IA7 IA9 IA11 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 8/31
	6. come from: to be obtained from a place, thing, or person, or to start or be made somewhere	<PAS>So hair analysis is not or hasn't advanced to the point where you can absolutely say 2 hairs come from a common source; is that correct?</PAS>	A-MT-100393-04.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	7. come off: to be successful	<DLT>[...] That is the record from Dallas Country Club. Now she ... this copy didn't come off very well. She has the original. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA4 IA9 IA12 IA15 IA18 IA21 RE1 RE4 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) INTENSIVE 7/21
	8. come to (be doing something): to do something by chance, without planning or intending to do it	<DAN>Have you ever had occasion to come to know a young man by the name of <<NDFT>>?</DAN>	A-MT-110393-12.txt	NEUTRAL	IA1 IA5 IA8 IA12 IA15 IA17 IA18 IA21 IA23	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
come (VB)	9. come to (a conclusion): to decide something, agree on something etc after considering or discussing a situation	<DAN>And what opinion ... what conclusion or opinion have you come to?</DAN>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 9/17
	10. come in (e.g. the verdict): to arrive	<JU1>[...] i've had jury verdicts come in at basically all hours of the day and night. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA4 IA8 IA12 IA13 IA15 IA20	(INTER)ACTION 7/31
	11. come to somebody: if a thought or idea comes to you, you realize or remember something	<DAN>[...] As we sit here and I've asked these questions, is there anything from any member of this panel that has come to mind that you'd like to change your answer? [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	12. come up: if a subject comes up, people mention it and discuss it	<WEC>[...] <FDFT>> rode over with me in the same car from 1 gun club to the other, so we chatted and nothing ever came up of this. [...]</WEC>	A-MT-110393-11.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE9 VE12	VERBAL MAJOR 6/13
	13. come into play: emerge or appear	<PAS>[...] The second type of memory that's coming into play here is selective memory. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
comfort (VB)	1. to make someone feel less worried, unhappy, or upset, for example by saying kind things to them or touching them	<PAS>[...] He will tell you that he rushed home and what happened when he got there. That he eventually saw his daughter, was able to comfort her, talk to her and what he observed at that time. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME2 ME7 ME8 ME9 ME10 ME12 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL EMOTIVE MINOR 8/17
command (VB)	1. to tell someone officially to do something, especially if you are in a position of authority	At the end Christopher took matters in hand and commanded Francis to instruct his guests that some of them must volunteer to wash up.	ABW 1830 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE12	VERBAL MAJOR 10/13
	2. to have control of something	The party which commands a majority of seats in the House of Commons wins a general election.	G3L 259 (W:ac:polit_law_edu)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
command (VB)	3. to require/expect/get something, usually an attitude from others, e.g. command respect	But he commanded general respect as an authoritative voice, in tune with the need for social order	A66 17 (W:ac:humanities_arts)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL DESIDERATIVE MINOR 8/17 RELATIONAL (ATTRIB) POSSESSIVE 6/21
commence (VB)	1. to begin or to start something	<JU1>All right. Ladies and gentlemen, you may retire to the juryroom at this time to commence your deliberations. [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	IA1 IA4 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA17 IA18 IA20 IA23	(INTER)ACTION 14/31
comment (VB)	1. to express an opinion about someone or something	Mr Ward refused to comment on his arrest when contacted at his Maryland home yesterday.	A3S 419 (W:newsp:brdsht_nat:commerce)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	2. to explain something	<WSH>[...] and I commented that those were pretty ugly shoes. He needed new shoes.</WSH>	A-MT-110393-12.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
commission (VB)	1. to formally ask someone to write an official report, produce a work (of art) for you	One of the unit's first initiatives was to commission the London Business School to undertake detailed research into BR's existing excursion business.	A11 667 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13
commit (VB)	1. to do something wrong or illegal	<WDM>My son did not commit this crime that he's been accused of.</WDM>	A-MT-120393-14.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
commit (VB)	2. someone who commits to something will definitely do something or must do something	The British music business is extremely competitive and only the bands who are prepared to commit themselves totally to their careers will succeed.	A6A 14 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	3. to give someone your love or support in a serious and permanent way	How could he have been so shortsighted, so absolutely thick as to worry about commitment when the girl he was worried about committing to was Alexandra?	GV8 3580 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA22 ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL EMOTIVE MINOR 8/17
	4. to order someone to be put in a hospital or prison	The judge found the allegations proved and committed him to prison for six months.	FDG 11 (W:ac:politLaw_edu)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA19 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 9/13
committal (NN)	1. the process in which a court sends someone to a mental hospital or prison	By notice of motion dated 12 April 1991 the plaintiff made application to the county court for committal to prison of the defendants, alleging breach of the injunction by their execution of a charge over the property.	FCB 44 (W:ac:politLaw_edu)	NEUTRAL	IA1 IA6 IA8 IA14 IA18 IA19 IA31 VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 VERBAL MINOR 6/13
committed (ADJ)	1. willing to work very hard at something	This project will draw attention to problems in distinguishing ' committed supporters' from 'soccer hooligans'.	HJ0 23896 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
communicate (VB)	1. to exchange or share information or conversation with other people, using words, signs, writing	Just because dolphins use language in a different way does not mean that they lack high intelligence or cannot communicate .	ABC 250 (W:non_ac:nat_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
communicate (VB)	2. to express ideas and feelings and understand those told to someone	In an ideal world this would mean that a lot of clever people, all anxious to communicate enthusiasm for their subject, would talk helpfully about it to their colleagues.	A7C 242 (W:biography)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL EMOTIVE MAJOR 8/17 VERBAL MAJOR 10/13
communication (NN)	1. the process by which people exchange information or express their thoughts and feelings	<PAS>Have you had any communication with <<MWJD>> or <<AWDM>>?</PAS>	A-MT-110393-12.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MINOR 713
compare (VB)	1. to examine or judge two or more things in order to show how they are similar to or different from each other	<DGI>[...] We would then also compare that particular DNA pattern of DQ Alpha type to a blood specimen taken from known individuals in a case, perhaps a suspect and a victim. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
comparison (NN)	1. the process of comparing two or more people or things	<OCC>[...] In fact usually after about 2 years, it's difficult to actually do a hair comparison because of these subtle changes that take place.</OCC>	A-MT-100393-04.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
compassion (NN)	1. a strong feeling of sympathy for someone who is suffering, and a desire to help them	<DJB>Well I can separate the situation, but my compassion is still towards the child.</DJB>	A-VD-080393-01.txt	NEUTRAL	ME2 ME4 ME6 ME12 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS MENTAL EMOTIVE MINOR MENTAL DESIDERATIVE MINOR 7/17
compel (VB)	1. to force someone to do or feel something, i.e. adopt a certain attitude	After my mother had obligingly betrayed all my confidences to him in my hearing, he said he would find the man — Michael, that is — and compel him to marry me.	A73 2641 (W:fict:prose)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 12/31
compulsion (NN)	1. the act of forcing or influencing someone to do something they do not want to do	This group involves women who were considered to need assessment or treatment, but where compulsion was not considered necessary.	ALP 817 (W:ac:soc_science)	NEGATIVE	IA1 IA6 IA8 IA14 IA17 IA18 IA19 IA23 IA31	NOMINALISATION (INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
compensate (VB)	1. to replace or balance the effect of something bad, e.g. pay someone money after having suffered injury, loss, damage	<DJB>[...] And he shouldn't be guilty, my personal opinion there is no crime, no punishment to compensate something like that?</DJB>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
compete (VB)	1. to try to gain something and stop someone else or another entity from having it or having as much of it	As well as taking up good growing space, they compete with the other plants for light, moisture and nutrients.	A0G 1289 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to take part in a competition or sports event	Being a combat sport karate carries with it the risk of injury and the more you compete , the more likely you are to suffer injury.	A0M 1241 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
complain (VB)	1. to say that you are annoyed, not satisfied, or unhappy about something or someone	You complain about your friends never coming to see you, but when they do come, you give them such a hard time it's hardly surprising they stay away.	A0F 421 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
complaint (NN)	1. a statement in which someone complains about something	We will investigate every complaint thoroughly.	A2W 236 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
complete (VB)	1. to finish doing or making something, especially when it has taken a long time	<DKU>[...] I was just about to complete my 3-year residency.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA25	(INTER)ACTION 10/31
	2. to write or fill in the information that is needed on a form	When you've completed the questionnaire, you will need to count up how many ticks are in each box.	G33 1089 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA25	(INTER)ACTION 10/31
completion (NN)	1. the state of being finished	Exhaustion is a permanent feature preventing the completion of even the most simple task.	A01 186 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. the act of finishing something	<PAS>Upon the completion of your examination or sometime during your examination, did you make dried blood slides samples?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
complicate (VB)	1. to make a problem or situation more difficult	It will serve only to complicate further an already very difficult situation.	A15 1461 (W:pop_lore)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
comply (VB)	1. to do what you have to do or are asked to do	<PAS>I'm taking the position that he hasn't complied with Allen as far as this particular witness and I'd ask that she not be allowed to testify.</PAS>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 9/31
compliance (NN)	1. the act of obeying a rule, agreement, or demand	For the making of a will compliance with the following formalities is now necessary	ABP 1270 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
compose (VB)	1. to be formed from a number of substances, parts, or people	<OCC>I start out by looking at the external part of the hair which is the cuticle and it is composed of scales. These scales are various shapes, sizes, colors [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to write a piece of music	I wrote the lyrics and Harry Pryce composed the music for a theme song for 'From Leicester Square to Broadway'.	B11 871 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to write a letter, poem etc, thinking very carefully about it as you write it	They composed a letter to the Social Work Services Group, a department of the Scottish Office, and to the Local Government Ombudsman.	CAR 442 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to compose oneself: to try hard to become calm after feeling very angry, upset, or excited	For a moment he did not know what to say, then he composed himself to pretend she had said something else, and then he laughed.	HP0 2977 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21 ME1 ME6 ME8 ME9 ME10 ME11 ME14 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
comprise (VB)	1. to consist of particular parts, groups	Men's teams comprise five competitors plus two reserves.	AOM 100 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
comprise (VB)	2. to form part of a larger group of people or things	<WES>Handwriting analysis comprises approximately 80 to 90 percent of my work. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	RE3 RE5 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) POSSESSIVE 6/21
compromise (VB)	1. to reach an agreement in which everyone involved accepts less than what they wanted at first	In other words, Sergeant Wilson (who has since left the force) agreed to compromise to enhance his career opportunities rather than present any challenge to the system.	AOK 345(W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to do something which is against your principles and which therefore seems dishonest or shameful	If you believe that what you are doing is right then you can't compromise .	A14 900 (W:misc)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 7/31
compute (VB)	1. to calculate a result, answer, sum	<DAZ>What's the least number of separate individuals that would have to compute DNA for such a result?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
con (VB)	1. to get money from someone by deceiving them	I said to him, don't you think it's morally wrong trying to con people like that, getting them to shell out all that money?	A6E 1542 (W:biography)	NEGATIVE	ME1 ME7 ME8 ME9 ME10 ME12 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 9/13
	2. to persuade someone to do something by deceiving them	Recently they have tried to con local people, particularly the elderly.	B03 1707 (W:newsp:other.report)	NEGATIVE	ME1 ME7 ME8 ME9 ME10 ME12 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
conceal (VB)	1. to hide something carefully	<PAS>To the best of your knowledge the whole time you've been in this case, has <<NPJC>> ever had any problems identifying <<NDFT>> other than the time that he concealed his face with a beard?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	INTER(ACTION) 9/31
concede (VB)	1. to admit that something is true or correct, although you wish it were not true	<PAS>[...] I take it from <<MDAN>>'s comments that he concedes beyond a reasonable doubt all of the elements in this case have been met. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	2. to admit defeat in a battle or game you are playing	I concede defeat, if that's what you want.	JY8 3810 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	3. to give something (usually abstract, e.g. powers) to someone as a right or privilege, often unwillingly	[...] the treaty was a basis for discussion, rather than a legal document; it also agreed to concede further powers to the common state.	HLD 1509 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE10 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
concentrate (VB)	1. to think very carefully about something that you are doing	Now your responsibilities are very important and I want to tell you what they are so that you can concentrate on your responsibilities and fulfill your responsibilities and not worry about anything that's not your responsibility.	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to be present in large numbers or amounts somewhere, or to cause people or things to be present in large numbers or amounts somewhere and not spread out, e.g. Italian industry is concentrated mainly in the north	[...] what remains of the population is concentrated on the coast, where the chief occupations of fishing and farming are best practised.	A6T 143 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
concentration (NN)	1. a process in which you put a lot of attention, energy etc into a particular activity	He diagnosed that his concentration on getting to know the clergy and the church people prevented him from moving among the wider community as he should.	A68 2009 (W:biography)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
concern (VB)	1. to be about something, e.g. a story concerns ...	<DAZ>Okay. Now on Item Number 6, your testimony was concerning a single pubic hair; is that not correct?</DAZ>	A-MT-100393-05.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to make someone feel worried or upset, e.g. her being absent so often from school concerns me	It's not just your time-keeping that concerns me.	GUU 6659 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 8/17
	3. to affect or involve someone in a situation, e.g. this matter concerns the both of you	This more general knowledge concerns both what the speaker or listener may know about the discourse topic	GVA 926 (W:ac:soc_science)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
concern (NN)	1. a feeling of worry about something important	<DAN><<UDJB>>, you've already expressed a concern ...</DAN>	A-VD-080393-02.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
conclude (VB)	1. to decide that something is true after considering all the information you have	In discussing the findings the author concludes that while a number of people do have cause to complain about their medical examination, these results indicate that only a small percentage have problems.	A10 989 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	2. to complete something you have been doing, especially for a long time	<JU1>[...] I would also ask that you not reach any verdict on this case until it is concluded . [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA4 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 13/31
	3. to end something such as a meeting, book, event, or speech by doing or saying one final thing	The chapter concludes with a discussion of collaborative teaching.	HAY 923 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA4 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 13/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
conclude (VB)	4. to finish arranging an agreement, e.g. That same year, France concluded a trading agreement with Spain.	That same year, France concluded a trading agreement with Spain.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
conclusion (NN)	1. something you decide after considering all the information you have	<DAN>And what opinion ... what conclusion or opinion have you come to?</DAN>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	2. the end or final part of something	<DAN>[...] Did you know that the government, through all of its evidence, they put on 500 witnesses and at the conclusion of that, you never heard from a witness for the defendant [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	IA4 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
condition (VB)	1. to make a person or an animal think or behave in a certain way by influencing or training them over a period of time	One of the nastiest pseudo-religious books of the Victorian age helped to condition the impressionable mind of a future Christian leader of the next century.	A68 320 (W:biography)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	2. to determine the way in which something can happen or exist	Their development and their curriculum are often conditioned by practical and administrative problems.	BLY 14 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to keep hair or skin healthy by putting a special liquid on it	You will find that semi-permanent products improve the texture of your hair and you won't need to condition it quite so often.	C9P 711 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
conditioning (NN)	1. the process by which people or animals are trained to behave in a particular way when particular things happen	These causes are not necessarily genetic, but may include environmental factors such as upbringing in the family, social conditioning and so on.	FBC 603 (W:ac:soc_science)	NEUTRAL	ME1 ME7 ME12 ME14 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
conduct (VB)	1. to carry out a particular activity or process, especially in order to get information or prove facts	<JU1>[...] Ladies and gentlemen, during the trial, the photographs are shown to you while we continue to conduct the trial and that's not to place any emphasis on this type of exhibit over another one [...]</JU1>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
conduct (VB)	2. to stand in front of a group of musicians or singers and direct their playing or singing	He conducted the Cheltenham Bach Choir, the Stroud Choral Society and all manner of local choirs.	A4Y 76 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to behave in a particular way, especially in a situation where people judge you by the way you behave	He conducted himself impeccably, he was open and honest and had to put up with a lot from the press and media.	HJG 220 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to enable electricity or heat to travel through	The main drawback of aluminium is that, being a metal, it readily conducts heat and so is more costly to heat in the cold winter months.	ACY 676 (W:pop_lore)	NEUTRAL	IA4 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
conduct (NN)	1. the way someone behaves, especially in public, in their job etc	his conduct had been cruel and brutal in the extreme and 'the violence to this poor creature in her diseased and irritable state' increased the symptoms and hastened her death.	CMG 1356 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
confer (VB)	1. to discuss something with other people, so that everyone can express their opinions and decide on something	<DAN>If I could have just a minute to confer ?</DAN>	A-VD-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
confess (VB)	1. to admit to doing something	But I confess I don't go as often as I might,' Omi said.	A7A 455 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
confession (NN)	1. a statement that you have done something wrong, illegal, or embarrassing, especially a formal statement	Without those powers, hacking would be almost impossible to prove, short of a confession from the culprit.	A2P 281 (W:newsp:brdsht_nat:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
confessed (ADJ)	1. having admitted publicly that you have done something	They range from the UK equivalent of plea bargaining to the curiosity that while Boesky, a confessed criminal, can arrange special deals with the prosecution	A9L 64 (W:newsp:brdsht_nat:commerce)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
configure (VB)	1. to arrange something, especially computer equipment, so that it works with other equipment	Benny made a minute adjustment to configure the goggles to her own eyesight, and frowned invisibly in the darkness.	FSR 2213 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
configuration (NN)	1. the shape or arrangement of the parts of something	<OCC>[...] But hairs do vary in their special configuration and this particular ... these particular hairs were oval to round and that's what caused this problem with the being hard to mount.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
confine (VB)	1. to keep someone or something within the limits of a particular activity or subject	We confined our arrest data to males aged 10–35, as this would contain the bulk of the offenders.	FBJ 102 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to keep someone in a place that they cannot leave, such as a prison	<PAS>Did commit the crime of kidnapping, a felony, by unlawfully, willfully, feloniously and without lawful authority, forcibly seize, kidnap and confine one <<NPJC>> from a place in Tulsa County	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to stop something spreading to another place	Two firemen wearing breathing apparatus managed to confine the fire to the living room, which was extensively damaged.	K55 7624 (W:newsp:other:report)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
confirm (VB)	1. to show that something is definitely true, especially by providing more proof, e.g. To confirm my diagnosis I need to do some tests	The results confirm that he could have done very much better, but his mind was partly elsewhere, ever active, ever engaged, ever busy.	AOP 704 (W:biography)	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL PERCEPTIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
confirm (VB)	2. to say that something is definitely true	He confirmed that Scottish police visited Talb on Tuesday but said his client refused to speak to them.	AAL 916 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to tell someone that a possible arrangement, date, or situation is now definite or official	It will also be necessary to confirm the date and place of death.	AOY 84 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	4. to make you believe that your idea or feeling is right, e.g. This just confirms my worst fears.	The title will only serve to confirm my impression.	A04 639 (W:ac:humanities_arts)	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL PERCEPTIVE MAJOR 7/17
confirmation (NN)	1. a statement, document etc that says that something is definitely true	There has been no official confirmation that the documents are genuine, although sources suggest that they are.	A5R 454 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
conflict (VB)	1. when two ideas cannot exist together or both be true, e.g. their ideas conflict	This may appear to conflict with the above paragraph, but either point can be valid depending on the location and the circumstances.	CBX 1821 (W:commerce)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
conform (VB)	1. to be similar to what people expect or think is usual	<DAZ>Do you have any reason to say that Tulsa conforms to that population study?</DAZ>	A-MT-100393-06.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. to behave in the way that most other people in your group or society behave	C. G. Jung points out that Christianity at least provides a powerful set of motives for the individual to conform to a social and moral code.	AE8 1290 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	3. to obey a law, rule etc	Their training and the pressure to conform to state rules and regulations have over the years made them appear to their pupils, and many parents, as agents of the regime.	B12 1540 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
confront (VB)	1. to accuse someone of doing something, especially by showing them the proof	<PAS>[...] Do you remember how she acted as she stood outside the door and waited to go in and confront <<NDFT>>?</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to face someone in a threatening way, as though you are going to attack them	The clerk was confronted by a man holding a handgun when she opened the branch of the Trustee Savings Bank in the Arndale Centre, Stretford, shortly before 9am.	AHF 270 (W:newsp:brdsht_nat:misc)	NEGATIVE	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA28	(INTER)ACTION 10/31
confuse (VB)	1. to make someone feel that they cannot think clearly or do not understand	<JU1>[...] So in the morning, check in by 9:30, also check out. Don't let that confuse you. [...]</JU1>	A-MT-110393-13.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	2. to think wrongly that a person or thing is someone or something else	Don't confuse him with the film or videotape editor, who cannot help you!	EX6 189 (W:misc)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	3. to make it more difficult to solve a problem or situation	The current structure of local government, with its varying patterns of single-tier and two-tier authorities and annual and quadrennial elections, serves only to confuse the issue.	APE 1037 (W:ac:polit_law_edu)	NEGATIVE	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL COGNITIVE MINOR 9/17
confusion (NN)	1. when you do not understand what is happening or what something means because it is not clear	It is hardly surprising that there is confusion over the names and numbers which describe the shapes.	A0X 909 (W:pop_lore)	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
connect (VB)	1. two or more things that are joined together	<DKU>[...] When I did the pelvic exam, there was a mild tearing in the posterior fourchett, which is the part were [were] the vaginal area <u>connects</u> with the rectum. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	2. to join two or more things together	He <u>connected</u> a timeswitch to an electric fire.	K23 3157 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to succeed in hitting something, e.g. the bat connected with the ball	Moments later the furious barks and snarls became howls of pain as Buddie's wellington boot <u>connected</u> with the dog's jaw.	ACW 1113 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 7/31
	4. when two people connect, they understand each other	They valued her ability to empathize and <u>connect</u> with others.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME17	MENTAL EMOTIVE MINOR 6/17
	5. to enable someone to speak with another person on the telephone	He read poetry in bed at night, after he had rung and failed to <u>connect</u> with Jo.	CLD 2205 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
	6. to change from one plane to another, e.g. connecting flight	He booked a flight for the afternoon of Friday, 24 March with Delta to San Francisco to <u>connect</u> with the British Airways flight for London.	CER 1569 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
consent (VB)	1. to give your permission for something or agree to do something or allow something to be done	The jurors only had to consider whether the woman had <u>consented</u> or not to the intercourse taking place.	A50 210 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
consent (NN)	1. permission to do something	<PAS>[...] wrongfully attempting to take and carry away certain money belonging to and in the possession of <<NPJC>> and in her immediate presence, without her <u>consent</u> and against her will by means of force and violence [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 6/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
consensual (ADJ)	1. involving the agreement of all or most people in a group	Equally alarming, we feel, is the fact that 35 young men aged between 16 and 21 were convicted for a consensual homosexual relationship during 1987; one was sentenced to a year in youth custody.	A1T 380 (W:newsp:brdshst_nat:editorial)	NEUTRAL	VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 6/13
consider (VB)	1. to think about something carefully, especially before making a choice or decision to do it	<PAS>Judge, I suspect that the next witness won't necessarily be real lengthy, but we'll get into your afternoon recess time. Would you consider recessing?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME16	MENTAL COGNITIVE MAJOR 9/17
	2. to have a particular opinion	<WSH>Not at any great length. You know, they've probably talked to my parents about it. They consider me a kid, they don't put me in the middle of the conversation, no.</WHS>	A-MT-110393-12.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	3. to look at someone or something carefully	He looked round the littered site, at its dried browns and darkened greens, and considered the men who were sitting round quietly talking and blowing smoke at the swarming flies.	AON 1010 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
consideration (NN)	1. careful thought and attention, especially before making an official or important decision	<JU1>[...] The law in Oklahoma and all states is that the defendant is presumed innocent of the crime and that presumption continues, unless after consideration of all the evidence, you're convinced of his guilt beyond a reasonable doubt. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME14 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
	2. the quality of thinking about other people's feelings and being careful not to upset them	They've got no consideration for anybody else.	ACK 2001 (W:fict:prose)	NEUTRAL	ME1 ME6 ME11 ME13 ME14 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
consist (VB)	1. to be based on or depend on something	True education does not consist in being taught just anything, any more than true religion consists in believing just anything.	A69 363 (W:non_ac:politLaw_edu)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to be formed by particular things	<PAS>And tell me again, what did the conversation consist of?</PAS>	A-MT-110393-12.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
conspire (VB)	1. to secretly plan with someone else to do something illegal	It was one of 500, he said and asked: 'Why did ministers conspire to conceal these documents?'	CEN 5351 (W:newsp:other:report)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 IA28 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 11/31 MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 9/13
	2. if events conspire to do something, they happen at the same time and make something bad happen	Constraints of finance, manpower and time all conspire to limit what may be achieved, and compromises are inevitable.	AC9 1654 (W:non_ac:humanities_arts)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA17 IA18	(INTER)ACTION 7/31
constitute (VB)	1. to be something	Even if you do manage to prove that he has been harassing you, there doesn't appear to be much general acceptance of the fact that intimidating someone in this way might actually constitute a serious crime.	AOF 1033 (W:fict:prose)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	2. if several people or things constitute something, they are the parts that form it	Together with this unequivocal equivocation Mr Roberts did argue support for positive images, for freedom of the individual, for a wide definition of what constitutes a family, for civilised society	C9S 806 (W:non_ac:soc_science)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	3. to formally establish something	As the result of republican elections on Jan. 7, a new Turkmen Supreme Soviet was constituted on Jan. 19.	HKP 1361 (W:non_ac:polit_law_edu)	NEUTRAL	IA4 IA9 IA10 IA12 IA15 IA17 IA18 IA23	(INTER)ACTION 8/31
construct (VB)	1. to build or form something	We constructed a multi-level pool with a cascading waterfall.	AOG 1523 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
consult (VB)	1. to ask for information or advice from someone because it is their job to know something	If you miss a period you must consult your doctor as soon as possible.	A0J 96 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to discuss something with someone so that you can make a decision together	'You had no right to alter my arrangements without consulting me,' she said tightly.	JY2 1163 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to look for information in a book, map, list	She stopped in the shelter of a stone wall, drank a cup of coffee, consulted the map and decided to aim for a twenty-five mile circuit which would bring her out, eventually, at the foot of the steep hill near the village.	AOR 2373 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
consultation (NN)	1. a discussion in which people who are affected by or involved in something can give their opinions	The content of each lesson is agreed beforehand in consultation with teachers so it can be tailored to the priorities and individual needs of the school or class.	A02 175 (W:institut_doc)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 713
consume (VB)	1. to use time, energy, goods	Fuel is needed if you want to stay in the air because the Epical engines consume fuel at an alarming rate.	HAC 3546 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to eat or drink something	<A32>Other than there was more food served than we could consume , so we took some of it home in these little plastic things.</A32>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. if a feeling or idea consumes you, it affects you very strongly, so that you cannot think about anything else, e.g. to be consumed with guilt	Otherwise resentments build up, and anger eventually consumes us with loathing, violent behaviour in words or actions, or destructive decisions towards others.	CGE 778 (W:religion)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
consumption (NN)	1. the act of eating or drinking	I understand the definition of a bar is somewhere used principally for the consumption of alcoholic beverages.	A14 189 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
consumption (NN)	2. the act of buying and using products	Perhaps we could start by banishing that anachronism with which otherwise good arguments have been blemished, and not refer to mass consumption of manufactured goods before the twentieth century.	HR0 1005 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
contact (VB)	1. to write to or telephone someone	<DLT>Well we're good acquaintances. I mean, we're friends. I mean as far as good friends go, we don't contact each other to get together other than when we meet at a shoot. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COM(PLEX PROCESS INTER(ACTION) 9/31 VERBAL MINOR 10/13
contact (NN)	1. communication with a person, organization, country etc	<PAS>Did you have contact with him after he went to Utah?</PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE10 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
	2. have/make contact: when two people or things touch each other	There are certain questions I do need to know, like where he touched or what kind of physical contact there was. And so she agreed to that.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA3 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
	3. come into contact: when you meet someone or experience a particular kind of thing	<PAS>Let me ask you this: <<RODS>>, at some point in time, did you have an occasion to actually come in contact with <<NDFT>>? Not where, but did you have an occasion to come into contact with <<NDFT>>?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA3 IA8 IA12 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 7/31
contain (VB)	1. if something such as a bag, box, or place contains something, that thing is inside it	<JU1>[...] here is an oath that you take to try the case and this oath will essentially contain nothing different than what we've previously discussed [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to control strong feelings of anger, excitement	So far, she had been able to contain her own grief.	CDE 954 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
contain (VB)	3. to stop something from spreading or escaping	Part of the reasoning behind the move was the search for an effective policy to contain the violence within Ireland and prevent it from spreading to Britain.	A07 121 (W:ac:humanities_arts)	NEUTRAL	IA1 IA6 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
contaminate (VB)	1. to make a place or substance dirty or harmful by putting something such as chemicals or poison in it	<OCC>[...] I wear a lab jacket and gloves so that I don't contaminate it and so that nothing is lost.</OCC>	A-MT-100393-05.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to influence something in a way that has a bad effect	However, this work was criticised by Grabow and Elliott (1974) on the grounds that tongue movements may have contaminated the EEG recordings.	FED 929 (W:ac:soc_science)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
contamination (NN)	1. the process of making a place or substance dirty or harmful by putting something such as chemicals or poison in it	<DGI>[...] I don't know at which point the contamination occurred. Hair specimens are particularly froathed with those kinds of difficulties. [...]</DGI>	A-MT-100393-05.txt	NEGATIVE	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
contemplate (VB)	1. to think about something that you might do in the future	What concerned him more was the fact that Myles had once contemplated suicide.	B1X 1225 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME16	MENTAL COGNITIVE MAJOR 9/17
	2. to look at someone or something for a period of time in a way that shows you are thinking	He contemplated her from beneath lowered eyelids, his head tilted a little to one side, summing her up as though her mind was an open book to him.	HA5 2432 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
contend (VB)	1. to compete against someone in order to gain something	He governs, so far as he is able to, on borrowed time because none of the groups contending for power yet feels strong enough to make a grab for it.	ABJ 176 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to argue or state that something is true	So they choose to contend that it has not really happened: and in so choosing raise a timely question about the nature of political belief.	AAF 327 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
contend (VB)	3. to have to deal with something difficult or unpleasant	Players who have had serious injury problems to contend with this year have used the \$350,000 (£212,000) Stuttgart event as part convalescence.	A2S 181 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
contention (NN)	1. a strong opinion that someone expresses	<DAN>My contention is that she was not penetrated, Judge. I have no ...I feel ... I have no feelings one way or the other.</DAN>	A-MT-120393-15.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
contest (VB)	1. to say formally that you do not accept something or do not agree with it	<DAN>And do you contest any that are not yours if it's wrongly put on there?</DAN>	A-MT-110393-09.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	2. to compete for something or to try to win it	He plans to contest a seat on Cookstown district council in the May elections.	HJ3 186 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
continue (VB)	1. to keep on happening, existing, or doing something	<JU1>[...] everybody come up here at 1:45 and we'll continue this case. Doctor, I need you back then, 1:45 by that clock over there.</JU1>	A-MT-100393-05.txt	NEUTRAL	IA1 IA4 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 IA30	(INTER)ACTION 12/31
	2. to go further in the same direction	It was night when he turned down the A1120, drove through Yoxford and continued along the winding country road.	CN3 2348 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
continuation (NN)	1. something that continues or follows something else that has happened before, without a stop or change	In many ways these books are the continuation of both Marx's and Engels's earlier work.	A6S 276 (W:ac:soc_science)	NEUTRAL	IA1 IA4 IA6 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 8/31
contract (VB)	1. to become smaller or narrower	It causes the muscle to contract and hence the hand is pulled away from the pin.	EV4 948 (W:ac:soc_science)	NEUTRAL	IA1 IA4 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20	(INTER)ACTION 12/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
contract (VB)	2. to get an illness	WOMEN are three times more likely than men to contract HIV through sex with an infected partner, a study claimed yesterday.	A96 543 (W:newsp:brdsh_t_nat:report)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to sign a contract in which you agree formally that you will do something or someone will do something for you	Many of the singers were what we call verpflichtet : they were contracted to do so many performances and they simply turned up and did them.	ADP 553 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
contrast (VB)	1. to compare two things, ideas, people etc to show how different they are from each other	It is usually much more successful to choose either a very pale background that contrasts with medium to dark colours, or a very dark background that sets off very pale and silvery grey shades.	CE4 395 (W:misc)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
contribute (VB)	1. to give something to someone or somewhere	<DGI>[...] But the 1.1 typing being a real typing, I would have to say that whoever contributed that sperm has at least a 1.1/1 typing and the additional typing of that individual might be also 1.1. [...]</DGI>	A-MT-100393-06.txt	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to cause a situation	There are many factors that can contribute to alcohol misuse.	A0S 46 (W:misc)	NEUTRAL	IA1 IA6 IA8 IA12 IA13 IA17 IA18 IA23	(INTER)ACTION 8/31
	3. to write an article or chapter for a book or newspaper	He is also a keen writer, having contributed to The Daily Telegraph and is working on his first book	BN9 913 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 9/31
contribution (NN)	1. something that you give or do in order to help something be successful	His contribution to the literature, both choral and instrumental, of the Salvation Army is vast.	A58 91 (W:newsp:brdsh_t_nat:misc)	POSITIVE	IA1 IA8 IA14 IA18 IA20 IA22 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
control (VB)	1. to make someone or several people do something	The club has more than two hundred stewards to control the crowds as well as search the ground before anyone gets through the turnstiles.	HF0 34 (S:brdcast:documentary)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	2. to make sure something is done correctly	Insulin controls the body's blood sugar level.	A17 775 (W:pop_lore)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	3. to maintain one's emotions intact, e.g. control your excitement	Struggling to control his anger, he stormed: 'If that's what football is all about I will look for another job.'	CBG 813 (W:newsp:other:sports)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	4. to have the power to make a decision over how something is organized	<JU1>[...] if it's different from what a witness testifies to, I would tell you that the attorneys would not intentionally mislead you and whatever the witness testifies to is what controls . [...]<JU1>	A-MT-090393-01.txt	NEUTRAL	IA4 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
converse (VB)	1. to have a conversation with someone	He and Liena conversed for a while [...]	A15 1048 (W:pop_lore)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
conversation (NN)	1. an informal talk in which people exchange news, feelings, and thoughts	<DCO>[...] She was rather distraught, said that <<FPJC>> had been attacked at home and that it was my understanding from our conversation that they had the person ... that the police were there, that they had the person in the basement, trapped in the basement.</DCO>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
convert (VB)	1. to change something into a different form of thing	No, the estate agent reckons it'll be converted into flats, so I expect the new owner's going to want you out.	A0F 990 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
convert (VB)	2. to persuade someone to change to a different religion	Afterwards it was said that at this mission Temple converted Michael Ramsey to decisive Christianity.	A68 601 (W:biography)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE10 VE11 VE13	VERBAL MINOR 10/13
	3. to change to a different religion	A fervent supporter of Home Rule, he had converted to the Roman Catholic faith.	ADM 506 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
conversion (NN)	1. the act of changing something from one form, purpose, or system to a different one	in his spare time he could design and supervise the conversion of the chapel into a dwelling for his own use.	A79 559 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
convey (VB)	1. to communicate or express something, with or without using words	Please convey our gratitude to the volunteers concerned.	A01 577 (W:non_ac:medicine)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to take or carry something from one place to another	The floating mill, moored to a bridge or pier in the cities, solved this problem, but in the country the miller had to moor in open stream and grain had to be conveyed to him by boat.	A79 1000 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
conveyance (NN)	1. the act of taking something from one place to another	These local impressions are confirmed by the national returns which show that between 1911 and 1914, the major occupational group to which boys were sent was conveyance of goods, men, and messages, followed by metals and commercial employment	B1T 414 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the act of communicating or expressing something, with or without words	The negotiation of meaning which is both accessible and acceptable, therefore, involves the reconciliation of two potentially opposing forces: the co-operative imperative which acts in the interests of the effective conveyance of messages, and the territorial imperative which acts in the interests of the affective wellbeing of self.	CBR 1757 (W:ac:soc_science)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
convict (VB)	1. to prove or officially announce that someone is guilty of a crime after a trial in a law court	<PAS>[...] If you believe that the evidence has been tampered with, then you can't convict him. [...]/<PAS>	A-MT-120393-16.txt	NEGATIVE	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	RELATIONAL (ATTRIB) INTENSIVE 8/21 VERBAL MINOR 8/13
conviction (NN)	1. a decision in a court of law that someone is guilty of a crime, or the process of proving that someone is guilty	<DJ>I've been arrested for DWI.</DJ> <PAS>Did it result in a conviction ?</PAS>	A-VD-090393-03.txt	NEGATIVE	RE1 RE4 RE7 RE15 RE16 RE17 RE21 VE1 VE7 VE11 VE13 VE14	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MINOR 5/13
convince (VB)	1. to make someone feel certain that something is true	<PAS>If I can convince you beyond a reasonable doubt that this man committed this crime, can you make his punishment fit the crime?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME11 ME13 ME14 ME15 ME16 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 10/17 VERBAL MAJOR 10/13
	2. to persuade someone (of something or to do something)	You need to be very patient in trying to convince him to see a doctor.	C8A 1564 (W;pop_lore)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME11 ME13 ME14 ME15 ME16 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 10/17 VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cook (VB)	1. to prepare food for eating by using heat	<A32>I don't recall. I really do not. I'm pretty sure we cooked out on the grill. My son-in-law is a chef and I would ... I just don't recall.</A32>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
cool (VB)	1. to make something slightly colder, or to become slightly colder	Boil for ten minutes and then leave the pan to cool .	A0A 265 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to become less strong, e.g. an emotion	Of course, after I'd cut off one bit, my temper cooled down like a hot Poker dipped in a rain barrel.	FEE 2646 (W:fict:prose)	NEUTRAL	ME2 ME6 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 10/17
	3. to stop putting as much effort into something, or pressure on someone, as you have been	Appeals from Democratic Party leaders for the candidates to cool it have apparently fallen on deaf ears.	AHX 775 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 8/31
cooperate (VB)	1. to work with someone else to achieve something that you both want	It is essential that all nations and their institutions co-operate with one other to bring about an end to this madness.	A5K 388 (W:newsp:brdsht_nat:editorial)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
	2. to do what someone wants you to do	If you refuse to co-operate I can force you to pay me the money you owe me.	H97 821 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
cooperation (NN)	1. the process of working with someone to achieve something that you both want	The Association continues to work in close co-operation with the RAF Benevolent Fund.	A67 54 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
copy (VB)	1. to deliberately make or produce something that is exactly like another thing	<WES>No. And that's sometimes due to the lack of a sufficient amount of known handwriting for comparison purposes or in cases where a signature is either simulated, a model was used and they copied it, they block out their own characteristics. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
copy (VB)	2. to cheat in an examination, schoolwork etc by looking at someone else's work and writing the same thing as they have	Mr Jeremy Cole, a teacher at Latimer School, Kettering, Northants, said three pupils last year had 'slavishly copied ' a piece of maths coursework from another boy, but it had not affected their grades.	AKP 13 (W:newsp:brdsht_nat:social)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
copulate (VB)	1. to have sex	Sleep, go to bed, make love, copulate ?	C8T 2361 (W:fict:prose)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
copulation (NN)	1. the act of having sex	<PAS>[...] and by means of threats of immediate and great bodily harm to one <<NPJC>> commit the detestable and abominable crime against nature with the said <<NPJC>> by then and there having forcible, unnatural and carnal copulation per mouth with the said <<NPJC>> by defendant forcing his penis into her mouth. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA3 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
copyright (VB)	1. to reproduce or perform something without the permission of the original author	Besides, it's actually impossible to copyright a number, as Intel has found to its cost in its failed attempts to sue rival '386' chip manufacturers AMD and Chips & Technologies.	HAC 4110 (W:pop_lore)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
correct (VB)	1. to make something right or work the way it should	The student's attention to correct stance, breathing and arm movement must be constant in order to avoid the slide into bad habits, which may be difficult to correct at a later stage.	GVF 1169 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to show someone something is wrong and make it right	<OBY>Well if I can correct your statement, there's no oil present in a true latent fingerprint. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
correct (VB)	3. to highlight the mistakes made, e.g. Yesterday I corrected a student's work	Some local parents were complaining that teachers correct some wrong spellings, while leaving the majority untouched, so as not to upset the child.	ARJ 120 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
correction (NN)	1. the act of changing something in order to make it right or better	All of us should be able to withstand investigation and accept advice and correction if we need or deserve it	AL8 998 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
correlate (VB)	1. to be closely connected to something else (i.e. two ideas) or be the cause of the other thing	<OAM>Yes. I found Antigen H activity which means that I found the presence Antigen H correlates with blood type O, which means with the presence of Antigen H activity [...]</OAM>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL IDENTIFYING (INTENSIVE) 6/21
correlation (NN)	1. a connection between two ideas, facts etc, especially when one may be the cause of the other	Using data from 1,000 1988 annual reports, the survey found a close correlation between industry performance and pay increases.	A2H 603 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION RELATIONAL (IDENTIFYING) INTENSIVE 6/21
correspond (VB)	1. when the parts or information in one relate to the parts or information in the other	This image clearly does not correspond with the material presented so far in this chapter.	AN3 1098 (W:ac:soc_science)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL IDENTIFYING (INTENSIVE) 6/21
	2. to write letters to someone and receive letters from them	They corresponded regularly while he was away, although her mother had forbidden it.	ABL 425 (W:biography)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 VE1 VE2 VE4 VE5 VE7 VE13	COMPLEX PROCESS (INTER)ACTION 6/31 VERBAL 6/13
correspondence (NN)	1. the process of sending and receiving letters	Dr Hasler is unable to enter into any correspondence regarding medical enquiries	EDG 1245 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA31 VE1 VE2 VE7 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 5/31 VERBAL 5/13
	2. a relationship or connection between two or more ideas or facts	[...] it was concluded that there was no correspondence between helix II of GH5 and helix E of CAP [...]	CRM 10957 (W:non_ac:nat_science)	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION RELATIONAL (IDENTIFYING) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cost (VB)	1. to have a particular price	It will cost you an estimated £10 per week to feed one dog.	A17 1412 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to make someone suffer a lot or to lose something important, e.g. his actions almost cost him his family	For nearly 70 minutes, Ireland were in contention, but their inability to convert pressure into points when playing with the wind behind their backs in the first half cost them dearly in the end.	K5A 4407 (W:newsp:other:social)	NEGATIVE	IA4 IA6 IA9 IA12 IA14 IA18 IA19 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
counsel (VB)	1. to listen to someone and advise him or her	She counselled other women to do the same: 'You can make your womanhood a sort of external conscience to them.	G0D 783 (W:ac:soc_science)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE10 VE11 VE13	COMPLEX PROCESS MENTAL PERCEPTIVE MINOR 8/17 VERBAL MINOR 10/13
counselling (NN)	1. advice and support given by a counsellor to someone with problems, usually after talking to them	<PAS>What ... what was your relationship as far as any rehabilitation or counseling ?</PAS>	A-VD-090393-04.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18 VE1 VE2 VE7 VE10 VE11 VE13 VE14	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17 VERBAL MINOR 7/13
count (VB)	1. to calculate the total number of things or people in a group	<DGI>At that particular time, our laboratory used a counting method whereby we simply counted the number of spermatozoa that were present after the female lysed or after we broke open the female cells. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to say numbers in order, one by one or in groups	Who can count up to ten?	F7U 854 (S:classroom)	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
count (VB)	3. to be allowed or accepted, e.g. that last goal doesn't count	<DAN>[...] And as you heard from the evidence, if you're not there when you start shooting, your score doesn't count . [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to consider someone or something in a particular way, e.g. I don't count her as a friend	<PAS>Okay. You didn't count it as a business expense. Did you save the receipt that you got from the restaurant?</PAS>	A-MT-110393-10.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	5. count on: to depend on someone or something, especially in a difficult situation	<PAS>[...] Now we're counting on you to remember everything that you've heard and to consider it in your deliberations. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
couple (VB)	1. to join or fasten two things together	You may also find advice on how to couple your camcorder to a second video machine to enable you to copy your tapes and carry out editing operations.	CBP 179 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. when someone causes two things to happen or exist together and produce a particular result	Throughout the conference Bush stressed the need to couple environmental action with economic feasibility.	HKT 1633 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
coupling (NN)	1. something that connects two things together, especially two vehicles	They work by stiffening the coupling between the trailer and car.	A0H 295 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. the act of having sex	He saw them laughing carelessly together, ruttish and brutal in their casual coupling .	A7J 1341 (W:fict:prose)	NEUTRAL	IA3 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
court (VB)	1. to try hard to please someone, especially because you want something from them	Heseltine's campaign team courted the media more assiduously and performed more effectively in that arena than Mrs Thatcher's.	APE 251 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to behave in a way that makes danger more likely	She knew that the longer the relationship lasted, the more she courted disaster.	C98 2048 (W:fict:prose)	NEGATIVE	IA1 IA8 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
court (VB)	3. to have a romantic relationship and maybe get married	My husband didn't like me talking about the theatre although he had encouraged me to do so when we were courting .	B34 2007 (W:misc)	NEUTRAL	IA3 IA8 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 7/31
cover (VB)	1. to put something over something in order to hide, close, or protect it	<DGI>They were received as mounted hairs on glass slides. Typically, they're mounted in a solution and then covered with a coverslip so that an examiner can examine them under the microscope.</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to form a layer over another surface or over an area, e.g. the roof covers the whole house	<OBY>[...] It covers the ridge lines and when you touch an item, you know, ideally you transfer the ridge detail or the outline of that ridge on to that item creating a latent fingerprint. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA4 IA8 IA10 IA12 IA15 IA18 IA25 RE1 RE6 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to include or deal with a particular subject or group of things	<JU1>I mean what you read there doesn't quite say ... cover this situation. You talked about a person with knowledge. He can't say he's a person with knowledge.</JU1>	A-MT-110393-10.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16 VE1 VE2 VE3 VE4 VE6 VE7 VE9 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) POSSESSIVE 6/21 VERBAL MINOR 8/13
	4. to travel a particular distance	Ben Denley on a Norton Model 18 was the first man to cover 100 miles in an hour	FBL 1269 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	5. to report the details of an event for a newspaper or a television or radio programme	If that freelance photojournalist is wounded, but soon returns to the operational area to continue covering the story, only to be wounded a second time, then we are looking at a fairly remarkable man with a tale worth telling.	EE1 143 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cover (VB)	6. to have enough money to pay for something, e.g. your grant will cover the costs of your research stay	We are given some financial support from the government but this does not cover all our costs and we therefore depend on gifts from trusts, companies and individuals.	A01 478 (W:non_ac:medicine)	NEUTRAL	RE3 RE5 RE8 RE11 RE12 RE18 RE19	RELATIONAL (IDENTIFYING) POSSESSIVE 7/21
	7. to protect someone by being ready to shoot anyone who attacks them	I'd never really explored the bandit country north of Peckham but at least there were plenty of vehicles around to cover me.	HW8 1902 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	8. to stay close to a member of the opposing team or a part of the field in order to prevent your opponents from gaining points		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	9. to perform or record a song that was originally recorded by another artist	They've covered several hits from the 1980s.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	10. to try to hide something you have done so that other people do not find out, e.g. cover your tracks	Many of us had our suspicions, but because he covered his tracks so well no one has ever been able to prove anything.	H7W 3854 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	11. to do the work of someone whilst they are away or ill	Colleagues covered for me when I slipped out of work to do them.	FS0 250 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	crack (VB)	1. to break or to make something break, either so that it gets lines on its surface, or so that it breaks into pieces	Paul Cole's mare won the race last year by seven lengths, but cracked a knee bone and missed the rest of the season.	CH7 3167 (W:newsp:tabloid)	NEUTRAL	IA1 IA7 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21
2. to find the answer to a problem or manage to understand something that is difficult to understand		John Flook, authority deputy chief executive, said at a meeting yesterday: 'We have just about cracked the problem.'	K55 2460 (W:newsp:other:report)	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
crank (VB)	1. to make something move by turning a crank	<DAZ>[...] I've got the method of analysis, I crank this in it and I don't know what the results are going to be. I can't anticipate, I can't fudge. [...]	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
create (VB)	1. to make something exist that did not exist before	<DAN>And if I create or ... if I just show you reasonable doubt?</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to officially give someone a special rank or title, e.g. James II created him Duke of Buckingham.	Whilst he was in France, Edward II left his friend, Gaveston, as Regent, and created him Earl of Cornwall.	ALY 90 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA16 IA18 IA20 IA24 RE1 RE4 RE7 RE10 RE11 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) INTENSIVE 8/21
creation (NN)	1. the act of creating something	The modern pub is essentially a Victorian creation .	A0B 211 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
credit (VB)	1. to add money to a bank account	However, it will have been reduced by an amount equal to Basic Rate Income Tax at the time the interest was credited to your account and this amount will be retained	B27 458 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE10 RE11 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
	2. to believe or admit that someone has a quality, or has done something good	Credit me with some intelligence, Jessamy.	H8F 2851 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
crystallize (VB)	1. to form crystals	But as the liquid cools it rapidly becomes viscous and solidifies before it can crystallise .	B75 1376 (W:non_ac:nat_science)	NEUTRAL	IA1 IA4 IA8 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	2. if an idea, plan etc crystallizes or is crystallized, it becomes very clear in your mind	Her instant success as a recording artist had, however, crystallised one thought in Kylie's head.	ADR 498 (W:biography)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
criticize (VB)	1. to express your disapproval of someone or something, or to talk about their faults	So how dare anyone criticise a true champion who has proved herself over and over again.	AV 428 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE11 VE13	VERBAL MINOR 10/13
	2. to express judgments about the good and bad qualities of something	Every evening I make my husband criticise my day's work, poor man, and I must say he's been very supportive,' confessed Delia.	ACM 617 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE11 VE13	VERBAL MINOR 10/13
criticism (NN)	1. remarks that say what you think is bad about someone or something	It is not meant as a criticism but as a frank report of how we think your child gets along at camp as an individual and as part of a group.	A0P 547 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE8 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
	2. writing which expresses judgments about the good or bad qualities of books, films, music etc	Literary criticism is doing here what it often does: it has gone for the faults and, in so doing, inverted the truth.	A05 1380 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE7 VE8 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
cross (VB)	1. to go from one side of something such as a road, river, room to the other	<WPG>[...] As I was walking towards the clubhouse, he kind of crossed the road and we kind of met as I was going towards the clubhouse.</WPG>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to go over or beyond a certain point/limit	<DAZ>Did that third attempt show any difference that crossed that threshold?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA4 IA5 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cross (VB)	3. to put one body part on top of another, e.g. cross your legs	<DAN>'I'll cross my arms. Under the law, the defendant is presumed innocent, did you know that?</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to mix different breeds of animals or plants	a flower produced by crossing several different varieties	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	5. to make someone angry by opposing their plans or orders	Those who crossed him — and there were fewer and fewer of those — quickly had cause to regret it.	C8S 1362 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME12 ME15 ME17	MENTAL EMOTIVE MINOR 6/17
	6. to kick, throw or hit a ball across a field	I now feel I defend much better and instead of always looking to beat the full-back I am happy to get half a yard on him and cross the ball as quickly as possible.	CBG 12747 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. to show an expression on one's face very briefly	A shadow of apprehension crossed her face, immediately replaced by a warm and welcoming smile.	CA0 1670 (W:fict:prose)	NEUTRAL	IA4 IA7 IA12 IA15 IA16 IA18 IA25	(INTER)ACTION 7/31
	8. cross out: to make the sign of a cross to erase something	We will erase or cross out the second word and substitute the word 'thou'.	FSP 2457 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	9. cross-examine: to ask someone questions about something that they have just said, to see if they are telling the truth, especially in a court of law	<DAN>[...] now I ... you seen how <<UPAS>> cross-examined these witnesses and you know these people are telling what they remember. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
	cry (VB)	1. to produce tears from your eyes, usually because you are unhappy or hurt	<OGK>[...] She was quiet at times and she cried at times. I think when she would get upset would be when her mom or her father put their hand on her. [...]</OGK>	A-MT-120393-16.txt	NEUTRAL	IA7 IA8 IA9 IA11 IA12 IA13 IA15 IA16 IA29

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cry (VB)	2. to shout or say something loudly	'What on earth can be the matter with me?' he cried again like a man utterly lost.	A18 235 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
cry (NN)	1. a period of time during which tears come out of your eyes, usually because you are unhappy	That's all right, it's good to have a cry sometimes.	A0F 1328 (W:fict:prose)	NEUTRAL	IA7 IA8 IA9 IA15 IA16 IA29 IA31	NOMINALISATION (INTER)ACTION 7/31
curiosity (NN)	1. the desire to know about something	<PAS>[...] Out of curiosity , I wonder if maybe <<MDAN>> blew up Page 42. Do you know why he didn't blow up Page 42? He didn't want you to know what Page 42 says.</PAS>	A-MT-120393-16.txt	NEUTRAL	ME4 ME6 ME12 ME13 ME17 ME18 RE1 RE4 RE7 RE9 RE13 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS MENTAL DESIDERATIVE MINOR 6/17 RELATIONAL (INTENSIVE ATTRIB) 8/21
curl (VB)	1. to form a twisted or curved shape, or to make something do this	<PAS>[...] When she started putting the mounting material on them to mount them on the slides, all his pubic hair straightened out and went rigid. She said normally they kind of curl . And you know what the 2 questioned hairs did? They did the same thing. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA4 IA5 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 14/31
curtail (VB)	1. to reduce or limit something	All resent Western efforts to curtail the traffic.	A89 103 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
curtailment (NN)	1. reduction	Any curtailment of such imports might damage a country's export potential and economic development.	B1W 1702 (W:commerce)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
curve (VB)	1. to bend or move in the shape of a curve, or to make something do this	<OCC>[...] Caucasoid hair, it was oval to round and this caused ... when I put in the mounting media for the straightened mount, instead to being able to curve , this is the head hair. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA4 IA5 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 14/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
cut (VB)	1. to reduce the amount of something	<OCC>[...] But because I laid out a very large piece of light paper and I cut down all the air currents in the room, so nothing is going to be moving so that nothing can be contaminated or lost. [...]/<OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to divide something or separate something from its main part, using scissors, a knife etc	<DAN>And who was present when the cake was cut ?</DAN>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to make something shorter with a knife, scissors etc, especially in order to make it neater	<OCC>Most of them had been cut at an acute angle and they were ... they were much finer than normal. And as I said a much lighter color than normal. [...]/<OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to remove unwanted or unnecessary parts from something by cutting it	<PJC>Well he asked me if my parents wanted any shrubs cut away?</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
cut (NN)	1. a wound that is caused when something sharp cuts your skin	<PJC>Yes. He gave me a cut but I didn't know it until I got to the hospital.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA27 IA31	NOMINALISATION (INTER)ACTION 7/31
cutting (NN)	1. a smaller part of something that has been cut out of its whole	<OAM>I would need to look at the swimsuit again. I can't remember it from memory, but the cuttings are present. [...]/<OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
cycle (VB)	1. to travel by bicycle	At Warrington, a deaf man decided to pay a visit to a relative he had not seen for some time, and set off to cycle there.	BM9 1191 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to go through a series of related events again and again, or to make something do this, e.g. The water is cycled through the machine and reused	CO 2 is continually cycled through the biosphere, atmosphere, hydrosphere, and soil and rock reservoirs.	HRN 901 (W:non_ac:nat_science)	NEUTRAL	IA1 IA4 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
damage (VB)	1. to cause physical harm to something or to part of someone's body	<OCC>[...] These scales are various shapes, sizes, colors and I can use all of that as a descriptive way to describe that particular characteristic of the cuticle. Sometimes the scales will be damaged by abrasions and things like that and that's an important characteristic, also. [...]</OCC>	A-MT-100393-04.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to have a bad effect on something or someone in a way that makes them weaker or less successful, e.g. The changes in share values have damaged investor confidence.	Lurches in the values of shares had also damaged investor confidence, Mr Czirjak added.	AKD 297 (W:newsp:brdsh_t_nat:commerce)	NEGATIVE	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
damage (NN)	1. physical harm that is done to something or to a part of someone's body, so that it is broken or injured	Beyond that, you can usually buy extensions covering accidental damage to the buildings, eg; by putting your foot through the bedroom ceiling, or to the contents, eg, by spilling paint on a carpet.	A16 1600 (W:instructional)	NEGATIVE	IA1 IA8 IA9 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 8/31
	2. harm caused to someone's emotions or mind	In Larger , a three-year sentence for marital rape was reduced to 18 months on the ground that the victim had sustained no physical or psychological damage .	GW1 626 (W:ac:polit_law_edu)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
damaging (ADJ)	1. causing physical harm to someone or something	We know enough to know that these things are not good for our life support system or for our quality of life, and that our activities have damaging effects on our wildlife.	A7H 1475 (W:biography)	NEGATIVE	IA1 IA8 IA9 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
dare (VB)	1. to be willing enough to do something that is risky or that you are afraid to do - used especially in questions or negative sentences	Nobody questioned us, and the soldiers never replied if someone dared to speak to them.	AA8 869 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	ME4 ME6 ME8 ME9 ME11 ME14 ME17	MENTAL DESIDERATIVE MINOR 7/17
	2. to try to persuade someone to do something dangerous or embarrassing as a way of proving that they are brave	I did it because some of the older boys at school dared me!	FU8 800 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13
dash (VB)	1. to go or run somewhere very quickly	I dashed into my office puffed from running, to meet Dr Kelleher who asked where I had been.	B2E 230 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dash (VB)	2. to disappoint someone by telling them that what they want is not possible, e.g. dash someone's hopes	In 1991 at Wimbledon, it was another pigtailed predator, 15year-old American Jennifer Capriati, who dashed her hopes.	CH3 1381 (W:newsp:tabloid)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	3. to throw or push something violently against something, especially so that it breaks	The rushing wind and rain dashed against the thick stone walls.	B1X 772 (W:fict:prose)	NEUTRAL	IA4 IA8 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 7/31
	4. to write or draw something very quickly	The third time I heard this trail (as they are called), I dashed off a quick letter about my coffin difficulties [...]	CES 1682 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
date (VB)	1. to write or print the date on something	All you have to do is to fill in the details, including your name and address and the amount you wish to give, and sign and date the document in front of a witness.	A01 242 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to go out of fashion and not be popular in modern times	And the language and idiom of the broadcasts has dated : 'There has been a great deal of soft soap talked about God for the last hundred years.	A7C 1520 (W:biography)	NEUTRAL	RE2 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to go out with someone romantically	<WDM>Nothing particular in my mind. We talked about things that happened to the <<SA32>>'s and to the <<SDFT>>'s when we were much younger and were dating .</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 9/31
	4. to have existed since a particular time in the past	The original part of the farmhouse dates from the 17th Century.	AP8 652 (W:non_ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
deadbolt (VB)					IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 RE1 RE4 RE7 RE9 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) INTENSIVE 8/21
	1. to put a strong lock on a door	<OGK>[...] Somebody rang the front doorbell or knocked on the door and their door is a large wooden door and it's deadbolted . They have it that way for safety reasons. [...]</OGK>	A-MT-090393-01.txt	NEUTRAL		
deal (VB)					IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	1. to give playing cards to each of the players in a game	Dirk deals the cards.	ASD 2744 (W:fict:prose)	NEUTRAL		
	2. to buy and sell illegal drugs	a heroin injector from Liverpool, who had also been dealing to finance his own habit, moved house to one of Wirral's more affluent townships and began dealing in heroin on a large scale-in ounces and half-ounces.	EDC 636 (W:ac:soc_science)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to cause harm to someone or something	He wanted to give comfort, and protect her from the cruel blow life had dealt her.	BP1 1023 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
	4. to deal with: to talk about a particular subject	<DAN>Excuse me Judge, we're going to object to that. We're not here dealing with could be's.</DAN>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	5. to deal with: to overcome a problem	<DAN>You know, you have ... you tell us you had 2 boys. Well, you know, there's a lot of emotion in a case of this kind. Can you as a juror separate that emotion and deal mainly with the guilt and the not guilt?</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to do business/work with someone or something	<OAM>The purpose of the control is to show that the particular materials that I'm dealing with do not give any type of reaction to any of the tests that I run.</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
deal (VB)	7. to deal in: to be involved working in something	<PAS>What particular area do you deal in in forensic chemistry?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 7/31
debate (VB)	1. to discuss a subject formally when you are trying to make a decision or find a solution	They met as a commission, under the chairmanship of the Swede Gustaf Aulén, to debate the first theme of the agenda, the Universal Church in God's Design.	A68 1643 (W:biography)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to consider something carefully before making a decision	<DJU>I was in the nursing program last semester and I had to drop because I got injured, so I'm kind of debating whether or not changing to teaching or psychology.</DJU>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 9/17
debate (NN)	1. discussion of a particular subject that often continues for a long time and in which people express different opinions	But the Labour Campaign for Lesbian and Gay Rights argued in a debate on Thursday that back-tracking was costing gay support 'in droves'.	A3G 337 (W:news:brdsh_t_nat:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
debit (VB)	1. to take money out of a bank account	Did they debit your bank balance yet?	KBE 1881 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to record in financial accounts the money that has been spent or that is owed	Then the payments made in the new year in respect of these accrued amounts would be debited against the individual expense accounts making the net effect zero in the new year.	GVU 924 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
debrief (VB)	1. to ask someone questions about a job they have just done or an experience they have just had, in order to gather information	When the White House lawyer first tried to debrief Reagan on what he knew of the affair, the president was said to have told him stories of Hollywood	ADL 891 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
debrief (NN)	1. the act of asking someone questions about a job they have just done or experience they have just had in order to gather information	Grab a chair then, we'll just have a quick debrief and then we'll break for lunch.	K71 252 (S:speech:unscripted)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
debriefing (ADJ)	1. debriefing session: a session allowing questions and/or discussion of what has just happened	Employers who have attended students' debriefing sessions have found them most illuminating.	EVM 333 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION (ADJ) VERBAL MINOR 7/13
deceive (VB)	1. to make someone believe something that is not true	Yes, I know that she deceived us as to who she is, but how could you believe a word Lord Blaine said about her, and she such a good hardworking girl?	HGE 3662 (W:fict:prose)	NEGATIVE	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
	2. to refuse to believe that something is true because the truth is unpleasant	Many of those who voted against Mr Yeltsin in Congress last week have probably deceived themselves into thinking that the hands of the clock can be put back.	K5H 3589 (W:newsp:other:commerce)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME11 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
deceit (NN)	1. the act of making someone believe something that is not true	I want you to know, Douglas, that the thing that hurts Mr Grant and I the most is the deceit .	B38 1574 (W:misc)	NEGATIVE	ME1 ME7 ME12 ME13 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13
deceitful (ADJ)	1. someone who tells lies in order to get what they want	She hated anything deceitful or dishonest and would never listen to tittle-tattle about another girl behind her back.	BOB 1514 (W:fict:prose)	NEGATIVE	ME1 ME7 ME12 ME13 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
decide (VB)	1. to make a choice or judgment about something, especially after considering all the possibilities or arguments	<PAS>How did you all decide what height to put down?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME16	MENTAL DESIDERATIVE MAJOR 9/17
	2. to influence a situation or event so that a particular result is produced	<PAS>[...] And even if you may sympathize with <<MDFT>> or you may sympathize with <<MDCO>> and <<AWCP>> and <<FPJC>>, that you can't make up your mind or decide this case based on other people or other facts.</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to make an official or legal judgment	This change in the law was forced on the government by the European Court of Justice which decided in favour of a woman who did not want to retire at 60.	B3G 753 (W:non_ac:soc_science)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL DESIDERATIVE MAJOR 8/17
decision (NN)	1. a choice or judgment that you make after a period of discussion or thought (the act of deciding)	<WJS>No. The decision that we have all made is that we will tell you the truth about what happened.</WJS>	A-MT-110393-11.txt	NEUTRAL	ME4 ME6 ME11 ME13 ME14 ME16 ME18	NOMINALISATION MENTAL DESIDERATIVE MAJOR 7/17
declare (VB)	1. to state officially and publicly that a particular situation exists or that something is true	<JGR>Yes, sir. It was declared a mistrial due to something that one of the attorneys said.</JGR>	A-VD-090393-03.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16 RE17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE12	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MAJOR 10/13
	2. to say publicly what you think or feel	The soprintendente in Florence, Antonio Paolucci, has declared himself utterly opposed to the Japanese proposal, describing it as 'blackmail'.	EBW 1044 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
declare (VB)	3. to state officially that you are at war with another country	On 11 December 1941, Germany declared war on the United States of America.	ADD 193 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	4. to state on an official government form how much money you have earned, what property you own	All tips are counted as part of your earnings and must be declared .	CBC 8757 (W:newsp:other:social)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	5. to tell people that you are connected with something that is being discussed	Chairman, I wish to declare an interest on the social services erm item regarding elderly person's homes.	JNB 23 (S:meeting)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
declaration (NN)	1. a statement in which you officially give information about yourself	a declaration of taxable earnings	LONGMAN ONLINE DICTIONARY	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
declared (ADJ)	1. stated officially and publicly	THE Government was last night presented with a challenge to act speedily on its declared intention to crack down on knife carrying in Scotland.	K5D 10567 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 7/13
decline (VB)	1. to decrease in quantity or importance	The proposal comes after a decade in which the number of elephants in Africa has declined from 1.3 million to barely 600,000.	A3W 408 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
	2. to say no politely when someone invites you somewhere, offers you something, or wants you to do something	<A32>[...] And he said, I don't have a swimsuit. And we said, well we got one that we could make fit you and he declined to do it.</A32>	A-MT-110393-13.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE10 VE13	VERBAL MINOR 9/13
decline (NN)	1. a decrease in the quality, quantity, or importance of something	This situation has not led to a decline in enrolments: except for a brief period at the beginning of the crisis, the demand for education has been sustained.	B12 233 (W:ac:polit_law_edu)	NEUTRAL	IA4 IA8 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
decrease (VB)	1. to become less or go down to a lower level, or to make something do this, e.g. my wage is decreasing month by month	I guess what I think you're asking is that are there situations where one portion of the population may have an increase in a particular DQ Alpha type as opposed to another area of the population and therefore enhance those numbers or decrease those numbers depending on which population you're testing.	A-MT-100393-06.txt	NEUTRAL	IA4 IA8 IA10 IA11 IA12 IA13 IA16 IA18 IA21 IA25	(INTER)ACTION 11/31
decrease (NN)	1. the process of becoming less, or the amount by which something becomes less	Amongst elderly women, there has also been a decrease in activity rates, but it is much less pronounced.	CKP 1265 (W:ac:soc_science)	NEUTRAL	IA4 IA8 IA15 IA16 IA18 IA21 IA25 IA31	NOMINALISATION (INTER)ACTION 8/31
dedicate (VB)	1. to give time and effort to one particular thing	<DAZ>Doctor, then did you make a determination for the purpose of your report as to whether that was real and you were dedicated scientifically to calling it?</DAZ>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to say at the beginning of a book or film, or before a piece of music, that it has been written, made, or performed for someone that you love or respect	This book is dedicated to the memory of my grandmother Mrs Lyon Cohen, and to the memory of my grandfather Rabbi Solomon Klinitsky.	AOP 1664 (W:biography)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to give money, time or a place for the purposes of something, e.g. the company dedicate €50,000 to charity	On marriage the Dobbies agreed to dedicate a tenth of their income to 'the Lord's work'.	GTB 764 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
dedication (NN)	1. hard work or effort that someone puts into a particular activity because they care about it a lot	His discipline, his dedication , and his pursuit of excellence may not have made him the most charismatic of world class players, but it has made him one of the most respected.	A0V 123 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. an act of dedicating something to someone, e.g. a thesis written dedicated to a family member	In the dedication of his book, Fodor says that the following remark by the psycholinguist Merrill Garrett had a strong influence on his thesis	A0T 764 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA14 IA18 IA22 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
dedicated (ADJ)	1. someone who works very hard at what they do because they care a lot about it	The school certainly made good progress under her leadership — she was a dedicated headmistress.	BMK 1203 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
deduce (VB)	1. to use the knowledge and information you have in order to reach a conclusion about it	What are we to deduce from these remarkable observations?	BMG 54 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
deduction (NN)	1. the process of using the knowledge or information you have in order to understand something or form an opinion, or the opinion that you form	The deduction was drawn that Ireland and Great Britain, like England and Scotland after 1707, must therefore have one single Parliament.	A69 1440 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
deducible (ADJ)	1. based on the knowledge and information you have, be able to understand something or form an opinion about it	His principal concern had been pastoral — that Lyell might abuse his position of responsibility by drawing conclusions of general human significance, not strictly deducible from his science.	EEM 359 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
deduct (VB)	1. to take away an amount or part from a total	All you have to do is deduct both amounts from your monthly NI and tax payments.	A63 605 (W:institut_doc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
deduction (NN)	1. the process of taking away an amount from a total, or the amount that is taken away	Unusually, the merged banks' first interim dividend will be paid without deduction of tax.	AKL 127 (W:newsp:brdsht_nat:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
deem (VB)	1. to think of something in a particular way or as having a particular quality	Section 5(2) deems the property to belong to the beneficiaries.	HXE 666 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
defeat (VB)	1. to win a victory over someone in a war, competition, game	I hope I'm wrong but unless serious money is spent strengthening the side the likes of Man Utd and Liverpool will defeat us.	J1H 1174 (W:email)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to be unable to understand something, e.g. the puzzle defeats me	Phil, it appeared, had spent his life under a duvet; the technical problem posed by sheets and blankets defeated him.	GOY 3694 (W:fict:prose)	NEUTRAL	ME1 ME5 ME7 ME8 ME9 ME12 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
defeat (NN)	1. failure to win or succeed	They do not want to give up, to throw in the towel, to admit defeat .	AD0 43 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. victory over someone or something	This is an excellent book about the defeat of the Iraqi army that was sent to capture the RAF base at Habbaniya in 1941.	A67 1392 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
defect (VB)	1. to leave your own country or group in order to go to or join an opposing one	TWELVE Chinese claiming to be fleeing persecution following the Tiananmen Square massacre have arrived by boat on a South Korean island, reportedly seeking to defect to Taiwan.	A8J 42 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
defend (VB)	1. to do something in order to protect someone or something from being attacked	But if the worst happens, you have every right to defend yourself with reasonable force.	ARA 195 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to use arguments to protect something or someone from criticism, or to prove that something is right	THE wife of the rapist doctor stoutly defended her husband during the trial.	CBF 212 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
	3. to do something in order to stop something from being taken away or in order to make it possible for something to continue	He was himself forced to remain in England to defend his interests and never settled in his colony	GT5 387 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to protect your own team's end of the field in a game such as football, in order to prevent your opponents from getting points	But Swansea defended well when they had to and got the game's one and only break.	K52 3596 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	5. to take part in a competition that you won the last time it was held, and try to win it again	Though he had defeated heavyweight champion Sonny Liston and defended his title nine times, Ali never had a dramatic constituency before.	ABS 2760 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to be a lawyer for someone who has been charged with a crime	He emphasized, however, that the trials would be fair and open and that "the accused will have lawyers to defend them".	HL7 2084 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
defence (NN)	1. the act of protecting something or someone from attack	An MP has called for a full review of flood defences following the chaos caused by torrential rain over the past week.	K27 3302 (W:news_script)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
defer (VB)	1. to delay something until a later date	The court deferred their decision but the fight went ahead — Mendoza won — with an Argentinian doctor at the ringside.	AHU 1141 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to agree to accept someone's opinion or decision because you have respect for that person, e.g. to defer to someone's wishes	On training matters, Annie deferred to her husband; on everything else, she had the last word.	BP7 1307 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
deferral (NN)	1. a delay	The options are approval, rejection or deferral until a future date.	EAM 89 (W:admin)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
deferred (ADJ)	1. delayed	The buyout involves an initial payment of £30m, with a further £3.2m of deferred payments including £2.7m for contingencies.	A1E 176 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
define (VB)	1. to describe something correctly and thoroughly, and to say what standards, limits, qualities it has that make it different from other things	<PAS>Do you understand, do each of you understand that I'm not allowed to define beyond a reasonable doubt? Do you understand that?</PAS>	A-VD-080393-01.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16 RE17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MINOR 9/13
	2. to explain exactly the meaning of a particular word or idea	<A32>[...] I said, "I think it's scraggly looking." It's just not heavy, filled out, you know. I don't know. I don't know how to define scraggly. It's a ... but I just didn't think it was a handsome beard.</A32>	A-MT-110393-13.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16 RE17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
definition (NN)						
	1. a phrase or sentence that says exactly what a word, phrase, or idea means	<DAN>[...]The evidence code uses a very broad definition of association of business. [...]</DAN>	A-MT-120393-15.txt	NEUTRAL	RE1 RE4 RE7 RE15 RE16 RE17 RE21 VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MINOR 6/13
degrade (VB)	1. to treat someone without respect and make them lose respect for themselves	'Do I understand that you're proposing to advertise your products with a calendar that degrades women?'	ANY 2649 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	2. to make a situation or the condition of something worse	<OAM>[...] Most likely one of the main reasons is there's bacteria growth within the sample and that will degrade the enzymes.</OAM>	A-MT-100393-05.txt	NEGATIVE	IA1 IA8 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
degradation (NN)	1. the process by which something changes to a worse condition	<OAM>Well it indicates, again like I explained before, that there's some type of ... that's causing the degradation of the enzymes in the sample. [...]</OAM>	A-MT-100393-05.txt	NEGATIVE	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
delay (VB)	1. to wait until a later time to do something	He delayed going upstairs for as long as possible, partly in a hopeless pretense of getting the papers finished with, and partly to avoid Sara.	FRH 1509 (W:fict:prose)	NEUTRAL	IA2 IA6 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to make someone or something late	To add to their misery, the flight was delayed when the plane had to land at Belfast because of bad weather.	CH2 11929 (W:newsp:tabloid)	NEUTRAL	IA1 IA4 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
delegate (VB)	1. to give part of your power or work to someone in a lower position than you	He secured permission from the Home Secretary for Lizzy to be disinterred but, unlike Berlioz, he could not face the grisly spectacle, and delegated the task to his lawyer.	ACA 1253 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA22 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
delegate (VB)	2. to choose someone to do a particular job, or to be a representative of a group, organization	So I was delegated to broach the subject with Paul Coleman.	B3F 330 (W:biography)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 9/17
delete (VB)	1. to remove something that has been written down or stored in a computer	<JU1>Anything else in there? The duplication was deleted that was pointed out. [...]</JU1>	A-MT-120393-15.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
deletion (NN)	1. when you remove something from a piece of writing or from a computer's memory	With a few minor amendments (such as the deletion of paragraph numbers and cross-references to the relevant numbered paragraphs in earlier chapters) they are presented as they appeared in the final report.	G1F 1341 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
deliberate (VB)	1. to think about something very carefully	<JU1>[...] After that when the evidence is concluded, I will read instructions to you. Written instructions, which you get to take with you when you deliberate . And then we have closing arguments. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
deliberation (NN)	1. careful consideration or discussion of something	<PAS>The Judge will tell you, I suspect, that you cannot let sympathy, sentiment or prejudice enter into your deliberation .</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
delineate (VB)	1. to make the borders between two areas very clear	<DGI>Certainly. There are always other circumstances in a case that are unrelated to the DNA typing which would further delineate who the perpetrator might be, such as physical identification or body size or whatever.</DGI>	A-MT-100393-06.txt	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
deliver (VB)	1. to take goods, letters, packages and give them to a particular place or person	<DAN>Have you, sir, been served in your capacity at Radio, Inc., with a subpoena duces tecum from the District Attorney's office for Tulsa County, State of Oklahoma to deliver to them certain tie cards?</DAN>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
deliver (VB)	2. to make a speech to a lot of people	After receiving an honorary degree of Doctor of Letters, she delivered her speech in a mature and confident manner.	EEL 77 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	3. to do or provide the things you are expected to, because you are responsible for them or they are part of your job, e.g. the company will deliver on their promises	<DAN><<ROBY>>, now would it be more probable to deliver a better print if say your hand had touched other parts of your body?</DAN>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to help a woman give birth to her baby, or to give birth to a baby	But ambulancemen, realising Linda was pregnant, rushed her to hospital where doctors delivered her baby by Caesarian section.	CH2 2012 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to give something such as a blow, shock, or warning to someone or something	[...] and then delivered a blow with all his force just in front of the ear [...]	BML 1151 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 IA25	(INTER)ACTION 11/31
	6. to officially state a formal decision or judgment	After initial indecision, the inquest jury delivered a verdict of lawful killing.	G1H 1075 (W:ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	7. to take someone and put them into someone else's control	In a hill village to the south-west, the guide delivered her to the house of an Armenian priest who spoke passable French.	G1X 506 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	delivery (NN)	1. the act of bringing goods, letters etc to a particular person or place, or the things that are brought	The post office has a monopoly only on the delivery of letters and parcels weighing less than a kilogram	A3S 359 (W:newsp:brdsht_nat:commerce)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31 RE3 RE5 RE7 RE15 RE16 RE21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
delivery (NN)	2. the process of giving birth to a child	This booklet tells you what you need to know and do for a healthy pregnancy, and the delivery of a healthy baby.	A0J 1030 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
demand (VB)	1. to ask for something very firmly, especially because you think you have a right to do this	He demande d an interview with Modi at the Café Panthéon on the Boulevard Saint-Michel.	ANF 53 (W:biography)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE10 VE12	VERBAL MAJOR 10/13
	2. if one thing demands another, it needs that thing in order to happen or be done successfully, e.g. this demands your full attention	<DAN>[...] It's inconclusive when they show this poor little girl this. That's why we're here. I want you and justice demands it that you find this man not guilty. Thank you.</DAN>	A-MT-100393-07.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL DESIDERATIVE MAJOR 7/17
demand (NN)	1. a very firm request for something that you believe you have the right to get	It doesn't mean they get an easier ride, but it does mean I'm not going to be utterly unreasonable in the demands I make.	A1J 172 (W:newsp:brdsht_nat:report)	NEUTRAL	VE1 VE2 VE7 VE9 VE10 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
demonstrate (VB)	1. to show or prove something clearly	It may be an obvious and technical claim, but it demonstrates the problems which potentially lie ahead.	AJ9 379 (W:newsp:brdsht_nat:commerce)	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA25 ME3 ME7 ME8 ME12 ME13 ME15 ME16 VE1 VE3 VE4 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 7/31 MENTAL PERCEPTIVE MAJOR 7/17 VERBAL MAJOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
demonstrate (VB)	2. to describe and show how to do something or how something works	Later ask the vendor to demonstrate how to operate the controls for domestic hot water and heating.	AS1 1198 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA25 ME3 ME7 ME8 ME12 ME13 ME15 ME16 VE1 VE3 VE4 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 7/31 MENTAL PERCEPTIVE MAJOR 7/17 VERBAL MAJOR 7/13
	3. to protest or support something in public with a lot of other people	As the political temperature rose over the jobs crisis, 2,000 people demonstrated outside the Houses of Parliament and at job centres throughout Britain.	K5A 3029 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
demonstration (NN)	1. an event at which a large group of people meet to protest or to support something in public	As many as 400,000 people participated in a peaceful demonstration in Srinagar on Feb. 23.	HKR 664 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
	2. an act of explaining and showing how to do something or how something works	There is a cookery demonstration daily on Daytime UK, BBC1, at 9.25am	H06 2913 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 ME3 ME7 ME12 ME13 ME15 ME16 ME18 VE1 VE7 VE8 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL PERCEPTIVE MAJOR 7/17 VERBAL MAJOR 6/13
deny (VB)	1. to say that something is not true, or that you do not believe something	<PAS>Do you deny saying that?</PAS>	A-MT-110393-11.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to refuse to allow someone to have or do something	Certainly there are these useful exceptions and loopholes which entitle an officer to deny access.	ASB 638 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA2 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 13/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
deny (VB)	3. to decide not to have something that you would like, especially for moral or religious reasons	Hadn't he denied himself the pleasures of their company this last year?	G04 1666 (W:fict:prose)	NEUTRAL	ME4 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 9/17
denial (NN)	1. a statement saying that something is not true	After a denial from the Barclay brothers and from Charterhouse, the story was dismissed.	A8H 400 (W:newsp:brdsht_nat:commerce)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
	2. when someone refuses to allow someone else to have or to do something	thwarting political Zionism, which he thought would place Jews in a situation of conflicting loyalties, and calling attention to the denial of human rights to Jews, particularly in Russia and Romania.	GT6 946 (W:biography)	NEUTRAL	IA1 IA2 IA6 IA8 IA14 IA17 IA18 IA19 IA23 IA31	NOMINALISATION (INTER)ACTION 10/31
depart (VB)	1. to leave, especially when you are starting a journey	<DLT>[...] I saw him on Sunday when he ... and my wife and I left actually before they did to go home. We ... but so I don't know what time they departed , but he was there.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to die	To the memory of Leopold Thomas Rice Dersingham who departed this life 12 July 1942 in the 18th year of his life.	HA2 1652 (W:fict:prose)	NEUTRAL	IA7 IA9 IA12 IA15 IA16 IA29	(INTER)ACTION 6/31
	3. to start to use new ideas or do something in a different way	I emphasise that I do not believe that any individual or manager in the health service has done anything in this case which departs from the principles upon which the health service is built.	HHX 16412 (W:hansard)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
departure (NN)	1. an act of leaving a place, especially at the start of a journey	MRS THATCHER'S departure for America last Wednesday followed speculation as to whether or not she would go.	AHN 1356 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
	2. a flight, train etc that leaves at a particular time	Courier bags up to 32 kilos in weight can be accepted up to 45 minutes before flight departure to over 60 destinations.	AMH 616 (W:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
departed (ADJ)	1. dead - used in order to avoid saying the word 'dead'	There it is said the ghost of his departed wife pleaded with him to proceed no further.	CM1 556 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
depend (VB)	1. to be directly affected or decided by something, e.g. whether we go to the beach depends on the weather	<DGI>[...] If there's a low sperm count, then we would not expect to find much DNA present and a lot of that depends on how much blood or and other cell types would be present in the stain.</DGI>	A-MT-100393-05.txt	NEUTRAL	ME4 ME6 ME8 ME12 ME13 ME17	MENTAL DESIDERATIVE MINOR 6/17
	2. to need the support, help, or existence of someone or something in order to exist, be healthy, be successful, e.g. my mum depends on me for moral support	It is thought that the government will follow the Iraqi cause, but the country depends on US and French aid to an extent which makes it hard to believe that the government will take any action to prejudice its continuance.	G37 555 (W:pop_lore)	NEUTRAL	ME4 ME6 ME8 ME12 ME13 ME17	MENTAL DESIDERATIVE MINOR 6/17
	3. to trust or have confidence in someone or something	We can depend on you to come in on Sunday can't we?	KBE 1056 (S:conv)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 9/17
depict (VB)	1. to describe something or someone in writing or speech, or to show them in a painting, picture etc	<PAS>[...] Do those photographs truly and accurately depict the scene as you saw it on May 31st, 1991?</PAS>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
deplete (VB)	1. to reduce the amount of something that is present or available	The hidden costs of hamburgers are paid by people with skin cancer — because the trays hamburgers are packed in emit a gas that depletes the ozone layer.	HH3 2859 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
depletion (NN)	1. a reduction of something that is present or available	The Government hosted an international conference on ozone depletion .	A9N 229 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
deposit (VB)	1. to put something down in a particular place	He deposited the toad and we returned indoors.	AOR 3089 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to leave a layer of a substance on the surface of something, especially gradually, e.g. when the river rises, it gradually deposits soil	<DGI>Yeah. That is my testimony. I cannot positively include him or exclude him from having from having deposited that particular specimen at the crime scene.</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
deposit (VB)	3. to put money or something valuable in a bank or other place where it will be safe	After lunch Liz checks all the floats and deposits money at cashiers.	EC5 290 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
deprive (VB)	1. to take away something from someone that they have or need	<DJG>Yes. Because I know what my freedom means to me and I don't ... I wouldn't want to deprive somebody of theirs unduly.</DJG>	A-VD-090393-03.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 IA25 RE3 RE5 RE7 RE9 RE11 RE12 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 9/21
deprivation (NN)	1. the lack of something that you need in order to be healthy, comfortable, or happy	It is also the Africa of poverty, deprivation , thirst and the memories of recent war.	A87 456 (W:newsp:brdsh_t_nat:report)	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16 RE17 RE21	NOMINALISATION RELATIONAL (ATTRIB) POSSESSIVE 8/21
derive (VB)	1. to get something from something else	Then she decided to wash her hair, thinking she might derive some comfort from this familiar rite.	APM 2424 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
describe (VB)	1. to say what something or someone is like by giving details about them	<DAN>And did she describe or did she draw for you the severity of the scars on this individual's face?</DAN>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE11 VE13	VERBAL MINOR 10/13
description (NN)	1. a piece of writing or speech that gives details about what someone or something is like	<PAS>At some point in time, did you attempt to get a description from her?</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
deserve (VB)	1. to have earned something by good or bad actions or behaviour	<DAN>[...] but could you still give <<FDFT>> a fair trial? The ultimate juror, free from any bias or prejudice. <<MDJE>>, what does a defendant deserve ?</DAN>	A-VD-080393-02.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
deserve (VB)	2. to be worthy enough of consideration	Each of these expressions deserves consideration.	J6R 243 (W:ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
deserving (ADJ)	1. needing help and support, especially financial support	Fourteen years ago, a Royal Commission recommended the creation of a National Lottery in Britain to provide extra money for deserving causes.	AM8 1644 (W:misc)	NEUTRAL	ME4 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MAJOR 7/17
design (VB)	1. to make a drawing or plan of something that will be made or built	David designed the first poster for our first Sunday evening and stuck it up outside the pub.	AB5 553 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to plan or develop something for a specific purpose	<DAZ>And that test was a test designed and used under your supervision in the laboratory with separation of male and female components?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
designate (VB)	1. to choose someone or something for a particular job or purpose	As you are no doubt aware, 1986 has been designated Industry Year by the Government.	ANY 1354 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME9 ME11 ME13 ME17 RE1 RE4 RE7 RE11 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE7 VE11 VE13	COMPLEX PROCESS MENTAL DESIDERATIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MINOR 7/13
	2. to refer to something using a particular sign, name etc	<DAZ>Then you ran the blood preparations from what you designated subject to victim?</DAZ>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
desire (VB)	1. to want something very much	<JU1>Sure. You can remain in the courtroom, if you desire . [...]</JU1>	A-MT-120393-14.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 7/17
	2. to want to have sex with someone	He had made love to her because he desired her, and she had happily let him because she was in love with him.	H8H 1763 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 6/17
desire (NN)	1. a strong hope or wish	But her desire to be a ballerina was more than just an adolescent fancy and she returned to New York to study at the American School of Ballet.	C9U 252 (W:biography)	NEUTRAL	ME4 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 6/17
destroy (VB)	1. to damage something so badly that it no longer exists or cannot be used or repaired	He says I don't think vehicles should be allowed here unless they're agricultural — I think they're destroying the environment.	K1Y 18 (W:news_script)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA25	(INTER)ACTION 10/31
	2. to ruin someone's life completely	It was a marriage and a lifestyle that almost destroyed him.	CDG 1315 (W:biography)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to defeat an opponent easily	At Zandvoort, Prost was on pole and destroyed the opposition with an impeccable race.	CD9 789 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
destruction (NN)	1. the act or process of destroying something or of being destroyed	This may lead to the destruction of further historic pubs which are considered redundant; conversely, this may well lead to the further restoration and conservation of the best historic sites.	A0B 446 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA25 IA31	NOMINALISATION (INTER)ACTION 8/31
detail (VB)	1. to list things or give all the facts or information about something	The report details 17 ways in which the UK remains the "Dirty Man" : 1.	J2N 361 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
detail (VB)	2. to officially order someone (to do a particular job)	Two soldiers were detailed to search the lower part of the house and two the upper.	CCC 1029 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13
detect (VB)	1. to notice or discover something, especially something that is not easy to see, hear, e.g. Many forms of cancer can be cured if detected early	<OAM>In the ... in the samples that I made the smears on, I did not detect sperm. Does not mean that it is not there, it ...</OAM>	A-MT-100393-05.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
detection (NN)	1. when something is found that is not easy to see, hear etc, or the process of looking for it	The range of detection is approximately 15m, and the detection angle is 120°.	A16 750 (W:instructional)	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
detectable (ADJ)	1. noticeable, can be detected	<DAZ>And is that because you can take a very small amount of DNA and replicate it over and over to get your sample much larger and more detectable ?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL PERCEPTIVE MAJOR 6/17
deter (VB)	1. to stop someone from doing something, by making them realize it will be difficult or have bad results	The impression your shop gives will deter potential customers.	A0R 234 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
determine (VB)	1. to establish the facts of something, e.g. Investigators are still trying to determine the cause of the fire.	<DAZ>Do you have any internal unknowns to determine ... so you can determine what your accuracy is?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to directly influence something	Knowing how much was there to start with and how much remains determines how much time has passed.	AC9 680 (W:non_ac:humanities_arts)	NEUTRAL	IA6 IA8 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	3. to decide something	<PAS>If you determine that the defendant is guilty as charged, will you make his punishment fit his crime?</PAS>	A-VD-090393-04.txt	NEUTRAL	ME4 ME6 ME8 ME11 ME13 ME16	MENTAL DESIDERATIVE MAJOR 6/17
determination (NN)	1. the act of deciding something officially	This involves determination of the appropriate amount of resources to be distributed to different parts of the organisation.	AM7 728 (W:commerce)	NEUTRAL	ME4 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL DESIDERATIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
determined (ADJ)	1. having a strong desire to do something, so that you will not let anyone stop you	<WJS>[...] We went to the Olive Garden and both <<FDFT>>'s father and my husband smoked a lot and were determined that we were going to sit in the smoking section and they had a very small smoking section and a real big crowd that night. [...]</WJS>	A-MT-110393-11.txt	NEUTRAL	ME4 ME6 ME11 ME13 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE12 RE13 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL DESIDERATIVE MINOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 10/21
detest (VB)	1. to hate something or someone very much	Bevin and Morrison detested each other.	B0H 137 (W:non_ac:humanities_arts)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
detestable (ADJ)	1. very bad, and deserving to be criticized or hated	<PAS>[...] a felony, by unlawfully, feloniously and willfully, with the use of force and violence and by means of threats of immediate and great bodily harm to one <<NPJC>> commit the detestable and abominable crime against nature with the said <<NPJC>> by then and there having forcible, unnatural and carnal copulation per mouth with the said <<NPJC>> [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	ME2 ME6 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MAJOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 9/21
devastate (VB)	1. to make someone feel extremely shocked and sad	Disapproval would at first enrage and then devastate him, and these warning messages apparently arrived visually.	CBN 1139 (W:biography)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to damage something very badly or completely	But we cannot change our view that no political system, and no national interest, can justify the threat to devastate this planet.	A1Y 225 (W:newsp:brdsht_nat:report)	NEGATIVE	IA1 IA8 IA12 IA15 IA16 IA18 IA25	(INTER)ACTION 7/31
devastation (NN)	1. extreme shock or sadness	An eighty-year-old aristocrat recorded his devastation when, on his wife's death, his town house was sold and his Norfolk home passed on to his son.	AP7 799 (W:non_ac:soc_science)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
devastated (ADJ)	1. feeling extremely shocked and sad	<PAS>[...] He's outraged that you're wasting his time. His friend and by God, his business partner or whatever shouldn't be put through this because he's going to be devastated if you send his son to prison. [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
devastating (ADJ)	1. badly damaging or destroying something	The stroke had a devastating effect on Stanley's life.	AS0 1077 (W:non_ac:medicine)	NEGATIVE	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
	2. making someone feel extremely sad or shocked	At Nice when he heard the devastating news that his Portuguese friend, the artist Amedeo de Sousa Cardoso, had died of Spanish flu he broke down and sobbed like a child.	ANF 1515 (W:biography)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
develop (VB)	1. to grow or change into something bigger, stronger, or more advanced, or to make someone or something do this	<JU1>[...] If something unforeseen should occur, which we hope does not happen but occasionally does, somebody becomes ill, personal problem could develop , someone said something about ice, we've had jurors from time to time occasionally fall on ice and become injured. [...]</JU1>	A-VD-090393-04.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21 IA25	(INTER)ACTION 15/31
	2. to design or make a new idea, product, system over a period of time	<PAS>Did you develop a suspect in this case?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to begin to be something or exist	Creation of the ARRC, however, is developing slowly.	AKR 662 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	4. to make an argument or idea clearer, by speaking or writing about it in more detail	[...] to be able to follow a particular academic interest, or develop a point of view of one's own [...]	G0R 986 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
develop (VB)	5. to make a photograph out of a photographic film, using chemicals	<ORH>[...] I collect fingerprints, develop the fingerprints, do some crime scene diagrams, collect evidence, mark the evidence and then do some analysis of the evidence after we've collected it.</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA17 IA18 IA23	(INTER)ACTION 9/31
developing (NN)	1. the process of gradually becoming bigger, better, stronger, or more advanced	<ORH>[...] Various means of developing are used. Sometimes it's powder, sometimes chemical processing, one of the new techniques is superglue. [...]</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA14 IA15 IA16 IA17 IA18 IA20 IA23 IA31	NOMINALISATION (INTER)ACTION 10/31
development (NN)	1. the process of gradually becoming bigger, better, stronger, or more advanced	<PAS>Pursuant to your development of that suspect ... strike that. What did you use by way of your developing a suspect? Did you get a description from anyone?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA14 IA15 IA16 IA17 IA18 IA20 IA23 IA31	NOMINALISATION (INTER)ACTION 10/31
deviate (VB)	1. to change what you are doing so that you are not following an expected plan, idea, or type of behaviour	<DG>[...] Those have been tested on thousands of individuals. So it would be very unusual if a particular [sic] location deviated significantly from those numbers.</DG>	A-MT-100393-06.txt	NEUTRAL	IA1 IA4 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
devise (VB)	1. to plan or invent a new way of doing something	So we have devised a genuine exercise supermarket-type trolley for you to use in your own home.	A1F 87 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
devote (VB)	1. to use all or most of your time, effort in order to do something or help someone	David Marshall lives in central London, where he devotes his time to writing short stories for magazines and drama for radio.	ARJ 3186 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to use a particular area, period of time, or amount of space for a specific purpose	If this book were concerned only with the unsolved problem of biology, 90 per cent of it would be devoted to two topics: behaviour and development.	AE7 1031 (W:non_ac:nat_science)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
devotion (NN)	1. the strong love that you show when you pay a lot of attention to someone or something	His devotion to her is evident in the letters he wrote whenever they were separated.	H0A 108 (W:biography)	POSITIVE	ME2 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
devoted (ADJ)	1. giving someone or something a lot of love and attention	His brother Gary said Mr Dearlove had two children an 11-year-old boy and seven-year-old girl and described him as 'a loving and devoted father'.	K4W 5329 (W:newsp:other:report)	POSITIVE	ME2 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 6/17
diagnose (VB)	1. to find out what illness someone has, or what the cause of a fault is, after doing tests, examinations etc	Children with an apparently mild form of the disease can be difficult to diagnose in the early stages.	A70 799 (W:pop_lore)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME16 ME18	MENTAL PERCEPTIVE MAJOR 9/17
diagnosis (NN)	1. the process of discovering exactly what is wrong with someone or something, by examining them closely	<DAN>[...] Any form of memorandum, report, record or data, complication of acts, events, conditions, opinions or diagnosis made at or near the time, by or from information transmitted by a person with knowledge, if kept in the regularly conduct of business activity and it was the regular practice of that business activity to make the memorandum, report, record or data [...]</DAN>	A-MT-110393-10.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
dictate (VB)	1. to say words for someone else to write down	On the left a businessman is dictating a letter to be typed, pedalling at a treadle-powered Graphophone to give better speed control than possible with a hand-crank.	B2Y 62 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to tell someone exactly what they must do or how they must behave	Of course, not all parents would wish to dictate to the school how it should exercise discipline over their children.	AN5 1219 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to control or influence something, e.g. Funds dictate what we can do.	He added: 'The results of these discussions will dictate what further actions the university management may have to take to safeguard the studies and the future careers of 450 affected students.'	K5D 13170 (W:newsp:other:report)	NEUTRAL	IA6 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
dictation (NN)	1. when you say words for someone to write down	I expected to hate it, but in fact I enjoyed my lectures on English language history and became an enthusiastic advocate of exercises in parsing, syntax and dictation — the very best test of listening comprehension.	AC6 309 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
die (VB)	1. to stop living and become dead	<DAN>[...] This guy is still out there unless his name is <<NA29>> and he died and hung himself. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31
	2. to stop existing or disappear, e.g. our love will never die	Responsible for Chanel No. 5 and the 'little black dress', her genius has assured her name will never die .	A7N 232 (W:pop_lore)	NEUTRAL	IA4 IA9 IA12 IA15 IA18	(INTER)ACTION 5/31
	3. to stop working, e.g. my laptop's died	But suddenly the car gave a stutter and the engine died .	C8T 1256 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
death (NN)	1. the end of the life of a person or animal	<PAS>Did it involve the death of an adult or the death of a child or do you even know?</PAS>	A-VD-090393-04.txt	NEUTRAL	IA7 IA9 IA15 IA16 IA29 IA31	NOMINALISATION (INTER)ACTION 6/31
differ (VB)	1. to be different from something in some way	<DAZ>Does your testimony today differ from the report that you issued on 2-18-92?</DAZ>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. to have different or opposing opinions about something, e.g. the two lawyers differed about how to present the case	Throughout the last 230 years opinions between professionals and parents have differed about the techniques used to educate deaf children.	KA1 943 (W:essay:school)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
differentiate (VB)	1. to recognize or express the difference between things or people	<WES>[...] Instruments that are used in the examination of infrared, infrared luminescence, ultraviolet, various filters to differentiate between inks or remove bank stamps from checks. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
differentiation (NN)	1. the difference between things or people	<OCC>[...] So there was a slight differentiation in that pigmentation.</OCC>	A-MT-100393-04.txt	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION RELATIONAL (IDENTIFYING) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dig (VB)	1. to find hidden or forgotten information by careful searching	<DAN>'I'll see what we can dig up, Judge.</DAN>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
	2. to put your hand into something, especially in order to search for something	<WLI>At the time that <<NRWL>> called me, he caught me unaware and I was trying to dig through files and I may have said some things then that were misleading. [...]</WLI>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
direct (VB)	1. to aim something in a particular direction or at a particular person, group	<PAS>I want to direct your attention back to May 31st, 1991. How old were you on May 31st, 1991?</PAS>	A-MT-100393-06.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME11 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	2. to be in charge of something or control it	'As I have already explained, Dottor Foria is directing the investigation.'	HTT 1911 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to tell someone how to get to a place	When we said a rather overwhelmed no thank you, he directed us to the V.I.P.lounge to wait for our flight — cream leather armchairs free tea, coffee or soft drinks, sandwiches, cakes and more free newspapers.	CC6 107 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13
	4. to tell someone what they should do, give an order	<PAS>Excuse me. Judge, I'd ask that you direct the witness to answer the question.</PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
direction (NN)	1. control, management, or advice	<DKU>[...] Saint Francis was probably the place that all child abuse cases were sent and the pediatric residents examined them under the direction of <<RDBC>> and <<RDGG>>, <<NDGG>>, and these included all stages from shaking baby to just being beaten to neglect.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/13
disable (VB)	1. to make someone unable to use a part of their body properly	He made his way slowly along the dust track as rickets had disabled his knees and the only way he could move was to shuffle his bare feet slowly along the hard-packed mud track.	KA2 327 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to deliberately make a machine or piece of equipment impossible to use	When a storm disabled his ship in 1654 he was dismayed by the thought that God might have judged him unworthy to be an instrument.	GT7 719 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
disagree (VB)	1. to have or express a different opinion from someone else	<PAS>[...] There's no doubt about that. And I don't think anybody in the courtroom will disagree with that. And she tells you the person that she spent this time with is the man right there. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. if food disagrees with you, it makes you feel ill	Doctor, I've eaten something that disagrees with me	CHR 154 (W:misc)	NEUTRAL	IA1 IA7 IA9 IA12 IA15 IA20 IA29	(INTER)ACTION 7/31
disagreement (NN)	1. a situation in which people express different opinions about something and sometimes argue	There have been few disagreements over major planning issues and there has been surprisingly little explicit community opposition to MDC	BN8 731 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
disallow (VB)	1. to officially refuse to accept something, because a rule has been broken	However, the court may disallow such amendment	J6U 472 (W:admin)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
disappear (VB)	1. to become impossible to see any longer, e.g. The sun had disappeared behind a cloud.	<DAZ>[...] With test results that change, things that seem to appear and disappear . I hope that you will agree with me that there's a credibility problem. I'll turn the remainder over to <<MDAN>>.</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA4 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
disappearance (NN)	1. when someone or something becomes impossible to see or find	Joanna's ex-boyfriend, Frank Tadjell, spoke for the first time about her disappearance last night.	CBF 1172 (W:newsp:other:report)	NEUTRAL	IA4 IA8 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
disappoint (VB)	1. to make someone feel unhappy because something they hoped for did not happen or was not as good as they expected	Sorry to disappoint you, but I'm afraid you were just pipped for the star prize.	ACM 497 (W:pop_lore)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
disappointed (ADJ)	1. unhappy because something you hoped for did not happen, or because someone or something was not as good as you expected	<A32>Not in all that detail, no. Other than that I knew that he was in Dallas at that time and he couldn't have done it and I was disappointed that his father, as a friend, hadn't called me, as a friend, to tell me that there was a problem in the family.</A32>	A-MT-110393-13.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
disapprove (VB)	1. to think that someone or their behaviour, ideas are bad or wrong	Others like taking risks, particularly if they know their parents or other adults would disapprove .	A0J 847 (W:misc)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 9/17
	2. to not agree to something that has been suggested	He and other noble lords admitted the principle of the bill which a Lord Rawdon introduced in 1792 but ' disapproved the mode'.	BPH 133 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 9/17
disapproval (NN)	1. an attitude that shows you think that someone or their behaviour, ideas etc are bad or not suitable	Unwisely, I let Dana see my drafts of these poems, and at once I could sense his disapproval . his jealousy even, that I had written the poems myself.	AC6 2146 (W:biography)	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
disapproving (ADJ)	1. showing that you think someone or something is bad or wrong	I show the snippet to Tony and the resulting peals of laughter from the pair of us bring disapproving stares from all over the plane.	A6T 1463 (W:misc)	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
disarm (VB)	1. to reduce the size of your army, navy	The second, implicit, part of the mandate — to disarm the country — has not been addressed.	CR7 1396 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to take away someone's weapons	The policeman, with unbelievable fortitude, was able to disarm the attacker before collapsing from his wounds.	AJU 1393 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to make someone feel less angry or disapproving of you	But those who know him well say that Sir Patrick's tact and political skills will disarm his critics and persuade them to work with him.	AK9 250 (W:newsp:brdsht_nat:misc)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
disavow (VB)	1. to say that you are not responsible for something, that you do not know about it, or that you are not involved with it	The article went on to disavow the use of violent methods	APP 112 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
disavowal (NN)	1. the act of saying that you are not responsible for something, that you do not know about it or are not involved with it	This is not the place to explain and justify different psychoanalytic accounts of the dynamics of identification, disavowal and ambivalence which characterize racist discourses.	FAY 563 (W:ac:soc_science)	NEUTRAL	VE1 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
disbar (VB)	1. to make a lawyer leave the legal profession	Substantiated complaints may result in applications to the Bar Disciplinary Tribunal, which can disbar the barrister, suspend from practice, order to repay or forgo fees, or order various types of rebuke to be administered.	F9B 1841 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
disbelieve (VB)	1. to not believe something or someone	<PAS>Will you decide for yourself who you believe or who you disbelieve in this case?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/21
disbelief (NN)	1. a feeling that something is not true or does not exist	<PAS>What was your response to that?</PAS> <WJS> Disbelief .</WJS>	A-MT-110393-11.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
discharge (VB)	1. to officially allow someone to leave somewhere, especially the hospital or the army, navy	The ward is the only one in the country where nurses and not doctors admit and discharge patients.	KRM 1005 (S:brdcast:news)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to send out gas, liquid, smoke or to allow it to escape	Besides the destruction of their habitat caused by dam building, silt and pollutant discharges into rivers [...]	ABC 560 (W:non_ac:nat_science)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	3. to fire a gun or shoot an arrow	If the firearm is discharged and property is damaged, then an offence of criminal damage may be charged.	ACJ 603 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA4 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 11/31
	4. to do or pay what you have a duty to do or pay	We shall be asking for more details in Committee about who else will be involved and how they will discharge their duties.	HHX 1088 (W:hansard)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	5. to take goods or passengers off a ship, plane	Cargo discharged from the vessel Ruth-W was the first handled by the new CCL terminal.	K97 12641 (W:newsp:other.report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
discipline (VB)	1. to punish someone in order to keep order and control	I admit my man was out of order tackling it in the way he did, for which he will be disciplined . I assure you.	AD9 3145 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to teach someone to obey rules and control their behaviour	The question of how to discipline children has always been of central importance to the whole enterprise of bringing them up.	B10 2 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to train oneself to control the way they work: to discipline oneself	Try to discipline yourself to work contracted hours only.	EW5 1979 (W:commerce)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
disclose (VB)	1. to say something to make it publicly known, especially after it has been kept secret	He refused to disclose the identity of the politician.	K35 64 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to show something by removing the thing that covers it		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL PERCEPTIVE MINOR 9/17
disclosure (NN)	1. a secret that someone tells people, or the act of telling this secret	Any disclosure of information contained in the plans, it said, would be 'extremely damaging to the Government's industrial relations policy'.	A7W 853 (W:newsp:brdsht_nat:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
discount (VB)	1. to regard something such as a theory as unlikely to be true or important, e.g. General Hausken had not discounted the possibility of an aerial attack.	IT HAD long been my ambition to learn to fly, but I had discounted it as being too expensive and not very easy to start.	HRT 605 (W:misc)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 9/17
	2. to reduce the price of something	Amsterdam, Athens and Dublin discounted the most heavily in 1990 at about 40% , while Munich and top Paris hotels discounted 20%.	A7F 349 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
discourage (VB)	1. to persuade someone not to do something, especially by making it seem difficult or bad	<DAZ>[...] Now you've been discouraged about paying attention to what you hear. Well ladies and gentlemen, there's a projection screen right there. There's the projector. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
discourage (VB)	2. to make someone less confident or less willing to do something	Don't let the volume of traffic discourage you from this superb walk.	AS3 108 (W:misc)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME14 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	3. to make something less likely to happen	Double glazing may discourage intrusion, but claims that it is burglar-proof are rather exaggerated.	CCX 608 (W:instructional)	NEUTRAL	IA1 IA6 IA8 IA10 IA12 IA13 IA15 IA18 IA20 IA25	(INTER)ACTION 10/31
discover (VB)	1. to find someone or something, either by accident or because you were looking for them, e.g. Forest Service crews often discover campfires that have not been put out completely.	<DAZ>Okay. And you have identified in Item Number 7 that you discovered a moderate number of animal parts?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MAJOR 8/17
	2. to find out something that you did not know about before, e.g. The exercises let students discover math concepts on their own	<DAN>Now when did we discover that it was <<NPJC>>'s fingerprint?</DAN>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to notice or try something for the first time and start to enjoy it, e.g. At fourteen, Louise discovered boys.	At sixteen he discovered girls and decided he did not have a vocation.	ECT 2558 (W:pop_lore)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
	4. to become well known, e.g. that group are waiting to be discovered	I thought they all be brilliant, but they were utter shite, so I thought to myself: 'There's a great talent here just waiting to be discovered !'	FBR 497 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
discovery (NN)	1. a fact or thing that someone finds out about, when it was not known about before	Cross-examination was 'the greatest legal engine ever invented for the discovery of truth', he said.	A1J 87 (W:newsp:brdsh_t_nat:report)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
discredit (VB)	1. to stop respecting or trusting someone or something or believing a particular idea	<PAS>[...] Was there anything about that circumstance that made you ... or would make you feel uncomfortable or that you would discredit what law enforcement had to say?</PAS>	A-VD-090393-03.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
discriminate (VB)	1. to treat a person or group differently from another in an unfair way	<DJB>Well I hate to discriminate myself, but based on the way I feel and especially containing this type of a crime, I probably couldn't.</DJB>			IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA21	(INTER)ACTION 10/31
	2. to recognize a difference between things, i.e. differentiate	Such an idea offers elders, carers and practitioners the opportunity to discriminate between appropriate and inappropriate suffering.	A-VD-080393-02.txt	NEGATIVE	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
discrimination (NN)	1. the practice of treating one person or group differently from another in an unfair way	Helen Mirren plays the role of Detective Chief Inspector Jane Tennison who for years has been the victim of sexual discrimination in the police force.	CFE 1589 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. the ability to recognize the difference between two or more things, especially the difference in their quality	In London, it was a rather different story, since the literature available needed discrimination, much of it being historical and iconographic	A0E 455 (W:misc)	NEGATIVE	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
discriminating (ADJ)	1. able to judge what is of good quality and what is not	Think of the damage a greater broad backed bookworm could do in a place like this if others became discriminating readers.	A04 62 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA21 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
discuss (VB)	1. to talk about something with another person or a group in order to exchange ideas or decide something	<PAS>Have you and your husband discussed your testimony in this case?</PAS>	CC8 251 (W:misc)	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
discussion (NN)	1. when you discuss something	<PAS>Whether or not he recalls having a discussion with his son in June of 1991 recommending facial reconstructive surgery and that his son dress up like a woman.</PAS>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dishonesty (NN)	1. behaviour in which you deceive or cheat people	<PAS>Have you ever been convicted of a misdemeanor involving moral turpitude or dishonesty ?</PAS>	A-MT-110393-10.txt	NEUTRAL	RE1 RE4 RE7 RE13 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 7/21
disintegrate (VB)	1. to break up, or make something break up, into very small pieces	They detonated an explosive device next to one, and it disintegrated into so many pieces they couldn't find them all.	A-MT-110393-12.txt	NEGATIVE	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
	2. to become weaker or less united and be gradually destroyed	<OCC>[...] And then after that, the enzymes in follicles will start causing the hair to disintegrate and getting softer so that the new hairs come in and just push the old ones out. [...]</OCC>	A4X 411 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
dismiss (VB)	1. to refuse to consider someone's idea, opinion because you think it is not serious, true, or important	Where others would have dismissed the idea as impractical, Sherwood set about locating those vehicles which had survived intact.	A-MT-100393-04.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 9/17
	2. to remove someone from their job	Are you able to claim any additional compensation if you have been unfairly dismissed ?	A11 700 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to tell someone that they are allowed to go, or are no longer needed	<JU1>[...] Don't let that confuse you. But when this case is over, let me jump ahead a little bit, when you've given us your verdict, then I will dismiss you. [...]</JU1>	B08 1519 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 9/13
	4. to not continue (a court case for instance)	And based upon the State's evidence, the case should be dismissed . I want a directed verdict.</DAN>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dismissal (NN)	1. when someone is removed from their job	A TEACHER who was sacked because some of his lessons were said to be too sexually explicit has won £12,000 compensation for unfair dismissal .	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. when someone decides or says that something is not important, serious, or true	Constance Cummings, with her bossy graciousness, infuses some air into the play, as in her dismissal of the fact that her new governess has no references: 'I never listen to what one woman says about another.'	A49 629 (W:newsp:brdsh_t_nat:report)	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
	3. the stopping of a court case	The Court of Appeal held that there had been a dismissal .	BNS 1405 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
display (VB)	1. to show something to people, or put it in a place where people can see it easily	<WJD>[...] He had tables there on which he displays guns that he has for sale and that's what <<FA41>> normally does at shoots. He shoots but he also has his guns displayed for sale.</WJD>	B08 1311 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to clearly show a feeling, attitude, or quality by what you do or say	Although this probably represented ten times what she would normally expect she displayed no emotion as she accepted it.	A-MT-110393-10.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	3. if a computer or something similar displays information, it shows it on its screen	The computer screen displays an image of the patient's skull taken before the operation using computerised tomography	ASN 1286 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
	4. to behave in a particular way as a signal to other animals	a colt or stallion may respond to the mare with fear, aggression, or playfulness — behaviour which normal animals display towards strange or novel objects.	ANX 1082 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
displeased (ADJ)	1. annoyed or not satisfied	<PAS>Were you pleased or displeased with the results?</PAS>	ADF 358 (W:misc)	NEUTRAL	ME2 ME5 ME7 ME8 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 9/17 RELATIONAL (ATTRIB) INTENSIVE 9/21
dispose (VB)	1. to deal with something such as a problem or question successfully	<JU1>[...] I have some other matters at 1 o'clock that's not related to this case. I will dispose of them by 1:30. So be back up here by 1:30. [...]</JU1>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to get rid of something, especially something that is difficult to get rid of	Which is the best way to dispose of waste?	A-VD-980393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
dispute (VB)	1. to say that something such as a fact or idea is not correct or true	<DAN>[...] And <<UPAS>> will give you very passionate pleas. And she ... and this is horrible, nobody disputes that, but they have charged the wrong man. [...]</DAN>	HH3 10882 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 9/13
	2. to argue or disagree with someone	A newcomer disputed with the trustee in his first moments inside the hut.	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dispute (VB)	3. to try to get control of something or win something	Soviet forces disputed every inch of ground.	CJT 581 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
dispute (NN)	1. a serious argument or disagreement	<JU1>[...] That means there's no dispute about whatever was stipulated to. [...]</JU1>	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18 VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 6/13
disputable (ADJ)	1. not definitely true or right, and therefore is something that you can argue about	Daly suggests that before the first interglacial period there were no coral reefs in the modern sense, which is disputable .	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18 VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 6/13
disqualify (VB)	1. to stop someone from taking part in an activity because they have broken a rule, e.g. He was disqualified from driving.	Magistrates gave him a conditional discharge and disqualified him from driving for two years.	GV0 711 (W:ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to unfairly prevent someone from doing a job or taking part in an activity	a system which disqualifies the poor from education	K54 5526 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
disqualification (NN)	1. the act of stopping someone from taking part in an activity because they have broken a rule	In some cases the disqualification is not only from a particular event within a tournament, but from the whole tournament.	LONGMAN ONLINE DICTIONARY	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
disregard (VB)	1. to ignore something or treat it as unimportant	<JU1>All right. The last comment, I will sustain the objection, admonish the jury to disregard that statement by the Assistant District Attorney.</JU1>	A0M 273 (W:misc)	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL PERCEPTIVE MAJOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
disregard (NN)	1. when someone ignores something that they should not ignore	They instigated a reign of terror in London's East End, controlling their manor with a ruthless disregard for others.	A-MT-120393-16.txt	NEUTRAL	ME3 ME5 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 7/17
disrespect (VB)	1. to say or do things that show a lack of respect for someone	When Benn puts himself in my face and tries to discredit and disrespect me, I take that personally.	B1L 222 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME2 ME6 ME8 ME9 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL EMOTIVE MINOR 7/17
disrespect (NN)	1. lack of respect for someone or something	No disrespect to John Beck, but the club has been happier since he left.	ACP 2262 (W:pop_lore)	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31 ME2 ME6 ME11 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL EMOTIVE MINOR 6/17
disrespectful (ADJ)	1. showing a lack of respect for someone or something	The queen always forgave his disrespectful behaviour, and became increasingly dependent upon him.	CEP 1194 (W:newsp:other:sports)	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31 ME2 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL EMOTIVE MINOR 6/17
disrupt (VB)	1. to prevent something from continuing in its usual way by causing problems	The Prince is rather easier to keep tabs on, but there is always the unforeseen to disrupt even the best-laid plans.	GTF 1387 (W:biography)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
disruption (NN)	1. a situation in which something is prevented from continuing in its usual way	<OCC>It's very unlikely. Hairs typically can stay for any length of time if there's no disruption like it if was in a grave or something like that. [...]</OCC>	A7H 1752 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dissatisfy (VB)	1. to make someone feel displeased	This is an instance of the general finding that aspects of work activity have the capacity to satisfy or dissatisfy people only in relation to the personal value put upon them.	A-MT-100393-05.txt	NEUTRAL	ME2 ME5 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
dissatisfied (ADJ)	1. not satisfied because something is not as good as you had expected	<PAS>Were you satisfied or dissatisfied with the law enforcement?</PAS>	EBR 1376 (W:non_ac:soc_science)	NEGATIVE	ME2 ME5 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 8/17 RELATIONAL (ATTRIB) INTENSIVE 9/21
dissent (VB)	1. to say that you disagree with an official decision or accepted opinion	At this stage Baldwin alone dissented strongly.	A-VD-080393-01.txt	NEGATIVE	ME1 ME5 ME6 ME8 ME9 ME11 ME17 VE1 VE2 VE3 VE4 VE5 VE7 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13
dissent (NN)	1. refusal to agree with an official decision or accepted opinion	Thus we look, in turn, at how particular examples of political dissent , urban riots, strike violence, football hooliganism and the conflict in Northern Ireland have been represented by the media.	EFN 340 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME5 ME6 ME11 ME17 ME18 VE1 VE2 VE7 VE13 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MINOR 6/17 VERBAL MINOR 5/13
dissolve (VB)	1. to gradually become smaller or weaker before disappearing, or to make something do this, e.g. Stir until the sugar dissolves.	<OCC>Actually, the Permout comes ready-made, but it is made in a xylene-type of base to make it more fluid and you can dissolve it in xylene or toluene.</OCC>	G1H 1128 (W:ac:soc_science)	NEUTRAL	IA1 IA4 IA5 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 15/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dissolve (VB)	2. to formally end something important, e.g. a parliament, business arrangement, marriage	More likely, whoever was Prime Minister would advise her to dissolve Parliament and hold another election.	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
distance (VB)	1. to not involve yourself with someone or something	By stepping back as he blocks, he doubly protects himself: even if the block fails, he has distanced himself from the oncoming punch.	AHX 464 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
distill (VB)	1. to make a liquid such as water or alcohol more pure by heating it so that it becomes a gas and then letting it cool	<JMI>Well that's where we bring in the crude the first time to distill it like gasoline, break it down the first time and I'm lead operator.</JMI>	GVF 1218 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
distinguish (VB)	1. to recognize and understand the difference between two or more things or people	He proceeds to show, therefore, that with only ideas at his disposal, he can nevertheless distinguish between reality and illusion.	A-VD-090393-04.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to be able to see the shape of something or hear a particular sound	A finite area needs no more than four colours to distinguish the boundaries of its subdivisions, no matter what the configuration.	ABM 1425 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
distort (VB)	1. to change the appearance, sound, or shape of something so that it is strange or unclear	A contradiction in style during this change of éaulement or alignment can distort the design.	ADX 2252 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to report something in a way that is not completely true or correct	Sexist language distorts the truth: realising this, right-thinking people will proceed to self-criticism and reform.	A12 892 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	3. to change a situation from the way it would naturally be	From that it follows that any tax, because it distorts the market, must be bad.	CGF 1155 (W:ac:soc_science)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
distortion (NN)	1. the act of changing the appearance, sound, or shape of something so that it is strange or unclear	Oblique aerial photographs are easier to take than vertical ones, but are difficult to use afterwards, as there is distortion of the image.	HH3 13696 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. the act of reporting something in a way that is not completely true or correct	The American Mining Congress has lambasted the report as "a gross distortion of the truth", arguing that its members at least abide by government-imposed standards	F9A 313 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
distract (VB)	1. to take someone's attention away from something by making them look at or listen to something else	<PAS>Is there anything going on in your home life or in your work that's going to distract you from this case?</PAS>	J38 315 (W:misc)	NEGATIVE	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
distribute (VB)	1. to share things among a group of people, especially in a planned way	Copies will be distributed to each household on or about April 24th.	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to supply goods to shops and companies so that they can sell them	They had been expected to supervise school meals, to distribute milk, to be responsible for children at lunch times.	C88 1498 (W:newsp:other.report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to spread something over a large area	Flake the flesh, remove the skin and evenly distribute the fish across the base of the dish.	CLY 1423 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
distribution (NN)	1. the act of sharing things among a large group of people in a planned way	The Sudanese government also sought to maintain sole responsibility for the transport and distribution of aid.	BN5 709 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. when goods are supplied to shops and companies for them to sell	The volume trap, in which markets for commodity type products (like plant-baked bread) may become dominated by suppliers capable of volume production and distribution to retail multiple chains bulk-buying on a centralised basis.	HL3 659 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
distrust (VB)	1. to not trust someone or something	<PAS>[...] She was 11-years old. She was talking to a stranger, but she didn't have any reason to distrust him. He was a fine young gentleman. [...]<PAS>	G3F 1683 (W:commerce)	NEUTRAL	ME1 ME5 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
disturb (VB)	1. to change a normal situation in a way that causes problems	<DAN>[...] Is there anyone that feels that that presumption of not guilty is disturbed in anyway [sic] because he's charged by a piece of paper? [...]<DAN>	A-MT-120393-16.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to interrupt someone so that they cannot continue what they are doing	We regret having to disturb you at a time when you are busy, but the matter is important.	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 9/13
	3. to make someone feel worried or upset	The thing that disturbs me about statistics is that they can be interpreted to mean anything.	B20 226 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
disturbance (NN)	1. a situation in which people behave violently or loud in public	<JU1>[...] You're not aware, but our acoustics are just not good and when you come out of the courtroom with discussing, it does create an [sic] disturbance sometimes for other courts. [...]<JU1>	B2G 761 (W:religion)	NEGATIVE	IA1 IA8 IA14 IA18 IA25 IA31 VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 VERBAL MINOR 6/13
	2. something that interrupts what you are doing, or the act of making this happen	This small disturbance did not deflect them for long.	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31 VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 VERBAL MINOR 6/13
disturbed (ADJ)	1. worried or upset	I was deeply disturbed by this and quite convinced that it would lead to serious trouble.	A6N 2058 (W:fict:prose)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
divide (VB)	1. to separate into two or more parts	<DAZ>And can you, using that and a marker below it, show us how you divide that into male and female?<DAZ>	CDC 1369 (W:biography)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to keep two areas separate from each other	11.30PM Driving west along the Santa Monica freeway — which divides north Los Angeles from south	A-MT-100393-05.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to calculate how many times one number contains a smaller number	The number is easy to divide by 8 as it consists for the most part of successive multiples of 8.	CGB 1757 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	4. to make people disagree so that they form groups with different opinions	But the 1950s divided people from each other; large-scale benevolence maintained individualism, and reveals its basis in the philanthropy described above.	A8A 32 (W:newsp:brdsh_t_nat:science)	NEUTRAL	IA4 IA9 IA10 IA12 IA13 IA14 IA18 IA20 ME2 ME7 ME8 ME9 ME12 ME15	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL EMOTIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
divorce (VB)	1. to legally end a marriage	So if Charles is to become king and Diana is to have other relationships, they will have to divorce .	EFS 220 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA16 IA18 IA28	(INTER)ACTION 8/31
	2. to separate two ideas, subjects etc completely	The blight of western civilization has been to divorce our thought from our emotions.	CBC 9578 (W:newsp:other:social)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	3. to stop being involved in an activity, organization, situation etc	Thus the church, the corporation, and the gentry began to divorce themselves from the bull-running.	ARG 1811 (W:religion)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
divorced (ADJ)	1. no longer married to your wife or husband	<DJY>My name is <<NDJY>>. I've been living in Tulsa since 1963. I'm divorced . I have 2 children. I live right off the downtown here.</DJY>	CBB 539 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA4 IA8 IA14 IA18 IA28 IA31 RE1 RE4 RE7 RE9 RE11 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) INTENSIVE 8/21
document (VB)	1. to write about something, film it, or take photographs of it, in order to record information about it	Using interviews with parents, and attendance figures from schools, the study documents how parents make difficult decisions which confront them in these circumstances, in particular whether or not to consult a doctor, and whether or not to keep the child off school.	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MAJOR 8/13
	2. to support an opinion, argument with recorded facts	Data sets precluded from analysis are well documented , but the great bulk of typical experimental data will be handled.	HJ1 4620 (W:ac:soc_science)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 7/31 VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
do (VB)	1. to perform an action or activity	<PAS>When you got to the scene, where did you go and what did you do ?</PAS>	A19 1104 (W:non_ac:tech_engine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to have a particular effect on something or someone	Kylie is totally talentless, she does nothing for me.	A-MT-090393-01.txt	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to work in a particular job	<PAS>What does your wife do for the city?</PAS>	CHA 989 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA18 IA25	(INTER)ACTION 8/31
	4. to study something, e.g. I did Spanish for five years	We were divided arbitrarily into sheep and goats: the sheep did French, the goats German.	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	5. to behave in a particular way, e.g. do as you see fit	<WJD>No, ma'am. That was his money and he could do with it what he wanted to so ...</WJD>	H45 705 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	6. to use an illegal drug, e.g. he's never done hard drugs before	He keeps on asking me if you've done drugs.	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	7. succeed: used to ask or talk about how successful someone is at something	<PAS>Did she do well in school?</PAS>	HH0 1691 (W:fict:prose)	NEGATIVE	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	8. to be involved or related in some way or not	<JU1>That has nothing to do with the arrest warrant, what an individual can identify.</JU1>	A-MT-090393-01.txt	POSITIVE	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
doubt (VB)	1. to think that something is unlikely	<PAS>He did ask <<VPJC>> those questions and those are her answers. I'll stand by those answers, although I doubt that she's going back to you, because it wasn't offered into evidence.	A-MT-090393-03.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
doubt (VB)	2. to not trust or have confidence in someone	<WVL>Yes, I know I saw him.</WVL> <PAS>Have you ... I don't doubt your word. Have you seen him at other Pan American shoots?</PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
doubt (NN)	1. a feeling of being not sure whether something is true or right	<DAN>Is there any doubt in your mind that it was the Pan American on May the 30th or June the 2nd, 1991?</DAN>	A-MT-110393-11.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
doubtful (ADJ)	1. not sure that something is true or right	'I'm sure Daddy was far from delighted to see a bottle of whiskey drank in the house,' Rose was doubtful about the whole idea.	A-MT-110393-11.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MAJOR 8/17 RELATIONAL (ATTRIB) INTENSIVE 9/21
draft (VB)	1. to write a plan, letter, report that will need to be changed before it is in its finished form	Powell drafted a letter to Branson, laying out his areas of disagreement over company policy and raising the consideration of whether they should go forward together.	A6N 26 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to order someone to join the army, navy	He was drafted into the army in 1942, where he discovered that even in uniform everyone was not as equal as God had intended.	FNX 673 (W:biography)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 8/13
	3. to choose a college player to join a professional team	But at the last minute, following a series of defections, O'Connor was drafted into the side at full back.	CDG 1828 (W:biography)	NEUTRAL	ME4 ME6 ME8 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 6/17
drag (VB)	1. to pull something along the ground, often because it is too heavy to carry	He was looking pleased with himself as he dragged the table to the side of the room to make space to work in.	K32 2690 (W:newsp:other:sports)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
drag (VB)	2. to take someone to somewhere where they do not want to go	<DAN>[...] Now the police officers, they're professional witnesses. They testify all the time. She's dragging <<FPJC>> down here all the time. Has her sit in the back of the courtroom and observe him for how long? [...]</DAN>	CDM 2218 (W:biography)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	3. to move somewhere with difficulty, especially because you are ill, tired, or unhappy	His foot slipped and he grasped at a piece of jutting tile and dragged himself back to safety.	A-MT-120393-16.txt	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA18 IA21	(INTER)ACTION 8/31
	4. to move words, pictures on a computer screen using a mouse	The mouse can be used to drag and drop tables, join fields, etc. to construct quite complex queries without having to enter any complex program codes.	CKD 336 (W:fict:prose)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	5. to appear to go on for a very long time, e.g. The lesson with Mr Smith always drags	I hope it doesn't drag on!	HAC 3107 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
drain (VB)	1. to make the water or liquid in something flow away	The dams also render the animals easy prey for hunters and trap them when the water is drained for irrigation.	AYM 1147 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make someone feel very tired and without any energy	His body ached mainly through lack of sleep, he told himself, reluctant to admit he was so unfit that a mile walk had drained him of energy.	ABC 572 (W:non_ac:nat_science)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to use too much of something, especially money, so that there is not enough left	Many campaigners feel that chimps for scientific purposes should be bred in captivity, to avoid draining the wild resources.	G01 3015 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
dramatise (VB)	1. to make a book or event into a play or film	This screen thriller, dramatised by Alma Cullen from the first of Joan Smith's novels about them, ends with the two heroines happy in each other's feminine company.	BN4 1356 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dramatise (VB)	2. to make a situation seem more exciting, more noticeable, more terrible than it really is	Based on the true-life confession of a Mafia bit player, it dramatises the story of his criminal career from neighbourhood racketeering to drug-crazed ruin.	AK6 1891 (W:newsp:brdsht_nat:misc)	NEUTRAL	RE2 RE6 RE7 RE9 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
dramatisation (NN)	1. the act of making a situation more exciting or noticeable	Stead's dramatisation of the issue of sexual exploitation not only stilled for the moment many fundamental conflicts of interest between participants in the agitation, but it also obscured the contradictions inherent in the ideology that informed this agitation against child prostitution.	ACP 194 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
draw (VB)	1. to produce a picture of something using a pencil, pen	<PAS>Now I'm going to ask you about what's been marked as, I believe, State's Exhibit Number 35; is that correct? You didn't draw this picture, did you?</PAS>	EEN 1217 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to make someone notice something, e.g. draw someone's attention	<DAZ>Okay. I'd like to draw your attention to the day ... to the end of May, 1991. Do you know where you were the last day of May, 1991?</DAZ>	A-MT-100393-06.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME11 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	3. to decide that a particular fact or principle is true according to the information you have been given, e.g. to draw a conclusion	This project continues, so it is too early to draw conclusions on the styles and strategies.	A-MT-110393-12.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	4. to compare two people or things, e.g. to draw a comparison	I mean is it possible to draw a comparison between the way it erm you know the women were regarded before they became so effective?	B3D 1099 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	5. to get a particular kind of reaction from someone, e.g. to draw an angry response from the crowd	The overall standard of all the entries in the competition drew praise from the judges.	HUX 186 (S:interview:oral_history)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
draw (VB)	6. to attract someone or make them want to do something, e.g. that's what drew me to teaching	A family connection with the lord chancellor, John, Baron Somers, drew him to the Whig side in politics, but he was no slavish follower of a party.	HPC 193 (W:misc)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	7. to get something that you need or want from someone or something, e.g. I drew a lot of comfort from the situation	The Republicans drew comfort from the fact that trends of opinion had, for some time, been moving in their direction.	GTF 1109 (W:biography)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17 RE3 RE5 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	8. to give information in reply to questions about something, e.g. to draw on a subject	Moore spoke about his determination to end 'dependency', and drew on the work of the American Charles Murray, who was critical of many US welfare programmes.	EAY 1079 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	9. to move in a particular direction, e.g. to draw nearer	As the weeks passed and the time to leave drew nearer, the family became worried about Scottie's future.	A6F 102 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	10. to pull something along	After coffee he drew me aside, quietly admitted I was right, and agreed that Roald Dahl must withdraw.	A17 578 (W:pop_lore)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	11. to allow or accept something up to a particular point, but not beyond it, e.g. draw the line at something	Once again, it is left to the courts to draw the line according to their overall judgment of the facts.	CCV 66 (W:non_ac:polit_law_edu)	NEUTRAL	ME4 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 7/17
	12. to take money from a bank account	They forced him to draw money from a cash machine and then made him drive to his home in Moulton where they threatened his parents with a kitchen knife.	ACJ 931 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
draw (VB)	13. to take air or smoke into your lungs, e.g draw breath	She stopped to draw breath which gave Dad his opportunity.	K1D 1440 (W:news_script)	NEUTRAL	IA7 IA8 IA10 IA11 IA12 IA13 IA15 IA27 IA29	(INTER)ACTION 9/31
	14. to take liquid from something, e.g. draw water from a well	People who draw water from private wells in the area have been advised to switch to bottled water.	CDM 2741 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	15. to take pieces of paper out of a container to decide who will do something, e.g. to draw straws	<JU1>Well don't worry about it, I had about 4 of them one time. Let's draw another name and we'll take a ... no, let's just do it after recess. Ladies and gentlemen, we're going to take our mid-morning recess. [...]</JU1>	J33 501 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA20 IA25	(INTER)ACTION 10/31
	16. to finish without either side winning in a game such as football	In Budapest, Spain clinched qualification from Group Six when they drew 2-2 with Hungary.	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 7/31
	17. to be chosen by chance to play or compete against someone	<JU1>[...] We, the jury, drawn , impaneled and sworn in the above entitled cause do upon our oath find the defendant <<NDFT>> guilty of first degree burglary as charged in the information herein. [...]</JU1>	A52 131 (W:newsp:brdsht_nat:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20 ME4 ME6 ME8 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL DESIDERATIVE MINOR 6/17
drawing (NN)	1. a picture that you draw with a pencil, pen etc	<JU1>And this is a drawing , probably not to scale, but of the first home ... of the residence of where the victim lives. [...]</JU1>	A-MT-120393-17.txt	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
dress (VB)	1. to put clothes on yourself or someone else	<PAS>Whether or not he recalls having a discussion with his son in June of 1991 recommending facial reconstructive surgery and that his son dress up like a woman.</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dress (VB)	2. to wear a particular kind of clothes	<PAS>So I can't ask him whether or not he's ever suggested that his son change his face or he dress differently?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to make or choose clothes for someone	While he is out hunting, to kill something for his father's meal, Rebekah dresses her favourite son, Jacob, in Esau's clothes, and cooks a meal for him to take to the blessing.	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to clean, treat, and cover a wound	Often the client is seen by the most junior doctors, who rely on the sister's expertise to dress the wound.	ACG 570 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to put oil, vinegar, salt etc onto a salad	If taking on a picnic, dress the salad just before serving.	CAP 1942 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
dressed (ADJ)	1. having your clothes on or wearing a particular type of clothes	<RWL>She told me that he was rather nicely dressed was her words.</RWL>	CDR 425 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA31 RE3 RE5 RE7 RE9 RE12 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
drift (VB)	1. to move, change, or do something without any plan or purpose	<DAZ>And then that material reflects material that was left there by a person, drifted in on the air and settled at the surface that was vacuumed?</DAZ>	A-MT-120393-15.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
drink (VB)	1. to take liquid into your mouth and swallow it	<WJD>No, ma'am. I normally drink Dr. Pepper.</WJD>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
drive (VB)	1. to make a car, truck, bus move along in a particular direction	<DAN>Take an airplane, <u>drive</u> a car, how did you get up there?</DAN>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to take someone somewhere in a car, truck	<WCP>I called my husband and then I had someone <u>drive</u> me home.</WCP>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to force a person or animal to go somewhere	A public appeal restored calm, and the home side were 23 for one when bad light and more rain <u>drove</u> the players off an hour early.	A-MT-100393-07.txt	NEUTRAL	IA1 IA5 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	4. to influence someone to do something	The crisis was sparked by the publication in June of a biography of the Princess, alleging her unhappy marriage had <u>driven</u> her to attempt suicide.	A9R 670 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 12/31
	5. to make someone or something get into a bad or extreme state, usually an emotional one	It's what we have fun doing, but what <u>drives</u> us crazy also.	K97 15915 (W:newsp:other:report)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	6. to hit or push something into something else	A great flush spread on her throat and she <u>drove</u> her heels into the sand and arched her back, whispering his own name to him like a fierce incantation.	CGB 1137 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. to move a ball etc forward in a game of baseball, football, golf by hitting or kicking it hard and fast	David Kerslake <u>drove</u> the ball across the face of goal from the right and unmarked Taylor scored with a low shot at the far post.	FP7 2401 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
drive (NN)	1. a journey in a car	<PAS>Did he indicate that the <u>drive</u> had given that to him or did you all have any conversation about that at all?</PAS>	K4T 4874 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
driving (NN)	1. the activity of driving a car, truck etc	Chapman, of Billericay, admitted dangerous driving after drinking twice the legal limit.	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
drop (VB)	1. to let something fall	But if you have a hair that is no longer growing, then the pigmentation is quite light and if it is actually a dead hair, as we call it that's getting ready to drop out, typically you'll find very little pigmentation in the root itself.</OCC>	CH2 10604 (W:newsp:tabloid)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to fall from a higher point	And in the ridgeway hedges on the last lap before home, the wild damsons are perfectly ripe and beginning to drop from the trees.	A-MT-100393-05.txt	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to lower yourself or part of the body	She dropped her head into her hands with a despairing groan.	G33 197 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	4. to reduce the level or amount of something	Zsa Zsa Gabor was told to drop the price of her £7.5 million Bel Air home by £3 million when she decided to move.	HA9 3281 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	5. to decide not to include someone or something	He was dropped from the side that shut out City's new goal-king Andy Cole for a well-earned away point from old boss Denis Smith.	CEM 2654 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME4 ME6 ME8 ME9 ME10 ME12 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	6. to stop discussing something	If you don't mind I'd like to drop the subject now.	CH7 3018 (W:newsp:tabloid)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	7. to stop doing or pursuing something, e.g. drop the courtcase	<DJU>[...] So finally basically they just dropped the charges as long as we promised not to sue them.</DJU>	JYC 3225 (W:fict:prose)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
drop (VB)	8. to take someone by car and leave them there, e.g. drop them off	<PAS>Okay. About 12 o'clock. Do you have any idea at this point about what time it was she dropped you off?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	9. to visit someone without prior warning, e.g. drop by	A lot of her friends dropped by to see it.	A-MT-100393-06.txt	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	10. to slope downwards	At its front the land dropped down through gardens and woodland to lower slopes choked with thornbushes and tangled weed.	AC3 258 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
	11. to suggest something in an indirect way, e.g. drop a hint	At the most he dropped hints that if I did my job and toed the line he would look after me.	ACW 67 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	12. to become exhausted	We, (the other driver, my daughter and I) are joining the 200,000 other people who will come here this week to shop until we drop .	GW3 635 (W:fict:prose)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31
dry (VB)	1. to make something dry, or to become dry	<OCC>[...] Also it can be dark like it is here indicating that the liquid that was in the medulla has dried out and that now the media has filled this in. Whereas if the media inside the medulla is still there, it will be clear.</OCC>	HH3 13132 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA4 IA6 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 15/31
	2. to rub plates, dishes dry with a cloth after they have been washed	While Gloria helped dry the dishes after tea, Mrs Parvis continued to find fault with the people who ran the country.	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to stop drinking alcohol after you have become an alcoholic	Even Brando became so concerned over Cliff's drinking that he went to see him to try to persuade him to join AA. 'If you're afraid to go alone,' said Brando, 'I'll go with you. I'll help you dry out.'	AC5 269 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
dry (VB)	4. to come to an end	Interest rates could soar, asset prices could fall or cash flows could dry up.	CDG 180 (W:biography)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA20	(INTER)ACTION 7/31
dried (ADJ)	1. dried substances, such as food or flowers, have had the water removed	<OAM>Serology is basically the identification and characterization of body fluids that are usually found in a dried state form in any type of crime.</OAM>	ABJ 3641 (W:pop_lore)	NEUTRAL	IA1 IA4 IA6 IA8 IA9 IA14 IA15 IA16 IA18 IA20 IA21 IA31	NOMINALISATION (ADJ) (INTER)ACTION 12/31
drum (VB)	1. drum up: to get support, interest, attention etc from people by making an effort	<JSI>This was before election and whoever it was, was the ... was drumming up votes. So ... but there's been several out there and I just I thought I could have recognised you from there.</JSI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
duck (VB)	1. to lower your head or body very quickly, especially to avoid being seen or hit	<PAS>[...] When <<RDLT>> sat up there and testified to you all, he ducked his head, he thumbed his notes, he indicated that he did remember them being late and his notes are in there and that's what he was basing his memory on. [...]</PAS>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
duplicate (VB)	1. to copy something exactly	Menus have to be typed and duplicate d.	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
duplication (NN)	1. the process of copying something exactly	<JU1>Anything else in there? The duplication was deleted that was pointed out. These are pretty much the same instructions that I gave you before the trial started on Monday, other than I have an additional one on lewd molestation that I left out. [...]</JU1>	EA9 929 (W:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
dust (VB)	1. to clean the dust from a surface by moving something such as a soft cloth across it	<DAN>There you've dusted most of that door, haven't you?</DAN>	A-MT-120393-15.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
dwel (VB)	1. to live in a particular place	He knew that 'it was not good for man to dwel alone'; and he sharply felt his loneliness.	A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
 dwell (VB)	2. to think for too long about something, especially something unpleasant	She could have cried, but she had no time to dwell on her disappointment, for suddenly a harsh voice hailed her from below.	AOP 1614 (W:biography)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
 dye (VB)	1. to give something a different colour using a dye	<PAS>I can't recall, did you testify that he did not dye his hair in the summer of 1991?</PAS>	BOB 2391 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA24	(INTER)ACTION 11/31
 earn (VB)	1. to receive a particular amount of money for the work that you do	He earns in the region of £33,000 a year, but has substantial outgoings.	AJD 1225 (W:newsp:brdsht_nat:misc)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to make a profit from business or from putting money in a bank	In 1992, despite the deepening recession, the same companies i.e. before allowing for the Magazines loss, earned a profit of £733,500 or £193,000 more than in 1991.	HC5 524 (W:institut_doc)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to do something or have qualities that make you deserve something, e.g. he has earned his place on the team	The two clubs who earned a place in the Grand Finals of the 1992 Vauxhall Indoor Tennis Trophy in their maiden year in the event	CJC 413 (W:pop_lore)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
 ease (VB)	1. to gradually improve or become less intense, e.g. He'll give you something to ease the pain.	She made this a wonderful day for us and eased the pain tremendously.	CH6 4756 (W:newsp:tabloid)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to make a process happen more easily, e.g. The agreement will ease the way for other countries to join the EU.	This preparation eased the way for further integration of physically handicapped children into the mixed ability secondary school.	CMU 762 (W:non_ac:soc_science)	NEUTRAL	IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to move yourself or something slowly and carefully into another place or position	She practically flung herself into the driver's seat, moaning loudly with pain as she eased herself into position and started the engine.	CE5 3512 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
eat (VB)	1. to put food in your mouth and chew and swallow it	<PAS>And she just said, oh yeah, I remember eating or not getting to <u>eat</u> spaghetti with you?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	2. to have a meal	<WJS>Just the fact that he was going ... they were going to <u>eat</u> lunch and <<FDFT>> needed to know how to use my microwave.</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA25	(INTER)ACTION 11/31
	3. to use a very large amount of something, e.g. this car eats fuel	The other problem with savings accounts is that inflation <u>eats</u> the investment away.	AJ9 450 (W:newsp:brdsht_nat:commerce)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
	4. to worry, e.g. that last question in the exam today is eating me	Did I do it for her or to release the frustration that's been <u>eating</u> me since I left Deptford?	H8M 362 (W:fict:prose)	NEGATIVE	ME2 ME7 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
ebb (VB)	1. to flow away from the shore	Just about everyone hoped they would disappear without trace when that tide <u>ebbed</u> and frenetic buying and selling ground to a halt.	A86 21 (W:newsp:brdsht_nat:commerce)	NEUTRAL	IA5 IA8 IA12 IA13 IA15 IA18 IA4 IA8	(INTER)ACTION 6/31
	2. to gradually decrease	Cassie began to feel the strength of her will <u>ebb</u> away, and she despised herself.	G1S 2152 (W:fict:prose)	NEUTRAL	IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
echo (VB)	1. to make a repeated sound e.g. The sound of an engine echoed back from the thick forest.	Their voices <u>echoed</u> back and forth across the water like the calls of water birds.	FEM 1244 (W:misc)	NEUTRAL	IA5 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to repeat something that has just been said	Warner had said, 'Now thank we all our God!' after the Ashes were won, and now we all <u>echoed</u> his words.	FT9 402 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
educate (VB)	1. to give someone information about a particular subject, or to show them a better way to do something	<PAS>I need you to educate us just a little bit on the coloration of pubic hairs. Is there a difference in the coloration of pubic hairs on one particular individual?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
	2. to teach a child at a school, college, or university	We know how important it is to educate children, sometimes even those in their late primary school years, about the offending temptations with which they may be faced.	HHX 7793 (W:hansard)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
education (NN)	1. the process of teaching and learning, usually at school, college, or university	<DKU>It gives information about my licensure, all my education , pertinent special programs that I attended such as the interdisciplinary program on child abuse and neglect in Oklahoma City for a year.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME1 ME7 ME12 ME13 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
effect (VB)	1. to make something happen, e.g. to effect change in someone's behaviour	They lack confidence in their ability to effect change or improve the quality of their lives.	CE1 455 (W:ac:soc_science)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
ejaculate (VB)	1. the process of semen coming out of a man's penis	<PAS>Do you know whether or not ... do you know what the word ejaculate means?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA7 IA8 IA10 IA12 IA13 IA15 IA29	(INTER)ACTION 7/31
elapse (VB)	1. when a period of time passes by, e.g. Several months elapsed before his case was brought to trial.	DAN>So approximately 25 minutes had elapsed ?</DAN>	A-MT-090393-01.txt	NEUTRAL	IA4 IA9 IA12 IA15 IA18	(INTER)ACTION 5/31
elect (VB)	1. to choose someone for an official position by voting, e.g. There is a new method for electing the leader of the party	<WJD>[...] And I'm a director in the state. I'm elected by the shooters in the state. I serve on the National Skeet Shooting Association Board of Directors. [...]</WJD>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	2. to choose to do something, e.g. You can elect to delete the message or save it.	<DAZ>Did you elect to run that test again, Doctor?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 9/17
election (NN)	1. when people vote to choose someone for an official position	<JSI>This was before election and whoever it was, was the ... was drumming up votes. So ... but there's been several out there and I just I thought I could have recognised you from there.</JSI>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME4 ME6 ME11 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL DESIDERATIVE MINOR 6/17
eliminate (VB)	1. to completely get rid of something that is unnecessary or unwanted	<ODS>That's just the procedure that I go through. You have to put people in the picture that are generally the same. Since it's hard to find a lot of 5'3", 5'4" people, then I tried to eliminate the height on the picture.	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
eliminate (VB)	2. to defeat a team or person in a competition, so that they no longer take part in it	Chairman Ken Bates acted after a run of 12 matches without a win that has seen the club eliminated from both major cup competitions	K5A 1683 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
elimination (NN)	1. the removal or destruction of something	This, it turned out, was the elimination of bacteria.	AM4 183 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the defeat of a team or player in a competition, so that they may no longer take part	His celebration after Ronnie Whelan had scored a simple equaliser was the perfect demonstration of how close his Liverpool team had come to elimination from the FA Cup.	AHU 233 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
elucidate (VB)	1. to explain something that is difficult to understand by providing more information, e.g. The full picture has not yet been elucidated	One reason why ants are so sophisticated is because of their complex language of chemical communication, which Dr Wilson has done more than anyone to elucidate .	ABF 3190 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17 VE1 VE3 VE4 VE7 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 6/17 VERBAL MINOR 6/13
elucidation (NN)	1. the explanation of something that is difficult to understand by providing more information	Academics contribute to it, certainly, but writing as critics, not academics, for it involves judgement as much as elucidation .	A1A 811 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 VE1 VE7 VE9 VE13 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MINOR 6/17 VERBAL MINOR 5/13
embark (VB)	1. to go onto a ship or a plane, or to put or take something onto a ship or plane	Their training completed, No. 8 Commando together with two others embarked for the Middle East.	AR8 25 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to start something, especially something new, difficult, or exciting	They also embarked on an ambitious national scheme that was designed to place Britain at the forefront of the postwar civil aviation market.	A6G 378 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
embarkation (NN)	1. the act of going onto a ship or a plane or taking something onto a ship or a plane	We were at Speke only three days or so before we got our orders for embarkation .	CA8 1542 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
embarrass (VB)	1. to make someone feel ashamed, nervous, or uncomfortable, especially in front of other people	<OGK>[...] I waited until we were upstairs so as I wouldn't embarrass her in front of the male officers and anyone else who was there since she had already been through.</OGK>	A-MT-090393-01.txt	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
embarrassed (ADJ)	1. feeling nervous and uncomfortable and worrying about what people think of you, for example because you have to talk or sing in public, or because you have made a silly mistake	<PAS>Were you embarrassed about talking to her about what happened to you?</PAS>	A-MT-100393-06.txt	NEGATIVE	ME2 ME10 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE13 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
embed (VB)	1. to put something firmly and deep into something else or to be put into something in this way	<PAS>[...] Yes, I was at a restaurant in that time period. Yes, I do remember that. The more you talk about something, the more embedded it becomes in your memory. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 9/17
embellish (VB)	1. to make a story or statement more interesting by adding details that are not true	<DAN>[...] You didn't hear <<MA32>> say, oh yeah. I came home from lunch, too, and saw <<FDFT>>. Not trying to embellish or give you more than what really happened, just the truth. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
embezzle (VB)	1. to steal money from the place where you work	He must have embezzled thousands of pounds over the years.	CKD 259 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
embezzlement (NN)	1. the process of stealing money from the place where you work	<WES>[...] In the civil area, wills, deeds, contracts, things of that nature are what I generally examine and altered documents are included in that such as in embezzlement cases. I've probably examined somewhere in the neighborhood of 70, 75,000 documents.</WES>	A-MT-110393-13.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
emerge (VB)	1. to appear or come out from somewhere	The work of the Community Education Project indicates how a new pattern of education could emerge in sparsely populated areas.	ALE 220 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to become known after being hidden or secret	It was only a matter of time before the truth emerged .	G01 2403 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17 VE1 VE4 VE5 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 7/17 VERBAL MAJOR 6/13
emergence (NN)	1. when something begins to be known	The emergence of a competitive society of equals was once only a dream.	A3T 37 (W:newsp:brdsh_tnat:editorial)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 VE1 VE7 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 5/13
	2. when someone or something comes out of a difficult experience	The life of Dick Turpin's brother Randolph fits almost perfectly into that pattern created by Jack Johnson, Peter Jackson and Jesse Owens: an emergence from abjection and poverty to world recognition and wealth amounting to £300,000 from boxing earnings alone	CL1 415 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
emerging (ADJ)	1. in an early state of development	And the only true way that we can achieve that and that we can deliver that is by adhering to the emerging industry standards.	HEP 318 (S:speech:unscripted)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
emphasize (VB)	1. to say something in a strong way	<JU1>[...] Now I do want to emphasize : jury service is a duty. So don't use that to get out of jury service or because it's convenient. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
emphasize (VB)	2. to say a word or phrase louder or higher than others to give it more importance	And you kept a promise — to a junkie. He emphasised the word with hurt and loathing.	JXS 3368 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to make something more noticeable	The newspaper El Mundo said the conflict emphasised the fragile nature of the government's security plans, but Mr de la Puerta dismissed the threat as 'irrelevant'.	AK9 667 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	ME3 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL PERCEPTIVE MAJOR 8/17
emphasis (NN)	1. special attention or importance	<JU1>[...] Ladies and gentlemen, during the trial, the photographs are shown to you while we continue to conduct the trial and that's not to place any emphasis on this type of exhibit over another one, but it's not practical to show you a written document where you'd have to stop and read it where you couldn't hear the testimony. [...]</JU1>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
employ (VB)	1. to pay someone to work for you	<OCC>For 17 years, I was employed by Hillcrest Medical Center and then also a couple years at Saint Francis and Hissom.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to use a particular object, method, skill in order to achieve something	It is foolish and unnatural to employ teaching methods that enforce and seem to advocate their quiet passivity.	EW7 988 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to spend time doing something	In those days, it never occurred to me but to employ my time as best I could, without any thought of 'going on the dole', which was for the underprivileged.	H9X 840 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
employment (NN)	1. the act of paying someone to work for you	We will set goals for the employment of women in professional and managerial posts in the NHS.	AM8 1116 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
empty (VB)	1. to remove everything or everyone that is inside something	The long trek in hot weather sapped our energy and emptied our water bottles.	A65 1066 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
emulate (VB)	1. to do something or behave in the same way as someone else, especially because you admire them	<WES>[...] Basically because many times a capital, you can emulated [sic] easier than the small letters which are written. And when they're written with speed, they're hard to emulate by another person utilizing the same speed. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
enable (VB)	1. to make it possible for someone to do something, or for something to happen	Ingrid believes it was fate that enabled her to work in Orkney, near her family, with her friends, and on an island she loves.	A7D 1215 (W:pop_lore)	NEUTRAL	IA5 IA9 IA10 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 10/31
	2. to give permission to someone or the right to do something	After his death, members of the wine trade enabled her to become the first person outside the trade to study for and sit its examinations.	J2B 905 (W:misc)	NEUTRAL	IA5 IA9 IA10 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 10/31
enclose (VB)	1. to put something inside an envelope as well as a letter	I enclose a cheque for £5 to cover the cost of The Lifeboat for 1991, and wish you well ...	EDR 661 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
	2. to surround something, especially with a fence or wall, in order to make it separate	All-white gardens are at their most striking when enclosed by walls or dark yew hedges.	A70 2133 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
encompass (VB)	1. to include, e.g. a wide range of ideas, subjects, e.g. The study encompasses the social, political, and economic aspects of the situation.	A typical market research study encompasses the following steps: it defines the problem, specifies the information required, designs the methodology of the study, conducts the necessary fieldwork, analyses the data obtained and, finally, presents a report to the management.	GUY 2325 (W:commerce)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to completely cover or surround something, e.g. The houses encompassed about 100 square metres.	Rampur was created in the late 18th century and encompassed an area of about 890 square miles, 150 miles north of New Delhi in the United Provinces	AJD 1330 (W:newsp:brdsht_nat:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
encounter (VB)	1. to experience something, especially problems or opposition	Northop Hall have consistently <u>encountered</u> problems when county fixtures have clashed with club successes at local and national level.	K3A 897 (W:newsp:other:social)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to meet someone without planning to	Ella Bembridge, exhausted by Christmas shopping, called into the local tea shop, The Fuchsia Bush, in Lulling High Street and <u>encountered</u> her old friend.	ASE 1063 (W:fict:prose)	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 9/31
encounter (NN)	1. an occasion when you meet someone, or do something with someone you do not know	Shocking as the assault had been, it had prepared her for another encounter — an <u>encounter</u> with a youth of her own age, bewildered and uneasy	CCD 2141 (W:fict:prose)	NEUTRAL	IA3 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
encourage (VB)	1. to give someone the courage or confidence to do something, .e.g My father encouraged me to do a PhD.	He has <u>encouraged</u> me to reapply to the Government Information service to be kept apprised in case the two departures from the Scottish office, one gone and one going December, mean there may be a vacancy.	HD4 323 (W:letters:personal)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
	2. to persuade someone of something	<PAS>[...] The second type of memory that's coming into play here is selective memory. It can be <u>encouraged</u> and it can be enhanced. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
	3. to make something more likely to exist, happen, or develop	Apply one coat only, as more than one coat <u>encourages</u> flaking.	A7N 1616 (W:pop_lore)	NEUTRAL	IA5 IA6 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
encouragement (NN)	1. when you encourage someone or something, or the things that encourage them	It is comforting to hear your team-mates shouting their encouragement during a contest.	A0M 489 (W:misc)	NEUTRAL	ME1 ME7 ME12 ME14 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE10 VE13 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13
encouraging (ADJ)	1. giving you hope and confidence	'Out in a minute,' she said in a bright, encouraging tone.	AOR 2806 (W:fict:prose)	NEUTRAL	ME1 ME7 ME12 ME14 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE10 VE13 VE14	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13
end (VB)	1. to finish or stop	<DAN>The burden starts and ends with the government, doesn't it?</DAN>	A-VD-090393-03.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20	(INTER)ACTION 13/31
endanger (VB)	1. to put someone or something in danger of being hurt, damaged, or destroyed	Some 600 million people live in urban areas where the average level of sulphur dioxide pollution endangers their lives.	HH3 1307 (W:non_ac:polit_law_edu)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA25	(INTER)ACTION 11/31
endangered (ADJ)	1. the state of being in danger of being hurt, damaged or destroyed	The Indians had been hived off into reserves like national parks for endangered species, where they made plastic souvenirs for tourists.	ABW 450 (W:fict:prose)	NEGATIVE	IA1 IA8 IA14 IA15 IA18 IA20 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
endear (VB)	1. to make someone popular and liked, e.g. The new lecturer saw an opportunity to endear himself to the other members of the department	The simplicity and innocence that emanates from him endears him to his workers and friends.	HAE 3744 (W:misc)	NEUTRAL	ME2 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
endeavour (VB)	1. to try very hard to do something	However, hotel management do occasionally change this arrangement at very short notice; we will endeavour to give you the most up-to-date information on request.	AM0 1865 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
endeavour (NN)	1. an attempt to do something new or difficult	My endeavour as a teacher really is to make people more of what I believe they are inside.	AB5 326 (W:biography)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
endorse (VB)	1. to express formal support or approval for someone or something, e.g. The Prime Minister is unlikely to endorse this view.	<DAN>And we gave a copy on that day, as to which State also endorsed 13 or 14 additional witnesses on that date.</DAN>	A-MT-110393-10.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL DESIDERATIVE MAJOR 8/17 VERBAL MAJOR 9/13
	2. to say in an advertisement that you use and like it	The new world snooker champion was aware of the commercial potential of his title, but was unable to persuade companies to comply with his desire to endorse their products.	A6Y 633 (W:non_ac:soc_science)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL EMOTIVE MAJOR 8/17 VERBAL MAJOR 9/13
	3. to sign your name on the back of a cheque to show that it is correct	Forge my name on the back of the cheque and endorse it to yourself?	FPB 1831 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	4. to make an official record to show that you are guilty of an offence	So Mrs [gap:name] the court will endorse your licence that means that the fact that you have these offenses er [pause] against your record now [pause] will be entered onto on your driving licence by the court, the court will then send your driving licence to the driving licence centre at Swansea [pause] so that they can er [pause] also record on your driving record.	F7W 541 (S:courtroom)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
endorsement (NN)	1. formal support or approval for someone or something	The agreement, however, passed the House of Commons by 473 votes to 47 and received a similar endorsement in the Irish Dáil.	A66 1380 (W:ac:humanities_arts)	NEUTRAL	ME4 ME6 ME11 ME13 ME16 ME18 VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS MENTAL DESIDERATIVE MAJOR 6/17 VERBAL MAJOR 6/13
enforce (VB)	1. to make people obey a rule or law	One can similarly predict that there are some laws which, if passed, the citizenry would not observe or even the police enforce .	C8R 1234 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to make something happen or force someone to do something	In office each party wants to enforce its views irrespective of local opinion; in opposition, it is convenient to uphold the right of local councils to make their own decisions.	FRB 1077 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
enforced (ADJ)	1. made to happen, especially by things you cannot control	We need to pay attention to the social and psychological consequences of enforced isolation or segregation of patients.	HWU 99 (W:ac:medicine)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
engage (VB)	1. to be doing or to become involved in an activity	<DAZ>Do you engage in any proficiency testing as far as your laboratory is concerned?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to attract someone's attention and keep them interested, e.g. The toy didn't engage her interest for long.	Morse had looked quickly round the flat but had found nothing much to engage his interest.	HWM 1813 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	3. to move a part of a machine so that it fits into another part of the same machine, e.g. she engaged the clutch and the car moved	Massenga closed the doors then climbed into the cab beside the driver who engaged the gears and pulled out into the road.	EF1 1115 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
engagement (NN)	1. when you become involved in something	This was understandable since the Fellowship cultivated a quietist spirit remote from active engagement in politics.	CE7 377 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
engrave (VB)	1. to cut words or designs on metal, wood, glass	<PAS>Did he have identifying marks or anything on his tools?</PAS> <DJU>His tools were engraved .</DJU>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
enhance (VB)	1. to improve something	<PAS>[...] The second type of memory that's coming into play here is selective memory. It can be encouraged and it can be enhanced . [...]</PAS>	A-MT-120393-16.txt	POSITIVE	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 12/31
enjoy (VB)	1. to get pleasure from something	<JAD>He did enjoy ... he did like boxing.</JAD>	A-VD-090393-04.txt	POSITIVE	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to have a particular ability or advantage, e.g. These workers enjoy a high level of job security.	The investors enjoy a high yield, but accept a diminishing pay-off on the security if oil prices fall below \$15.	ABJ 2566 (W:pop_lore)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
enjoyment (NN)	1. the feeling of pleasure you get from having or doing something, or something you enjoy doing	British audiences may derive enjoyment from laughing at the psychobabble, wincing at the plot contrivances and gaping at the crashingly obvious phallic symbolism, but the movie as a whole goes off at half-Hitchcock.	AK4 1310 (W:newsp:brdsh_t:arts)	POSITIVE	ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 6/17
enjoyable (ADJ)	1. something enjoyable gives you pleasure	And exercise is not just a matter of jogging or sport — it can mean other enjoyable activities like dancing, swimming and walking.	A0J 1694 (W:misc)	POSITIVE	ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 6/17
enlarge (VB)	1. to increase in size or scale	<PAS>[...] Well he knows that <<NOCC>> told you that she used a microscope that enlarges the hairs so large that the hairs look like they're, I believe, an inch to 2 inches wide when she's looking at them. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA4 IA5 IA6 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20	(INTER)ACTION 15/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
enlargement (NN)	1. an increase in size or amount of something, e.g. photo	<WES>I have some enlargements of the photographs, yes.</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA4 IA5 IA6 IA8 IA9 IA14 IA15 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 12/31
enlist (VB)	1. to persuade someone to help you to do something	If you are dissatisfied with the results, don't hesitate to enlist the help of our representative, who will also advise you on which local customs need to be respected.	AMD 2892 (W:misc)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	2. to join the army, navy	He enlisted as a private in the Welsh Regiment on 1 September 1914, and served with the 11th battalion ('The Cardiff Pals') in France, where he was shell-shocked twice, and in Macedonia, where he caught malaria.	GTH 103 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
enquire (VB)	1. to ask someone for information	If you decide to go on the scheme you must enquire at your local Social Security Office to see if you are eligible.	A0Y 544 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
enquiry (NN)	1. a question or quest for information	'Perhaps if we tried to get things straight in our minds now, it might hurry the enquiry along,' Peggy suggested, casually.	A0D 1058 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
ensue (VB)	1. to happen after or as a result of something	One reason for this change is the greater competition among banks and the more aggressive lending policies that ensue .	HGP 1633 (W:commerce)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
ensure (VB)	1. to make certain that something will happen	According to the researchers, highly specific antibodies have ensured that the technique is a success.	A92 189 (W:newsp:brdsh_tat:science)	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
entail (VB)	1. to involve something as a necessary part or result, e.g. A new computer system entails a lot of re-training.	Allow for such visits and the travel and accommodation costs they entail .	ADK 87 (W:commerce)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. if you entail property, you arrange for it to be given to a specific person, usually your oldest son, when you die	'However bitter you may feel about it, the properties were entailed and I am the heir to them, like it or not.'	CKD 2007 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
enter (VB)	1. to go or come into a place	<OBW>When we arrived at the scene, we went up the driveway, I believe to the breezeway door there off of the driveway, entered the residence at that point and started looking for the suspect and the victim.</OBW>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to start working in a particular profession or organization, or to start studying at a school or university	Many of its earlier leaders were lay preachers who entered politics in order to apply their religious ideals in practical ways.	CCC 819 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	3. to put information into a computer by pressing the keys	The bar code will include the destination and contents of the delivery and will enter the information on a personal computer to produce a loading list.	K9L 124 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	4. to write information on a particular part of a form, document	Don't forget to enter your postcode.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to arrange to take part in a race, competition, examination, or to arrange for someone else to take part	Last year alone over 30,000 children entered the competition.	K9A 106 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	6. to begin a period of time when something happens or begins to exist	On the south bank of the Thames, plans for the vacant site that will one day become London Bridge City, Part II, recently entered their fifth major redesign in as many years.	CAF 1627 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	7. enter a plea: to make an official statement, e.g. to enter a plea of not guilty	<JU1>[...] That's the document that charges the defendant with a crime. The defendant's entered a plea of not guilty and requested a jury trial and it gets us to this point. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	8. if a new idea, thought etc enters your head, or a new quality enters something, it suddenly starts to exist there	<PAS>You understand that you can't let sympathy, sentiment or prejudice enter into your deliberations?</PAS>	A-VD-090393-04.txt	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
enter (VB)	9. enter into: to make an official agreement to do something	<DAN>Thank you, Judge. Your Honor, I believe that we, as a part of this examination, have entered into a stipulation with the State of Oklahoma that should ... now I've gone blank.</DAN>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
entertain (VB)	1. to amuse or interest people in a way that gives them pleasure	There is also an exciting woodland adventure play area with aerial rope ways, giant slides, wild west fort and much more to entertain the children.	HTC 22 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to invite people to your home for a meal, party or to take your company's customers somewhere to have a meal, drinks	They wanted somewhere really stunning to entertain clients of a major insurance group.	K9P 74 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13
	3. to consider an idea or allow yourself to think that something might happen or be true	I'm just saying that things might be less confused, and less dangerous, if he could soberly entertain the idea of being homosexual.	FYV 1083 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
entitle (VB)	1. to give someone the official right to do or have something	<PAS>Specifically, what did the search warrant entitle you to recover from the body of <<NDFT>>?</PAS>	A-MT-090393-03.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to give something a name, e.g. a play	At the end of the exhibition, looking at a painting entitled Black on Grey, and dated 1970, I tried to pay attention, 'bare attention', to its visual forms.	A04 1614 (W:ac:humanities_arts)	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 8/21 VERBAL MINOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
entitlement (NN)	1. the official right to have or do something, or the amount that you have a right to receive	Most income is counted in full when your entitlement to a rebate is calculated.	A0Y 1130 (W:non_ac:soc_science)	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE17 RE21	NOMINALISATION RELATIONAL (ATTRIB) POSSESSIVE 7/21
enunciate (VB)	1. to pronounce words clearly and carefully	'I could run a club like this,' they say in an expansive sort of way, leaning back as they enunciate every word ever so carefully.	A8Y 198 (W:newsp:brdsh_t_nat:social)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	2. to express an idea clearly and exactly	Whatever initial reasons people had for being attracted to Ian Paisley as a politician, the main reason for their support was their commitment to the principles he enunciated .	AD2 708 (W:biography)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
enunciation (NN)	1. the clear and careful pronunciation or expression of words	Clear enunciation of sounds is very important, particularly when speaking into the telephone.	EA9 194 (W:commerce)	NEUTRAL	VE1 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
envisage (VB)	1. to think that something is likely to happen in the future	If you are busy at home or out at work (and perhaps you have others to look after as well) it can be hard to envisage any free time.	AD0 1084 (W:non_ac:medicine)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
equal (VB)	1. to be exactly the same in size, number, quality or amount as something else	Five square equals twenty five!	KE2 2138 (S:conv)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. to produce a particular result or effect, e.g. A highly-trained workforce equals high productivity.	<DAN>Do you feel that similarities and consistencies equal beyond a reasonable doubt?</DAN>	A-VD-090393-03.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
equate (VB)	1. to consider that two things are similar or connected, e.g. Most people equate wealth with success.	He had come to equate the programme's theme tune with dinner.	ACM 420 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to be equal to something, e.g. a rate of pay which equates to £6 per hour	These are New Zealand dollars, currently \$3.30 to the pound sterling, so that rate equates to just £40 an hour.	CAU 1104 (W:pop_lore)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
equip (VB)	1. to provide a person or place with the things that are needed for a particular kind of activity or work	This equipped the students to teach up to standard 6, an extra three years of schooling.	H7E 1138 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to give someone the information and skills that they need to do something	The vocational course in architecture seeks to equip students with the knowledge and skills needed to enter the profession.	HTE 2378 (W:misc)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 RE3 RE5 RE7 RE11 RE15 RE16 RE17	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 RELATIONAL (ATTRIB) POSSESSIVE 7/21
equivocate (VB)	1. to avoid giving a clear or direct answer to a question	<PAS>[...] And she tells you the person that she spent this time with is the man right there. She doesn't equivocate , she doesn't hesitate. She says it was him, right there, I'm sure. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE9 VE13	VERBAL MINOR 7/13
eradicate (VB)	1. to completely get rid of something such as a disease or a social problem	The successful work that was done to eradicate smallpox some years ago shows what can be achieved.	A7G 349 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
eradication (NN)	1. the act of getting completely rid of something such as a disease or a social problem	Improvements in smallpox vaccination, starting with Jenner, have led to the complete, worldwide eradication of this disease.	B79 198 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
escape (VB)	1. to get away from a place or dangerous situation	Roger was a criminal who escaped from prison and ran away to South America.	H7V 1679 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to come out from somewhere, e.g. gas is escaping from somewhere	In December 1984 a lethal gas escaped from a pesticide factory in Bhopal, causing the death of some 2,500 people and leaving 50,000 temporarily disabled.	J3A 463 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
escape (VB)	3. to not notice something or realise it is there	Richie had the feeling that something had escaped his attention.	HGK 4435 (W:fict:prose)	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL PERCEPTIVE MINOR 7/17
	4. to not remember something, e.g. her name escapes me	Let me see, you're the actress but the name escapes me.	ACE 603 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
escape (NN)	1. the act of getting away from a place, or a dangerous or bad situation	THE girls had little chance of escape once the blaze took hold.	CEN 1968 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
escaped (ADJ)	1. an escaped person or animal has escaped from somewhere	He is hiding from someone, too, but he is not an escaped prisoner.	H7V 989 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
escort (VB)	1. to take someone somewhere, to protect or accompany them	<JU1>[...] Leave your badges here, be sure you don't leave any of your personal property here and I'd ask that the parties remain seated until the jury has had an opportunity to leave and we do have deputies downstairs to escort you. [...]</JU1>	A-MT-120393-17.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 10/31
establish (VB)	1. to start a company, organization, relationship, system, intended to exist or continue for a long time	Christ came to establish a new society on earth.	C8L 545 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to find out facts that will prove that something is true	<JU1>You also need to establish when and where he received that receipt.</JU1>	A-MT-110393-09.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to make people accept that you can do something, or that you have a particular quality, e.g. to establish yourself	Within two years he had so firmly established himself that he was able to bring to Canada his wife and young son, Lyon, where they settled happily	AOP 142 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21 RE2 RE4 RE7 RE10 RE11 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) INTENSIVE 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
establishment (NN)	1. the act of starting an organization, relationship, or system	The establishment of a clear link between work done and resources obtained is absolutely crucial to the future of the NHS	A3G 262 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
estimate (VB)	1. to try to judge the value, size, speed, cost of something, without calculating it exactly	<WDM>I would estimate 6 to 6:30 that evening.</WDM>	A-MT-120393-14.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
estimation (NN)	1. a judgment or opinion about someone or something	In your estimation , what kind of woman am I.	HA5 1720 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	2. a calculation of the value, size, amount etc of something	Squinting through my salt encrusted eyelids I had to agree her estimation was probably accurate	BMF 846 (W:pop_lore)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
evaluate (VB)	1. to judge how good, useful, or successful something is, e.g. It can be difficult to evaluate the effectiveness of different treatments.	<DAZ>[...] If you are to evaluate what people say in the witness chair based on credibility, we've got samples of really fundamentally different characterisitcs. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
evaluation (NN)	1. a judgment about how good, useful, or successful something is	<DAZ>And you based your evaluation on those 1 to 2 inches only?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
evaluative (ADJ)	1. something that can be judged as to how good, useful or successful it is	Databases which list books usually aim to be comprehensive in their chosen field, rather than selective or evaluative .	B07 811 (W:misc)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 6/17
evaporate (VB)	1. to slowly disappear	Sadly, my euphoria evaporated as I looked through the rest of the magazine.	CB8 3357 (W:pop_lore)	NEUTRAL	IA4 IA5 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	2. to gradually change form, usually from liquid into gas	Bring to the boil and cook until all of the liquid has evaporated — the beans should be glossy and bright green.	C9F 2396 (W:pop_lore)	NEUTRAL	IA4 IA5 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
evaporation (NN)	1. the act of slowly disappearing or changing from one form into another	<OBY>Yes, it will. The oil floats on the water that's there and impedes that <u>evaporation</u> , right, and leaves that outline.</OBY>	A-MT-090393-02.txt	NEUTRAL	IA4 IA5 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 7/31
evoke (VB)	1. to produce a strong feeling or memory in someone	<PAS>[...] she should not testify to in court, but I just want to make a record on that. If it's <u>evoked</u> pursuant to any questions <<MDAN>> asks, it's not intentional on our account.</PAS>	A-MT-100393-07.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
exacerbate (VB)	1. to make a bad situation worse	The political changes in both states have, if anything, <u>exacerbated</u> the conflict.	AAT 46 (W:newsp:brdsh_t_nat:report)	NEGATIVE	IA1 IA8 IA10 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 9/31
exacerbation (NN)	1. the act of making a bad situation worse	Indeed, those officers went even further, suggesting that the very promotion of the idea with such patients might lead to an <u>exacerbation</u> of their illness.	CS7 913 (W:non_ac:soc_science)	NEGATIVE	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
exaggerate (VB)	1. to make something seem better, larger, worse than it really is	Mr Justice Jowitt told the jury that previously it had been shown in cases of alleged sexual misconduct that women may be tempted to <u>exaggerate</u> or fabricate.	A50 202 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MINOR 8/13
exaggeration (NN)	1. a statement or way of saying something that makes something seem better, larger etc than it really is	If you got left behind by the Army you'd be lucky to come back alive, and that's no <u>exaggeration</u> .	A5Y 1768 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE7 VE9 VE12 VE14	NOMINALISATION VERBAL MINOR 5/13
exaggerated (ADJ)	1. described as better, larger etc than it really is	They had made <u>exaggerated</u> claims about their membership size, among other shortcomings, the NEC said.	A3U 171 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE7 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MINOR 5/13
examine (VB)	1. to look at something carefully and thoroughly because you want to find out more about it	<PAS>What ... how do you examine them? When you say <u>examine</u> them, do you look at them with the naked eye or do you use some sort of instrument or procedure to examine them?</PAS>	A-MT-100393-04.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
examine (VB)	2. to look at your body to check that you are healthy	<PAS>What happened at the hospital?</PAS> <WCP>She was examined , she stayed there a long time, all afternoon.</WCP>	A-MT-100393-07.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL PERCEPTIVE MINOR 8/17
	3. to ask someone questions to test their knowledge of a subject	Similar considerations make me sometimes decline to examine students from foreign parts.	CN5 373 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 10/13
	4. to officially ask someone questions in a court of law	<JU1>Bring your Target person in and go ahead and examine him about these receipts. There's a good chance they're going to go in, but I want to ...</JU1>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
examination (NN)	1. the process of looking at something carefully in order to see what it is like	<OCC>You can have a mixture in hair of actually all 3 types of pigmentation.</OCC> <PAS>Is this something that you look for in your examination ?</PAS>	A-MT-100393-04.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
	2. the process of asking questions to get specific information, especially in a court of law	<JU1>All right. You can show them to the jury. And while you're doing that, we'll continue on with the examination of the witness. [...]</JU1>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
exceed (VB)	1. to be more than a particular number or amount, e.g. Working hours must not exceed 42 hours a week.	Any one application must not exceed £1,000 and a maximum of three applications in three years can be made.	A0J 1968 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
exceed (VB)	2. to go beyond what rules or laws say you are allowed to do, e.g. He was fined for exceeding the speed limit.	Nine of the 28 subjects were found to have been exceeding the speed limit on at least one of the four occasions.	HPM 903 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
exchange (VB)	1. to give someone something and receive the same kind of thing from them at the same time	<DGI>[...] In the past, there haven't been any government agencies that have been involved in proficiency testing. Our laboratory has exchanged specimens, both in our paternity laboratory and forensics lab with other labs in the State of Texas, namely Baylor College of Medicine out of Houston. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (POSSESSIVE ATTRIB) 7/21
	2. to replace one thing with another	Prizes cannot be exchanged for cash.	A0V 913 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to have a conversation or discussion e.g. exchange words or ideas	The pair exchanged words before a policeman intervened.	CBG 11300 (W:newsp:other:sports)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	4. to have a physical fight, e.g. to exchange blows	Pupils from three local schools, almost all girls, exchanged blows and police were called.	AJM 45 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 IA25	(INTER)ACTION 11/31
exchange (NN)	1. the act of giving someone something and receiving something else from them	The old man was delighted with the packet of cigarettes Sid had given him in exchange for the cider.	A61 258 (W:biography)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (POSSESSIVE ATTRIB) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
exchange (NN)	2. a short conversation, usually between two people who are angry with each other	That wasn't a truth he wanted to hear so there was quite a heated exchange .	GWG 2025 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
excise (VB)	1. to remove or get rid of something, especially by cutting it out	It was as if the operation had excised her will to live.	A7J 1208 (W:fict:prose)	NEUTRAL	IA1 IA8 IA9 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
excision (NN)	1. the act of getting rid or removing something, especially by cutting it out	Improvements in the difficult techniques involved in its excision are one of the laboratory's most notable triumphs.	G02 1385 (W:fict:prose)	NEUTRAL	IA1 IA8 IA9 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
excite (VB)	1. to make someone feel happy, interested, or eager	A whole new world of animal study lay open to me and has continued to excite me ever since.	BLX 53 (W:non_ac:nat_science)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to cause a particular feeling or reaction	The whole point is to excite curiosity, to stimulate the sleeping powers of the mind.	H82 938 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to make someone feel sexual desire	Small moans of protest sounded in her throat but they seemed to excite him more, because he growled with satisfaction, his lips branding hers with heat.	H94 2327 (W:fict:prose)	NEUTRAL	ME4 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL DESIDERATIVE MINOR 8/17
excited (ADJ)	1. happy, interested, or hopeful because something good has happened or will happen	<DCO>[...] She has a brother who's 2 years older than she is and they were ... my wife brought them back home. <<VPJC>> was quite excited after being out of school. [...]</DCO>	A-MT-090393-01.txt	POSITIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE13 RE15 RE16	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
exclude (VB)	1. to deliberately not include something	<DG>[...] we might say that we've excluded 95 percent of the population and the suspect is in that 5 percent of the population [...]</DG>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to not allow someone to take part in something or not allow them to enter a place	The universities excluded women altogether.	AN4 796 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to officially make a child leave their school because of their bad behaviour	The consequence is, therefore, that far fewer girls than boys are excluded from school.	AN5 1355 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
exclusion (NN)	1. when someone is not allowed to take part in something or enter a place	Less severe forms of sanction include rebuke, withholding of praise and demanding repetition of work; in more serious cases there may be referral to senior staff, detention [...] and ultimately exclusion from school.	AN5 1247 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
excuse (VB)	1. to forgive someone for doing something that is not seriously wrong, such as being rude or careless	But she excused him, as she always excused all of them, except herself.	H85 1681 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL EMOTIVE 7/17
	2. to allow someone (to do something or not to do something that they are supposed to do)	<JU1>[...] Each side can excuse up to 5 of you, some of you will be excused. There's no reflection upon you, don't worry about it. It's just part of jury selection, it occurs in every trial. [...]</JU1>	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to give a good reason for something, e.g. someone's careless or offensive behaviour	She excused his erratic behaviour because she assumed it was linked to business pressures and that it was part of the aggressive masculinity which she prized.	GU9 1606 (W:biography)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
execute (VB)	1. to kill someone, especially legally as a punishment	Instead, they have tried, sentenced and <u>executed</u> him.	CBG 5387 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to do something (that has been carefully planned)	<PAS>Did you have an occasion to serve a properly <u>executed</u> search warrant on <<NDFT>>, the person you previously identified in court?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to make a computer program or command happen or work	Only tap Enter to start a new paragraph, after a heading, or to <u>execute</u> a command.	B26 170 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to produce something (e.g. a deed) in line with the law	The Committee recommended replacing Deeds of Arrangements, by which an insolvent individual could <u>execute</u> a deed assigning his assets to a trustee for the benefit of creditors, by Voluntary Arrangements.	BPH 1394 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	5. to produce a painting, book, film a boldly executed story	Moreover, she thought a great deal about what she was going to do long before she began working, and it had become possible for her to <u>execute</u> a painting with great precision.	J1K 133 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
execution (NN)	1. when someone is killed, especially as a legal punishment	Those awaiting <u>execution</u> will spend their last days almost entirely alone.	A03 745 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. a process in which you do something that has been carefully planned, following instructions	My scepticism relates both to the planning and <u>execution</u> of this menu.	A0C 327 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
exempt (VB)	1. to give someone permission not to do or pay something	It is true that even then he might still be acting in the course of his employment, but we must take it that this curious piece of metaphysics <u>exempts</u> the employer from vicarious liability for this particular tort.	FSS 1114 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA5 IA8 IA9 IA10 IA11 IA12 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
exercise (VB)	1. to use a power, right, or quality that you have	Sometimes when a professional gives considered advice parents exercise their right to reject it.	CGS 2642 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to do sports or physical activities in order to stay healthy and become stronger	Exercise stimulates the brain so, in general, students who exercise regularly will look and be fit.	EX5 2179 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to make an animal walk or run in order to keep it healthy and strong	There are days when he moves so slowly that we are not only outstripped by joggers, but overtaken by old ladies out exercising their dogs.	BPB 498 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to think about a subject or problem and consider how to deal with it, e.g. exercise one's mind	You must exercise your mind each day in the same way that you do your body.	BNL 1699 (W:religion)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
exercise (NN)	1. the use of a power or right	It was no coincidence that Franco always referred to the exercise of political power as "el mando" — "command" .	HPV 513 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
exert (VB)	1. to use your power, influence in order to make something happen	It is for this — and other reasons — that some scholars have argued that both Britain and France exerted influence upon the formation of Nato well in excess of their physical strength — especially when compared with that of the United States.	HY8 545 (W:ac:humanities_arts)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA25	(INTER)ACTION 11/31
	2. to work very hard and use a lot of physical or mental energy	It was plain to the little man that the Assassin, who had exerted herself hugely, must eat first.	CM4 758 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
exertion (NN)	1. the use of power, influence etc to make something happen	Traditionally it has been common practice for schools to seek to maintain discipline and control misbehaviour via the exertion of authority and the employment of sanctions as punishments.	AN5 1175 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA6 IA8 IA14 IA18 IA20 IA25 IA31	NOMINALISATION (INTER)ACTION 8/31
exhaust (VB)	1. to use all of something up	<DAZ>[...] After having done that, still seeing the female typing still present, we felt that we had exhausted all possibilities.</DAZ>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
exhaust (VB)	2. to make someone feel extremely tired	Only one thing exhausts me and that is the red tape of bureaucrats.	ADP 601 (W:biography)	NEUTRAL	IA6 IA7 IA8 IA12 IA13 IA14 IA18 IA20 IA29	(INTER)ACTION 9/31
exhibit (VB)	1. to show something in a public place so that people can go to see it	The main need of these artists was for good opportunities to exhibit their work	A04 1314 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to clearly show a particular quality, emotion, or ability	When Charity exhibited nonchalance, one sometimes had to beware.	ACE 1660 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS MENTAL EMOTIVE MINOR 8/17 VERBAL MINOR 8/13
exist (VB)	1. to be present in a particular situation or place, e.g. opportunities exist for students to gain sponsorship	Those sort of jobs just don't exist for people like you and me.	A0F 424 (W:fict:prose)	NEUTRAL	NR1 NR3 NR4 NR7	NON-REFERENT 4/9
	2. to be real or alive, e.g. Tom acts as if I don't exist at times	The supposed principle did not exist .	A4K 48 (W:newsp:brdsh_t_nat:report)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16 NR1 NR3 NR7	COMPLEX PROCESS RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21 NON-REFERENT 3/9
	3. to stay alive, e.g. The hostages existed on bread and water	A TEENAGER who existed on a junk food diet developed scurvy, the bane of seamen two centuries ago, it was revealed yesterday.	CFB 243 (W:newsp:other:report)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
existence (NN)	1. the state of existing	Dear Harsnet, he wrote, why do you persist in this rigmarole of refusing even to acknowledge my existence ?	A08 2803 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE9 RE15 RE16 RE21 NR1 NR3 NR7 NR9	NOMINALISATION COMPLEX PROCESS RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21 NON-REFERENT 4/9

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
existing (ADJ)	1. present or being used now	<ODS>Combination of factors; by height, by weight, age, hair color, existing facial hair, tattoos or scars, by that way.</ODS>	A-MT-090393-03.txt	NEUTRAL	NR1 NR3 NR7 NR9	NOMINALISATION (ADJ) NON-REFERENT 4/9
exit (VB)	1. to leave a place	The bullet entered her back and exited through her chest, puncturing a lung and breaking a rib.	K4W 9709 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to stop using a computer program	This saves you having to exit one program to start another, and you can move freely between open programs using either the Hot Keys or CTRL + ESC keys.	HAC 3755 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
exit (NN)	1. when someone stops being involved in a competition or business, especially because they have not been successful	FOLLOWING Australia's early exit from the World Cup, Dean Jones's next contact with a cricket bat could be in the nets at Boldon.	K52 6612 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
exonerate (VB)	1. to state officially that someone who has been blamed for something is not guilty	The product does not have to remain in the packaging and the mere possibility of someone having tampered with the goods is not sufficient to exonerate the defendant.	HXV 1545 (W:ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELTIONAL (ATTRIB) CIRCUMSTANTIAL 7/21 VERBAL MINOR 8/13
exoneration (NN)	1. the act of officially stating that someone who has been blamed for something is not guilty	Despite this " exoneration " Böhme nevertheless formally resigned with immediate effect on April 1 and Markus Meckel, his deputy, took over as party chair.	HKS 267 (W:non_ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE15 RE16 RE17 RE21 VE1 VE7 VE11 VE13 VE14	NOMINALISATION COMPLEX PROCESS RELTIONAL (ATTRIB) CIRCUMSTANTIAL 7/21 VERBAL MINOR 5/13
expand (VB)	1. to become larger in size, number, or amount	Water that is above 4°C expands as it is warmed, like any other material.	AMS 434 (W:non_ac:nat_science)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	2. to make something become larger	Heat expands the moisture causing a bubble to appear.	AM5 1709 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
expand (VB)	3. to open new buildings of the same business, i.e. a chain	Choice Hotels is looking to expand in Thailand with a target of 30 hotels in the country within 10 years.	A0C 311 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to add more details or information to something that you have already said	In treating such a philosophical topic, the underlying principles should have been expanded on, rather than just being described.	HJ9 872 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
expansion (NN)	1. when something increases in size, range, amount etc	In addition, the Government states that expansion of the private sector will benefit the community by reducing demand on the NHS.	A10 1413 (W:non_ac:soc_science)	NEUTRAL	IA4 IA5 IA9 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 8/31
expect (VB)	1. to think that something will happen because it seems likely or has been planned	<DGI>in an individual, you would expect to find that same typing at a higher frequency in that person's immediate family. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to demand that someone does something because it is a duty or seems reasonable	Gergiev has nurtured a new generation of young singers in the Kirov [...] — but he expects loyalty from them.	ED6 751 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE3 VE4 VE5 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 7/13
	3. to have a baby	But Mrs Scott, 26, from Crewe, Cheshire, gave birth to Katie two years ago and is expecting another child.	AKN 32 (W:newsp:brdsh_t_nat:science)	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
expectancy (NN)	1. the feeling that something pleasant or exciting is going to happen	'The trouble is that there is such a high level of expectancy ,' she says.	A99 234 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
expectant (ADJ)	1. hopeful that something good or exciting will happen, or showing this	Perhaps a reticent look came upon my face, for she didn't pause after her questions or seem expectant of any replies.	CA6 960 (W:biography)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
expedite (VB)	1. to make a process or action happen more quickly	<JU1>Ladies and gentlemen, there's a stipulation. A stipulation is something that the parties agree to that is not in dispute. So that saves you having to decide whether it is true or not and also expedites the matters sometime. [...]</JU1>	A-MT-110393-13.txt	NEUTRAL	IA4 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 12/31
expel (VB)	1. to officially force someone to leave a school or organization	It has the power to suspend or expel them from college.	K1C 684 (W:news_script)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to force air, water, or gas out of your body or out of a container	Once filled, the sides and riser were gently tapped with a hammer for a couple of minutes to expel trapped air, which can cause surface voids.	A16 1890 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
expulsion (NN)	1. the act of forcing someone or something to leave a place	Vincent waded into his father with such anger that his expulsion from the house inevitably followed	CBN 982 (W:biography)	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
expend (VB)	1. to use or spend a lot of energy etc in order to do something	Unlike most animals, mussels do not expend energy searching for food. They wait for the tides and currents to bring it to them.	AMS 258 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
experience (VB)	1. to have something happen to you, e.g. Many old people will experience problems as the result of retirement.	Many owners experience problems with their landlords over maintenance charges, repairs and insurance.	G2F 1022 (W:pop_lore)	NEUTRAL	IA4 IA9 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to have a feeling and be affected	Partly as a result of the potent and embarrassing mixture of irritability and vulnerability, people commonly experience feelings of withdrawal: they may feel lonely, hopeless and depressed.	CKS 753 (W:non_ac:polit_law_edu)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
experience (NN)	1. knowledge or skill that you gain from doing a job or activity, or from being in different situations	<PAS>Can you advise the ladies and gentlemen of the jury just briefly your background and your training and experience in this field or this area?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA4 IA9 IA15 IA18 IA25 IA31 ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION (INTER)ACTION 6/31 MENTAL COGNITIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
experience (NN)	2. something that happens to you or something you do, especially when this has an effect on what you feel or think	<PAS>Will you look at the ladies and gentlemen of the jury and tell them what the worst experience of your life was?</PAS>	A-MT-120393-15.txt	NEUTRAL	IA4 IA9 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
expire (VB)	1. to be no longer in date or valid, e.g. My driving licence expires in March.	I was told I had 14 days to leave the country because my visa had expired .	CBG 4017 (W:newsp:other:sports)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to come to an end	Her grant had expired , and she was still some way off completing her PhD dissertation.	ANY 653 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
expiration (NN)	1. the ending of a fixed period of time	The demand was premature, because it was made and served before the expiration of a month from the 31 July bill.	FE0 83 (W:ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE9 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
explain (VB)	1. to tell someone about something in a way that is clear or easy to understand	<PAS>When you perform a rape exam, explain to the ladies and gentlemen of the jury just generally what do you do.</PAS>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 10/13
	2. to give a reason for something	<PAS>Can you explain why it is that you didn't find sperm?</PAS>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
explain (VB)	3. to be a reason for something, e.g. His nan being in hospital explains why he was absent all week	<PAS>[...] The unknown or the questioned hairs were recovered almost 6 months prior to that. What you eat, stress, length of time between can <u>explain</u> unaccountable differences. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 8/17 VERBAL MAJOR 10/13
explanation (NN)	1. the reasons you give for why something happened or why you did something	<OAM>Again, the particular samples that I made soakings on and everything, the one <u>explanation</u> could be that the spermatozoa's there. There was not a lot of presence of spermatozoa and therefore I may or I may not see any sperm if it's not there in a great quantity.</OAM>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 7/13
	2. a statement or piece of writing intended to describe how something works or make something easier to understand	George le Warré includes a section on colour and design together with a short technical <u>explanation</u> of how to write and adapt a pattern instruction.	CG7 87 (W:pop_lore)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 7/13
explicable (ADJ)	1. able to be easily understood or explained	The success of the Revolution is therefore <u>explicable</u> in terms of the weakness of the king's government.	FB7 1421 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 7/13
explode (VB)	1. to burst into small pieces or make something burst into small pieces	The damaged car in which a senior RUC officer, Supt Alwyn Harris, (right) died yesterday when a bomb <u>exploded</u> under it.	A3W 488 (W:newsp:brdsht_nat:report)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
explode (VB)	2. to suddenly increase greatly in number, amount, or degree	In the 18 months since the demise of the communist regime in east Germany, prices of land, offices and shops have exploded .	BMB 2011 (W:commerce)	NEUTRAL	RE2 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
	3. to suddenly express strong feelings	She had never seen a dragon before, and now she nearly exploded with joy.	A6J 2114 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME17	MENTAL EMOTIVE MINOR 7/17
	4. to be no longer under control, e.g. a situation explodes	The situation exploded because John was so abusive.	K41 922 (W:newsp:other:report)	NEUTRAL	RE2 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
	5. to make a very loud noise	At that moment a clap of thunder exploded directly overhead as the storm burst and rain began beating noisily against the outside of the house.	FU8 2258 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
explore (VB)	1. to discuss something carefully	<DAN>Did you explore what she meant by rough any further?</DAN>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	2. to think about something carefully	The school is trying to explore ways of co-operating with muslim parents, including plans to provide halal food at lunchtime.	K1F 1828 (W:news_script)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to travel around an area in order to find out about it	They picnicked, and explored the countryside not too far from Lambkin Farm, still quite unaware of the passionate natures they kept in check.	ABL 467 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
explore (VB)	4. to look for something such as oil, minerals	Mexico would not privatize PEMEX, the state oil company, while US and Canadian oil companies would not be allowed to explore for oil in Mexico, nor operate refineries or open petrol stations there.	HLN 675 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
	5. to feel something with your hand or another part of your body to find out what it is like	The tip of his tongue flicked, hot and silky, over her lower lip and gently explored the soft inner flesh.	H7W 3534 (W:fict:prose)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
export (VB)	1. to sell goods to another country	In 1988 Cambodia imported goods worth \$147,000,000 and exported goods worth \$32,000,000.	HKR 2999 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move computer information from one computer to another, from one computer document to another, or from one piece of software to another	Once the text has been analysed it can be edited and spell-checked, as required, and then exported to Word, Word for Windows, WordPerfect and WordStar word processors.	CP1 89 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
expose (VB)	1. to put someone in a situation where they are not protected from something dangerous or unpleasant	<DKU>[...] children that have been abused, children that have been neglected, children that have been exposed to drugs when the mother was pregnant.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
expose (VB)	2. to show something that is usually covered or hidden	Scrape the soil away from the plant to expose some of its larger roots and cut off a few of these with a sharp knife.	ACX 1487 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 9/17
	3. to show the truth about someone or something, especially when it is bad	Then I pounce with devastating questions to expose their guilt.	A06 1221 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 9/17
express (VB)	1. to tell what you are feeling or thinking by using words	<JU1>[...] Do not form or express an opinion on the case until it is submitted to you for your decision. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to show what you are feeling or thinking by using looks, or actions	Despite the mixed response from critics, Dustin felt pride in his achievement and confidence in the film itself, so he expressed his anger when Little Big Man was not nominated for any Oscars.	C9U 1257 (W:biography)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL EMOTIVE MAJOR 8/17 VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
express (VB)	3. to become noticeable, e.g. Religious faith expresses itself in a variety of ways.	But the mind always expresses itself through the body, consciously or unconsciously, just as it does in humans.	BMY 849 (W:religion)	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL EMOTIVE MAJOR 7/17 VERBAL MAJOR 9/13
	4. to change an amount or quantity into a different form, especially in mathematics	Points in between these two are expressed as a decimal eg .5 for a one-in two chance.	GUY 1312 (W:commerce)	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 8/21 VERBAL MINOR 8/13
	5. to press milk out a woman's breast to feed the newborn baby	For advice on how to express milk contact one of the breast-feeding advice groups whose addresses are given on pp 336-7.	BM1 1410 (W:non_ac.medicine)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
expression (NN)	1. something you say, write, or do or a look you give that shows what you think or feel	<PAS>Could you tell anything about his expression or anything else at that point in time?<PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
extend (VB)	1. to continue for a longer period of time or make something last longer	However, they are usually one-year, full-time courses, though some extend over two years, and entry is normally at seventeen or eighteen.	GUV 548 (W:ac:polit_law_edu)	NEUTRAL	IA4 IA8 IA12 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 5/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to continue over a particular distance or area	<DAN>Did she tell you where it extended over the face?<DAN>	A-MT-090393-01.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
extend (VB)	3. to be, include or affect e.g. my duties at school extend beyond what you'd think	His power and character extend beyond mere physical form.	ECH 168 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to officially offer someone help, sympathy, thanks	Colleagues, I'd now like to extend a welcome to [gap:name] .	HLW 389 (S:speech:scripted)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to stretch out a hand or leg	He rose to his feet and extended his hand.	CKD 2072 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	6. to increase the number of points, games by which one person or team is ahead	Birkenhead St Mary's extended their lead at the top as the nearest challengers Sutton and Aigburth lost.	K4C 6 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
extension (NN)	1. the process of making a road, building etc bigger or longer, or the part that is added	Extension of this elevated level into the south-west corner of the main block allowed an en suite bathroom to be attached to the master bedroom.	A79 1138 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
extract (VB)	1. to remove an object from somewhere	Getting information from anybody is like trying to extract teeth.	A6N 2182 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to carefully remove a substance from something which contains it	<DAZ>Did you microscopically evaluate that cellular mixture that you were going to extract , that you were going to work on?<DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to get something which you want from someone, such as information, money	Newman knew exactly what he was doing, that he was being ruthless — determined to extract information from her during her state of shock when she might talk more openly	CN3 997 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
extraction (NN)	1. the process of removing or obtaining something from something else	<DAZ>Did you perform this extraction of the material directly from the fabric?<DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
exude (VB)	1. to flow out slowly and steadily, or to make something do this	<OBY>[...] Just through natural body functioning, your hands sweat, you exude water and the sweat is 98 percent water. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA4 IA7 IA8 IA9 IA10 IA12 IA13 IA15 IA17 IA18 IA23 IA29	(INTER)ACTION 13/31
	2. to have a lot of a particular quality	In conversation Victoria exudes wit, self-assurance and an amiable openness.	ACN 1236 (W:pop_lore)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
face (VB)	1. to deal with a particular situation	For this reason alone the poor old British car industry is facinq problems.	B7J 2178 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to be opposite someone or something	<PJC>Well there's a heavy door that faces the inside and then on the outside, there's storm door.</PJC>	A-MT-100393-06.txt	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	3. to play against an opponent or team in a game or competition	The former England midfielder, who missed the 2-0 Coca-Cola Cup victory against Tottenham on Wednesday because he is Cup-tied, will face Leeds at Elland Road.	CBG 6030 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
	4. to turn to look at someone or something	His Mum took him by the shoulders and turned him to face her.	ABX 1670 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
facilitate (VB)	1. to make it easier for a process or activity to happen	<PAS>[...] Did you do anything to help <<RORH>> or facilitate his scientific investigation of the scene?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA26	(INTER)ACTION 10/31
fade (VB)	1. to gradually disappear	<DAN>Okay. That one's memory may seem to fade or change with the passage of time?</DAN> <PAS>[...] by then and there grabbing her around the chest and under her arms and then and there attempting to take and carry away the money aforesaid, but failed in the accomplishment of said robbery by not being able to locate the money. [...]</PAS>	A-VD-090393-04.txt	NEUTRAL	IA4 IA5 IA8 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
fail (VB)	1. to not succeed in achieving something	<PAS>[...] by then and there grabbing her around the chest and under her arms and then and there attempting to take and carry away the money aforesaid, but failed in the accomplishment of said robbery by not being able to locate the money. [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA21 IA25	(INTER)ACTION 11/31
	2. to not do what is expected, needed, or wanted	<JU1>[...] The attorneys are advocates. If they fail to make objections, they may be waiving their right to appeal on that particular point. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA2 IA8 IA12 IA13 IA15 IA18 IA21 IA23	(INTER)ACTION 9/31
	3. to stop working, e.g. the machine has failed	The last time a group of pilots attempted the trip an engine failed [pause] a pilot crashed and drowned.	HF1 160 (S:brdcast.news)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA16 IA18 IA21 IA4 IA8	(INTER)ACTION 8/31
	4. to become weaker, e.g. your health is failing	Her lawyers had asked for the sentence to be dropped in favour of community service because her health is failing .	AKR 257 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA13 IA15 IA16 IA18 IA21 RE2 RE6 RE7 RE9 RE10 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
failing (NN)	1. a fault or weakness	He does justice to Mountbatten's considerable failings but also to his still more considerable qualities.	A6G 1758 (W:ac:humanities_arts)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
failure (NN)	1. the act of someone or something not succeeding	Altitude sickness is probably the most common cause of failure to reach a summit.	A15 1069 (W:pop_lore)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
failure (NN)	2. the act of a machine or part of your body no longer working properly	Most patients with multiple organ failure die with advanced signs of sepsis but no bacteriological evidence of infection.	FT2 1641 (W:ac:medicine)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
failed (ADJ)	1. someone who wanted to be something but was unsuccessful (e.g. a failed actor)	M Tapie, a failed pop singer, racing driver and footballer, rose from the Paris slums by putting rundown companies on their feet.	AHX 785 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
fall (VB)	1. to move down from a higher position to a lower position	<OCC>Well they don't fall out all at once, because each one is independent to the root follicle that it's growing out of. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA4 IA5 IA8 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	2. to start feel something for someone, i.e. fall in love	Elaine desperately wants to be free: free to fall in love, work hard and have fun.	A1X 75 (W:newsp:brdsh_t_nat:social)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to belong to or be part of a particular group, e.g. fall into a given category	<OBY>[...] Some of these latents that are on file fall into 2 categories. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to decrease in amount to less than the standard that is needed or that you want, e.g. the temperature fell last night	AS OFTEN happens near mountains in spring, the temperature fell 10 degrees overnight.	AAV 568 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	RE1 RE6 RE7 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	5. to change from one state to another, e.g. start to become dark	We marched for several hours then rested in a thickly wooded area until darkness fell .	A61 2053 (W:biography)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA16 IA18 RE1 RE6 RE7 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	6. to hang down loosely	Yes, he was as charismatic as she remembered, with his wide smile, his open greeting as he kissed his hand to all the girls, and bowed low, so that his curls fell over his face, and had to be swept back with a gesture that was both appealing and very sexy.	JYA 714 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fall (VB)	7. to happen on a particular day or at a particular time, e.g. my birthday fell on a Tuesday last year	<WEC>Well it was the Pan American which falls on the same weekend year after year. I know it was after the 410 event.</WEC>	A-MT-110393-11.txt	NEUTRAL	IA4 IA9 IA12 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 5/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	8. to lose one's position of power, e.g. the new government fell just after 3 months	But the Labour government fell in October 1951 and the Conservatives took up office.	G05 1381 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
	9. to be killed or to die in a war	The correspondent explained: 'I discharged her, stifling the temptation to congratulate her on her poor husband fallen in the war.'	A05 1518 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA12 IA15 IA16 IA18 IA21	(INTER)ACTION 7/31
fall (NN)	1. movement down towards the ground or towards a lower position	Compared with the mysteries surrounding the deaths of President Kennedy or Marilyn Monroe, the controversy surrounding Spandau's 93-year-old inmate is about as interesting as the fall of a dead leaf.	A1D 136 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA4 IA5 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. a reduction in the amount, level, price etc of something	However there are concerns that the market is rather high at present, which could see a fall in prices generally in the new year.	A9D 1054 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE1 RE6 RE7 RE10 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. a situation in which someone or something loses their position of power or becomes unsuccessful	A year later, in October 1964, Khrushchev's fall from power also helped create a calmer atmosphere.	F9P 262 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
fallen (ADJ)	1. on the ground after falling down	In a few weeks' time, the fallen leaves will have risen from ankle to knee deep.	A1F 240 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	IA4 IA5 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
falsify (VB)	1. to produce false figures, records	When the Mirror confronted him over the damning documents, he said: 'Somebody could easily falsify records.'	CH1 596 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
falsification (NN)	1. the act of producing false figures, records etc	A top-level decision to embark on a nuclear weapons programme ... might well involve falsification of records and a good deal of covering up.	AB6 879 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
familiarise (VB)	1. to learn about something so that you understand it	Familiarise yourself with the next two sections so that you can discuss them with the trainees in a chalk and talk fashion.	CGS 1259 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to teach someone else about something so that they understand it	Some guidance was provided to teachers completing the questionnaire in order to familiarise them with the HMI eight areas of experience and to agree meanings of terms such as 'concept' and 'skill'.	FAM 1549 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
familiarisation (NN)	1. the process of learning about something so that you understand it, or teaching someone else about something so that they understand it	Constant training and familiarisation give everyone more confidence in their equipment and their ability to survive a chemical attack in war.	A77 359 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
fashion (VB)	1. to shape or make something, using your hands or only a few tools	Football fever got to us and Brian fashioned a small ball out of an old pair of underpants and a defunct blindfold.	FS0 1871 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
	2. to influence and form someone's ideas and opinions	Communicators bring to the conversation their attitudes, beliefs, values and prejudices, these being fashioned by previous experience which must necessarily be affected by social background.	B14 1193 (W:non_ac:medicine)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
fast (VB)	1. to eat little or no food for a period of time, especially for religious reasons	You have not crash dieted or fasted and therefore your weight is very unlikely to pile back on as soon as your goals have all been attained.	AD0 1989 (W:non_ac:medicine)	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
fast (NN)	1. a period during which someone does not eat, especially for religious reasons	The prisoner had broken his fast on Oct. 12 and there was no evidence that he had died as a result of the strike.	HLR 2238 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
father (VB)	1. to become the father of a child by making a woman pregnant	<DGI>[...] One can test DNA to determine the source of a particular DNA specimen or in case of a paternity situation, you can determine if a child has been fathered by a potential, alleged father.</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE2 RE4 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fault (VB)	1. to criticize someone or something for a mistake	His reasoning was impossible to fault , his advice always so sensible.	CDE 209 (W:fict:prose)	NEGATIVE	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
favour (VB)	1. to prefer someone or something to other things or people	She was seen with a man in a loud checked suit who favoured bright ties.	AOU 2385 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME14 ME17	MENTAL EMOTIVE MINOR 7/17
	2. to treat someone much better than someone else, in a way that is not fair	What was clearer was that the range of opinion in the press tended increasingly to favour the government.	A66 1219 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME2 ME6 ME8 ME9 ME12 ME13 ME14 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL EMOTIVE MINOR 7/17
	3. to provide suitable conditions for something to happen	Even if there is a special sense in which cows are 'friends' of grasses, natural selection does not favour individual grass plants that go out of their way to be eaten by cows!	H7X 1490 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA12 IA14 IA18 IA25	(INTER)ACTION 6/31
favoured (ADJ)	1. receiving special attention, help, or treatment, sometimes in an unfair way	Engineering seniors will be conveyed, by limousine, to a country mansion, where a major chemicals supplier has laid on fireworks and a champagne supper for favoured customers.	HGN 208 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 ME2 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL EMOTIVE MINOR 7/17
	2. chosen or preferred by many people	One of the most favoured techniques for generating ideas is brain-storming.	EX5 1646 (W:non_ac:polit_law_edu)	NEUTRAL	ME2 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
	3. expected to win (sports team)	Often favoured to win, he was just as often out of the race before the pace car finished its lap.	CD9 1435 (W:biography)	NEUTRAL	ME1 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fax (VB)	1. to send someone a letter or message using a fax machine	<WHS>[...] She said, "I'm going to fax it to you." And she faxed it to me. And I said, "It's bogus. He wasn't there."</WHS>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
fear (VB)	1. to feel afraid or worried that something bad may happen	Ministry of Agriculture inspectors fear that the disease has spread from the Continent, and are carrying out detailed checks around Wood Farm, near Aylsham.	A59 680 (W:newsp:brdsht_nat:report)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
	2. to think that the worst possible thing has happened or might happen	As the weeks went on Victor grew weaker and the family feared the worst.	CCH 489 (W:misc)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
fear (NN)	1. the feeling you get when you are afraid or worried that something bad or dangerous is going to happen	I'd refrained from advertising any more for fear that we would be overwhelmed.	A0G 200 (W:pop_lore)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17
fearful (ADJ)	1. frightened that something might happen	He became very fearful of cars, buses and stairs, eventually shutting himself in his room, with the curtains drawn, for 14 months.	A7Y 330 (W:newsp:brdsht_nat:social)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MAJOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
feature (VB)	1. to include or show something as a special or important part of something, or to be included as an important part, e.g. the film features lots of famous actors	Thank you for the invitation to feature in this special edition.	ACN 1725 (W:pop_lore)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to show a film or play, e.g. The theatre is featuring films by Frank Capra this week.	The Retro Theatre is featuring films by Frank Capra this week.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
feed (VB)	1. to give food to a person or animal or plant	She has difficulty walking and she can't feed herself.	K23 3908 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA21 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 11/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to eat, e.g. an animal feeds	Soft-bodied, voracious molluscs that often shelter by day beneath leaves and plant debris, and feed at night.	A0G 2541 (W:pop_lore)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	3. to put information into a computer over a period of time	IF an unforeseen problem occurs, extreme weather conditions say, this data can be fed into the computer and a revised target date instantly given.	K9S 509 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	4. to put something into something else, especially gradually and through a small hole, e.g. feed a tube down the patient's throat	She deftly fed the tube down into his stomach, ignoring his gagging protestations, while Amy, following her instructions, filled two jugs with warm water and poured some down the funnel.	JYB 1699 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to increase the strength of an emotion, desire	The enjoyment of power over another is fed by imagination from the viewpoint of his resisting and suffering self.	CB1 402 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	6. to come from somewhere (e.g. information)	<DJR>I think probably the first time they tell you is probably the most honest and I think from that, it feeds from other surroundings.</DJR>	A-VD-090393-04.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	7. to throw or hit a ball to someone else on your team, especially so that they can make a point	Ian Rush fed the ball to Steve McManaman, who for just about the first time was decisive with his delivery, hitting the ball low across the face of the goal	CBG 9905 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
feed (NN)	1. the act of feeding someone (also animals)	A good feed wouldn't do it any 'arm,' the old man growled back.	EA5 1579 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA15 IA18 IA20 IA21 IA31 RE3 RE5 RE7 RE15 RE16 RE21	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
feel (VB)	1. to experience a particular physical feeling or emotion, e.g. I'm feeling a little better today	<PAS>How did you feel ?</PAS> <PJC>Scared.</PJC>	A-MT-100393-06.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
	2. to notice something that is happening to you, especially something that is touching you, e.g. She felt his warm breath on her cheek.	<PAS>[...] it was in August, I can feel the heat of the day, I can tell you what people had on, I can remember the coolness of the concrete on the back porch where I sat down to wait for the ambulance to come and pick up my sister. [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	3. to have a particular opinion, especially one that is based on your feelings, not on facts, e.g. Some of the parents felt the school wasn't doing enough about bullying.	<DAZ>[...] As an expert, do you feel there should be objective criteria in DNA testing where you can say here's the line and the finding here is negative, the finding here is positive?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to touch something with your fingers to find out about it	<PAS>He felt your breasts. How did he feel your breasts?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
feel (NN)	1. to use your hands, body etc to feel something	THE MACHO MAN: His present is his presence: his life story, a feel of his biceps, a drunken kiss to any woman who is silly enough to stray within reach of his groping; and, if he is feeling generous, the promise of a night out at his local.	AAM 50 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA3 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
feeling (NN)	1. an emotion that you feel, such as anger, sadness, or happiness	As I walked down the front steps for the last time, a feeling of elation swept over me.	AOF 1123 (W:fict:prose)	NEUTRAL	ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
feeling (NN)	2. a belief or opinion about something, especially one that is influenced by your emotions	<DAN>Do you feel that you're of such a feeling , I guess, that you would be more prone to disbelieve the defendant's case.</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	3. have a feeling: to think that something is probably true, or will probably happen	<DAN>I understand what you're saying. But what I'm trying to get at that preconceived feeling that you have, do you feel that to some extent you may be predisposed that he's probably guilty?</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
fend (VB)	1. to look after yourself without needing help from other people	On their 18th birthday, and sometimes even before, anyone in care is considered to be an adult and able to fend for themselves.	AA8 296 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	2. to defend yourself from something such as difficult questions, competition, or a situation you do not want to deal with	Swivel on your supporting leg and bring your kicking knee full across your body where you can fend off the attacker, if necessary.	AOM 957 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
fetch (VB)	1. to go and get something or someone and bring them back	Nancy can go back with you to your house and fetch some money.	FRK 1519 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to be sold for a particular amount of money, especially at a public sale, e.g. The painting is expected to fetch at least \$20 million.	The most expensive are expected to fetch between £600 and £900.	CBC 508 (W:newsp:other:social)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
field (VB)	1. to represent or fight for you in a team or war	They could now field a team featuring only two players, Nunnerley and the captain Tim Crothers, who have not been recognised by Wales.	AA7 21 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. to answer questions, telephone calls, especially when there are a lot of them or the questions are difficult	Research awareness will keep you one step ahead of changes in policy as related to practice, and help you to field questions from students and other colleagues.	CHT 534 (W:non_ac:medicine)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
field (VB)	3. to stop a ball in cricket or baseball after it has been hit	In 1985 his batting reached its peak at Taunton against a Warwickshire team who bowled and fielded well but who could not stop him making 322, the highest first-class innings in England for thirty-six years	ABR 602 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
fight (VB)	1. to take part in a war or battle	He had never been to the Far East — in fact he had not fought in the War at all.	ASN 1112 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 9/31
	2. to hit and kick another person in order to hurt them	Men and women drenched with drink, quarrelling and violently fighting each other.	H98 1267 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
	3. to try hard to do or get something	Let us not leave it to others to fight for our goals.	AAB 215 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to argue about something	She'd felt as if she'd been fighting with Guy Sterne all her life!	JY3 2351 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
	5. to make a legal case against someone or put forward a defence if a case is made against you	<JU1>I'm interested in the truth and it bothers me that we're trying to fight against the truth here.</JU1>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
fight (NN)	1. the process of trying to achieve something or prevent something	The 'good fight' is then no longer the Great Battle but the fight for human rights, human equalities and human justice.	CCE 44 (W:religion)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
	2. an argument	Ivan Boesky, the Wall Street dealer convicted of insider trading, agreed to accept nearly £14m and £120,000 a year for life to settle a fight with his ex-wife over her £66m fortune.	K3K 1843 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
	3. a boxing match	For teenage fans of Sylvester Stallone, a chance to watch Rocky Balboa win the big fight , but almost lose his own spirit, in Rocky V	G2V 3990 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fighting (NN)	1. when people or groups fight each other in a war, in the street etc	A double-decker bus overturned in Dublin when fighting broke out among passengers.	A1J 346 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
figure (VB)	1. to be an important part of a process, event, or situation, or to be included in something, e.g. Social issues figured prominently in the talks.	They had all figured prominently in the election manifesto of the Labour party at the time.	HHX 20140 (W:hansard)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	2. to form a particular opinion after thinking about a situation, e.g. I figured that it was worth the trouble.	<OBW>No. We put the height on. She held her hand up and she held it up to what we figured to be about 5'6".</OBW>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	3. to be expected or typical, e.g. It figures that she'd be mad at you, after what you did.	In fact it figures that these two architectures plus its own will be the only survivors of the coming silicon shoot-out.	CNV 75 (W:non_ac:tech_engin)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to calculate an amount, e.g. I'm just figuring my expenses.	I'm just figuring my expenses.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	5. figure out: to think about a problem, situation or person until you find the answer or understand it, him or her	<DAN>And you turn it over to somebody else to try to figure out if anything is there?</DAN>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	file (VB)	1. to keep papers, documents in a particular place so that you can find them easily	The reservation form and confirmation slip copy are then filed alphabetically in date of arrival order.	EA9 491 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20
2. to give or send an official report or news story to your employer to be recorded and dealt with or to a court of law		<DAN>[...] Of course, due to the action or inaction of the State of Oklahoma, they weren't ... they weren't able to go to these people and ask them what they remembered until after November the 25th, I think, because they didn't file the charges. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
3. to walk somewhere in a line		We file out into the car park area.	HH0 2048 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
file (VB)	4. to use a metal or wooden tool to rub something in order to make it smooth	One of them ignored everyone including Mrs Black and just filed her nails and stared out of the window.	CAB 2267 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
filing (NN)	1. the work of arranging documents in the correct files	<JU1>[...] The information, it's not evidence and the law is that you should not allow yourselves to be influenced against the defendant by reason of the filing of information, it just makes allegations. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
fill (VB)	1. to put enough of something into something else or somewhere to make it full	<JU1>All right. We're going to draw 12 names and if the first person will fill out this back row, take this seat over here, fill it up first, then the front row. Okay, <<NCK1>>.</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to feel something (i.e. an emotion) very strongly	The sight of them filled him with pride.	CN1 975 (W:misc)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to provide something that is needed or wanted but which has not been available or present before	<OCC>[...] Also it can be dark like it is here indicating that the liquid that was in the medulla has dried out and that now the media has filled this in. Whereas if the media inside the medulla is still there, it will be clear.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. fill out: to write all the necessary information on an official document, form etc	<DJV>[...] And then in Houston, they took T-tops off my corvette 2 days in a row and they did nothing except me walk in and fill out the papers.</DJV>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	5. if a thing or group fills something, there is no space left	<WLI>[...] We usually have our own squad, but we had some cancellations, he wanted to go, and then there, as I recall, most of the spots were filled and so we told him that we had an opening and he could shoot on our squad.</WLI>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25 RE3 RE5 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fill (VB)	6. fill someone in on: tell someone about something	<ODS>Yes, ma'am, I did. I kind of just followed around with him when he was taking some pictures of the scene, had a conversation with <<MDAN>>, who was kind of filling me in on the sequence of events where in the house his daughter was taken by this person.</ODS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
film (VB)	1. to use a camera to record a story or real events so that it can be shown in the cinema or on television	Security cameras at Victoria, which could have filmed the bombers, had been switched off.	ABE 1944 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
finalise (VB)	1. to finish the last part of a plan, business deal etc	The point has now been reached where we need to finalise this work.	A7W 678 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
finalisation (NN)	1. the process of finishing the last part of a plan, business deal, etc.	<JU1>[...] This wouldn't be a finalization , but I would kind of like a report of anything you think you're going to want or maybe a problem so I can continue to work on them and have them ready when we finish. [...]</JU1>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
finance (VB)	1. to provide money, especially a lot of money, to pay for something	One way for a publisher to finance the publication of an art book is to act with other publishers who will share costs; an alternative is to find a subsidy.	A04 705 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
find (VB)	1. to discover something that you have been trying to learn of	<JU1>[...] And then when you've reached a verdict, you knock on the door and we'll bring you back in the courtroom and find out what it is. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to realize that something is happening or something is the case, especially when you did not expect or intend it	<PAS>[...] and they have in fact been found to be accurate.</PAS>	A-MT-100393-06.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
find (VB)	3. to have a particular feeling or opinion	<PAS>Did you find that description to be common, unique or could you ...</PAS>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	4. to exist or live somewhere naturally	<OAM>Acid phosphatase is an enzyme that is found in seminal fluid. [...]</OAM>	A-MT-100393-05.txt	NEUTRAL	ME3 ME6 ME8 ME12 ME13 ME16 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL PERCEPTIVE MAJOR 6/17 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	5. to reach a conclusion (in a court of law)	<DAN>[...] That's why we're here. I want you and justice demands it that you find this man not guilty. Thank you.</DAN>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
fine (VB)	1. to make someone pay money as a punishment	Unbelievably, they were later fined for, respectively, wilful damage and assault, and obstructing the police.	FBL 1425 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
fingerprint (VB)	1. to record the fingerprints of someone	<PAS>In addition to your investigation of the scene, your attempting to fingerprint the scene, did you have an occasion to collect evidence at the scene?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA25	(INTER)ACTION 11/31
finish (VB)	1. to complete the last part of something that you are doing	<DLT>[...] We probably finished around 10:20 that morning. [...]</DLT>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA25	(INTER)ACTION 12/31
	2. to end an event or activity	<JU1>[...] I think there's a good possibility we're going to make an effort to finish this case tomorrow. [...]</JU1>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA25	(INTER)ACTION 12/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
finish (VB)	3. to eat or drink all the rest of something, so there is none left, e.g. finish off the food	We did go and eat, but I was so excited, I couldn't finish the food.	H0F 1485 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
finish (NN)	1. the end or last part of something	In particular, Marian liked to see the finish of a case when as a solicitor a case 'seemed to go on for ever'.	EE6 47 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA15 IA16 IA18 IA20 IA25 IA31	NOMINALISATION (INTER)ACTION 9/31
finished (ADJ)	1. fully and properly made or completed	Both bodies must take some credit for the fact that dissatisfaction with a finished product is rare, and refusal to pay unheard of.	AKJ 255 (W:newsp:brdshnt_nat:arts)	NEUTRAL	IA1 IA8 IA14 IA15 IA16 IA18 IA20 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 9/31
fire (VB)	1. to shoot bullets or bombs	The accused fired shots from an air pistol from his flat.	HXE 2200 (W:ac:politLaw_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
	2. to force someone to leave their job	<PAS>Was he fired ?</PAS> <WJD>No, ma'am.</WJD>	A-MT-110393-10.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to ask someone a lot of questions quickly	Later, two men took me into a corner and fired questions at me for what seemed like ages, but can only have been about half an hour.	CF4 1299 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
fish (VB)	1. to try to catch fish	To fish you'll need a rod licence and a fishing permit.	A65 1517 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to search for something in a bag, pocket	He fished around in his pockets.	CKE 1403 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fish (VB)	3. to try to make someone say something nice about you, usually by first criticizing yourself	'Tut-tut, do I detect someone fish ing for compliments?' he asked.	HGT 3992 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	4. to try to find out information, without asking directly	In a sort of roundabout way, he was fish ing for information about her habits, and attitude to boys.	BN3 190 (W:biography)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
fit (VB)	1. to be the right size	They consisted of the relative length, the fact that it was a Caucasoid head hair, that it had the light brown to red to yellow pigmentation in it, that fit the same width.</OCC>	A-MT-100393-04.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. to put a piece of equipment into a place	Ridiculous as it sounds, fit a lock on the loo (lid lock, £4.99 from Tesco and John Lewis).	EFG 2032 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to be similar to something or suitable for it	<DAN><<MA29>> fit the general description, did he not?</DAN>	A-MT-090393-03.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
fitted (ADJ)	1. built, made, or cut to fit a particular space or shape of someone or something	A cooker that will fit neatly into your modern fitted kitchen.	CFR 386 (W:advert)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
fix (VB)	1. to repair something that is broken or not working properly	I fix ed the brakes again while Faith prepared the flight-plan.	BNV 1068 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to decide on a limit for something, especially prices, costs to make sure it doesn't change, e.g. They fixed the interest rate at 6.5%.	But it was Picasso who fix ed the price, knowing that Modigliani would undersell himself.	ANF 259 (W:biography)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fix (VB)						
	3. to make a decision or arrangements for something	When you've set your objectives, sorted out the budget, chosen the venue and fixed the date, the next step is to plan the programme.	ADK 579 (W:commerce)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
	4. to attach something firmly to something else, so that it stays there permanently	The tracks are usually fixed to the wall with special types of fixings.	A0J 1947 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to prepare a meal or drinks, e.g. fix lunch	<WJS>[...] I went out, spent the day out, went by the grocery store on the way home and bought stuff to make fried chicken, which is one of their favourite meals and one of their favourite meals, and I always try to fix that when they're in Dallas. [...]<WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	6. to find a solution to a problem or bad situation	We're trying to fix the problem by reducing costs — we have cut our staff to 40,000 from 60,000 at the end of 1992.	CPV 195 (W:non_ac:tech_engin)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	7. to think about or look at someone or something carefully, e.g. Andy tried to fix his mind on the job at hand	Dyson tried to fix his mind upon the tiny grains of chalk fleeing before the duster, filling the air, and settling upon shiny surfaces	G12 2565 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	8. to make your hair or make-up look neat and attractive	When Sweetheart fixed her hair and make-up a certain way and dressed up in the clothes she made on her treadle sewing machine, she looked for all the world like Jane Russell come to life from the big screen.	ACW 761 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	9. to arrange an election, game dishonestly, so that you get the result you want	Furthermore, as soon as he did turn up, Maradona unwisely told the expectant press corps that he thought the World Cup draw had been fixed so that Italy would find itself in an easy group.	AAE 169 (W:newsp:brdsht_nat:sports)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fix (VB)	10. to punish someone you are angry with	If anybody did that to me, I'd fix him good.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 7/31
fixed (ADJ)	1. firmly fastened to a particular position	They started by clearing the tables and arranging the wooden chairs on the fixed padded seats around the wall.	AOF 1657 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
flash (VB)	1. to shine suddenly and brightly for a short time, or to make something shine in this way	A sheet of lightning flashed across the waters, to be followed, seconds later, by a roll of thunder.	AEA 10 (W:fict:prose)	NEUTRAL	IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to be shown quickly on television, on a computer, or on a film	As the Labour losses and Conservative holds flashed on the screen, desperate looks were exchanged.	AK4 13 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	3. to show one's sexual organs in public	One woman, a local comedienne, flashed her bare breasts to grab his attention, inspiring a burst of ad libs on foreplay, sperm, babies and fatherhood.	ECU 3133 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 9/17
	4. flash through one's mind: to suddenly think of something or someone or remember them	<PAS>When I was talking about my traumatic experience did yours flash into your mind?</PAS> <DAN>[...] She's still trying to show what she's been trying to all along, to say this guy fled the state. There's no evidence he did in relation to this case.</DAN>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
flee (VB)	1. to leave somewhere very quickly, in order to escape from danger or an undesirable situation	She's still trying to show what she's been trying to all along, to say this guy fled the state. There's no evidence he did in relation to this case.</DAN>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
float (VB)	1. to stay or move on the surface of a liquid without sinking	<OBY>Yes, it will. The oil floats on the water that's there and impedes that evaporation, right, and leaves that outline.</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to walk in a slow light graceful way	We float ed around gazing at leather chairs, chandeliers like frozen inverted fountains and embroidered tapestries based on Gould's paintings of Australian parakeets.	ADM 654 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
float (VB)	3. to change freely the value of money, e.g. Russia decided to float the rouble on the foreign exchange market	The opposition Social Democrats refused to support the package, however, and the Riksbank (the central bank) was obliged to float the krona on the exchange markets, resulting in an effective 9 per cent devaluation	HLS 1608 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
	4. to sell shares in a company or business to the public for the first time	Mr Driscoll hopes to float the company on the Stock Exchange in December.	A50 321 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
floating (ADJ)	1. often changing, and not staying the same	You can choose either a fixed or a floating interest rate at the start and can switch between them during your loan.	AYP 2842 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
flow (VB)	1. to move in a steady continuous stream	Is the water flowing up-hill or down-hill?	BNG 784 (W:non_ac:polit_law_edu)	NEUTRAL	IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to move somewhere in large numbers or amounts	It has been estimated that about \$280m a month has been flowing out of Hong Kong into the city of Vancouver this year.	A1V 482 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	3. to converse without anything stopping or interrupting	<ORH>Yes, some. I normally will if there's other evidence collected at the time I make my report, so it will be systematically and flow correctly.</ORH>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE9 VE13	VERBAL MINOR 7/13
fly (VB)	1. to travel by plane	<WPG>My daughter was in town and she lives in south Texas and she flew in that Friday evening of the 31st. [...]</WPG>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	2. to move through the air, using wings	The other birds fly away leaving the warner with a temporary monopoly of the food.	CM2 488 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to control an aircraft	The pilots used to say it's a pilots' plane — when you flew a Hurricane the pilot flew the plane, but when you flew a Spitfire, it flew itself.	K23 2146 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fly (VB)	4. to move quickly and suddenly somewhere	Ellen almost flew across the small room and, to my astonishment and probably to everyone else's, greeted me with a warm kiss.	CCW 1335 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
flying (NN)	1. the activity of travelling by plane	I offered him my body and he just wanted to talk about flying .	GOL 927 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA15 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
flying (ADJ)	1. able to fly	Chimera was said to have been eventually slain by BELLEROPHON, riding the flying horse PEGASUS, who was able to fly through the air and dodge the monster's blasts of flame.	CAC 474 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
focus (VB)	1. to give special attention to one particular person or thing, e.g. he needs to focus more on his career	Do you think if you were in a traumatizing situation that you would be more likely to focus on various things and notice them? Of course. Of course you would.	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to point a camera or telescope at something, and change the controls slightly so that you can see that thing clearly	Finally output is switched back to the second camera which is focused on the forest clearing.	F9Y 1554 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to aim beams of light towards a particular place	Sinks will need a minimum of two 100 watt incandescent bulbs or two 75 watt reflector floodlights which will focus light directly onto the bowls and draining boards.	HGW 1150 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
focus (NN)	1. the thing, person, situation etc that people pay special attention to	So his focus is on the future — Sam's future.	CH1 6001 (W:newsp:tabloid)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
fold (VB)	1. to bend a piece of paper, cloth by laying or pressing one part over another	Fold the paper in half and then make two more folds in the doubled ends.	G24 850 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA4 IA9	(INTER)ACTION 10/31
	2. to close down a business	Three months later the company folded up.	FPH 1258 (W:fict:prose)	NEUTRAL	IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
folding (ADJ)	1. has parts that you can bend or fold together to make it easier to carry or store	Michael spent hours sitting in the garden, or rather lying on a folding bed.	B1Y 1115 (W:biography)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
follow (VB)	1. to go, walk, drive etc behind or after someone else	<ODS>Yes, ma'am, I did. I kind of just followed around with him when he was taking some pictures of the scene, had a conversation with <MDAN>, who was kind of filling me in on the sequence of events where in the house his daughter was taken by this person.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 IA28	(INTER)ACTION 11/31
	2. to happen or do something after something else	<DKU>[...] Then I did a ... my medical degree at the OSU Osteopathic College of Medicine here in Tulsa. Did a year general rotating internship in Portland, Maine. Followed with and coming back to Tulsa and doing a 3-year program in develop ... or in general pediatrics and I was just about to complete my 3-year residency.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA4 IA8 IA10 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 8/31
	3. to do something in the way that someone has told or advised you to do it	<JU1>[...] So you have to follow the law, but you can decide the facts. And then you reach a verdict based on the law and the evidence. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	4. to do the same thing as someone else	I want to do what he said, go where he leads, follow his example, enter into the life he offers.	EFT 5 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to believe in and obey a particular set of religious or political ideas	Holy Trinity follows the ideas of a Californian preacher called John Wimber, a man with no formal theological training who leads a body called the Renewal Movement.	ABK 1747 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	6. to understand something such as an explanation or story	<JU1>[...] So you can sort of get an idea what their case is going to be about and anticipate and follow their case. [...]</JU1>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
follow (VB)	7. to be interested in something and in the way it develops	If you follow football you will already know that a substitute is a man who takes the place of another player.	FEH 1610 (W:misc)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	8. to describe someone's life or a series of events, for example in a film or book	This book follows young Pip through his life and into his mid thirties and shows his highs and lows.	KA1 1049 (W:essay:school)	NEUTRAL	VE1 VE4 VE7 VE11 VE13	VERBAL MINOR 5/13
	9. to carefully watch someone do something	He stood up abruptly and she followed him with her eyes, aching at the sight of his powerful body.	H8H 2038 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	10. to study or investigate a particular idea or subject and try to learn or find out something from it	He might be told that his client (a) has been arrested on a serious charge, (b) might be arrested on a charge yet to be defined, or that (c) the police are following a line of enquiry.	CBV 4016 (W:commerce)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
force (VB)	1. to make someone do something they do not want to do	<OBI>[...] At that point, he forced her to suck his penis and I believe also at that point, he forced her to take her swimming suit off. [...]</OBI>	A-MT-090393-01.txt	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA20 IA23	(INTER)ACTION 14/31
	2. to make someone or something move in a particular direction or into a different position	<PAS>[...] by forcing open the back door of said dwelling house and entering without the consent of said occupant, with the unlawful, felonious and burglarious intent to then and there commit the crime of larceny. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA24	(INTER)ACTION 13/31
	3. to push very hard in order to get somewhere	<OBW>She said that she had been raped and that a man had come to the door asking to do yard work and wanting to talk to her parents. And she stated that she had told him that her parents weren't home and at that point, he forced his way into the house.</OBW>	A-MT-090393-01.txt	NEUTRAL	IA1 IA5 IA6 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
force (VB)	4. to make something happen or change	The Prime Minister was also questioned once again about his role in the Recruit-Cosmos scandal which had forced his resignation as Finance Minister in 1988	HLF 1082 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA19 IA23	(INTER)ACTION 13/31
forced (ADJ)	1. not natural or sincere	She turned questioning eyes towards him while a forced smile played about her lips.	HHB 2456 (W:fict:prose)	NEUTRAL	IA1 IA5 IA6 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (ADJ) (INTER)ACTION 9/31
forcible (ADJ)	1. done using physical force	<PAS>[...] with the use of force and violence and by means of threats of immediate and great bodily harm to one <<NPJC>> commit the detestable and abominable crime against nature with the said <<NPJC>> by then and there having forcible , unnatural and carnal copulation per mouth with the said <<NPJC>> by defendant forcing his penis into her mouth. [...]/PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA5 IA6 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
forecast (VB)	1. to guess what is likely to happen in the future, based on the information that you have now	Whatever effect Fru Gertlinger's hint had on poor Miss D — and it was impossible to forecast just what it might be — it would be upsetting.	AEA 1648 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
foreclose (VB)	1. to take away someone's property because they have failed to pay back the money that they borrowed from the bank to buy it	Unemployment can also lead to homelessness as in some circumstances building societies may foreclose on a mortgage if the repayments are not kept up.	BNW 343 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
foreclosure (NN)	1. the act of taking away someone's property because they have failed to pay back the money that they borrowed from the bank to buy it	Whether a mortgage is legal or equitable, the mortgagee can enforce his security by applying to the court for an order for foreclosure .	ABP 1122 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
foresee (VB)	1. to think or know that something is going to happen in the future	Although British summers are likely to become hotter and drier as a result of the greenhouse effect, scientists don't foresee major changes taking place for about 40 years.	AAV 506 (W:newsp:brdsht_nat_misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
forfeit (VB)	1. to willingly give up a right, position, possession or have it taken away from you because you have broken a law or rule	Because of his absence from the trial he forfeited all rights to appeal.	HLF 2027 (W:non_ac:polit_law_edu)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL DESIDERATIVE MINOR /17 RELATIONAL (ATTRIB) POSSESSIVE 8/21
forge (VB)	1. to illegally copy something, especially something printed or written, to make people think that it is real	<JU1>Do you have a position that any of these ... do you challenge that any of these are inaccurate or in anyway forged or altered?</JU1>	A-MT-110393-10.txt	NEGATIVE	IA1 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	2. to develop something new, especially a strong relationship with other people, groups, or countries	Concern had grown since 1776, when a newly independent United States had forged an alliance with France.	B0G 433 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
forgery (NN)	1. the process of committing the crime of copying official documents, money etc	<JVC>Well I suppose. I'm supposing they could get close or we wouldn't have courts for forgery or things like that.</JVC>	A-VD-080393-02.txt	NEGATIVE	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
forget (VB)	1. to not remember	<PAS>[...] She is going to tell you that on May 31st, 1991, for approximately 20 minutes, she was brutally raped, sodomized, held against her will by <<NDFT>>. And that as long as she lives, she will never forget it. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 9/17
	2. to stop thinking or worrying about someone or something	<WJD>Asked if they remembered him being there. If they did, fine, did they recall anything specific. And if they didn't recall anything specific, just forget it.</WJD>	A-MT-110393-10.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 9/17
	3. to stop making a future plan	I replied that if colleagues agreed with him then we could forget about the whole review.	ABU 1599 (W:biography)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
forgetful (ADJ)	1. a person who often forgets things	Her mother-in-law is blind and becoming very forgetful , but is still unwilling to come to live with them.	BLW 754 (W:religion)	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 7/17
forgive (VB)	1. to stop being angry with someone and stop blaming them, although they have done something wrong	He would never forgive her for abandoning his child.	BP1 1127 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to apologise for doing something, e.g. forgive me	<PAS>In your report, you use the term, and forgive me if I mispronounce it I'd rather use the initials but I won't, phosphoglucomutase?</PAS>	A-MT-100393-05.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
forgiveness (NN)	1. the act of forgiving someone	Mary turned and solemnly nodded her forgiveness .	FP1 1043 (W:fict:prose)	NEUTRAL	ME2 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 6/17
form (VB)	1. to be the thing, or one of the things, that is part of something else	Oats, salads and baked potatoes form the basis of three daily meals.	A1X 129 (W:newsp:brdsh_t_nat:social)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	2. to establish, e.g. The winning party will form the government	The results from the 650 constituencies, as already mentioned, determine which party will form the government.	J57 1533 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to start to exist, or make something start to exist	<OBY>[...] These raised ridges have certain characteristics that they form and there has to be a sufficient amount of these characteristics present in the latent print in order to make make [sic] it identifiable. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	4. to make something by combining two or more parts	From quarter embryos to giant embryos, formed by fusing two eggs together, normal larvae emerge.	ASL 458 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
form (VB)	5. to come together in a particular shape or line, e.g. the pupils formed a straight line	<DJF>Yes. Not from her signature, but from the way she forms her numbers. They were very distinctive to me, I worked with them for a long time.</DJF>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	6. form an opinion: to use available information to develop or reach an opinion or idea	<DAN>In forming your opinion, did you use all of the Defendant's Exhibits 5, 6, 7 and 10?</DAN>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
format (VB)	1. to organize the space on a computer disk so that information can be stored on it	Instructing the machine to format a HD disk at the lower DD capacity usually doesn't work.	HAC 249 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to arrange the pages of a book into a particular design	You can format your spreadsheet manually, or design your own speedformat routine.	HAC 6724 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
formation (NN)	1. the process by which something develops into a particular thing or shape	<WES>[...] We have that same formation in all of the exemplars. The shapes of the letters, the capital (spelling) [...]</WES>	A-MT-110393-13.txt	NEUTRAL	IA4 IA5 IA9 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 8/31
forward (VB)	1. to send letters, goods to someone when they have moved to a different address	He promised to forward my mail and wished me luck.	A0F 1121 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to help something to develop so that it becomes successful, e.g. forward one's career	They are active shoppers and visibly social, using their social life to forward their careers.	F9D 493 (W:commerce)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 11/31
	3. look forward to sth: to be excited and pleased about something that is going to happen	<DJO>I think so. I just think it's a big responsibility. I ... I don't look forward to making that decision.</DJO>	A-VD-080393-02.txt	POSITIVE	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fracture (VB)	1. to break or crack a bone of the body	Robert Brooks, a factory worker, fractured his son's collar bones, legs and an arm, and broke his skull.	A9F 173 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA12 IA14 IA16 IA18 IA20	(INTER)ACTION 8/31
	2. to divide into parts in an unfriendly way because of disagreement	But the failure reflected, too, the host of divisions — economic, regional, ethnic and cultural — that fractured the middle classes.	FB1 1295 (W:non_ac:humanities_arts)	NEGATIVE	IA1 IA5 IA8 IA9 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
fracture (NN)	1. a crack or broken part in a bone	he departed to have his fracture diagnosed	CDT 676 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
fractured (ADJ)	1. broken or cracked	He died in hospital several days later of multiple injuries, including a ruptured liver, six fractured ribs, two broken fingers and severe bruising to 70 per cent of his body.	A03 99 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
frame (VB)	1. to surround something with something else so that it looks attractive or can be seen clearly	The understated beauty of her face was framed by the dark curls of her shoulder-length hair — looks which attracted covert glances from other men in the restaurant.	BP7 4 (W:fict:prose)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	2. to put a picture in a structure that will hold it firmly	Each print, including this one featuring a young lop-eared rabbit, measures 210 × 298mm and is sent ready for you to frame .	EEJ 894 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to deliberately make someone seem guilty of a crime when they are not	I wouldn't put it past that bitch to have set her up to frame me.	AE0 3414 (W:fict:prose)	NEGATIVE	RE1 RE4 RE7 RE9 RE11 RE12 RE15 RE16 RE17	RELATIONAL (ATTRIB) INTENSIVE 9/21
	4. to carefully plan the way you are going to ask a question, make a statement, do something	Time and again women failed to find the words in which to frame their questions, knowing only that the language available to them did not fit.	ATA 1349 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fray (VB)	1. to become loose because the material is old	<OCC>[...] If you have tight jeans, for instance, you will have ... the cuticle will be more frayed than you have if you were wearing loose clothes.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
free (VB)	1. to release someone from prison or somewhere they have been kept as a prisoner	The rules are simple in that all you have to do is to move the blocks around to free the prisoner.	HAC 556 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to stop someone suffering from something by removing it	Cantril saw this young man as hoping for cosmic disaster to free him from worries.	B73 1581 (W:non_ac:nat_science)	NEUTRAL	ME2 ME5 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 10/17
	3. to give someone time to do something by taking away other jobs	Habitual behaviour patterns are, therefore, useful because they can be carried out effortlessly and free us to concentrate our energies on other things.	B2F 270 (W:commerce)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA20 IA23	(INTER)ACTION 13/31
freedom (NN)	1. the state of being free because you are not in prison	<DJG>Yes. Because I know what my freedom means to me and I don't ... I wouldn't want to deprive somebody of theirs unduly.</DJG>	A-VD-090393-03.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 7/21
frighten (VB)	1. to make someone feel afraid	When asked why he did it, D replied: 'Just to wake her up and frighten her.'	ACJ 92 (W:ac:polit_law_edu)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
frightened (ADJ)	1. feeling afraid	<OBW>She appeared to be frightened and somewhat relieved that I was there and she reached out towards me.</OBW>	A-MT-090393-01.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE12 RE13 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 9/21
frightening (ADJ)	1. making someone feel afraid or nervous	It is a frightening experience, and I have never heard of anyone doing it a second time.	A0H 302 (W:misc)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
frustrate (VB)	1. to make you feel annoyed or angry because you are unable to do what you want, e.g. The fact that he's working with amateurs really frustrates him.	What clearly frustrates him is that so much of the money now sloshing around in professional tennis, is being spent in damaging — or at least potentially damaging ways — rather than for the good of the game, as well as for the good of the individuals who are benefitting.	A0V 171 (W:pop_lore)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to prevent someone's plans, efforts, or attempts from succeeding	Unpremeditated impulses were often frustrated by such hurdles.	ACS 546 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
frustration (NN)	1. the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something	Her eyes filled with tears — whether of shame, frustration , or grief it was difficult to tell.	A0D 1176 (W:fict:prose)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
frustrating (ADJ)	1. making you feel annoyed, upset, or impatient because you cannot do what you want to do	He finds his run unenjoyable and frustrating , not to mention worrying because of the increasing risk that he might receive a knee injury, or worse.	AJY 33 (W:newsp:brdsht_nat:misc)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
frustrated (ADJ)	1. feeling annoyed, upset, and impatient, because you cannot control or change a situation, or achieve something	Isabella perceives clearly the game Angelo is playing: here she is angry and frustrated — don't try and make her too 'nice' a character.	A06 670 (W:non_ac:humanities_arts)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fuck (VB)	1. to have sex with someone	It excited him so much, he had to fuck her again.	C86 2869 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
fudge (VB)	1. to change important figures or facts to deceive people	<DAZ>[...] I've got the method of analysis, I crank this in it and I don't know what the results are going to be. I can't anticipate, I can't fudge . [...]<DAZ>	A-MT-120393-16.txt	NEGATIVE	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
fulfil (VB)	1. to achieve the thing that you hoped or wished for	He gave a hard smile, and said, 'The only one that I knew could fulfil my ambition to be a multimillionaire before I was thirty.'	JYD 2201 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to do or provide what is necessary	when it comes to explaining why events occurred as they did, and why decisions were taken as they were, he cannot always fulfil his role as he would wish.	EDF 25 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to satisfy yourself or what is required	<JU1>[...] When this case is over, it's important that both sides receive a fair trial and then you have fulfilled your responsibility. [...]<JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
fulfilment (NN)	1. the act of doing something that you promised or agreed to do	The church cites the bicultural education campaign as the fulfilment of a promise to the Maori people made by the 1990 General Assembly (the Treaty of Waitangi).	CJN 213 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
function (VB)	1. to work in the correct or intended way	[...] and her mind had got to the point where she had forgotten how her body functioned .	ALP 443 (W:ac:soc_science)	NEUTRAL	IA4 IA5 IA8 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
functioning (NN)	1. the process of something working (in a particular way)	<OBY>[...] Just through natural body functioning , your hands sweat, you exude water and the sweat is 98 percent water. [...]<OBY>	A-MT-090393-02.txt	NEUTRAL	IA4 IA5 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
fund (VB)	1. to provide money for an activity, organization, event	The Prince of Wales is to help to fund a £5m inner city regeneration project in Birmingham.	A2P 305 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 RE3 RE5 RE7 RE11 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
furnish (VB)	1. to put furniture and other things into a house or room	He furnished much of the office from his own resources although his annual salary of £250 was some 20% below the WEA's nationally recommended minimum for District Secretaries	AL8 479 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA18 IA25	(INTER)ACTION 8/31
	2. to supply or provide something	<JU1>[...] My bailiff will make you some coffee, don't know how good it is, but if you want some coffee, we'll furnish you some in the morning. [...<JU1>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
furnished (ADJ)	1. when a house contains furniture and fittings	Wexford glanced quickly around the smartly, even luxuriously, furnished room.	A73 522 (W:fict:prose)	NEUTRAL	IA1 IA8 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
gag (VB)	1. to be unable to swallow and feel as if you are about to bring up food from your stomach	She snaked her head forward and bit hard into his nose, biting down with all her strength, ignoring his shrieks of pain, trying not to gag on the blood that filled her mouth.	G0P 2996 (W:fict:prose)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to put a piece of cloth over someone's mouth to stop them making a noise	He bound and gagged me, held my arm, and we walked round the garden.	G07 652 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to stop people saying what they want to say and expressing their opinions	No-one is suggesting that the Government is trying to gag its critics, but the fact that relations between it and Fleet Street aren't as cosy as they once were perhaps makes it easier for the Government to introduce the tax at present.	K57 1247 (W:newsp:other:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
gain (VB)	1. to obtain or achieve something you want or need	The militants had gained control and it didn't seem like Britain at all.	AHX 1134 (W:newsp:brdsht_nat:misc)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to increase in weight, speed, height, or value	After six weeks I got so worried about her, I changed to bottle-feeding, and she gained weight like there was no tomorrow.	H07 779 (W:non_ac:soc_science)	NEUTRAL	RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 8/21
gather (VB)	1. to come together and form a group	They were released the following day when a crowd of 4000 people gathered outside the police station.	CFG 212 (W:pop_lore)	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. to believe that something is true because of what you have seen or heard	We gather that he comes from the university where they are now playing the concert.	A06 944 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	3. to get things from different places and put them together in one place	<JGL>[...] You have to assimilate the information and make the decision from the information that you gather . You can't reach a verdict from being predisposed.</JGL>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	4. to acquire something such as speed, momentum, e.g. gather speed	They had only about one hundred and fifty yards to gather speed and could not achieve a full gallop in the time.	CD8 218 (W:non_ac:humanities_arts)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 8/21
	5. to prepare yourself for something you are going to do, e.g. gather yourself/your wits	He paused for a moment, as if to gather his thoughts.	JY7 2584 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
gathering (NN)	1. the process of collecting information from many different places	Information gathering should not take place until a careful assessment has been made of the management tasks and decisions which require information.	AM7 374 (W:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
gaze (VB)	1. to look at someone or something for a long time	Rather than watch them go, I stayed by the sink and gazed out over the playing fields.	A0F 660 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
gaze (NN)	1. a long steady look	He stepped back from the microphone and lowered his gaze , lost in painful emotion.	AE0 558 (W:fict:prose)	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
generate (VB)	1. to produce or cause something	<DGI>[...] In the RFLP test, we're trying to determine a pattern that looks somewhat like a bar code, if you will, but it's a very simple bar code where we generate a pattern from one piece of evidence and compare that to blood specimens from known individuals, perhaps a suspect and a victim in a particular case. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
generation (NN)	1. the process of producing something or making something happen	It became known as the Astral Works in 1887, and was used for the generation of electricity.	ANC 1870 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
germinate (VB)	1. to begin to grow or develop	1. The seed germinates and sends roots down to the earth for nutrients.	APC 1045 (W:misc)	NEUTRAL	IA4 IA9 IA12 IA15 IA16 IA18	(INTER)ACTION 6/31
germination (NN)	1. the act of beginning to grow or develop	When barley is harvested it is taken to a maltings where the grains are soaked in water to encourage germination .	A0A 9 (W:misc)	NEUTRAL	IA4 IA9 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
get (VB)	1. to receive something that someone gives you or sends you	<DAN>Did you <u>get</u> that copy ... did you have to send off to get that copy?</DAN>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to obtain something	<OBW>[...] At that point, we started trying to <u>get</u> some information from <<FPJC>> as to the description of the suspect and what had actually happened.</OBW>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA22 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to fetch something from somewhere, e.g. get me a pillow!	<PAS>Let me <u>get</u> you a drink of water, <<RDCO>>. I know this is hard for you. You didn't know if <<VPJC>> was alive or dead, did you?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	4. to have, e.g. an opportunity to do something	<JU1>[...] After that when the evidence is concluded, I will read instructions to you. Written instructions, which you <u>get</u> to take with you when you deliberate. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	5. to catch, e.g. an illness or a criminal or a plane (changes according to what follows)	Are you concerned, when you go to a restaurant, you might <u>get</u> food poisoning?	KRP 1373 (S:unclassified)	NEUTRAL	RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 8/21
	6. to arrive somewhere	<JU1>[...] The procedure will be that the District Attorney will read to you the information. That's the document that charges the defendant with a crime. The defendant's entered a plea of not guilty and requested a jury trial and it <u>gets</u> us to this point. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
get (VB)	7. to achieve something	<PJC>I went back to the door and tried to open it again and it still wouldn't open. So I went back to the phone and I did <u>get</u> a dial tone.</PJC>	A-MT-100393-06.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	8. to become, e.g. to get upset	<OGK>She cried at times. She was quiet at times and she cried at times. I think when she would <u>get</u> upset would be when her mom or her father put their hand on her. It was just kind of an emotional thing. [...]</OGK>	A-MT-090393-01.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17 RE2 RE4 RE7 RE9 RE11 RE12 RE15 RE16	COMPLEX PROCESS MENTAL EMOTIVE 8/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
	9. to force someone to do something, e.g. I'll get my brother to lend me the money	<ODS>I went back to my office. At that time, I was going through to make a report on the identification of the picture and I noticed that I had failed to <u>get</u> her to initial the picture that she picked.</ODS><JU1>[...] Opening statements are not evidence, but the parties tell you briefly what they intend to present to you during this trial by way of evidence. So you can sort of <u>get</u> an idea what their case is going to be about and anticipate and follow their case. [...]</JU1>	A-MT-090393-03.txt	NEUTRAL	IA5 IA6 IA8 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23 IA25	(INTER)ACTION 12/31
	10. to understand or find out	<ODS>I went back to my office. At that time, I was going through to make a report on the identification of the picture and I noticed that I had failed to <u>get</u> her to initial the picture that she picked.</ODS><JU1>[...] Opening statements are not evidence, but the parties tell you briefly what they intend to present to you during this trial by way of evidence. So you can sort of <u>get</u> an idea what their case is going to be about and anticipate and follow their case. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	11. to answer, e.g. the door	Matt go and <u>get</u> the door	KD7 470 (S.conv)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	12: get onto somebody or something; to speak or write to someone	<PAS>When you walked downstairs and you see <<NPJC>> on the phone, did you <u>get</u> on your radio or how did you notify the other officer, <<NOBI>>, that she's been found?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 7/31 VERBAL MINOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
get (VB)						
	13. get into something: to begin to be involved in doing something or talking about something	<JU1>Let me see you all up here for a second. My ruling does not preclude you from saying where he was arrested.</JU1> <PAS>Okay, thank you.</PAS> <JU1>But don't get into the other stuff. You can just ...</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	14. get something (e.g. clothes) off: to remove a piece of clothing	<PJC>He started to take off my shirt and it was around my neck and he saw the bathing suit underneath and he said, "How do you get this off?" And I told him it was a bathing suit and he ... he didn't say anything after that. [...]</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
	15. get up: to stand up	<PAS>Did he let you get up, make you get up, help you get up?</PAS> <PJC>He took my wrist and I got up.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	16. get down: bend down on your knees	And I told him, "Please don't make me do this." And he said, "Do you want me to hurt you?" And I said, "No." He said, "Then get down and put it in your mouth."</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	17. get something over: to do and finish something difficult that you have to do	<PJC>[...] During the whole time, he looked like he didn't know what he was doing at all. He was trying to get it over in a hurry.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 9/31
	18. get to know: gradually begin to know someone or something	<DLT>[...] I used to shoot skeet and I quit shooting skeet in about the time <<FWJD>> started, so I didn't really get to know him at all personally then. But since '87, I've seen him at a number of shoots.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA28 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 7/31 MENTAL COGNITIVE MAJOR 8/17
	19. get together: to meet in order to spend time with each other	<DLT>Well we're good acquaintances. I mean, we're friends. I mean as far as good friends go, we don't contact each other to get together other than when we meet at a shoot. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA28	(INTER)ACTION 7/31
	20. make somebody or something become something	<WLI>I saw him at 9 o'clock, definitely, when he drove his father up to the field and helped him get his gun ready. [...]</WLI>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
get (VB)	21. get through something: to do something until it is finished	<PAS>Okay. Do you remember telling <<NRWL>> that they didn't get through the shoot until 11 o'clock?</PAS>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 9/31
	22. get out of (somewhere): more from or leave a place	<JU1>[...] It is important to all the parties that when you're deliberating, we don't want you to feel, well I got to give a verdict, so I can get out of here at 5:30 or 6 o'clock or whatever. [...]</JU1>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	23. get on: leave somewhere as soon as possible	<JU1>You said you had a witness from Target that wants to get on ?</JU1> <DAN>Judge, I might have to check. I think she may have left.</DAN>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	24. get off: to leave a place, or to help someone to leave a place	<PAS>You remember them rushing to get up to get off ?</PAS>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	25. get dressed: to put clothes on	<PAS>No reason for anybody to get dressed up as far as a dinner party?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	26. get in something: enter	<WJS>[...] My son-in-law is a chef and he broke his back several years ago and when he's had a really busy day, his back gets to hurting and he loves to get in that hot tub. And they were out there and ...</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	27. get something across: to succeed in communicating an idea or piece of information to someone, or to be communicated successfully	<PAS>Were you able to finally get across to them that he was outside thinking he had a prowler at the house?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 9/17 VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
get (VB)	28. get at something: to be trying to say something	<DAN>I understand what you're saying. But what I'm trying to get at that preconceived feeling that you have, do you feel that to some extent you may be predisposed that he's probably guilty?</DAN>	A-VD-080393-02.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE9 VE13	VERBAL MINOR 7/13
	29. get over: to begin to feel better from an illness or after a very upsetting experience	<DAN>I don't know that's the best way to say it, but the ... they ... that in therapy and in trying to get over the trauma that's been inflicted upon them, that a part of that is to say you caught the guy that did it?</DAN>	A-VD-090393-04.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
give (VB)	1. to provide something for someone	<PAS>Okay. Were those packaged and were those samples in the rape kit given to you for you to maintain custody and control of?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to tell someone information or details about something, or to tell someone what they should do	<JU1>[...] Closing arguments, the attorneys give you their comments and impressions upon the evidence. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to make someone have a feeling, e.g. he gave us all a shock	It was still there, though, and looking at it gave him a shock.	CDB 307 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	4. to infect someone with the same illness that you have	<PAS>[...] Can you be there in time to buy Tylenol at 6:27 p.m.? Sure can. You know, might even give you a headache if you'd done those awful things to that little girl. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA3 IA9 IA10 IA11 IA12 IA13 IA14 IA18 IA22 IA25 IA27 RE3 RE5 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 11/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
give (VB)	5. to hold, e.g. a social event such as a party	Saturday ... yes, Mother's giving a party, I should be able to slip away.	EVG 285 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to be willing to change what you think or do	So he learnt that if he gave a little he could expect a reward.	ADF 1265 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	7. to bend or stretch when you put pressure on it	She felt the fence give a little and then it literally threw her back into the arms of the man with the mask.	FAB 1020 (W:fict:prose)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	8. give the benefit of doubt: believe someone	<JU1>If there's 2 options, you give the defendant the benefit of the doubt .</JU1>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	9. give it weight: support something, especially an idea	<JU1>Well can you get his statements to ... that would give it a little weight .</JU1>	A-MT-110393-10.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	10. give rise to: be the reason why something happens, especially something bad or unpleasant	<DAN>[...] Circumstantial evidence is the proof of facts or circumstances which give rise to a reasonable inference of other connected facts that tend to show the guilt or innocence of a defendant. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
glance (VB)	1. to quickly look at someone or something	<PAS>What was her ... strike that. When you say she looked at the pictures, did she just glance at them or did she look at them?</PAS>	A-MT-090393-03.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
glance (VB)	2. to read something very quickly	[...] despite a very large number of errors which would quickly have been spotted if an unemployed biology graduate, or indeed undergraduate, had been asked to glance through the manuscript.	J52 1505 (W:non_ac:nat_science)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
glance (NN)	1. a quick look	I had little time for more than a quick glance round the room.	ASN 443 (W:fict:prose)	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
glean (VB)	1. to find out information slowly and with difficulty	This fundamental marketing information can easily be gleaned from the vast stores of historic customer data which hotels possess.	A0C 541 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	2. to collect grain that has been left behind after the crops have been cut	When the labourers' children could obtain employment from the farmers, the school was abandoned, and the youthful pupils were sent to cut weeds in the cornfields in the spring; [...] and next to glean the fields which had been reaped.	HXC 586 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
glisten (VB)	1. to shine and look wet or oily	<OBY>[...] If you can pick the item up and use some oblique lighting, the light will cause the perspiration there to glisten and you can see the outline.</OBY>	A-MT-090393-02.txt	NEUTRAL	IA5 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
gloss (VB)	1. to provide a note in a piece of writing, explaining a difficult word, phrase, or idea	Nevertheless, one problem with using glosses is that you need to decide which terms to gloss ; some terms will have conventional meanings in the genre you are writing in, while other terms — like "synonymous" in the above quotation — will be common in non-technical discourse.	HXH 1194 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to avoid talking about something unpleasant, or to say as little as possible about it	They no longer have any time for politicians who try to gloss over the harsh facts of life.	EF5 167 (W:misc)	NEUTRAL	VE1 VE2 VE4 VE6 VE7 VE9 VE13	VERBAL MINOR 7/13
go (VB)	1. to travel or move to a place that is away from where you are	<PAS>When you got to the scene, where did you go and what did you do?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
go (VB)						
	2. to attend something, e.g. a concert	<DAZ>Okay. What time of day did you first <u>go</u> to the shoot that day, the 31st?</DAZ>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to leave a place	<PAS>At some point in time, did you and your mom leave and <u>go</u> with the lady police officer somewhere?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to change in some way, e.g. the milk has gone sour	But the sweet taste of success has <u>gone</u> sour over recent years as he slumped into the doldrums.	HAE 1381 (W:misc)	NEUTRAL	RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 8/21
	5. go on: to happen or develop in a particular way, e.g. the meeting went well	<OCC>[...] But also I must find among the known hairs 1 hair that looks exactly like the questioned hair from the tip to the root end and that all of the various changes that <u>go</u> on in the hair occur at the same place in each one of those hairs and the arrangement of all the characteristics are the same.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	6. to go inside or fit inside, e.g. I don't think it will all go in the suitcase	Future excuses could be 'our name wasn't on the cup' 'we had possession but we couldn't convert' or 'the ball wouldn't <u>go</u> in the net'.	CBC 4238 (W:newsp:other:social)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	7. to say something, e.g. when you ask her, she just goes; don't ask!	my mum starts to cry and you say 'Why are you crying, it's meant to be happy?' and she <u>goes</u> 'Weaarh'.	ATA 499 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE4 VE7 VE9 VE13	VERBAL MINOR 6/13
	8. to describe what something consists of or is like, e.g. the song goes like this	<JU1>[...] If you should need to recess, a short recess, for restrooms, I would grant you one. I may inquire. I'll see how the closing arguments <u>go</u> . [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	9. to no longer exist, e.g. has your headache gone?	<OCC>[...] Then it gets somewhat lighter and then towards the root end, the pigmentation slowly <u>goes</u> ... gets lesser and lesser and particularly in those hairs that are no longer growing if the hair itself is still growing or the pigmentation is still fairly dark. [...]</OCC>	A-MT-100393-05.txt	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
go (VB)						
	10. to die	Ben, if she's gone it'll kill him.	CK9 2482 (W:fict:prose)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	11. go by the name: used to say that someone has or uses a particular name	<PAS>Do you go by <<FOBI>>?</PAS> <OBI>Yes.</OBI>	A-MT-090393-01.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	12. go on: to continue talking	<DAN>I object to that as speculation.</DAN> <JU1>I'll sustain it, it's leading. Let's go on.</JU1>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE4 VE6 VE7 VE13	VERBAL MINOR 6/13
	13. as far as something goes: an idea, suggestion, plan etc is satisfactory, but only to a limited degree	<DLT>Well we're good acquaintances. I mean, we're friends. I mean as far as good friends go , we don't contact each other to get together other than when we meet at a shoot. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	14. go over something: to repeat something in order to explain it or make sure it is correct	<JU1>[...] And then sometime before it's submitted to you, I'll go over the State's Exhibits and tell you what their numbers are. The defendant rest?</JU1>	A-MT-120393-14.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	15. go into something: to explain, describe, or examine something in detail	<PAS>Did you go into details about what he had done to her?</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	16. be ready to go: ready to start	<DAZ>[...] That's how we know there's spermatozoa now to run the test. The separation has been done. He's verified that it's ready to go and he runs it. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA4 IA9 IA11 IA12 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
	17. go through: last a certain amount of time	<JU1>[...] It's possible that it will go through this week. Are there any among you that if selected as a juror could not remain on this case until it was concluded? [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	18. go with somebody or something: to be included as part of something	<DAN>That's the receipt that goes with these.</DAN>	A-MT-110393-09.txt	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
go (VB)	19. go blank: suddenly unable to remember something	<DAN>Thank you, Judge. Your Honor, I believe that we, as a part of this examination, have entered into a stipulation with the State of Oklahoma that should ... now I've gone blank.</DAN>	A-MT-110393-13.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	20. go off: make a noise to warn you about something	<PAS>Okay. Have you had any occasion to respond to any alarms going off in your capacity as a security guard? Do you all do residential or do you just do commercial?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
go (NN)	1. have a go: an attempt to do something	Better to have a go and fail than not to have a go at all.	A8C 399 (W:newsp:brdsht_nat:sports)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. have a go at someone: criticise and shout at someone	Christ, I shall have no blood left if these little bastards continue to have a go at me!	A61 110 (W:biography)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
going (NN)	1. the act of leaving a place	Their careless, feckless, irresponsible father was gone and though he contributed little or nothing to their care or well-being while he lived, his going left an enormous gap in each of their lives.	ATE 2899 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
govern (VB)	1. to officially and legally control a country and make all the decisions about taxes, laws, public services	With the Tories also there, attention could eventually be shifted away from the old disputes and onto the business of who governs the state and in whose interest.	AC0 150 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
governing (ADJ)	1. having the power and authority to control an organization, country etc	Once a governing body has selected a member of staff, it is for the LEA to make the appointment	B23 294 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
grab (VB)	1. to get or take hold of someone or something with a sudden or violent movement	I went into the kitchen and <<VPJC>> was there and I grabbed her.</DCO>	A-MT-110393-09.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
grab (NN)	1. the act of suddenly taking hold of something or getting something quickly	She'll also make a grab for any toy that takes her fancy, even if she's told it belongs to another child.	H07 546 (W:non_ac:soc_science)	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
grade (VB)	1. to say what level of a quality something has or what standard it is	<DAZ>In other words, you <u>grade</u> your own people?</DAZ>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/13
	2. to give a mark to an examination paper or to a piece of school work	the apparent aim of the department — to improve the knowledge and understanding of the students was being impeded by its other aim: to <u>grade</u> students.	FA6 1128 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
graded (ADJ)	1. designed to suit different levels of learning	The reform of GCSE, placing more emphasis on terminal examinations and <u>graded</u> papers, will introduce greater academic rigour and more streaming by ability.	AK2 306 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
graduate (VB)	1. to obtain a degree from university or college	Boyd, who will be 50 next year, has changed little in appearance since he <u>graduated</u> from Harvard in the early Sixties.	ALO 80 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 8/21
	2. to complete your education at high school	After I <u>graduated</u> from high school in 1984 I shaved my head and kept my hair short and they labelled me a skinhead.	AK9 739 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) INTENSIVE 8/21
	3. graduate from something: to start doing something that is bigger, better, or more important	I've attended the State Police Academy and just recently <u>graduated</u> from the F.B.I. National Academy.</RWL>	A-MT-120393-15.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 RE2 RE6 RE7 RE11 RE15 RE16	(INTER)ACTION 8/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
grant (VB)	1. to allow someone to have something that they have asked for, e.g. I would love to be able to grant her wish.	<JU1>[...] If you should need to recess, a short recess, for restrooms, I would grant you one. I may inquire. I'll see how the closing arguments go. [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16 VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21 VERBAL MINOR 9/13
	2. to admit that something is true although it does not make much difference to your opinion, e.g. He's got talent, I grant you, but he doesn't work hard enough	It does sound crazy to me, though, I'll grant you.	A0F 1391 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
grasp (VB)	1. to hold something firmly	Wexford grasped it in both his hands, raised it high and brought it down hard to meet the empty air.	A73 1556 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to completely understand a fact or an idea	When 'Jacki' came to Glasgow, he grasped quickly what was expected.	A33 410 (W:newsp:brdsht_nat:sports)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
grasp (NN)	1. the way you hold something or your ability to hold it	She felt a firm grasp on her arm and a second later she was on Chalon's back.	HH1 5106 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. your ability to understand a complicated idea, situation, or subject	Then one day she found her mother's pills while tidying her bedroom and, not having a firm grasp of the principles of contraception, swapped these for aspirins.	BP4 598 (W:misc)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
grip (VB)	1. to hold something very tightly	She gripped his shoulder harder and pulled him up, out of bed.	AC4 666 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
grip (VB)	2. to have a strong effect on someone or something, e.g. Panic suddenly gripped me when it was my turn to speak.	Terror gripped him anew, and he tore his eyes away from the insane glare he met there.	HJD 282 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to hold someone's attention and interest, e.g. the film last night gripped me!	The first lines gripped him; as did the next verse; and then the whole poem.	AOP 880 (W:biography)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
grip (NN)	1. the way you hold something tightly, or your ability to do this	Vincent felt his heartbeat quicken, and tightened his grip on Lily's hand.	A7J 154 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. get to grips with sth: an understanding of something	Tutorials on disk are the latest way to get to grips with problem areas.	CBT 2521 (W:commerce)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE 8/17
ground (VB)	1. to stop an aircraft or pilot from flying	The United States, Britain and France are preparing a strongly worded warning to Iraq to ground its aircraft and pull back anti-aircraft missile batteries that have been moved to the north, where allied patrol aircraft protect the Kurds.	AK2 941 (W:news:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to stop a child going out with their friends as a punishment for behaving badly	she was planning to come to tonight's gig, but after a late night last week her parents (strict Christians) grounded her and took away her ticket.	CD6 518 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to make a piece of electrical equipment safe by connecting it to the ground with a wire		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
grounding (NN)	1. the process of officially stopping an aircraft from flying, especially because it is not safe to fly	The grounding was reported to have cost Air India some US\$100 million in lost revenues.	HL3 1640 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
group (VB)	1. to come together or categorise things or people together	Another approach is to group together the readers of various right-wing papers and contrast them with readers of left-wing papers.	A62 69 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to divide people or things into groups	A complementary approach to social classification is to group persons by a series of social characteristics.	CBA 641 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
grouping (NN)	1. the act of putting people or things into groups	As just one example, the grouping of occupations into 'social classes' might call for variations between one country and the next.	A60 828 (W:commerce)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
grow (VB)	1. to increase in amount, size, number, or strength	<OCC>Okay. Sorry. These hairs have a definite growing stage. Head hair will grow from 1 to 6 years, depending on the individual, and then it will go through kind of a quiescent stage where nothing really happens inside the hair. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA4 IA5 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA21 RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 11/31 RELATIONAL (ATTRIB) INTENSIVE 8/21
	2. to change and become different, e.g. the sound was growing louder by the minute	<OCC>[...] Now there are some people whose hair will just seem to grow on forever, but that means that in their genes they do have a tendency for the hair to grow longer. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 8/21
growth (NN)	1. an increase in amount, number, or size	<WJS>It was obvious that he took care of it.</WJS> <PAS>Was it more than a day or two's growth ?</PAS>	A-MT-110393-11.txt	NEUTRAL	IA4 IA5 IA8 IA15 IA16 IA18 IA21 IA31 RE2 RE4 RE7 RE9 RE10 RE15 RE16 RE21	NOMINALISATION (INTER)ACTION 8/31 RELATIONAL (ATTRIB) INTENSIVE 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
grudge (NN)	1. hold a grudge: have a feeling of dislike for someone because you cannot forget that they harmed you in the past	<PAS>Okay. Is there anything about that case and the circumstances that would cause you to hold a grudge against law enforcement?</PAS>	A-VD-090393-04.txt	NEGATIVE	ME2 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
guarantee (VB)	1. to promise to do something or to promise that something will happen	<OAM>[...] But it's not ... I'm not going to guarantee you that that is exactly what this stain looked like without the cutting here present.</OAM>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
guarantee (NN)	1. a formal written promise to repair or replace a product if it breaks within a specific period of time	She could not walk to the shops as there was no guarantee she would arrive there, let alone walk back.	AA8 739 (W:newsp:brdsht_nat:misc)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
guard (VB)	1. to protect a person, place, or object by staying near them	She saw a stone lioness at the mouth of a stone cave, guarding her cubs.	FRC 1376 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to watch a prisoner to prevent them from escaping	The second insisted on remaining upstairs to guard the prisoner, and the third was off duty, asleep somewhere downstairs.	G3B 1141 (W:biography)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	3. to prevent something from happening	The flowers of the hop plant add bitterness to beer and the oils in the plant also guard against any infections during the brewing process.	A13 64 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
guess (VB)	1. to try to answer a question when you are not sure whether you will be correct	<PAS>No. Excuse me, <<MWJD>>, I don't want you to guess . If you remember, please tell me. If you don't, please tell me.</PAS>	A-MT-110393-10.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to form an opinion when you are not sure whether you will be correct	<PAS>[...] After <<NWLO>> talks to you, I anticipate that <<NPJC>> will come and talk to you and you can guess to a certain extent what she's going to tell you. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
guess (VB)	3. to realize that something is true even though you do not know for certain	Marie thought of her own mother with her frumpy clothes and ageing, lined face: no one would have guessed that she was only forty-two.	ACB 100 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	4. to wonder about something, e.g. to keep the audience guessing	You could have kept them guessing .	H85 960 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	5. to agree or disagree with a statement, e.g. I guess so, I guess not	<DGI>Well I guess ... well I see what you're saying. I guess that's partly true. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
guess (NN)	1. an attempt to answer a question or make a judgement when you are not sure whether you will be correct	<DLT>Yes, I know about. It was about 10:25, probably. Now that's my guess in the morning because, you know, I didn't really look at my watch. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
guide (VB)	1. to take someone to a place	The fire was built up higher than usual to guide them back to the camp	GWF 2454 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to help someone or something to move in a particular direction	Christina joked, before Stephen guided them out of the lobby and down a path past a row of mahogany trees separated by bright thickets of hibiscus.	FRS 2982 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to influence someone's behaviour or ideas	They look to you to guide them.	ALX 337 (W:biography)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
guide (VB)	4. to show someone the right way to do something, especially something difficult or complicated	<DKU>Well first, you talk to the patient to allow them to understand what you're going to do that you're not trying to hurt them, tell them that some of the things may be painful and you try to guide them through and try to tell them what you're going to do before each step. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
guiding (ADJ)	1. something that helps you decide what to do in a difficult situation (e.g. someone else's advice)	He was young, inexperienced, he needed a guiding hand ,' says Bret.	CH5 4819 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME1 ME7 ME12 ME14 ME15 ME17 ME18	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL COGNITIVE 7/17
halt (VB)	1. to prevent someone or something from continuing - used especially in news reports	Sir Gordon Slynn, the UK judge at the European Court, warned that the government would have to comply with any order to halt work, if confirmed by the Court.	J31 99 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to stop moving	She walked away across the polished floor, then halted and turned.	A7A 1864 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31
hammer (VB)	1. to hit something with a hammer	Stephen hammered the final nail into a plank which criss-crossed the front door and held out his hand to her to step through.	FRS 242 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to hit something many times	Danielle hammered at the door until a face peeped out of the window.	ED4 1326 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hammer (VB)	3. to hurt someone or something by causing them a lot of problems	Instead, South Wales, like the other furnaces and engine rooms of Britain, was being hammered by a gathering Depression.	CL2 113 (W:biography)	NEGATIVE	IA4 IA9 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	4. to hit or kick something very hard	The ball was slipped through to Robert Lee, he held off the challenge of goalkeeper Ken Vasey, and from seven yards, hammered the ball into the net.	KS7 343 (S:brdcast:discussn)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to strongly criticize or attack someone for something they have said or done	The mining communities have been hammered enough.	HHW 9408 (W:hansard)	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
	6. to make sure that people understand something by repeating it many times, e.g. hammer something home	Avoid the detail that could divide, and hammer home the principles that unite.	ADK 1691 (W:commerce)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 9/17
	7. to defeat someone completely at a sport	It seems odd that we could get hammered in one game, just win the other and still be better rewarded than with 2 draws.	J1F 1029 (W:email)	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
hammering (NN)	1. hitting something with a hammer or with their hands	He looked up and stopped his hammering for a moment.	A61 343 (W:biography)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
hand (VB)	1. to give something to someone else with your hand	<PAS>'I'll hand you what's been marked State's Exhibit Number 2 and ask you if you can identify this 2-page document for me, please?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hand (NN)	1. help with something (e.g. give or lend a hand)	'As you know I don't work in the firm but I do give a hand with the accounts from time to time —'	GWB 1163 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. get your hands on somebody: to catch someone you are angry with	<DCO>[...] I didn't know for sure what the condition of <<VPJC>> was in. I felt they might still have the fellow there and I wanted to get my hands on him. </DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 7/31
handcuff (VB)	1. to put handcuffs on someone	They handcuffed me.	A6E 1030 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
handle (VB)	1. to do the things that are necessary to complete a job	<WDM>That's my understanding. This is what his father did. His father handles finances in the family. I do not handle finances.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	2. to deal with a situation or problem or person by behaving in a particular way	I find her difficult to handle and my soundings are that she is deeply unpopular in Fleet St.	CH6 9555 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	3. to not become upset in a difficult situation	<DAN>[...] Do you understand that if <<UPAS>> excuses you or if I excuse you, it's just because we think maybe somebody else might be able to handle it better and decide a little fairer for this gentleman, for the defendant, okay? [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	4. to touch something or pick it up and hold it in your hands, e.g. to handle a weapon	<WJD>Because I ... I have taken him to many, many shoots and he helps me drive or does drive, sometimes. And he handles my gun. [...]</WJD>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to control the movement of a vehicle or an animal, e.g. to handle a van	This extends across all five years and gives students the opportunity to handle animals from the start of the course.	HTE 2648 (W:misc)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
handle (VB)	6. to move goods from one place to another	<DAZ>But you believe that it's because it was handled ?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
handling (NN)	1. the way in which someone does a job or deals with a situation, problem, or person	Under fire for his handling of the economy and his personal finances, Mr Lamont said he did not want any other Government job.	CBF 6630 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the act of touching something	The Armagard Keyboard is resilient to rough handling , dust and fluids.	ALW 1172 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	3. the act of buying, selling, or moving goods	Other services include general cargo handling , marine fuel product storage and wholesale electrical supplies.	HU6 110 (W:institut_doc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
handprinting (NN)	1. the process of making a print with one's hand	<WES>[...] But for the most part, it's handwriting and handprinting and the identification of that handwriting or handprinting or the non-identification of certain handwriting or handprinting.</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
handwriting (NN)	1. the style or process of someone writing	<WES>They cover all phases of document examination. The comparison of handwriting , comparison in handprinting, typewriter comparison, the examination of water marks in paper, the examination of inks, the examination of charred documents.	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 6/31
hang (VB)	1. to put something in a position so that the top part is fixed or supported	The stick, after the apparent improvement of his pulled tendons, remained in his office, always in the corner by the door where he hung his coat.	CLD 2481 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to kill someone by dropping them with a rope around their neck	<DAN>[...] This guy is still out there unless his name is <<NA29>> and he died and hung himself. [...]</DAN>	A-MT-120393-16.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA21	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hang (VB)	3. to fasten a door in position	I can <u>hang</u> wallpaper and make a success of it	CDK 204 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to stay in the air and not touch the ground	<PJC>My shorts and my swimsuit were <u>hanging</u> on my ankle, caught on the shoe.</PJC>	A-MT-100393-06.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	5. hang up: to finish a telephone conversation	<PJC>After I left a message, I <u>hung up</u> the phone and picked it up again and called 911.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. hang around: to wait or spend time somewhere, doing nothing	And as I recall, I went I took <<FWJD>> to the gun club for that round of shooting and then we <u>hung around</u> there for a little while and came back.</A32>	A-MT-110393-13.txt	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA28	(INTER)ACTION 7/31
hanging (NN)	1. the act of killing someone by putting a rope around their neck and dropping them, used as a punishment	But I think if you did bring back <u>hanging</u> it'd cut out some of these flaming crimes.	KBC 1892 (S:conv)	NEUTRAL	IA1 IA8 IA14 IA15 IA18 IA20 IA21 IA31	NOMINALISATION (INTER)ACTION 8/31
happen (VB)	1. when something happens, an event takes place	He will tell you that he rushed home and what <u>happened</u> when he got there.	A-MT-090393-01.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to be affected by an event	<PAS>Did anything <u>happen</u> to you there?</PAS> <PJC>Yes. He felt my breasts.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 7/31
happening (NN)	1. something that happens, especially a strange event	Because of the strange <u>happenings</u> since she had arrived, Jenna had almost forgotten her original reason for this trip.	HGD 1884 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 7/31
harbour (VB)	1. to keep bad thoughts, fears, or hopes in your mind for a long time, e.g. I think he's harbouring some sort of grudge against me.	My brothers and sisters knew my dad could <u>harbour</u> a grudge, but not like this.	FU1 1320 (W:non_ac:soc_science)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
harbour (VB)	2. to contain something, especially something hidden and dangerous, e.g. Sinks and draining boards can harbour germs.	Always use waterproof grout on tiled worktops; ordinary grout will harbour germs.	A16 808 (W:instructional)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to protect and hide criminals that the police are searching for	As punishment for having harboured the killers of his sons, Richard had the village crops destroyed and the livestock slaughtered.	B1X 156 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
harm (VB)	1. to damage something	Care would be taken not to harm the environment in the nature reserve there, which was designated a world heritage area.	HL0 2387 (W:non_ac:polit_law_edu)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to physically hurt a person or animal	<PAS>[...] However, he was led to believe that the person who had harmed his daughter was trapped in the basement. [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to make people have a worse opinion of a person or group	The Australian team had just played the first 'Test' at Carisbrook, in which Crawford had done nothing to harm his reputation	CU0 771 (W:pop_lore)	NEGATIVE	ME1 ME7 ME8 ME9 ME12 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE7 VE11 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 8/13
harmonize (VB)	1. work well together or look good together, e.g. The new offices harmonize with the other buildings in the area.	This piece needed a simpler frame, and so I chose a fairly straightforward gold frame that would harmonise with, rather than detract from, the overall design.	CE4 1241 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to make two or more sets of rules, taxes the same	Damage to trade will be minimised if many countries agree to harmonise their environmental rules.	ABH 15 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to sing or play music in harmony	Do you think of it in terms of a melody and then harmonise it, or does the whole thing come as a block concept?	C9M 189 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
harrass (VB)	1. to make someone's life unpleasant, for example by frequently saying offensive things to them or threatening them	<JU1>[...] I never tell a jury well you should have done something else, that would be harrassing you. That's why you're here for. [...]</JU1>	A-VD-080393-01.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	VERBAL MINOR 10/13
have (VB)	1. to possess qualities or features	<OBI>She said he did not have a beard.</OBI>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to include or contain something or a particular number of things or people	<OCC>[...] And inside the cortex, you have your pigments that you find in the hair. This particular drawing ...</OCC>	A-MT-100393-04.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to own something or take something that it is available for them to use	She told him she had \$3 and he could have that, but she didn't know of any other money in the house.</DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	4. to be holding something or carrying it with you	<PAS>Do you have gum in your mouth?</PAS>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	5. to experience something, e.g. I have a disease	<PAS>And when you got there, did she have a rape exam performed?</PAS>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	6. to be, e.g. I had my eyes closed at the time	<OGK>[...] Somebody rang the front doorbell or knocked on the door and their door is a large wooden door and it's deadbolted. They have it that way for safety reasons. [...]</OGK>	A-MT-090393-01.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	7. to not allow or put up with something, e.g. I won't have it!	<DAN>Judge, we have no objection except you can't have it both ways. He doesn't testify to it and when you get it in on paper.</DAN	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
have (VB)					IA4 IA8 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	8. to do something or have an event	<PAS>[...] The defendant's entered a plea of not guilty and requested a jury trial and it get us to this point. That itself is not evidence, but that is a means that a person is charged with a crime and we come to this point where we have a trial. [...]<PAS>	A-MT-090393-01.txt	NEUTRAL		
	9. to be employed in a particular job or to be responsible for doing something	<JU1>[...] State's attorney makes a final closing argument. State's attorney gets to make two, because they have the burden of proof. That's the procedure in all cases. [...]<JU1>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	10. to have sex with someone	<PAS>[...] within the jurisdiction of this Court did commit the crime of rape, 1st degree, a felony, by unlawfully, feloniously and willfully rape, ravish, carnally know and have sexual intercourse with one <<NPJC>> [...]<PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
	11. to receive something	<PAS>After you had your facial and you left and you all came home, tell me what happened when you got home.<PAS>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21 IA27	(INTER)ACTION 9/31
	12. to offer something to someone	<JU1> Have a seat, please. <<NOBW>>, after first being duly sworn, testified as follows. to-wit:<JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	13. have a chance or occasion to: an opportunity or choice is available for you	<PAS>Did you have an occasion to be radio assigned or dispatched to 2187 South Owasso Avenue?<PAS>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	14. have on: to be wearing a piece of clothing or type of clothing	<PAS>Did you have on your uniform like you have on today?<PAS>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	15. have someone with you: a person or people are present with you	<DCO>I ... on the way there, I was quite concerned. I didn't know for sure what the condition of <<VPJC>> was in. I felt they might still have the fellow there and I wanted to get my hands on him. </DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA12 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
have (VB)	16. have an idea: to think of something or to experience a particular feeling	<DAN>Now you'll agree with me, Officer, that unfortunately in an investigation like this the fibers or hairs or whatever you find, you have no idea how long they've been there or who they belong to, correct?</DAN>	A-MT-090393-02.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME12 ME13 ME17 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 RELATIONAL (ATTRIB) POSSESSIVE 6/21
hasten (VB)	1. to make something happen faster or sooner	By law no attempts may be made to hasten death or prolong the life of the sufferer.	AOP 427 (W:biography)	NEUTRAL	IA1 IA6 IA8 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
	2. to do something quickly or without delay	He hadn't quite understood this, and hastened to assure me, "You not a whore!	FEE 720 (W:fict:prose)	NEUTRAL	IA1 IA6 IA8 IA12 IA15 IA17 IA18 IA23	(INTER)ACTION 8/31
hate (VB)	1. to dislike something or someone very much	<PAS>That's it? You love him, you hate him? Isn't it true you're afraid of him?</PAS>	A-MT-110393-10.txt	NEGATIVE	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
	2. to not want something to happen	<DAN>You'd hate to see their son go to prison, is that a fair statement?</DAN>	A-MT-100393-08.txt	NEUTRAL	ME4 ME5 ME6 ME8 ME12 ME13 ME17	MENTAL DESIDERATIVE MINOR 7/17
hate (NN)	1. an angry unpleasant feeling that someone has when they hate someone and want to harm them	Fear for my family and hate for my monster were with me day and night.	H8G 309 (W:fict:prose)	NEGATIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE 6/17
head (VB)	1. to go or travel towards a particular place	We had to cross the mountains, camp near a reservoir, then head home — but fate had decided otherwise.	G36 2070 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to be in charge of something or someone, e.g. David was asked to head up the technical team	<WJD>[...] The other director in my zone, he selected me to represent the 6-state area that I'm in and that makes me a member of the executive committee. I head the Facilities Committee for our acreage in San Antonio where the national association headquarters are. [...]</WJD>	A-MT-110393-09.txt	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
head (VB)	3. to be at the top or front of a list or group of people or things, e.g. The movie heads the list of Oscar nominations.	CHELSEA will this morning open negotiations to buy a new goalkeeper — and Bruce Grobbelaar heads the short list to replace disgraced ex-England star Dave Beasant.	CH3 2409 (W:newsp:tabloid)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	4. to hit the ball with your head, especially in football	The players respond so slowly it's like playing via satellite, and they jump about 300 feet into the air to head the ball!	EB6 614 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to head off: to leave for another place	Misreading the clues, they head off in completely the wrong direction and manage to become the first people ever to get shipwrecked on one of the islands of Derwentwater.	B3K 822 (W:advert)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
heal (VB)	1. to grow back flesh, skin, or bone and become healthy again	Come back in a fortnight and we'll check its progress, but you'll find it takes a few weeks to really heal properly because we use that toe a great deal for balance.	JYB 3707 (W:fict:prose)	NEUTRAL	IA4 IA7 IA9 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	2. to make someone who is ill become healthy again	For many centuries a 'god' in some form or other has been called upon to heal the sick when doctors and others, using all knowledge, power and skill available to them have failed.	BM2 63 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
	3. to become mentally or emotionally strong again after a bad experience	'whether a marriage has been terminated by death or divorce, the social and personal disruption is best healed by successful remarriage'.	CN6 706 (W:ac:soc_science)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17 RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	COMPLEX PROCESS MENTAL EMOTIVE MINOR 8/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
healing (NN)	1. the treatment of illness using natural powers or prayer rather than medicine	Acupuncture is used for the healing and relief of pain such as arthritis, muscle and ligament strains, and some forms of paralysis.	A17 1255 (W:pop_lore)	NEUTRAL	IA1 IA3 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
healing (NN)	2. the process of becoming healthy and strong again	It is an essential part of grieving that they be allowed to fall at some point, without restraint, if the healing process is to start.	G0T 1026 (W:non_ac:soc_science)	NEUTRAL	IA4 IA7 IA9 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 7/31
hear (VB)	1. to know that a sound is being made, using your ears	<OBI>Yes. I heard her ... actually, she was talking to <<ROBW>> in my presence. [...]</OBI>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	2. to listen to what someone is saying	<DAN>Did you hear her describe that scaring on this individual's face?</DAN>	A-MT-090393-03.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	3. to find out a piece of information	<PAS>How did you hear about the charges?</PAS>	A-MT-100393-08.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	4. to know about someone or something, although not in great detail	<DAN>[...] Now what did she call them? Chuckaboots. Well ladies and gentlemen, I don't know what chuckaboots are. Maybe that's something down in Dallas. I've heard of the Wallabies and I've heard of desert boots, but I've never heard anybody say Chuckaboots. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
hearing (NN)	1. the sense which you use to hear sounds	<PAS>Judge, at this point in time in anticipation of where <<MDAN>> is getting ready to go with this, I'd ask to have an in camera hearing outside the view and hearing of the jury with regard to the receipts that he's getting ready to present into evidence. [...]</PAS>	A-MT-110393-09.txt	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
heat (VB)	1. to make something become warm or hot	<WDM>[...] <<FWJD>> said, no, he didn't want to eat. <<FDFT>> said he was going to heat up the spaghetti and pasta we had the night before.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to raise the temperature of something	My radiator is working, I think it just takes longer than the others to heat up.	KC7 875 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
help (VB)	1. to make it possible or easier for someone to do something by doing part of their work or by giving them something they need	<PAS>Did you help her upstairs?</PAS> <OBW>Yes, I did.</OBW>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31
	2. to take some of what you want, without asking permission, e.g. help yourself	He had begun to drink a lot during the day as he had learned to go to the fridge and help himself to prepared squash.	CGT 1381 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA21	(INTER)ACTION 10/31
	3. when someone is unable to change their behaviour or feelings or prevent themselves from doing something, they can't HELP it	<DJB>That my compassion will be toward ... I cannot help it.</DJB>	A-VD-080393-02.txt	NEUTRAL	IA1 IA9 IA12 IA15 IA17 IA18 IA23	(INTER)ACTION 7/31
help (NN)	1. things you do to make it easier or possible for someone to do something	With his help , she might learn how to develop and direct her psychic powers.	AK4 534 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA1 IA8 IA14 IA15 IA17 IA18 IA20 IA23 IA31	NOMINALISATION (INTER)ACTION 9/31
hesitate (VB)	1. to pause before saying or doing something because you are nervous or not sure	<OBI>[...] She was sure of what she was saying to us in the sense that whenever we would ask her a question, she didn't hesitate about having a description. She gave us a description of the suspect at that time.</OBI>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17 VE1 VE2 VE4 VE5 VE7 VE9 VE13	MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 7/13
hesitation (NN)	1. the process of hesitating	<PAS>Was there any hesitation in her response at all?</PAS> <ODS>No, ma'am.</ODS>	A-MT-090393-03.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION MENTAL COGNITIVE MINOR 6/17 VERBAL MINOR 6/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hesitant (ADJ)	1. uncertain about what to do or say because you are nervous or unwilling	<PAS>Now when you sat down and talked with <<NPJC>> and her mother about this case, was the mother hesitant to have <<FPJC>> go through all the details?</PAS>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18 VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 6/17 VERBAL MINOR 6/13
hide (VB)	1. to deliberately put or keep something or someone in a place where they cannot easily be seen or found	WHEN Laurence Olivier died in 1989, his family closed the door of the study and hid the key.	AKJ 98 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to cover something so that it cannot be seen clearly	when she rose to return to her place she kept her head bowed so that her dark hair fell across her face and hid the tears of remorse in her eyes.	FU8 780 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to go or stay in a place where no one will see or find you	<PAS>[...] The first officers on the scene on May 31st, 1991, found an 11-year-old <<NPJC>> hiding down in the basement of her house. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to keep your real feelings, plans, or the truth secret, so that they cannot be known by other people	Alice hid her love like someone hiding a precious jewel under their dress.	HOF 3709 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL EMOTIVE MAJOR 8/17
highlight (VB)	1. to mark written words with a special coloured pen, or in a different colour on a computer	<PAS>When <<MDAN>> stuck that report highlighted in blue up in front of your face and asked you isn't it true this is what <<UPJC>> said when you showed her the photo lineup [...]</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to make a problem or subject easy to notice so that people pay attention to it	He has been researching and trying to raise money for a documentary to highlight the problem.	A65 1590 (W:pop_lore)	NEUTRAL	ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	MENTAL PERCEPTIVE MAJOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hint (VB)	1. to suggest something in an indirect way, but so that someone can guess your meaning	She even hinted that he had been bullied into it by his wife.	AC3 1052 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
hire (VB)	1. to pay money to borrow something for a short period of time	All drivers must be at least 21 years old to hire a car. <DAN>[...] If I wanted to create something, wouldn't I have hired me ... not <<NWES>>, because he's never done it because he works for the government, hire me some guy other than <<FWES>> that I could ... [...]</DAN>	AMD 2955 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to employ someone		A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to allow someone to borrow something for a short time in exchange for money	Outdoor Adventure also hire out windsurfers, canoes, surfboards and mountain bikes.	G2S 1257 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
hit (VB)	1. to touch someone or something quickly and hard with your hand, a stick	I was surprised, although not as surprised as Mike Tyson when Frank got up and hit him back.	AAH 25 (W:newsp:brdsh_tnat:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move into something or someone quickly and with force	The plane hit a mountain during a monsoon while flying from Bangkok to Kathmandu.	CH6 463 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to move a part of your body quickly against something accidentally, causing pain	<PAS>When I was about 5-years old, my sister, who was 4-years old at the time, fell on a slip and fall [sic] and hit her head. [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to make a ball move forward quickly with a bat or stick	He also played golf, trying to hit the ball further than anyone else.	BN9 1829 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hit (VB)	5. to press a part in a machine, car to make it work	The blonde hit the brakes too late and the wheels cut and thrust into the water, screaming.	HGF 2832 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. to attack something or wound someone with a bomb, bullet	HMS SHEFFIELD, the first and most devastating British, naval loss of the Falklands War, was hit by an Argentinian Exocet missile because the ship's computer was programmed to recognise the Exocet as friendly.	B77 148 (W:non_ac:nat_science)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. to affect somebody badly	In 1977, the area was hit by massive floods which were made worse by the strip mining operations, leaving thousands of people homeless.	ALB 228 (W:non_ac:polit_law_edu)	NEGATIVE	IA1 IA4 IA9 IA12 IA14 IA16 IA18 IA20	(INTER)ACTION 8/31
	8. to experience trouble, problems	Having hit a bad patch, financially, I decided I must try for some paid work with my knitting machine.	CGX 714 (W:pop_lore)	NEGATIVE	IA4 IA9 IA12 IA15 IA18 IA21	(INTER)ACTION 6/31
	9. to reach a particular level, height or number	<PAS>Okay. What about now when you go to look out that peephole? Where does it hit you now?</PAS>	A-MT-100393-06.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	10. to suddenly realise something	<WVL>That's all. It hit me it was just a loud color.</WVL>	A-MT-110393-11.txt	NEUTRAL	ME3 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL PERCEPTIVE MAJOR 8/17
11. hit (the nail) on the head: used to say that what someone has said is exactly right	<PAS>[...] He has not, and you hit it right on the head when you told me out in court, he can't sponsor those to show that on that date, these bills were made by <<NDFT>> at these places because he wasn't with him. [...]</PAS>	A-MT-110393-10.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17	
hoist (VB)	1. to raise, lift, or pull up something, especially using ropes	The quay was deserted; soon the Black Pig was floating out on the falling tide, and for once as they hoisted the mainsail the crew were well pleased to be going back to sea.	ALS 269 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
hold (VB)	1. to have something in your hand, hands, or arms	<PAS>Did he continue to hold on to your wrist when you're walking back through the living room to the broom closet?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hold (VB)	2. to have a meeting, party, election in a particular place at a particular time	<DAN>[...] Is there anyone that does not recall the events ... well, there were several public forums, I believe, at the All Souls Unitarian Church, they would hold public meetings where public officials would come out. [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA4 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	3. to make something stay in a particular position	<PAS>[...] There was a person there wanting to talk to her, that she motioned and told him to go around to the back door. I can't unlock the front door. Came around to the back door and she held open the door partially and talked to him. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31
	4. to have a particular job or position, especially an important one	<OBY>I'm presently employed as the Department Latent Fingerprint Examiner.</OBY> <PAS>What is your ... strike that. What's the length of time that you have held that position?</PAS>	A-MT-090393-02.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	5. to keep something to be used when it is needed	<PAS>[...] Because while they are at the hospital, the police officers are still at the scene working the crime scene, trying to recover any potential evidence that they may have had at the scene, take pictures of the evidence, and hold and maintain those signs until they're turned in. [...]	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	6. to keep someone somewhere, and not allow them to leave	<PAS>[...] She is going to tell you that on May 31st, 1991, for approximately 20 minutes, she was brutally raped, sodomized, held against her will by <<NDFT>>. [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	7. to have a particular opinion or belief	<DJG>Yes. I've had some dealings with the court system and expert witnesses. You can find experts to hold both sides of the opinion.</DJG>	A-VD-090393-03.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hold (VB)	8. to officially own or possess money, a document, a company, e.g. Do you hold a valid passport?	If you do not already hold a valid passport, application forms may be obtained from the Post Office.	EBN 1164 (W:advert)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	9. to have the space to contain a particular amount of something	Harmondsworth, which normally holds about forty men, women and children, would sometimes have up to four cots per small room.	A6V 1620 (W:non_ac:soc_science)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	10. to be strong enough to support the weight of something or someone, e.g. I'm not sure that branch will hold you.	It is topped by a wind-blown crust that almost holds our weight as we descend.	A6T 2344 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	11. to stay at a particular amount, level, or rate, e.g. Since then, the pound has held steady against the dollar.	<JU1>[...] These restrooms are for your use. The juryroom is for your use throughout this trial. I'd ask that you hold your conversation down. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	12. to continue to be true, good, available, e.g. Does your invitation still hold?	Although in recent years, as second incomes have become more important, it is debatable as to whether this finding would still hold true.	CHS 41 (W:commerce)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	13. to wait or not to do something	But if you're prepared to hold your horses a little until that final fence, I've a feeling that you may well end up ahead of the rest of the field	BMC 1635 (W:pop_lore)	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 7/31
	14. hold something up or out: to move your hand or something in your hand in a particular direction	<PAS>Would you hold up your hands for the ladies and gentlemen of the jury and will you turn them over? You don't have any rings today, do you?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	15. to keep a promise to do something	<JU1>I'll let you go ahead and get that testimony out of him and offer it. I'll still hold the ruling. Look up any authority you want to cite.</JU1>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
16. hold something against someone: (continue to) dislike someone or not forgive them because of something bad they have done in the past	<JU1>[...] These parties are advocates, they believe in their position in this case and I don't know how many has been made, but you should not hold that against any of the parties. [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17	

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hold (VB)	17. hold someone to something: to make someone do what they have promised	<PAS>Will you not hold me to an impossible burden?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 11/31
	18. hold someone responsible: to say or decide that someone should accept the responsibility for something bad that happens	<JSM>I would have to hold the State responsible for proving the person guilty.</JSM>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	19. hold it together: stay strong	<DKU>She was frightened but she was very much in control, a very mature 11-year-old who was very cooperative and she was holding it together quite well.</DKU>	A-MT-090393-02.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
hold (NN)	1. the action of holding something with your hands	She lost her hold on the saddle.	HH1 2752 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. get (a) hold of: to find someone or borrow something so that you can use it	<DCO>Anything I could. I thought that ... I thought that I might be able to get passed the police and get a hold of him. [...]</DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA3 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
	3. keep a hold (on): control, power, or influence over something or someone	She recognised that he wanted her to forget what had happened, but that it also leapt vividly before his eyes and had a hold on him too.	GUX 1310 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
holiday (VB)	1. to spend your holiday in a place	the effects of the recession and the threat of airport delays encourage more and more people to holiday at home rather than abroad.	C8B 417 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
hollar (VB)	1. to shout loudly	<PAS>[...] He didn't use his radio. He hollared . "<<FOBI>>, I've got her. She's down here." <<NOBI>> continued to look through the house for a suspect, but he didn't locate one. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE12	VERBAL MAJOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
honour (VB)	1. to do what you have agreed to do	the British Army's main concern in Austria in May 1945 was to comply with the Yalta agreement ordering repatriation so that the Russians would honour a promise to return British prisoners of war.	A50 231 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to treat someone with special respect	Henley rower, Steve Redgrave has been honoured for his outstanding achievement in the sport.	K1C 1625 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
hook (VB)	1. to catch a fish with a hook	But those who have actually hooked a fish, regardless of size, will know the thrill.	FBL 2924 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to fasten or hang something onto something else	Then she carefully hooked the hat back on to the peg with the walking-stick.	CH4 283 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to bend your finger, arm, or leg, especially so that you can pull or hold something else	He shook his head in angry bewilderment, then, in one swift easy movement, bent to hook his arm beneath her knees.	HA9 815 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to succeed in making someone interested in something or attracted to something	If you're at the other end, you're actually producing something, bear in mind your opening sentence, your opening paragraph, your headline, your title, must actually hook people in.	KRP 404 (S:unclassified)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	5. to throw or kick a ball so that it moves in a curve	Players who slice the ball tend to win with their shoulders and players who hook the ball tend to win with their clubhead.	G2C 1229 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
hop (VB)	1. hop in: to move somewhere quickly or suddenly	<PAS> Hop in the car, <<FDFT>>, let's go to Dallas?</PAS>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hop (VB)	2. to move by jumping on one foot	She slid joyfully down from the bed and hopped across the cold carpet to the window.	AC5 2467 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
hope (VB)	1. to want something to happen or be true and to believe that it is possible or likely	<DAZ>[...] I hope that you will agree with me that there's a credibility problem. I'll turn the remainder over to <<MDAN>>.</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL DESIDERATIVE MAJOR 7/17
hope (NN)	1. a feeling of wanting something to happen or be true and believing that it is possible or likely	<DGI>[...] With the new one, we wash it up to 5 times with the hope of getting rid of more of the female DNA.</DGI>	A-MT-100393-06.txt	NEUTRAL	ME4 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL DESIDERATIVE MAJOR 6/17
hopeful (ADJ)	1. believing that what you hope for is likely to happen	<PAS>[...] After <<RORH>> talks to you, <<ROBY>> is going to tell you that he looked at some of the potential latent prints that were recovered at the scene. <<RORH>> was very hopeful that he had gotten some good prints. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME4 ME6 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MAJOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
hospitalise (VB)	1. to take someone into hospital for treatment	An accident could hospitalise you tomorrow — and your life could be turned upside down for months.	AYP 2460 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
hospitalisation (NN)	1. the act of taking someone into a hospital for treatment	You can take out a policy from as little as £4.50 per month, covering only yourself in the event of hospitalisation .	AYP 2255 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
host (VB)	1. to provide the place and everything that is needed for an organized event	England will host the 1994 European Championships at the National Indoor Arena in Birmingham from March 25-April 4.	AL3 893 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
host (VB)	2. to introduce a radio or television programme	In the programme, hosted by Sue Lawley, the three will answer the questions separately, at a London venue being kept secret for security reasons.	AHF 329 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 9/13
house (VB)	1. to provide someone with a place to live	The soldiers are now housed in five-man rooms; duvets, music systems and the occasional television are in evidence.	A77 668 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to keep something somewhere	I was now at a bit of a loss as to what to do next, so I wandered upstairs to the room that housed the books covering my subject, just to check up on a few things.	A0F 266 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
hug (VB)	1. to put your arms around someone and hold them tightly to show love or friendship	<PAS>How did he react when he saw you?</PAS> <PJC>He came and he hugged me.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to put your arms around yourself	Tallis moved quietly round the house and came up behind the hunter; she sat on the rush matting and hugged her knees, listening to what was being said.	HTM 38 (W:fict:prose)	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA21	(INTER)ACTION 9/31
	3. to move along the side, edge, top of something, staying very close to it	There were small motor-powered jalboats which hugged the coast, fishing or cargo hopping, but they rarely lifted sail, plying in and out of the Emirates using the region's cheap petrol.	CDX 232 (W:biography)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
hug (NN)	1. the action of putting your arms around someone and holding them tightly to show love or friendship	'Of course not,' she said, giving her mother a hug .	C98 1029 (W:fict:prose)	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
hunt (VB)	1. to chase animals and birds in order to kill or catch them	In autumn they hunted deer on Joseph Creek on their return.	ALX 325 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to look for someone or something very carefully	A TEENAGE girl was kidnapped and raped by a gang while police hunted for her.	CH6 2765 (W:newsp.tabloid)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
hunting (NN)	1. chasing and killing animals for food or sport	They were interested spectators while he played polo, went fishing or fox hunting .	ECM 946 (W:biography)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the activity of looking for a job, house, or flat	On the domestic front I was less fortunate and had no great success with house hunting .	H0C 110 (W:commerce)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
hurt (VB)	1. to cause pain in a part of your or someone else's body	<DKU>Well first, you talk to the patient to allow them to understand what you're going to do that you're not trying to hurt them, tell them that some of the things may be painful and you try to guide them through and try to tell them what you're going to do before each step. [...]</DKU>	A-MT-090393-02.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to make someone feel very upset, unhappy, sad etc	I had no wish to do so, but neither did I want to hurt his feelings.	AMC 284 (W:biography)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 9/17
hurry (VB)	1. to do something or go somewhere more quickly than usual, especially because there is not much time	<WDM>[...] We had fixed our lunch, because we had a second appointment. It was going to make us really have to hurry . We had made sandwiches for ourselves. [...]</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to make someone do something more quickly	<DAN>[...] Friday, we get up and we're running late and the <<SDLT>>'s ... the people that are shooting on the squad remember seeing him at 9 o'clock, because they're hurried and they're carrying the guns to the field. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA19	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
identify (VB)	1. to recognize and correctly name someone or something, e.g. The police took fingerprints and identified the body	<PAS>[...] She'll identify some evidence that she recovered. She'll tell you what they did with the rape kit that was performed at Saint Francis Hospital and turned into the property room under AB-0758. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	2. to feel sympathy with someone or be able to share their feelings, e.g. identify with oneself	People will be able to identify with Lola who is just a child without a family, trying to stay alive and fall in love.	ADR 1396 (W:biography)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 6/17
identification (NN)	1. when someone says officially that they know who someone else is, especially a criminal or a dead person	<PAS>Was she positive in her identification ?</PAS> <ODS>At the time she was, yes, ma'am.</ODS>	A-MT-090393-03.txt	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18 VE1 VE2 VE7 VE11 VE12 VE14	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17 VERBAL MAJOR 6/13
	2. when you recognize something or discover exactly what it is	<OAM>Serology is basically the identification and characterization of body fluids that are usually found in a dried state form in any type of crime.</OAM>	A-MT-100393-05.txt	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
ignore (VB)	1. to deliberately pay no attention to something that you have been told or that you know about	<PAS>[...] When they were talking about the masking, did you notice how good they were at picking out 2 sentences out of a letter to read to you? Did you notice that they completely ignored the fact that <<RDGI>> said there was a low sperm count, but they knew sperm was present. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL PERCEPTIVE MAJOR 9/17
	2. to behave as if you had not heard or seen someone or something, e.g. Sam rudely ignored the question.	Montgomery ignored the question and carried on.	C8D 2443 (W:fict.prose)	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL PERCEPTIVE MAJOR 9/17
ignorance (NN)	1. lack of knowledge or information about something	He's only showing his ignorance .	B1Y 734 (W:biography)	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
illustrate (VB)	1. to make the meaning of something clearer by giving examples	There are four key factors which illustrate the point.	CFE 1319 (W:non_ac:soc_science)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 9/17 VERBAL MAJOR 9/13
	2. to be an example which shows that something is true or that a fact exists	This clearly illustrates that the way you approach practice greatly affects how much you improve, irrespective of talent.	AT6 67 (W:misc)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 9/17 VERBAL MAJOR 9/13
	3. to put pictures in a book, article	He illustrated them with special drawings.	CHP 227 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
imagine (VB)	1. to form a picture or idea in your mind about what something could be like	Steve Gilbert has had a beard for 20 years and says he can't imagine life without it.	K23 3934 (W:news_script)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to have a false or wrong idea about something	Perhaps she'd just imagined it, like she'd imagined the pallid papery men buried in the walls.	AC5 2101 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to think that something is true or may happen, but without being sure or having proof	<DAN>Did she look at it again when you showed it to her?</DAN> <ODS>I imagine she did when she was initiating the picture that she had picked previously.</ODS>	A-MT-090393-03.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
imagine (VB)	4. to know something, often used to emphasize how good, bad something is, e.g. you can't imagine my level of anger!	You could never imagine Eileen or Catherine getting frustrated like that though can you.	KNR 294 (S:conv)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
imagination (NN)	1. the ability to form pictures or ideas in your mind	You need to use your imagination to help 'see' pictures in your mind.	AYK 1681 (W:misc)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
impact (VB)	1. to have an important or noticeable effect on someone or something	Obviously the death of my father impacted greatly upon my childhood years.	EVH 182 (W:biography)	NEUTRAL	ME2 ME7 ME8 ME12 ME13 ME15	MENTAL EMOTIVE MINOR 6/17
	2. to hit someone or something with great force	The executive transporter boomed like a giant bell as it impacted against the bay wall.	G1M 3480 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA15 IA18 IA25	(INTER)ACTION 6/31
impanel (VB)	1. to choose the members of a jury in a court of law	<JU1>[...] Momentarily, my clerk will give you an oath and then we'll impanel 12 jurors over here and ask them a few questions and give a little information about this case. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	ME4 ME6 ME8 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 6/17
impeach (VB)	1. to challenge or question (a person's integrity, for instance)	<JU1>You can impeach what he says on direct, but you can't ask questions on your cross-examination then bring somebody in for rebuttal.</JU1>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
impeachment (NN)	1. the process of challenging or questioning (a person's integrity, for instance)	<JU1>It's not the things you bring out on ...</JU1> <PAS>It's impeachment .</PAS>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
impede (VB)	1. to make it difficult for someone or something to move forward or make progress	<OBY>Yes, it will. The oil floats on the water that's there and impedes that evaporation, right, and leaves that outline.</OBY>	A-MT-090393-02.txt	NEUTRAL	IA5 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA30	(INTER)ACTION 10/31
implantation (NN)	1. to put something into a part of someone's body by performing a medical operation	<DLT>I'm an eye surgeon in Oklahoma City specializing in surgical procedures of the anterior chambers such as cataracts and lens implantation and that kind of thing.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
implement (VB)	1. to take action or make changes that you have officially decided should happen	In practice, of course, it would be very difficult to implement a policy of this nature.	FB2 1686 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
implementation (NN)	1. the process of taking action or making changes that you have officially decided should happen	Aspects of the Irish constitution and its implementation are clearly oppressive as well as offensive to other minorities besides the protestant ones.	A07 819 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
imply (VB)	1. to suggest that something is true, without saying this directly	<DLT>No, I didn't say that. I mean that I was not trying to imply that I've talked to him only once about that.</DLT>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	2. to prove that the second thing exists, e.g. High profits do not necessarily imply efficiency.	Therefore, even for a private company, high profits do not necessarily imply efficiency.	CE8 397 (W:commerce)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
implicate (VB)	1. to show or suggest that someone is involved in a crime or dishonest act	Was she the author of the Casket Letters, those letters which totally implicated her in the murder, or were they forgeries?	AE4 21 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
implication (NN)	1. a suggestion that is not made directly but that people are expected to understand or accept	He says that it has been the foundation of Europe's post-war success, the implication being that we must adopt the same system in Britain if we are to become a modern, prosperous nation.	AJ6 971 (W:newsp:brdsht_nat:misc)	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
import (VB)	1. to bring a product from one country into another so that it can be sold there	You know we only imported a small amount but all the same there was always enough to meet demand.	AOR 1846 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move information from one computer to another	Users can import graphics, video, audio and Word files into Access via Microsoft's Object-Linking and Embedding (OLE) mechanism	CSL 154 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
impose (VB)	1. force people to accept a rule or punishment	<DAN>Judge, I'm going to impose an objection.</DAN>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to force someone to have the same ideas, beliefs	Interactionists stress that definitions of crime reflect the power of groups who have managed to impose their ideas about right and wrong, normality and so on on society.	B17 365 (W:ac:soc_science)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	3. to expect or ask someone to do something for you when this is not convenient for them	Another said mournfully, 'Don't you let them impose on you, dear.	H9G 3098 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to have a bad effect on something or someone and to cause problems for them	Privatization, like nationalization, imposes a stiff workload and absorbs a great deal of parliamentary time.	B0H 1377 (W:non_ac:humanities_arts)	NEGATIVE	RE2 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
impress (VB)	1. to make someone feel admiration and respect	Wanting to impress her, Dustin bought a suit for their first date and, on the second date, they went to the beach.	C9U 242 (W:biography)	POSITIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	2. to make the importance of something clear to someone or make someone realise something	<DGI>Right. That is correct. But what I need to impress upon you is just because there's spermatozoa present, just because we see some, doesn't mean we're always going to get a typing in the male fraction of the swab. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
imprison (VB)	1. to put someone in prison or to keep someone somewhere and prevent them from leaving	<PAS>[...] with the unlawful and felonious intent then and there on the part of said defendant to cause the said <<NPJC>> to be secretly confined and imprisoned in this State against her will. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
improve (VB)	1. to make something better, or to become better	They played chess and draughts and she helped him improve his English.	G0N 3499 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
improvement (NN)	1. the act of improving something or the state of being improved	Sir Brian Hill, chairman and chief executive, said there was no sign of an <u>improvement</u> .	A2H 87 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
inaction (NN)	1. the fact that someone is not doing anything	<DAN>[...] They said, I remember the Pan American shoot. I remember seeing him. Of course, due to the action or <u>inaction</u> of the State of Oklahoma, they weren't ... they weren't able to go to these people and ask them what they remembered until after November the 25th, I think, because they didn't file the charges. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
incarcerate (VB)	1. to put or keep someone in prison	<DAN>[...] I mean she's started out be [sic] saying aren't you afraid of him and now since she's intimating that he's been <u>incarcerated</u> all this time, because he's been unbelievable to be in the home and she's trying to ...</DAN>	A-MT-110393-10.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
incarceration (NN)	1. the process of putting or keeping someone in prison	<PAS>Do you think <u>incarceration</u> is the appropriate punishment for 1st degree burglary, rape, sodomy, lewd molestation, attempted robbery?</PAS>	A-VD-090393-04.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
inch (VB)	1. to move very slowly in a particular direction	Guider nodded slowly and <u>inched</u> his way forward, holding on to things with his eyes closed.	CEU 990 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
include (VB)	1. to be something that is part of another thing	<JU1>[...] I do have the availability to furnish you at the expense of the court fund, if you get to that point, you might not get to that point. But if you do, a club sandwich, which <u>includes</u> club sandwich and french fries and a soft drink of some kind, tea, from the Double Tree Hotel across the street. [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to make someone or something part of a larger group or set	<PAS>Did you <u>include</u> those physical aspects in your report?</PAS>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
inclusion (NN)	1. the act of including someone or something in a larger group or set, or the fact of being included in one	Its footage is mainly licensed world-wide to film makers for <u>inclusion</u> in features and documentaries.	A4F 618 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
inconvenience (VB)	1. to cause problems for someone	'They are only a nuisance, they have only inconvenienced you,' said Marcelle,	CKE 2590 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
incorporate (VB)	1. to include something as part of a group, system, plan	<DGI>If I understand your question correctly, we have incorporated into our test a control specimen that we run. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	(INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
incorporation (NN)	1. the act of including something as part of a group, system, plan etc	It only occurs as a result of the incorporation of these societies into capitalist systems.	A6S 1349 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
increase (VB)	1. to become bigger in amount, number, or degree, e.g. My wage will increase when I turn 30.	<DGI>[...] the number of times that we wash the residual pellet from that would be increased on that third opportunity that we had to run the test.</DGI>	A-MT-100393-05.txt	NEUTRAL	RE2 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
increase (NN)	1. a rise in amount, number, or degree	<DGI>[...] I guess what I think you're asking is that are there situations where one portion of the population may have an increase in a particular DQ Alpha type as opposed to another area of the population and therefore enhance those numbers or decrease those numbers depending on which population you're testing. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	RE2 RE6 RE7 RE9 RE10 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
incur (VB)	1. to obtain (used when something happens to you that is unpleasant because you have done something), e.g. you incur a fine	Matharu is likely to incur a suspension of two or three months.	A99 176 (W:newsp:brdsht_nat:sports)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
index (VB)	1. to make an index for something, usually information	Publications are indexed by title.	CFT 901 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to arrange the level of wages pensions etc to increase or decrease according to the level of prices	The government agreed to a 100 per cent pay increase, to meet demands for job security, to index wages to inflation, to set up an inquiry into the current salaries of health workers and teachers, to reinstate all workers dismissed since March, and to involve the unions in revising the Civil Service Law.	HKU 454 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
indicate (VB)	1. to show that a particular situation exists, or that something is likely to be true, e.g. Research indicates that over 81% of teachers are dissatisfied with their salary.	<PAS>Did your report indicate that you thought some of these latent prints might be readily identifiable prints?</PAS>	A-MT-090393-02.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	2. to say or do something to make your wishes, intentions clear	<PAS>And did she indicate that she would look at the pictures?</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	3. to direct someone's attention to something or someone	<PAS>[...] He'll indicate how he did that. He'll indicate that he was able to obtain a photograph of the suspect and he'll indicate what he did with that photograph in regard to this case. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	4. to represent something	<OCC>[...] what type of clothing a person wears will indicate whether or not you have more wearing on the tips of the pubic hairs or not. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	5. to show the direction in which you intend to turn in a vehicle, using lights or your hands	Don't forget to indicate before you pull out.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
indication (NN)	1. a sign, remark, event etc that shows what is happening, what someone is thinking or feeling, or what is true	<PAS>Is there any indication that there's A-B type?</PAS>	A-MT-100393-05.txt	NEUTRAL	VE1 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 6/13
indicative (ADJ)	1. to be a clear sign that a particular situation exists or that something is likely to be true	Thus the techniques used to manufacture and decorate an object are indicative of its authenticity.	AC9 1179 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 6/13
indict (indite) (VB)	1. to officially charge someone with a criminal offence	<DJU>Possibly. My ex-husband was indited on federal charges of illegal commercial fishing.</DJU>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
indulge (VB)	1. to let yourself or someone else do or have something that you or they enjoy or particularly want to do, especially something that is considered bad for you or them	<JU1>[...] That is not rebuttal. I'm going to admonish the jury to disregard it. I'm going to admonish you not to indulge in any further questions about it.</JU1>	A-MT-120393-15.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
infer (VB)	1. to form an opinion that something is probably true because of information that you have, e.g. From the evidence we can infer that the victim knew her killer.	<JU1>[...] It's possible you'll be here after 5 o'clock. I don't infer that, but I just try to tell you so you can be prepared and so whenever you go back there, you can stay as long as you want. [...]</JU1>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
inference (NN)	1. when someone infers something	<JU1>[...] I don't make any inferences about how long it's going to take you, but sometimes you might get back at 5 o'clock and think you need something and there's just nothing available. [...]</JU1>	A-MT-120393-15.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
inferential (ADJ)	1. to describe something that you think is true, based on information that you have	But there is inferential evidence for the early adoption of family planning.	EDK 558 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
inflict (VB)	1. to make someone suffer something unpleasant	<DAN>I don't know that's the best way to say it, but the ... they ... that in therapy and in trying to get over the trauma that's been inflicted upon them, that a part of that is to say you caught the guy that did it?</DAN>	A-VD-090393-04.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL EMOTIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
inflict (VB)	2. to visit or be with someone when they do not want you	Richard obviously did not want it, and was it really fair to her friends to inflict her nephew on them, she added reasonably to herself?	ASE 1477 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
influence (VB)	1. to affect the way someone or something develops, behaves, thinks without directly forcing or ordering them, e.g. Several factors are likely to influence this decision.	<DGI>[...] That in no way influences what our results and the way we interpret our results would be. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 11/31
influential (ADJ)	1. having a lot of influence and therefore changing the way people think and behave	But in the twentieth century, conductors have replaced composers as the most influential people in musical life.	A4W 155 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA5 IA6 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
inform (VB)	1. to officially tell someone about something or give them information	<PAS>[...] District Attorney for Tulsa County, Oklahoma, who prosecutes in the name and by the authority of the State of Oklahoma, comes now into the District Court of Tulsa County, State of Oklahoma and gives the Court to understand and be informed that: [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to influence someone's attitude or opinion	The recent past informs the post/modern, even or especially as the latter is changing our understanding of that past.	A6D 676 (W:ac:humanities_arts)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
informed (ADJ)	1. having a lot of or based on knowledge or information about a particular subject or situation	It is designed to help each applicant to make an informed decision before applying for a particular programme of study.	B3C 861 (W:misc)	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17
infringe (VB)	1. to do something that is against a law or someone's legal rights	The inventory is compared with purchase records, and International Software ensures that the client company is not and will not infringe copyright regulations.	CNU 73 (W:non_ac:tech_engin)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to limit someone's freedom in some way	He would say little more for my questions infringed on what he considered Laura's private domain.	H82 1477 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
initial (VB)	1. to write your initials on a document to make it official or to show that you agree with something	<ODS>[...] I gave her my pen, she took the photo lineup and initialled under the Photograph Number 2.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
initiate (VB)	1. to arrange for something important to start, such as an official process or a new plan	<DGI>[...] More recently, we have participated in a proficiency testing program that was initiated by a group in Texas called TWGDAM, Technical Working Group on DNA Analysis and Methodology. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA17 IA18 IA23	(INTER)ACTION 11/31
interjection (NN)	1. a word or expression used to express a strong feeling	<PAS>May we approach the bench? Judge, at this point in time, based on the ... her interjection that she loves her son, I'd like to be able to inquire as to other feelings she may or may not have for her son. [...</PAS>	A-MT-120393-14.txt	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
injure (VB)	1. to hurt yourself or someone else, for example in an accident	<PAS>When you got back to the den and you've told the ladies and gentlemen of the jury that he stuck his finger inside you and it hurt, do you know if he injured you at that time?</PAS>	A-MT-100393-06.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA21	(INTER)ACTION 11/31
	2. to say unfair or unpleasant things that hurt someone's pride, feelings	Driven to the edge of despair and traumatised by the prospect of a court-case that deeply injured his pride, he threw himself in front of an express train bound for Edinburgh.	B1L 214 (W:misc)	NEGATIVE	ME2 ME7 ME8 ME12 ME13 ME15 ME17 VE1 VE3 VE4 VE7 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 7/31 VERBAL MINOR 6/17
innovate (VB)	1. to start to use new ideas or new methods	These were innovated in the United States	HY2 79 (W:commerce)	NEUTRAL	IA1 IA4 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
insist (VB)	1. to say firmly and often that something is true, especially when other people think it may not be true	<PAS>[...] There's been some time since then, but he still remembered and still insisted had he had on black and white patched tennis shoes. [...</PAS>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
insist (VB)	2. to demand that something should happen	He insisted that I visit the church and marine cemetery at Varengeville.	A04 1264 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	3. to keep doing something, especially if inconvenient or annoying for you	Though he does not wear white overalls and wander about with a paint brush in his hand, he insists on calling himself a decorator	BMD 1044 (W:pop_lore)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
insistence (NN)	1. when you demand that something should happen and refuse to let anyone say no	It went no further, despite my insistence : you always gently repulsed me.	AC6 1108 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
insistent (ADJ)	1. demanding firmly and repeatedly that something should happen	<PAS>[...] He took the car, he went to get some medicine and they went to the Olive Garden. <<MDAN>> has been very insistent about getting some reports in for you to look at. Please look at them. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 7/13
inspect (VB)	1. to examine something carefully in order to find out more about it or to find out what is wrong with it	Sebastian got out and came marching round with his friends to inspect the damage.	AT4 205 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
inspection (NN)	1. a careful examination of something to find out more about it or to check for anything wrong	<PAS>But you said protective inspection ...</PAS>	A-VD-090393-03.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
inspire (VB)	1. to encourage someone by making them feel confident and eager to do something	At least now he's surrounded by people who encourage and inspire him, who kick his arse, help him write songs and drag him out of the isolated, uncreative lethargy he easily slips into.	CK5 650 (W:pop_lore)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
inspire (VB)	2. to make someone have a particular feeling or react in a particular way, e.g. The hospital's record does not inspire confidence	Its record in economic crisis-management does not inspire confidence.	A27 104 (W:news:brdsh_t_nat:editorial)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	3. to give someone the idea for something, especially a story, painting, poem	The argument is clearly inspired by a religious motivation and shows Ulster protestantism to be a vigorous form of political religion, approving whatever defensive measures are necessary to avoid submission to Rome rule.	A07 647 (W:ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 5/21
inspiration (NN)	1. to make someone feel encouraged to be as good, successful etc as possible	There are many people like Olive who have been an inspiration to me.	ACN 1780 (W:pop_lore)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
inspiring (ADJ)	1. giving people a feeling of excitement and a desire to do something great	He had many of the qualities of an inspiring leader; for he combined a keen intellect with an ability to speak from the heart	HRJ 407 (W:non_ac:polit_law_edu)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
instruct (VB)	1. to officially tell someone what to do	<PAS>One of the instructions the Judge will give you is he will instruct you to deliberate with the other ladies and gentlemen of the jury. [...]</PAS>	A-VD-090393-04.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to teach someone something or show them how to do something	<DGI>Personally at that particular time, no. They are under my supervision and I would instruct them on normal events when we have instructional times. They were trained by me as they came into the laboratory.</DGI>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to officially tell someone about something	<JU1>[...] My responsibility as a judge is to insure that the evidence is presented according to law, to instruct you as to the law and to rule upon objections raised by the attorneys. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
instructive (ADJ)	1. providing a lot of useful information	Many sexual problems are treated these days primarily by educational or instructive methods, which can be very effective.	BNF 1481 (W:misc)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 7/13
instructional (ADJ)	1. providing instruction	<DG>[...] They are under my supervision and I would instruct them on normal events when we have instructional times. They were trained by me as they came into the laboratory.</DG>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 7/13
instrumentation (NN)	1. the process of doing something using some kind of tool or instrument	<PAS>[...] <<NDFT>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of 1st degree rape by instrumentation , a felony [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
insure (VB)	1. to buy insurance so that you will receive money if something bad happens to you, your family, your possessions	It is compulsory to insure motorbikes but not pedal cycles, although insurance is available.	BNL 1202 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to provide insurance for something or someone	The parallel is with health insurance in America, where companies insure their staff — and medical bills are out of control.	ABD 267 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. ensure: make sure that something will happen properly	<DAZ>And what do you do to insure that things from your laboratory do not settle on that piece of paper while you sort?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
intend (VB)	1. to have something in your mind as a plan or purpose, e.g. I intend to spend the night there.	<JU1>[...] Opening statements are not evidence, but the parties tell you briefly what they intend to present to you during this trial by way of evidence. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 8/17
intent (NN)	1. the intention to do something	<PAS>[...] with the unlawful and felonious intent then and there on the part of said defendant to cause the said <<NPJC>> to be secretly confined and imprisoned in this State against her will. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
intention (NN)	1. a plan or desire to do something	<DAZ>I'm sorry, Doctor. Unless we can have a foundation that he knew what her <u>intention</u> was, Your Honor, it's hearsay.</DAZ>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
intentional (ADJ)	1. done deliberately and usually intended to cause harm	<JU1>You gave me one one time.</JU1> <DAN>Oh yeah. That wasn't <u>intentional</u> and you took care of it.</DAN>	A-MT-120393-15.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 6/17
interchange (VB)	1. to put each of two things in the place of the other, or to be exchanged in this way	Furthermore, cable may make it possible for people to <u>interchange</u> information on a rapid two-way basis.	B7F 326 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
interest (VB)	1. to make someone want to pay attention to something and find out more about it	Then he said, 'I heard a story that might <u>interest</u> you.'	C86 3062 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to give something a lot of attention because you want to find out more about it, e.g. He had always interested himself in foreign affairs.	In Leeds meanwhile he <u>interested</u> himself in educational ventures and became widely known for public service.	GTH 979 (W:biography)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	3. to try to persuade someone to buy, do, or eat something	On one occasion, they tried to <u>interest</u> him in the piano but that finished within three weeks with two surprises.	B2G 302 (W:religion)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
interest (NN)	1. have an interest in someone or something: want to know or learn more about them	John is a fishkeeper who works primarily with livebearers these days, but has an <u>interest</u> in just about all groups of fish.	FBN 1239 (W:pop_lore)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
interested (ADJ)	1. giving a lot of attention to something because you want to find out more about it or because you enjoy it	<JU1>If you can get her to say that's one of her normal receipts, that's fine. I'm <u>interested</u> in the truth here.</JU1>	A-MT-110393-10.txt	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE11 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
interfere (VB)	1. to deliberately get involved in a situation where you are not wanted or needed	Lying in bed, she thought back over the conversation, blaming herself for having interfered in such a private matter.	FPM 2150 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	2. to prevent something from succeeding or from happening in the way that was planned	<OAM>Being that they're collected with saline and saline interferes with genetic markers.</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	3. to spoil the sound or picture that you receive on TV or the radio	There is the added irritation of having the picture interfered with and the screen takes a moment to settle down after a restart.	FUA 1022 (W:non_ac:polit_law_edu)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	4. to touch a child sexually	Later the trial judge lifted an order banning publication of the girl's claim that her father had sexually interfered with her.	CS1 986 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
interference (NN)	1. an act of interfering	Some prisoners who would not normally have received the death sentence may have fallen victim to political interference in the judicial process.	A03 137 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA15 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
interfering (ADJ)	1. to describe a person who deliberately gets involved in a situation where they are not wanted or needed, i.e. meddle	To them, she appeared an interfering busybody, a pushy incomer meddling with their heritage.	CH1 9614 (W:newsp:tabloid)	NEUTRAL		NOMINALISATION (ADJ) (INTER)ACTION 7/31
interpose (VB)	1. to put yourself or something else between two other things	They tensed somewhat upon sighting Petion, but Howard hastily interposed himself between them.	FSR 511 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
	2. to say something when other people are having a conversation or argument, interrupting them	<DAN>Judge, at this time, I'm going to interpose an objection.</DAN>	A-MT-090393-01.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE7 VE9 VE13	VERBAL MINOR 7/13
interpret (VB)	1. to translate spoken words from one language into another	They spoke good Spanish: if they promised to interpret for me, I said, I'd rent a car and give them a ride.	CJD 1139 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE9 VE13	VERBAL MINOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
interpret (VB)	2. to believe that something someone does or something that happens has a particular meaning	Mr de Klerk's statement was also <u>interpreted</u> as a favour to Margaret Thatcher, who is facing increased pressure for sanctions against South Africa at the Commonwealth summit next week.	A5M 125 (W:newsp:brdsh_t_nat:report)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to explain the meaning of something	<OAM>Being inconclusive either means that the results that I received were so weak that I could not <u>interpret</u> the results or there were no results. [...]</OAM>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	4. to perform a part in a play, a piece of music in a way that shows your feelings about it or what you think it means	[...] provided the director is aware of Mozart's signs and <u>interprets</u> them correctly with greater sharpness for the strokes.	J1A 1162 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28 RE1 RE4 RE8 RE11 RE12 RE18 RE19	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (IDENTIFYING) INTENSIVE 7/21
interpretation (NN)	1. the way in which someone explains or understands an event, information, someone's actions etc	<DAZ>Okay. And you used your standard methods of <u>interpretation</u> ?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
interrupt (VB)	1. to stop someone from continuing what they are saying or doing by suddenly speaking to them, making a noise	<PAS>Let me ask you about the shoot, not to <u>interrupt</u> you, but let me ask you about the shoot back in May, June of 1991. [...]</PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
	2. to make a process or activity stop temporarily	He began law practice, which was <u>interrupted</u> by the second world war.	ABD 410 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA25	(INTER)ACTION 11/31
interruption (NN)	1. the act of stopping someone from continuing what they are saying or doing by suddenly speaking to them, making a noise	Francis spoke with force and authority and was able to make his speech entirely without <u>interruption</u> .	ABU 628 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
intervene (VB)	1. to become involved in an argument, fight, or other difficult situation in order to change what happens	Mr Poole said there were signs that the Army was being put on standby to <u>intervene</u> in the three-week-old dispute.	A30 727 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to interrupt someone when they are speaking	'He means nothing at all,' his mother had <u>intervened</u> , 'except that you've upset him.	A7J 1254 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 7/13
	3. to delay or interrupt something else, e.g. He was just establishing his career when the war intervened.	As it happened, the Great War <u>intervened</u> and provided the Conservatives with an opportunity to confirm what had been an uncertain trend towards a reshaping and consolidation of the right.	A6G 1162 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to come between two events, e.g. In the six years that intervened I saw them once.	The Migration period which <u>intervened</u> between the decline of Rome and the emergence of European nations witnessed a marked change in the way garnets were used to embellish gold work.	FBA 1049 (W:non_ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
interview (VB)	1. to ask someone a series of questions	<PAS>Do you know whether or not another officer was assigned to <u>interview</u> her as far as the actual offenses that occurred?</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
intimate (VB)	1. to hint at something rather than saying it directly	<DAN>[...] I mean she's started out be [sic] saying aren't you afraid of him and now since she's <u>intimating</u> that he's been incarcerated all this time, because he's been unbelievable to be in the home and she's trying to ...</DAN>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
intimidate (VB)	1. to threaten someone into making them do what you want	<DAN>And of all those people that you questioned about whether they remembered seeing <<FDFT>> at the Pan American shoot on May the 31st or through that shoot, did you ever intimidate anyone, offer them something in order to get them to remember?</DAN>	A-MT-110393-10.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL EMOTIVE MINOR 9/17 VERBAL MINOR 9/13
	2. to make someone feel worried and not confident	<WJD>No, they'd certainly not. They certainly wouldn't have been intimidated by me in any way.</WJD>	A-MT-110393-10.txt	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
introduce (VB)	1. to tell two people each other's names for the first time	<WEC>[...] So I introduced <<NA51>> to <<NWJD>>. So I remember it specifically.</WEC>	A-MT-110393-11.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE11 VE13	VERBAL MINOR 10/13
	2. to bring a plan, system, or product into use for the first time	<DAN>[...] I will introduce into evidence for you a credit card from Kiowa, Oklahoma where they stopped and bought gas on the 30th. [...]</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to speak at the beginning of and sometimes during a television or radio programme, or at the beginning of a public event	The same presenter will introduce the programme each week and may appear between items to give explanations and introduce the next sequence.	FUA 295 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
introduce (VB)	4. to formally put something into something else	A major restriction in the cementation brass-making process was the limited amount of zinc which could be introduced into the alloy.	AC9 133 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
introduction (NN)	1. the act of bringing something into use for the first time	The May 1986 timetable saw the introduction of a new cross-London service from North West England to the South East.	A11 646 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. the act of formally telling two people each other's names when they first meet	Let me introduce you because you weren't here when we did the introductions , were you?	HUL 329 (S:lect:soc_science)	NEUTRAL	VE1 VE2 VE7 VE8 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
inure (VB)	1. make someone become used to something unpleasant so they are no longer affected by it	To live in a beautiful country & to inure myself as much as possible to the labors of the field, have been for this year past my dream of the day	B0R 572 (W:biography)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
invade (VB)	1. to enter a country, town, or area using military force, in order to take control of it	A similar analysis applies to April 1982, when Argentina invaded the Falklands.	A56 256 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to get involved in something in an unwanted and annoying way	Not only did he invade her privacy, he had the gall to sit there and demand that she serve him!	HA9 592 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
invasion (NN)	1. when the army of one country enters another country by force, in order to take control of it	I will not be here when you return from the invasion of France.	A61 2457 (W:biography)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
invert (VB)	1. to put something in the opposite position to the one it was in before, especially by turning it upside down	Indeed, today the whole picture is inverted .	AHN 1824 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
investigate (VB)	1. to try to find out something (e.g. the truth about or the cause of something such as a crime, accident, or scientific problem)	<DAN>Did you actively go out into the field and investigate this crime?</DAN>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
investigation (NN)	1. an official attempt to find out the truth about or the causes of something such as a crime, accident, or scientific problem	<DAN>And at no time during the investigation did you go into any more detail about that?</DAN>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
invite (VB)	1. to ask someone to come to an event such as a party, wedding, meal	<PAS>Okay. When did you invite <<FDFT>> to go with you?</PAS>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to politely ask someone to do something	Paul was invited to give a series of public lectures at the school, and word got around that I was on the verge of retirement and Paul would be happy to take my place.	A0F 34 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to encourage something bad to happen, especially without intending to	[...] and had asked Mercer whether it wasn't unwise to flaunt the privilege of wealth in his private car, and hadn't he invited trouble by adding it to the train?	BP9 1649 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
invitation (NN)	1. a written or spoken request to someone, inviting them to go somewhere or do something	That is, under no circumstances must I mention to anyone that I have turned down an invitation to return to Blighty.	A61 1817 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
invoke (VB)	1. to use a law, principle, or theory to support your views	<JU1>Rule of Sequestration is invoked . That means the parties who are witnesses in this case are admonished by the Court not to discuss their testimony in the presence of other witnesses [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
involve (VB)	1. to be part of something or a result of it	<PAS>[...] One of them was that she was a female officer and that this crime or number of crimes involved sexual things that might be hard for a young girl to talk about to a male policeman. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL POSSESSIVE (ATTRIB) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
involve (VB)	2. to include or affect someone or something, e.g. There have been four accidents involving Forest Service planes.	<OBI>I was told that it was a rape in progress at that location and that it involved the victim of being an 11-year-old female.</OBI>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL POSSESSIVE (ATTRIB) 6/21
	3. to take part in something	<DAN>Okay. How long have you been involved in skeet shooting?</DAN> <WVL>12, 13 years.</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA26	(INTER)ACTION 7/31
involvement (NN)	1. the act of taking part in an activity or event, or the way in which you take part in it	<DAN>Okay. Can you tell the jury a little bit about <<FDFT>>'s involvement in 19 ... in the years around 1991 in skeet shooting?</DAN>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
isolate (VB)	1. to separate one person, group, or thing from other people or things	In a sense the recent pressure of work was a blessing, for it isolated her, forcing her to concentrate so intensely that she simply had no time to dig deeply into such perplexities.	HA7 1947 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to consider an idea separately from other things that are connected with it	Despite this, however, it was possible to isolate two major roles within the group and to gain some insight concerning the requirements of anyone wishing to graduate into this group.	ECN 1649 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	3. to separate a substance, disease from other substances so that it can be studied	<DGI>[...] Basically, what the test will allow you to do is to take a sample or specimen, isolate the DNA from that specimen and determine some genetic information. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
issue (VB)	1. to officially make a statement, give an order, warning	<PAS>After that point in time at some time after that, you asked for an arrest warrant to issue in this case; is that correct?</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	2. give documents or equipment to people in an organisation who need them	<DAZ>Okay. <<UOCC>>, did you issue a laboratory report on 6-30-1992 as to your findings ...</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
	3. to officially produce something such as new stamps, coins, or shares and make them available to buy	There are various reasons why authorities might choose to issue coins, although the common factor is that there would be some benefit, however indirect, to the state.	ADH 56 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
issue (NN)	1. the act of officially giving people something to use	the issue of identity cards to all non-residents	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31	NOMINALISATION (INTER)ACTION 7/31
itemise (VB)	1. to make a list and give details about each thing on the list	I should also itemise claims which were made under two heads which have been satisfied by interim payment.	JJU 25 (S:courtroom)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
jail (VB)	1. to put someone in jail	He was arrested and jailed for two years in 1977.	A03 534 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
jeopardize (VB)	1. to risk losing or spoiling something important	Now the opportunity had once again been given to them, she felt that they must do nothing to jeopardise the future.	C98 1360 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
jeopardy (NN)	1. in jeopardy: in danger of being lost or harmed	Half an hour ago he had cut himself shaving; now, it seemed, his very life was in jeopardy .	ACV 1759 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
jog (VB)	1. to run slowly and steadily	She turned to walk back, then decided to jog .	AOR 2067 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to knock or push something lightly by mistake	Sandra (normally a quiet girl) thumps James because he has jogged her and spoil her drawing of a tuba.	C8N 158 (W:religion)	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to help someone remember something, e.g. jog their memory	In fact, I think it was seeing you, there on the doorstep, that jogged my memory.	JY0 4199 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	4. jog along: to continue in the same way as usual	Peterborough are jogging along in midtable while United are slipping down ...	K1J 231 (W:news_script)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
join (VB)	1. to become a member of an organization, society, or group	<A32>Short ... I met <<NWJD>> shortly after he joined Radio, Incorporated and that was 1959, I believe.</A32>	A-MT-110393-13.txt	NEUTRAL	RE2 RE6 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to begin to take part in an activity that other people are involved in	Many sacrificed some of their Christmas holiday to join the hunt for her.	CBF 3405 (W:newsp:other:report)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	3. to go somewhere in order to be with someone or do something with them	<WJD>[...] We were on ... his mother and I were on vacation and he joined us for the last week of that vacation. [...]</WJD>	A-MT-110393-10.txt	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 9/31
	4. to connect or fasten things together	<PAS>[...] Contrary to the form of the Statutes and in such cases made and provided and against the peace and dignity of the State. <<NPAM>>, District Attorney by <<NPAH>>, Assistant. To which, the defendant has pled not guilty thus joining the issues for this trial. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA25	(INTER)ACTION 10/31
joke (VB)	1. to say things that are intended to be funny and that you do not really mean	<WJS>I did not ever think it was scraggly or scruffy. My husband joked and said it was kind of scraggly.</WJS>	A-MT-110393-11.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
joke (NN)	1. something that you say or do to make people laugh, especially a funny story or trick	<DAN>I was trying to make a joke .</DAN> <JAD>Yeah, well you made it.</JAD>	A-VD-090393-04.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
judge (VB)	1. to form or give an opinion about someone or something after thinking carefully about all the information you know about them	<PAS>Can you judge whether what someone tells you is credible or incredible?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
judge (VB)	2. to make a guess based on what you have just seen, heard, or learned	<DG>Anyone who attends the meetings are considered members. I don't judge the other results. [...]</DG>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to decide on the result of a competition	We devised a sort of Great Egg Race for the children — Rover gave us some materials which would normally have gone on the scrap heap, lent us a hall and judged the competition.	A8B 23 (W:newsp:brdsh_t_nat:social)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	4. to decide whether someone is guilty of a crime in court	<DAN>[...] In judging this case, you have to look at this case from 2 aspects, I believe. The first aspect is what did the State of Oklahoma, your government, prove to you by evidence? [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
judgement (NN)	1. an opinion that you form, especially after thinking carefully about something	You don't have to leap in and pass judgement or give advice immediately.	CEF 1568 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	2. the ability to make sensible decisions about what to do and when to do it	I trust his judgement completely.	ADP 2033 (W:biography)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
judgemental (ADJ)	1. very quick to criticise people	After giving you the brush-off, as you thought, and then bellowing and being so bloody judgemental at the time Simon crashed, I hadn't come over as either sensitive or supportive.	JY9 3284 (W:fict:prose)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
jump (VB)	1. to push yourself up into the air, or over or away from something etc using your legs	<PAS>Were you screaming and yelling and jumping around?</PAS> <PJC>No.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to not mention a further part of a discussion, i.e. leaving out the part in between	<JU1>[...] But when this case is over, let me jump ahead a little bit, when you've given us your verdict, then I will dismiss you. [...]</JU1>	A-MT-110393-13.txt	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 6/13
	3. to move quickly or suddenly in a particular direction	<PAS>[...] We didn't call <<FWJS>> that <<FDFT>> was coming, because it was okay if he just jumped in the car and came. Did he stop and pack? I don't know. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
jump (NN)	1. an act of pushing yourself suddenly up into the air using your legs	I did a hop, skip and a bit of a jump to get in front of him and put a hand against his chest.	HW8 1820 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
justify (VB)	1. to give an acceptable explanation for something that other people think is unreasonable	So the tax-avoiders and evaders, it seems, justify their actions by perceiving themselves as exploited by society, rather than as exploiters of it.	HHE 14997 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to be a good and acceptable reason for something	(What justifies me in writing 20,002 after 20,000 when I am adding 2? Nothing justifies that; this is what we call 'adding 2').	F9K 1358 (W:ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 VE1 VE3 VE4 VE7 VE9 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21 VERBAL MINOR 6/13
justification (NN)	1. in justification of: in order to explain why an idea or action is right	He looked unseeingly at the beautiful face across the table, hearing the echo of his quarrel with Francesca, feeling his mind still chuntering on in justification of the anger that had led him to cut off all possibility of their holiday next week.	AB9 710 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
justifiable (ADJ)	1. things that are acceptable because they are done for good reasons	Yet he could return to Cairo with a justifiable sense of pride in knowing that he had delivered what he had promised.	AR8 530 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION (ADJ) VERBAL MINOR 7/13
justified (ADJ)	1. having an acceptable explanation or reason	We had certainly made some fully justified savings in Housing Benefit but these were a very long way from the £2 billion ambitions of the Treasury.	ABU 1663 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION (ADJ) VERBAL MINOR 7/13
keep (VB)	1. to stay in a particular state, condition, or position	I sit back down on the bench and sort of snuggle into my coat to try and keep warm.	A74 2256 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21 IA24	(INTER)ACTION 9/31
	2. to make someone or something stay in a particular state, condition, or position	<PAS>Okay. Do you normally keep, when you're home, do you normally keep the heavy door closed?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
keep (VB)	3. to continue doing something or to do the same thing many times	<PAS>Why doesn't pubic hair just keep growing and growing?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA16 IA18 IA30	(INTER)ACTION 8/31
	4. to have something and not give it back to the person who had it before	<WJD>I always keep receipts for tax purposes. Business ... personal is one thing but business receipts are another thing.</WJD>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	5. to leave something in one particular place so that you can find it easily	<DAN><<MWES>>, I want to hand you what's been admitted into evidence as Defendant's Exhibits 13, 12 ... 12, 13 and 15. And I want you to also, if you can, identify Defendant's Exhibits 16, 17 and 14. Let's keep those separate.</DAN>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31
	6. to make someone or something stay in a place, especially a prison or hospital	<PJC>It's back here outside and there's a gate around it where we keep our dogs.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. to delay someone	<JU1>[...] All right. Well sorry we kept you all so late. We don't plan it that way. Thank you, you all. Court will be in recess.</JU1>	A-MT-120393-17.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31
	8. when food keeps, it stays fresh enough to be eaten	The lamb chop would keep until tomorrow.	HNJ 2196 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	9. to provide someone with money, food	This shows that Thomas earned about £6: 18s., plus Richard's 5/, during five months ... it was not a lot of money to keep a family of 11	H0B 1479 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
keep (VB)	10. to guard or protect someone	I realise you were desperate to protect him and keep him from harm.	JY9 3280 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	11. to stop yourself or someone from doing something	<PAS>May I also ask her the question isn't it true she had to wear her jewelry around her neck to keep him from taking it?</PAS>	A-MT-120393-14.txt	NEUTRAL	IA1 IA3 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 13/31
	12. keep up with: to continue to read and learn about a particular subject, so that you always know about the most recent facts, products etc	<WSH>I don't know. I don't keep up with it. The only reason that I know is because it was his birthday and he hadn't ever been there on his birthday before.</WSH>	A-MT-110393-12.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	13. keep up with: to manage to do as much or as well as other people	<PAS>Are you in the habit of having to keep up with <<FDFT>>?</PAS>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
kick (VB)	1. to hit something with your foot	<JU1>[...] It was down to the last about play of the game. And OU was trying a fieldgoal and if they kick it, it's good and if they don't, they lose. And I hoped it was good. [...]</JU1>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move your legs with very quick, forceful movements	He let out a yell and kicked his legs up crossly.	B0B 970 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to kick oneself: used to say that you are annoyed with yourself because you have done something silly, made a mistake (used metaphorically)	As soon as the words were out she could have kicked herself.	H8S 2345 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME17	MENTAL EMOTIVE MINOR 6/17
	4. to stop doing something that is a harmful habit	Once the motivation to stop arises, it is not so difficult to kick the habit.	A44 155 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
kick (NN)	1. a movement of your foot or leg, usually to hit something with your foot	Enoch Gebler embraced his grandson, then took the boy inside, closing the door against Bobby, who gave the door a good kick and grinning, walked away.	ATE 3241 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
kidnap (VB)	1. to take someone somewhere illegally by force, often in order to get money for returning them	<PAS>Did commit the crime of kidnapping, a felony, by unlawfully, willfully, feloniously and without lawful authority, forcibly seize, kidnap and confine one <<NPJC>> from a place in Tulsa County, Oklahoma [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
kill (VB)	1. to make a person or animal die	<PAS>Do you think ... strike that. Unfortunately, <<MDJD>>, it's been my experience that if I have a child who has been killed and an adult who has been killed , for some reason juries appear to be more sympathetic to the adult victim. Does that surprise you?</PAS>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make something stop operating or fail	Latest research suggests that a firm rebuttal will kill any rumour within 24 hours.	A19 344 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to make someone feel annoyed, sad, concerned	<PAS>Do you think it will kill <<MWJD>> if his son gets convicted of this?</PAS>	A-MT-110393-13.txt	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 8/17
	4. to hurt a lot, e.g. my head is killing me	'My feet are killing me; I'll be making my way back,' I said, sitting down suddenly.	ACK 1338 (W:fict:prose)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA18 IA21 RE1 RE6 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
killing (NN)	1. the act of killing someone deliberately	President Vinicio Cerezo has blamed the killings on right-wing extremists trying to destabilise his government.	A28 411 (W:newsp:brdsht_nat:report)	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
kiss (VB)	1. to touch someone with your lips as a greeting, to show them love, or as part of a sexual relationship	<PAS>Did you ever kiss his cheeks?</PAS> <DAN>I object.</DAN>	A-MT-120393-15.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
kiss (NN)	1. the act of kissing	To Mungo's surprise, Emily suddenly leapt up and gave Lily a kiss on the cheek.	ACV 2236 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
kneel (VB)	1. to be in or move into a position where your body is resting on your knees	<DCO>[...] And there was an ambulance driver in the hallway and he was kneeled down and he said was he about the size of him and she said well I can't tell for sure. [...]</DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 9/31
know (VB)	1. to have information about something	<PAS>[...] Ladies and gentlemen, the witnesses will come before you in just a few minutes to tell you what they have done or what they know about the facts in this case. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	2. to be sure about something	Count 7: <<NDFT>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of rape, 1st degree, a felony, by unlawfully, feloniously and willfully rape, ravish, carnally know and have sexual intercourse with one <<NPJC>>, a female person not the spouse of said defendant, the same female being then and there under the age of 14 years.	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	3. to be familiar with a person, place	<JU1>[...] The Court does not know the witnesses, so I'll ask the attorneys to assist the Court in enforcing the Rule.</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	4. to have experience	<DAN><AWFA>>, have you ever known him to have acne scars?</DAN> <WFA>He had pockmarked-type problems.</WFA>	A-MT-120393-15.txt	NEUTRAL	ME3 ME6 ME8 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
know (NN)	1. in the know: having more information about something than most people	Mrs Dixon must either be 'in the know ' from some source, or be incredibly good at guessing.	B2G 1451 (W:religion)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16 RE1 RE4 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
knowledge (NN)	1. the information, skills, and understanding that you have gained through learning or experience	<PAS>Is it based on your training and experience and your knowledge in this particular instance that that was ... there was a very strong potential for that in this case, was there not?</PAS>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
known (ADJ)	1. used about something that people know about or have discovered	This hair is microscopically not consistent with the known head hairs from <<NDFT>> and could not have a common source.</OCC>	A-MT-100393-04.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
knowing (ADJ)	1. showing that you know all about something, even if it has not been discussed directly	I thought I detected a knowing smile on the face of the Scouse as he ignored his critics, the flies, the mosquitoes, the smells, and settled into his armchair at the entrance to the latrine.	A61 1872 (W:biography)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
knowledgeable (ADJ)	1. knowing a lot	<PAS>[...] Do you think you would be more knowledgeable about some of the things that police officers do when they investigate a scene or is there anything that you've done that might affect how you deliberate in this case?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
knife (VB)	1. to put a knife into someone's body	She woke to find four men by her bed, who beat and knifed her.	CB8 115 (W:pop_lore)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
knit (VB)	1. to make clothing out of wool, using two knitting needles	Apart from jumpers he has knitted a jacket, scarves, a three-foot banana (which became a cushion) and numerous ties.	A3M 157 (W:newsp:brdsh_t_nat:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to join people, things, or ideas more closely together, or to be joined closely together	Within each paragraph consider the various sentences and whether they each knit together logically.	AYJ 1428 (W:commerce)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
knock (VB)	1. to hit a door or window with your closed hand to attract the attention of the people inside	<JU1>[...] And then when you've reached a verdict, you knock on the door and we'll bring you back in the courtroom and find out what it is. So at this time, the State's attorney may proceed.</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 9/31
	2. to hit something with a short quick action so that it moves or falls	Sam knocked over his jar of biros on his desk, gathered them up and dropped his notebook.	AT4 311 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	3. to hit someone very hard	He knocked her to the ground, punched her and threw her over her bonnet, the court heard.	CBE 2252 (W:newsp:other:report)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	4. to hit something with part of your body	She knocked her knee painfully against the corner of the table as she stood.	CA3 2068 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	5. to remove a wall or part of a building in order to make a bigger room or space	Suppose you're decorating the living-room, insulating the loft, or knocking two rooms into one.	A16 1590 (W:instructional)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA19 IA20	(INTER)ACTION 12/31
	6. to criticize someone or their work, especially in an unfair or annoying way	No, don't knock it, it's a skilled art being lachrymose.	H9Y 1346 (W:biography)	NEGATIVE	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
label (VB)	1. to attach a label onto something or write information on something	<PAS>Did you label those with regard to report at K-1, K-2, K-3 and K-4?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) INTENSIVE 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
label (VB)	2. to use a word or phrase to describe someone or something	<OCC>No, I don't. It just said ... it was labeled as vacuum from couch.</OCC>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 8/21 VERBAL MINOR 8/13
lack (VB)	1. to not have something that you need, or not have enough of it	One by one everyone else's balloon burst but I lacked the courage to blow too hard.	A6C 1126 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16 NR1 NR3 NR4 NR8	COMPLEX PROCESS RELATIONAL (ATTRIB) POSSESSIVE 6/21 NON-REFERENT 4/9
lack (NN)	1. when there is not enough of something, or none of it (i.e. shortage)	<WES>No. And that's sometimes due to the lack of a sufficient amount of known handwriting for comparison purposes or in cases where a signature is either simulated, a model was used and they copied it, they block out their own characteristics. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16 RE21 NR1 NR4 NR8 NR9	NOMINALISATION RELATIONAL (ATTRIB) POSSESSIVE 7/21 NON-REFERENT 4/9
lacking (ADJ)	1. not having enough of something or any of it	But one thing I do find sadly lacking is a middle-of-the-range clothes shop.	E9T 192 (W:newsp:other:report)	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16 RE21 NR1 NR4 NR8 NR9	NOMINALISATION (ADJ) RELATIONAL (ATTRIB) POSSESSIVE 7/21 NON-REFERENT 4/9
lascivious (ADJ)	1. showing strong sexual desire, or making someone feel this way	<PAS>[...] by unlawfully, feloniously, intentionally, designedly and knowingly look upon, touch and feel of the body and private parts of one <<NPJC>>, a female child under the age of 16 years in a lewd and lascivious manner by then and there feeling the vaginal area of <<NPJC>> with his fingers [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	ME4 ME6 ME8 ME12 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MINOR 7/17
last (VB)	1. to continue for a particular length of time, e.g. The hot weather lasted for the whole month of June.	<OBY>[...] It's a real ify thing to tell you how long they will or won't last . Just have to try and if the latent is involved, you've just got to presume it's there. If it doesn't develop, it's not there.</OBY>	A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
last (VB)	2. to manage to remain in the same situation, even when this is difficult, e.g. She feared she might not be able to last out the afternoon in court without fainting.	I became numb again to discomfort to a useful degree and plodded on methodically taking continual bearings, breathing carefully, aiming performance just below capability so as to last out to the end.	ADY 2763 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
latch (VB)	1. to fasten a door, gate, or window with a latch	<OBW>After I located the door, the door was closed to the basement and, I believe, latched . I went down into the basement and observed the victim in the basement talking on the telephone.</OBW>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
laugh (VB)	1. to make sounds with your voice, usually while you are smiling, because you think something is funny	<WDM>[...] We took several pictures of my hairstyle afternoon. You know, we laughed and talked about it and then when <<FDFT>> came home, we started, you know, getting dinner. [...</WDM>	A-MT-120393-14.txt	NEUTRAL	IA7 IA8 IA9 IA11 IA12 IA13 IA15 IA29	(INTER)ACTION 8/31
	2. to say something in a voice that shows you are amused	Now, suppose I have taken enough men on already — Donald laughed .	AON 943 (W:fict:prose)	NEUTRAL	VE1 VE4 VE7 VE13	VERBAL MINOR 4/13
launch (VB)	1. to start something, usually something big or important	One of Britain's biggest foxhunts has launched a campaign to stop the sport being outlawed.	K1E 2993 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to make a new product, book available for sale for the first time	A decision has to be made whether or not to launch the new product.	G0U 1287 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to put a boat or ship into the water	Let's launch the lifeboat and get away.	BPA 1961 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	4. to send a weapon or spacecraft into the sky or into space	The space shuttle launched the first of these last week (see below).	B7J 77 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
launch (VB)	5. to make a computer program start	Several viruses are expected to be launched on computer users next week, including Datacrime 2, which can wipe information from computer hard discs.	A30 426 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	6. to jump up and forwards into the air with a lot of energy, e.g. launch oneself forwards	And all was well, as everyone could see when big, proud, handsome and scatty-but-obedient Moby launched himself out of the car (on command, of course!) for the video cover photo call.	A17 1492 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
lay (VB)	1. to put someone or something down carefully into a flat position	<OCC>[...] You have to take them as they are and lay them out, attempt to get them on the slide. You cannot pick up one end and put it down. It will actually revert to the actual shape that it was originally in.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to put or fasten bricks, a carpet in the correct place, especially on the ground or floor	It used to hurt me that an African who was considered good enough to hand the cement to the man to lay the bricks couldn't get the opportunity to lay the bricks himself and become a qualified tradesman.	H7E 1237 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to produce eggs from a bird's body	If it develops too fast York may kill the goose that laid the golden egg and no one will want to live there	BN4 1569 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to put the cloth, plates, knives, forks on a table ready for a meal	Elke has laid the table for the evening meal and fried the eggs.	A3X 166 (W:newsp:brdsht_nat:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to provide the conditions or details in order to show something	<PAS>He's got to lay the foundation and show it.</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	6. to make a statement, give information in an official or public way	Several proposals have been laid before the committee.	LONGMAN ONLINE DICTIONARY	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lay (VB)	7. lay around: when something has been left somewhere in an untidy way, rather than being in its proper place	<DGI>[...] Because they're usually laying around, people might accidentally touch them or whatever prior to actually being taken as evidence.</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
lead (VB)	1. to take someone somewhere by going in front of them while they follow	Wilcox led her to a slightly quieter part of the shop floor.	ANY 2254 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to pull someone or something gently	The thieves led the horses out of the stable into the neighbouring country park, where they had vehicles waiting.	K52 4094 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to go in front of a line of people or vehicles	Rummy who will again lead the parade on National Day, is immortalised by a life-size bronze statue after winning the race three times and finishing second twice between 1973 and '77.	HJ3 8010 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to be in charge of an organization, country, or team, or a group of people who are trying to do something	Mr Kaifu might accumulate enough successes to impress his party when it decides who should lead the country for the next couple of years.	ABJ 966 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to cause something to happen or cause someone to do something	<ODS>[...] And then facillay, you try to get as close as you can get, you know, so you don't lead the victim into picking somebody because it stands out. So you try to get a group that basically looks the same.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA23	(INTER)ACTION 10/31
	6. to make someone believe something (sometimes that is not even true)	<DAN>[...] It's unduly prejudicial because she's attempting to show that <<NDFT>> has been in prison or lead the jury to believe that this man in some way was afraid of him.</DAN>	A-MT-110393-10.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	7. to be winning something	With four games remaining, Swansea lead by a point from Llanelli, who play Cardiff at Stradey Park.	AJY 788 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lead (VB)	8. to control the way a discussion or conversation develops	<JU1>Then you need to ask her. Quit leading her.</JU1>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE10 VE11 VE13	VERBAL MINOR 10/13
	9. to refer to where something goes to	<ORH>This is a photo that I took of a doorway that leads down to the basement of the house.</ORH>	A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
lean (VB)	1. to move or bend your body in a particular direction	<ODS>She kind of leaned forward in her chair a little bit, had her hands on the edge of the table, kind of leaned forward to look at them and she looked at them.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. to depend on someone for support and encouragement, especially at a difficult time	She had to be a prop for him to lean on when his own despair grew too great.	CE5 207 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
	3. to tend to support, or begin to support, a particular set of opinions, beliefs etc	<DJB>I would like to add I have been personally involved in my niece's molestation case. And being honest with you, I'd gone through all the ropes with it and I really think I would tend to lean towards the State and the child. [...]</DJB>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
learn (VB)	1. to gain knowledge of a subject or skill, by experience, by studying it, or by being taught	<DAN>All right. Have you ... other than that, have you ever ... did you study under any people to learn ... keep learning your trade? What did you do next?</DAN>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to find out information or news by hearing it from someone else or reading it	<DAN>When did you learn that it was this weekend that you and <<FDFT>> and your wife were in Dallas that he was charged with this crime?</DAN>	A-MT-110393-09.txt	NEUTRAL	ME3 ME6 ME8 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 6/17
	3. to get to know something so well that you can easily remember it	<PAS>Okay. And did you ultimately learn the little girl's name?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
learning (NN)	1. knowledge gained through reading and study	Sing to us now, some of your Latin, maybe, and give us the benefit of your great learning !	APW 3413 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
learned (ADJ)	1. to describe a person that has a lot of knowledge because they have read and studied a lot	Some years ago I discussed my beliefs with a learned Professor of Agriculture at a leading university.	ARS 114 (W:misc)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
lease (VB)	1. to rent a building, e.g. a garage, to park the car	One young farmer, Shermani Yussef, said that for the first time in his life he had been forced to lease some of his land to cover his losses.	A8D 18 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
lease (NN)	1. a legal agreement which allows you to use a building, car etc for a period of time, in return for rent	<DAN>It wasn't a lease ... over a question about the lease on a road, was it?</DAN>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
leave (VB)	1. to go away from a place or a person	<PAS>At some point in time, did you all leave the room you were sitting in and go somewhere else?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to permanently stop doing something, e.g. a job	<PAS>At what point in time did he leave the employment of Radio, Inc.?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	3. to let something remain in a particular state, position, or condition	<JU1>Okay. If you want one, bring me one, make it read this way: Instruction Number, leave it blank, give me a statutory definition. I don't see it in the OUII.</JU1>	A-MT-120393-15.txt	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 11/31
	4. to remain after everything else has gone, been taken away, or used, e.g. Leave some time in case of traffic.	<PAS>Okay. Can you explain the circumstance of how people come to leave fingerprints?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	5. to do something later than intended	<JU1>All right. Well then why don't we just leave it March 22nd, then. <<MDFT>>, your sentencing will be March the 22nd at 3 o'clock in this courtroom. [...]</JU1>	A-MT-120393-17.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
leave (VB)	6. leave a message: to deliver a message, note, package etc for someone or put it somewhere so that they will get it later	<PAS>Did you <u>leave</u> a message?</PAS> <PJC>Yes.</PJC>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	7. leave off: continue something (usually a conversation/discussion) that has stopped for a short time	<JU1>Very well, then we'll just continue on where we <u>left</u> off.</UPAS>></JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE4 VE7 VE13	VERBAL MINOR 5/13
lecture (VB)	1. to talk angrily or seriously to someone in order to criticize or warn them	Look, I appreciate the use of the bathroom, but that damn well doesn't give you the right to stand there with that superior look on your face, <u>lecturing</u> me as if I were a child.	HGT 362 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to talk to a group of people on a particular subject, especially to students in a university	<DAN>Do you ever <u>lecture</u> on the subject of a document examination?</DAN>	A-MT-110393-13.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
lecture (NN)	1. an act of criticizing someone or warning them about something in a long, serious talk, in a way that they think is unfair or unnecessary	His father had given them a <u>lecture</u> on the evils of saddlery repair bills.	HDC 397 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
lend (VB)	1. to let someone borrow money or something that belongs to you for a short time	<u>Lend</u> us a few pence for a pint, mate.	ANK 1634 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to help someone do something, especially something that needs physical effort, e.g. lend a hand	Without thinking, I got up and went over to see if I could <u>lend</u> a hand.	AOF 1661 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lengthen (VB)	1. to make something longer or to become longer	Another goal was to raise the intake level and lengthen the training period for new teachers.	B12 617 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
let (VB)	1. to allow someone to do something	<PAS> Let me get you a drink of water, <<RDCO>>. I know this is hard for you. You didn't know if <<VPJC>> was alive or dead, did you?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 11/31
	2. let someone know: to tell someone something	<WJS>I don't even know when they let us know that they were going to be there. They usually ... whenever they come to Dallas to a skeet shoot, they usually stay with us and we just get to have a visit with them.</WJS>	A-MT-110393-11.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 8/13
level (VB)	1. to make something flat and smooth	Sanding across boards will level off any irregularities between boards	AM5 257 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to knock down or destroy a building or area completely	Any decent terrorist could have levelled most of the base.	ABS 534 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to make the score in a game or competition equal	First, she lost the opening singles match 6-3, 6-3 to Jana Novotna then she dithered far too often in the deciding doubles after Graf had, as expected, levelled the score by crushing Helena Sukova 6-2, 6-1 in the other singles match.	A3L 313 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
level (VB)	4. to aim criticism at a particular person, country	Even Mrs Thatcher levelled criticism at the lack of compartment privacy, but the policy against compartments was now firmly established.	A11 1324 (W:misc)	NEGATIVE	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE11 VE13	VERBAL MINOR 9/13
	5. to tell someone the truth and not keep things a secret	'When are you going to level with me, Sarella?' he asked lightly.	JXU 2884 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 8/13
levy (VB)	1. to officially demand that people must pay a tax or charge, e.g. a new tax levied on all electrical goods	Overseeing all this should be a press ombudsman, monitoring potential failures by the Press Commission and in the ways newspapers behave, with his own powers to levy a fine.	K5M 10716 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE9 VE11 VE13	VERBAL MINOR 9/13
license (VB)	1. to give official permission for someone to do or produce something, or for an activity to take place	<DLT>I'm licensed in Louisiana and Oklahoma due to the fact that I trained there at times.	A-MT-100393-07.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
lie (VB)	1. to be in a horizontal position in which your body is flat, either on the floor or on a bed for example, e.g. Don't lie in the sun for too long.	When he insisted he needed a holiday, I agreed that it would be lovely to lie in the sun and swim in the warm Mediterranean, but I could not agree that it was an urgent need.	FAT 978 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to be caused by, exist, or be found in that thing, person, or situation, e.g. Part of the blame must lie with social services.	<DJB>That's so hard to just say it. I'm just saying that as I told <<FPAS>> early [sic], my compassion does lie with kids and I just don't believe children lie about things like this. And in that conception there, and I'm trying to be, you know, I'm not trying to say I cannot be fair, I will listen I mean, you know, he ... he may or may not, you know, like I said we haven't heard any evidence, of course. [...]</DJB>	A-VD-080393-02.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to happen in the future, e.g. what lies ahead is	'We don't know what lies ahead but it's something to build on,' he said.	CBE 2210 (W:newsp:other:report)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lie (VB)	4. to be in a particular position or place, e.g. the town lies in a small wooded valley.	The town lies in North Morazn, one of the most turbulent areas of El Salvador.	HH3 14013 (W:non_ac:polit_low_edu)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	5. to say what position a competitor is in during a competition, e.g. Liverpool are lying third in the football championship	It will also create a new ITV company, valued at about £90m, lying third in the league table behind Central in the Midlands and Carlton in London.	K4P 3389 (W:newsp:other:arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	6. to say something to someone that is not true	<PAS>You wouldn't intentionally lie for him, would you?</PAS>	A-MT-100393-08.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
lie (NN)	1. something that you say or write that you know is untrue	He couldn't tell a lie to save his life.	GW0 1823 (W:fict:prose)	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
lift (VB)	1. to move something or someone upwards into the air or to a higher position	<ORH>I thought there were. On the wooden portion, I thought that there were some fairly good ones on the surface on the inside and outside.< And I run into a typical problem that you have in trying to lift there that I applied my tape and the rough surface wouldn't let you take it off./ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to remove, e.g. to lift a restriction	They did lift a restriction order that had prevented the children being taken out of Orkney, and this was to prove very significant.	CAR 407 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to take people or things to or from a place by aircraft	Sacher's car was lifted into the air by the violence of the explosion, its sides were torn off.	CN3 3743 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lift (VB)	4. to disappear, e.g. a cloud lifts	Clouds lift for Hagley in fell win	K45 903 (W:newsp:other:social)	NEUTRAL	RE1 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
	5. to take ideas from someone else's work, e.g. lift ideas from their work	The words were lifted from an article in a medical journal.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. to increase, .e.g to lift profits, prices	This has helped lift profits of Unilever, the Wall's ice cream to Persil food and detergents giant, by 10 per cent to £888 million in the first half of this year.	CH5 946 (W:newsp:tabloid)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	7. to dig up, e.g. lift vegetables from below the ground	<PAS>And did you ... have you been educated and schooled in the proper way to lift latents?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
light (VB)	1. to start to burn, or to make something start to burn	People are more likely to come home after a few drinks, light a cigarette and then fall asleep, often with tragic consequences.	K5D 11625 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to provide light for someone while they are going somewhere	They went through, moving slowly, cautiously, side by side, using their lamps to light the way ahead of them.	FRF 1822 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	3. to notice or find something by chance, e.g. I thought I might have lit upon an ancient manuscript.	His eye lit upon the little tube on the dashboard.	ANY 1703 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
like (VB)	1. to enjoy something	<A32>We all like fried chicken and my wife cooks excellent fried chicken and it's almost a common issue, your [sic] know, fried chicken, potatoes, gravy, biscuits, that kind of thing.</A32>	A-MT-110393-13.txt	POSITIVE	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
like (VB)	2. to think that it is nice or good	<DLT>I think he looks good with a beard, you know. That's been one of the controversies. Some people say they don't <u>like</u> it and we've ... we've just discussed his beard, you know, and ...</DLT>	A-MT-100393-07.txt	POSITIVE	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
	3. to approve of something	<PAS>Judge, objection, just because he doesn't <u>like</u> the answer.</PAS>	A-MT-100393-05.txt	POSITIVE	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
	4. to want something or want to do something	<OGK>[...] The gentleman said that he would <u>like</u> to do some yard work, some lawn work, and wanted to know if her parents were home. She said you'll have to talk to them about it and they're not here, you'll have to come back later.</OGK>	A-MT-090393-01.txt	NEUTRAL	ME4 ME6 ME8 ME12 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 7/17
	5. to think someone is sexually attractive	There's a girl my elder brother wants to marry, and my family want it, too, but she <u>likes</u> me better, and I like her, and her parents won't force her.	K8S 755 (W:fict:prose)	POSITIVE	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
like (NN)	1. the things that someone likes and does not like	When it came to revealing her personal <u>likes</u> and dislikes, Joanne was not a girl of many words.	AOV 1110 (W:pop_lore)	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17
liking (NN)	1. when you like someone or something	She had soon realized Mrs Parsons had a <u>liking</u> for gin and tonics.	CN3 3428 (W:fict:prose)	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17
likable (ADJ)	1. a person or people who are nice and easy to like	Such a <u>likable</u> , amusing man!	A73 1798 (W:fict:prose)	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 6/17
limit (VB)	1. to stop an amount or number from increasing beyond a particular point	On April 21st the commission agreed on a proposal that would <u>limit</u> imports of six types of Czech and Slovak steel to the 1991 level plus 35% in 1993, to plus 45% in 1994 and plus 60% in 1995.	CR7 1977 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to stop someone from doing what they want or going beyond a particular point	<PAS>May I <u>limit</u> it to what I've told you?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
limit (VB)	3. to exist or happen only in a particular place, group, or area of activity, e.g. the damage was limited to the roof	<PAS>So you can say that all the samples are limited to Type O people; is that correct?</PAS>	A-MT-100393-05.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
limiting (ADJ)	1. preventing any improvement or increase in something	Time is possibly a more important limiting factor than storage space, and it is the subject of heavy competition.	ARR 187 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
line (VB)	1. to sew a piece of material onto the inside or back of another piece to make it stronger or warmer	Silk jersey lined with plain weave silk.	BPC 154 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to form a layer over the inner surface of something	Opened in 1903, the building had a huge domed trading hall lined with marble pillars and stained glass.	AKH 126 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to form rows along the sides of something	<WVL>[...] You just almost have to shoot it every year before you are allowed to shoot it. There are so many shooters lined up for it.</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
link (VB)	1. to make a connection between two or more things or people	<JU1>Can you link it up?</JU1>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to physically join two or more things, people, or places	William Dargan, built the Co Down Railway and the Northern Railway that the new bridge will link together when completed	K2U 966 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to make one thing or situation depend on another thing or situation	They don't have any evidence linking him to the murder but you can be sure they'll be watching his every move.	EF1 775 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
list (VB)	1. to write a list	<ORH>I didn't list a number on them. I did collect cards from several different locations in the house, sir.</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
list (VB)			A-MT-100393-05.txt		IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA23 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MAJOR 8/13
	2. to mention things one after the other	<OCC>I do not have fibers <u>listed</u> here and I did on everything else.</OCC>		NEUTRAL		
	3. to lean to one side, e.g. a ship lists		NO EXAMPLE	NEUTRAL	IA1 IA9 IA12 IA15 IA18	(INTER)ACTION 5/31
listen (VB)			A-MT-090393-02.txt		ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	1. to pay attention to what someone is saying or to a sound that you can hear	<JU1>[...] You can, I think, look at the photograph and <u>listen</u> to the witnesses and that's the reason I do them different. [...]</JU1>		NEUTRAL		
listen (NN)			G4E 8 (S:consult)		ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	1. an act of listening	Come on let's have a <u>listen</u> to you [pause] and see what you're doing to your poor old self.		NEUTRAL		
live (VB)			A-MT-090393-01.txt		RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	1. to have your home in a particular place	<PAS>[...] She's going to tell you that where they <u>live</u> is in Tulsa County, State of Oklahoma. That a phone message did come in from her daughter where her daughter called her first and then apparently 911. [...]</PAS>		NEUTRAL		
	2. to be alive, continue to exist	<PAS>[...] She is going to tell you that on May 31st, 1991, for approximately 20 minutes, she was brutally raped, sodomized, held against her will by <<NDFT>>. And that as long as she <u>lives</u> , she will never forget it. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	3. to have a particular type of life	Back in England I found a house and began to <u>live</u> a quiet life.	FRX 565 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
4. to be kept somewhere, e.g. the sugar lives in that cupboard	Presumably the tool kit does still <u>live</u> in the cupboard under the stairs?	AOR 2011 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21	

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
load (VB)	1. to put a large quantity of something into a vehicle or container	<PAS>Okay. Let me tell you this and it is fair for me to say this, as much as I'd like to, I can't load you all up in a car, take you to a video room and let you watch a video tape replay of this offense occurring. [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to put a necessary part into something in order to make it work, e.g. load a gun	<DLT>[...] Some squads are slow because they'll load 1 shell at a time and then have to break the gun open, load one more. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to put a program into a computer	For each option you can allocate a small help comment that you view by pressing the '?' key, and set up the commands to load a program.	CTX 520 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
loan (VB)	1. to lend someone something, especially money	Many major obstacles had been overcome: a friend had loaned me £1,500, and two others, Tommy and Hilary Thomas, had given us a home after my curacy at St Luke's Church, Cheetham, had terminated.	AT3 91 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
loan (NN)	1. when you lend something to someone	Guitarist would like to thank The Guitar Factory in Mill Row, Bexley, Kent for the loan of the guitar, and also John Diggins of Jay Dee Guitars for his invaluable help with this article.	C9H 529 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINAISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
locate (VB)	1. to find the exact position of something	<PAS>[...] by then and there grabbing her around the chest and under her arms and then and there attempting to take and carry away the money aforesaid, but failed in the accomplishment of said robbery by not being able to locate the money. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25 ME3 ME6 ME8 ME10 ME12 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
locate (VB)	2. to be in a particular position or place, e.g. The business is located right in the center of town.	<PAS>What is your ... where is your vagina? In relation to your body, where is your vagina located ?</PAS>	A-MT-100393-06.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to put or build something in a particular place, e.g. Large retail chains are usually only prepared to locate stores in areas of high population density.	Large retail chains are usually only prepared to locate stores in areas of high population density, in order to gain the economies of scale that large local markets can stimulate.	GUY 2085 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to come to a place and start a business, company, e.g. We are offering incentives for companies to locate in our city.	Many of these have adopted as a major part of their strategy over the last two years campaigns to attract bidders for Channel 5 franchises to locate in their cities.	A0E 427 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
lock (VB)	1. to fasten something, usually with a key, so that other people cannot open it	She put everything away in the kitchen cupboards, then went out to lock the car.	HH8 694 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to become fixed in one position and impossible to move, or to make something become fixed, e.g. The wheels suddenly locked.	The wheels locked and the car careered across the road, clipping the side of an oncoming Greyhound bus.	EF1 1248 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA15 IA16 IA18 IA21 RE2 RE6 RE7 RE9 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
	3. to join arms tightly with the arms of the people on either side	She gets her friend and they sort of lock arms and sort of do a rugby scrum and they knock everybody out the way.	KR1 19 (S:conv)	NEUTRAL	IA1 IA8 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 7/31
	4. lock (somebody) in: to prevent someone from leaving a room or building by locking the door	<PJC>Took my wrist again and went back to the basement door and he told me to go down there and he was going to lock me in and I went down there.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
lodge (VB)	1. to make a formal or official complaint, protest, e.g. lodge a complaint	She agrees to go the city council and lodge a complaint.	HH3 15364 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lodge (VB)	2. to become firmly stuck somewhere, or to make something become stuck	The bullet is still lodged in her brain.	CBE 267 (W:newsp:other:report)	NEUTRAL	IA4 IA9 IA12 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 5/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to provide someone with a place to stay for a short time	In all our inns we have plenty of ale, beer and sundry kinds of wine and such is the capacity of some of these that they are able to lodge two hundred or three hundred persons and their horses.	A0B 184 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	4. to put something important in an official place so that it is safe	To lodge a copy of the court order with the title deeds may be sufficient, but to be strictly formal a deed of assignment should be made.	JXH 714 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to pay to live in a room in someone's house	The funeral was over; Paul need not trouble to come down, everything had been arranged; Colonel Carteret, who lodged with her, had been most kind, and had seen to everything.	CD2 732 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	1. to make an official record of events, facts	The system will initially log calls of 35,000 workers, but could be extended to cover all 500,000 civil servants.	CH6 5589 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
log (VB)	2. to travel a particular distance or for a particular length of time, especially in a plane or ship	Joe the jet pilot has logged 100 hours flying his plane at a Speed of 548.25km per hour.	FEH 763 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31
	3. to cut down trees	The Midland Bank has been investigating a possible scheme to log areas of virgin Amazonian rainforest, whilst simultaneously launching its new green investment fund.	J2U 598 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	1. to stand or wait somewhere, especially in a public place, without any clear reason	Five or six teenagers loiter in front of a newsagent, drinking shandy and smoking.	HGL 2479 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
loiter (VB)	2. to move or do something slowly, or to keep stopping when you should keep moving	Acer is a name in everyday use among those who loiter in garden centres and whose thoughts are always on making the garden at home a better place.	AJY 1349 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
long (VB)	1. to want something or someone very much, especially when it seems unlikely to happen soon	He longs for what he can never really have.	ARG 1462 (W:religion)	NEUTRAL	ME4 ME6 ME8 ME9 ME12 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 8/17
longing (NN)	1. a strong feeling of wanting something or someone	Hari smiled ruefully at the thought of Craig marrying her and yet there was a sadness deep inside her, a longing that she knew would never be fulfilled.	CKD 1191 (W:fict:prose)	NEUTRAL	ME4 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 7/17
look (VB)	1. to turn your eyes towards something, so that you can see it	<PAS>Was she able to look at you and know who you were?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	2. to try to find something	<PAS>[...] I've got her. She's down here." <<NOBI>> continued to look through the house for a suspect, but he didn't locate one. [...]</PAS> <OCC>Well usually when I'm looking at hairs under the microscope, they look somewhat lighter. They have the same color but somewhat lighter than what I see when I look at a person's head hair. [...]</OCC>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	3. to seem, e.g. From the way things look at the moment, the Republicans are unlikely to win this election.	<OGK>No, not physically not at all. I mean she was an 11-year-old girl. She had little glasses on. I mean just your typical child. She didn't look like she was 15 or 16. She was a small ... she was pretty smart. [...]</OGK>	A-MT-100393-04.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	4. to have a particular appearance	<ORH>22 is a photo from the intersection looking east showing the things that you would see if you were looking east from the intersection and the southernmost part of the property, the brick wall, fence and so forth.</ORH>	A-MT-090393-01.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	5. to face in a particular direction, e.g. The cabin looks east, so we get the morning sun.		A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
look (VB)	6. to examine something, e.g. You should get the doctor to look at that cut.	<DKU>Yes. The mother requested that the ... her private OB/GYN doctor come to look at her daughter, too, so if that hymen needed to be stitched back.</DKU>	A-MT-090393-02.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	7. to try to do something, e.g. she is looking to improve her mark.	<DAN>But Detective, my point is at that point in time, were you not looking to the community to help provide you with a suspect?</DAN>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 9/13
look (NN)	1. an act of looking at something	<PAS>Could you get a good look of the man who did this to you?</PAS>	A-MT-100393-06.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	2. an expression that you make with your eyes or face	<WCP>She walked in the room, she took both her fists like this and she had a look on her face that I knew was the right guy that she was looking at. [...]</WCP>	A-MT-100393-07.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. an act of examining something and thinking about it	<ORH>I arrived at the scene and I took a look around the outside before entering. Then I met the officer at the back door and was given a brief summary of what she had determined at that point.</ORH>	A-MT-090393-02.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
loom (VB)	1. to appear as a large unclear shape, especially in a threatening way	The face loomed up out of the darkness and leered at her through the rain-soaked glass.	GOP 2794 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	2. to seem important, worrying, and difficult to avoid, e.g. An economic crisis is looming on the horizon.	Are there any problems that may be looming on the horizon [pause] that perhaps you ought to be addressing before they reach the door?	KB0 1023 (S:conv)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lose (VB)	1. to stop having a particular attitude, quality, ability, e.g. he has lost his sense of humour	Young people with no job lose confidence and it is easy for them to slide into living in reversal of night and day.	A7K 655 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to not win, e.g. a game	<JU1>Let me use this as an example, I don't know whether it's a good one or not, but I'll pass it on to you as being fair. I was at a football game the other day and actually it's been a couple years ago and it was OU and Texas. It was down to the last about play of the game. And OU was trying a fieldgoal and if they kick it, it's good and if they don't, they lose . And I hoped it was good. [...]<JU1>	A-VD-080393-02.txt	NEUTRAL	IA1 IA9 IA10 IA11 IA12 IA13 IA15 IA18 IA21 IA25	(INTER)ACTION 10/31
	3. to become unable to find someone or something	<WLI>I vaguely ... well I remember meeting the <<SDFT>>'s early in the 60's, but then we kind of lost track of him or of the <<SDFT>>'s until '87 when we started shooting skeet again.</WLI> <OCC>[...] But because I laid out a very large piece of light paper and I cut down all the air currents in the room, so nothing is going to be moving so that nothing can be contaminated or lost . [...]</OCC>	A-MT-100393-08.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	4. to no longer have something because it has been taken or destroyed, e.g. Hundreds of people lost their homes in the floods.	<OCC>[...] But because I laid out a very large piece of light paper and I cut down all the air currents in the room, so nothing is going to be moving so that nothing can be contaminated or lost . [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	5. to have less of something than you had before, e.g. lose money, time	<OCC>[...] If they had been all dyed at one time, you would definitely notice that you have lost all your dyed pubic hairs.</OCC>	A-MT-100393-04.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	6. to confuse someone when you are trying to explain something to them, e.g. Explain it again - you've lost me already.	<PAS>How ... wait. I'm sorry, you lost me. Who told you it was after the 410 event or that's the time we were interested in?</PAS>	A-MT-110393-11.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lose (VB)	7. to remove a part or feature of something that is not necessary or wanted, e.g. You could lose the last paragraph to make it fit on one page.	You're a nice kid, nice looking kid — you could lose a little weight maybe — but you're no great beauty, are you?	APU 1694 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	8. to become very angry and upset	She could see that he would lose his temper if she pressed him any further, and so she left it.	HJH 463 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
	9. to lose touch: to gradually stop communicating, for example by no longer phoning or writing to each other	<PAS>[...] He was supposed to meet with him in June of 1991 and <<NDFT>> didn't meet with him. That he lost contact with him, although <<NDFT>> did call him a couple of times during this time period. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 8/13
loss (NN)	1. the fact of no longer having something, or of having less of it than you used to have, or the process by which this happens	There may be loss of sleep, nightmares, loss of appetite and consequent weight loss.	C8Y 91 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) POSSESSIVE 7/21
lost (ADJ)	1. not know where you are and are unable to find your way somewhere	'I was in London once, with another feller, and we got lost on the Underground,' Peter said.	ADM 1401 (W:non_ac:soc_science)	NEUTRAL	ME1 ME5 ME6 ME8 ME12 ME13 ME17	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17
love (VB)	1. to have a strong feeling of affection or loyalty for someone, combined with sexual attraction	<PAS>That's it? You love him, you hate him? Isn't it true you're afraid of him?</PAS>	A-MT-110393-10.txt	POSITIVE	ME2 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17
	2. to care very much about someone, especially a member of your family or a close friend	<WDM>I love my son very much.</WDM>	A-MT-120393-14.txt	POSITIVE	ME2 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
love (VB)	3. to like something very much or enjoy doing something very much	<WJS>[...] My son-in-law is a chef and he broke his back several years ago and when he's had a really busy day, his back gets to hurting and he loves to get in that hot tub. And they were out there and ...</WJS>	A-MT-110393-11.txt	POSITIVE	ME2 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17
love (NN)	1. a strong feeling of caring about someone, especially a member of your family or a close friend	<PAS>[...] Ladies and gentlemen, the people who took the stand and talked to you, the <<SDLT>>'s, the <<SA32>>'s, the <<SDFT>>'s, when they took the stand and talked to you, most of those people were talking to you out of the love of 2 individuals. And those 2 individuals are <<MWJD>> and <<AWDM>>. [...]</PAS>	A-MT-120393-16.txt	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17
	2. make love to: to have sex with someone that you love	<PJC>Before he did that, I said, "Are you going to make love to me?" And he didn't say anything.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 11/31
loving (ADJ)	1. behaving in a way that shows you love someone	He was a very loving , caring husband, and it was a blessing that, as his active cricket ended, after 15 years of marriage the Barringtons had a son.	CU1 1706 (W:pop_lore)	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 6/17
lower (VB)	1. to reduce something in amount, degree, strength	The former are disposed to combine in order to raise, the latter in order to lower the price of labour.	HXC 1349 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move something down from higher up	A window and a section of wall had to be removed to take out the body and twenty men were needed to lower the coffin into his grave in St. Martin's Churchyard	CBB 738 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to look down	She found him looking at her a little too intently and lowered her gaze.	GOP 516 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
lower (VB)	4. to act in a way that makes people respect you less	those men, they're nothing but walking bellies with fists-they grab, hit, grab, swallow, hit, the scum, I wouldn't lower myself to share a table with them.	GUX 1524 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
lunch (VB)	1. to eat lunch	The two men then left the office to lunch , as arranged, with the attorney-general.	ADL 752 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
lunge (VB)	1. to make a sudden strong movement in a particular direction, towards someone or something	He lunges at you so you grab a knife and plunge it into his chest.	CBC 13628 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
lunge (NN)	1. a sudden strong movement towards someone or something, especially to attack them	She soon realised strength meant nothing in their oily state, and her lithe body twisted and turned to avoid his lunges .	FPX 2090 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
magnify (VB)	1. to make something seem bigger or louder, especially using special equipment	<OCC>[...] And then I take it to a compound microscope and it will magnify up to 500 times magnification.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA4 IA5 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 15/31
	2. to make something seem more important than it really is	Contrary to expectations this growth in the production of consumer goods merely postpones and then magnifies the problem.	BMA 435 (W:non_ac:humanities_arts)	NEUTRAL	RE2 RE6 RE7 RE9 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
magnification (NN)	1. the process of making something look bigger than it is	<OCC>[...] And then using rubber gloves and magnification of about 2 to 3 times, I search through the vacuuming and sort out the hairs and fibers and the various types of debris and put those in small Petri dishes and seal them tightly, so that they can't be contaminated in anyway [sic].</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA4 IA5 IA8 IA9 IA14 IA16 IA18 IA20 IA21 IA31	NOMINALISATION (INTER)ACTION 11/31
make (VB)	1. to produce something, for example by putting the different parts of it together	<PAS>Did you recover some latent print parts from the scene? Did you make some latent print cards?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
make (VB)	2. to do something, e.g. anyone can make a mistake.	<DAN>[...] If you only show 1 picture of someone that looks like that to somebody, it's very easy to make a mistake and misidentify someone. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
	3. to cook or prepare food or drink	<JU1>[...] My bailiff will make you some coffee, don't know how good it is, but if you want some coffee, we'll furnish you some in the morning. We'll continue this case at 9:30. I don't think we'll finish tomorrow and ... yes sir?</JU1>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to cause something to happen, or cause a particular state or condition	<OBY>Latent means hidden, so when we refer to a latent print, it's normally a print that has been to be searched for, an object using fingerprint powders or chemical methods back in the laboratory to make them visible.</OBY>	A-MT-090393-02.txt	NEUTRAL	ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL PERCEPTIVE MINOR 9/17
	5. to force someone to do something	<PAS>Did he make you go into the kitchen with him?</PAS> <PAS>Takes about what, 30 minutes to get there or less?</PAS> <WJS>25. Early on Saturday morning, you probably could make it 20, 25 minutes.</WJS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 12/31
	6. to succeed in getting somewhere in time for something or when this is difficult, e.g. to make it	<PAS>Takes about what, 30 minutes to get there or less?</PAS> <WJS>25. Early on Saturday morning, you probably could make it 20, 25 minutes.</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18 IA21	(INTER)ACTION 7/31
	7. to earn or get money, e.g. to make money	Conversely, it may take a great deal of time before the vendor actually makes money on the deal.	CPL 141 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE9 RE10 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 9/21
	8. to be a particular amount when added together, e.g. two plus two makes four.	And carry one and then we've got two and one is three and the one you carried makes four.	GYP 261 (S:classroom)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
make (VB)	9. used to say what something means because you have calculated it, e.g. I make it ten pounds	<WDM>In 1991, since he was born in June 1st 1962, that, I believe, would make him 29.</WDM>	A-MT-120393-14.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	10. make up your mind: to decide which of two or more choices you want, especially after thinking for a long time	<PAS>Can you listen to the evidence and make up your own mind and then render a decision?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL DESIDERATIVE MAJOR 8/17
making (NN)	1. the process of making something	The house was used for the making of cloth until well into the seventeenth century.	AB4 671 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. the process of deciding something	Efficiency could vary from doing the most basic task well to decision making on complicated financial matters.	ALC 308 (W:misc)	NEUTRAL	ME4 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL DESIDERATIVE MAJOR 6/17
maintain (VB)	1. to make something continue in the same way or at the same standard as before	<PAS>Were they maintained in the same condition as when you recovered them?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31
	2. to strongly express your belief that something is true	He nevertheless maintained that it would have been irresponsible of him to have gone forward without warning colleagues of his reservations. <PAS>[...] After <<RDKU>> talks to you, I will have your attention switched back to the scene where this occurred. Because while they are at the hospital, the police officers are still at the scene working the crime scene, trying to recover any potential evidence that they may have had at the scene, take pictures of the evidence, and hold and maintain those signs until they're turned in. [...]</PAS>	ABU 1716 (W:biography)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	3. to provide or keep someone with the things they need, such as money or food		A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
maintenance (NN)	1. the act of making a state or situation continue	If the British system of policing is a social construction geared to the maintenance of élitist power and is primarily concerned to keep control over a materially disadvantaged underclass, then these same 'dangerous classes' seem to have willingly entered into this game of power-relations with their masters	AOK 38 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA24 IA31	NOMINALISATION (INTER)ACTION 7/31
malfunction (VB)	1. to fail to work properly	'The report will show that you were examining one of the pod batteries when it malfunctioned .'	FSE 1008 (W:fict:prose)	NEUTRAL	IA1 IA2 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
malpractice (NN)	1. the process of making a mistake or not doing one's job properly and risk being punished by a court	<DAN>Thank you, Judge. <<MDJG>>, have you been a participant in a medical malpractice case?</DAN>	A-VD-090393-03.txt	NEGATIVE	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
man (VB)	1. to work at, use, or operate a system, piece of equipment etc	<DAZ>[...] Once again, the specimen was a piece of swimming suit taken by the State, maintained by the State and evaluated by the State by a laboratory manned by State employees who had considered extramural testing to see what their reliability is, but we haven't done that. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
manage (VB)	1. to direct or control a business or department and the people, equipment, and money involved in it	John Shaw now in his eighty fifth year managed the company until his retirement in 1972 to be followed by John Darbyshire.	HP8 391 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to succeed in doing something difficult, especially after trying very hard	I managed to dissuade her from that and we settled on lunch together the following day.	A0F 3233 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	3. to use your time, money sensibly, without wasting it	Let's have a look at how you manage your time at the moment and how you'd like to reorganize it for the future.	CDK 28 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
manage (VB)	4. to be able to do something or carry something without help	As you get fitter, you'll find that you can manage longer journeys in surprisingly short times.	A0J 45 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
management (NN)	1. the activity of controlling and organizing the work that a company or organization does	Despite good management on the ward, there are always times when some equipment is lacking.	B33 128 (W:ac:medicine)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
manoeuvre (VB)	1. to move or turn skilfully or to move or turn something skilfully	He would never understand how his mother had managed to manoeuvre so many bulky items up the stepladder and through the hatch.	CKB 1254 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to use cleverly planned and often dishonest methods to get the result that you want	At court, many factions manoeuvred to have their candidate chosen.	CM1 1210 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA12 IA14 IA18 IA20 VE1 VE4 VE7 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 7/31 VERBAL MINOR 5/13
manufacture (VB)	1. to use machines to make goods or materials, usually in large numbers or amounts	<DAN>I mean it could be from the date that the couch was manufactured to the date that you took your samples, correct?</DAN>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to invent or fabricate something, including a story, excuse,etc.	<PAS>[...] Well do you know what? If you believe that I've manufactured any evidence in this case, that I've removed blood from any swimsuit, that I've added sperm anywhere there shouldn't be sperm, then let him go. Let him go. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 9/13
manufacturing (NN)	1. the process or business of producing goods in factories	<DAN>Is ... I'm sorry, what town did you say your store was in? Your manufacturing ... your ...</DAN>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
map (VB)	1. to make a map of a particular area	But pupils kept in touch mapping the ship's progress, as they always have done, on a world map.	K55 914 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to show information about something, especially about its shape or arrangement, or how it moves or works	All of this was already mapped out in a very decent and proper piece of research that I had just written up.	ATA 571 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
mark (VB)	1. to write or draw on something, so that someone will notice what you have written	<ORH>My job is to go to crime scenes, usually major crime scenes. I photograph the scenes, videotape them often. I collect fingerprints, develop the fingerprints, do some crime scene diagrams, collect evidence, mark the evidence and then do some analysis of the evidence after we've collected it.</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to spoil the appearance of something or damage it	All the same, the result was somewhat less decorous than the usual 'clean' execution, for scars like the one which marked his face split open upon such a death.	EDA 87 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to celebrate an important event	Weekend celebrations to mark the end of military rule had led to violent clashes between police and demonstrators.	HKS 720 (W:non_ac:polit_law_edu)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	4. to show where something is	The wall was built by the water authorities to secure the catchment area of the splendid Silent Valley and Ben Crom reservoirs, and for many years marked the route of the annual Mourne Wall Walk	CG1 412 (W:pop_lore)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	5. to be a sign of an important change or an important stage in the development of something	'We believe this marks the beginning of a new phase in the history of the Gulf of Mexico,' he added.	HB2 639 (W:misc)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	6. to stay close to a player of the opposite team during a game	This caused the large man who was marking him to hit him back more overtly.	ECU 1293 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mark (VB)	7. to move one's legs as if they were marching, but remain in the same place	Mark time by raising knees alternately.	C9R 2303 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
marking (NN)	1. the activity of checking students' written work	I had a lot of marking to catch up on.	ANY 913 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
market (VB)	1. to try to persuade people to buy a product by advertising it in a particular way, using attractive packages etc	Other life insurers sought to increase their distribution networks, either increasing their branches or their personnel in a variety of ways in order to market their products in increasingly competitive environments.	A43 79 (W:newsp:brdsh:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make a product available in shops	Some products are marketed in plastic lidded tubs and others, rarely, in 500g shakers.	APV 638 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
marry (VB)	1. to become someone's husband or wife	He wanted to marry me — he told me I was all he needed to make his life perfect.	ABS 1247 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
	2. to perform the ceremony at which two people get married	It is mentioned once in Beowulf (not in the main story), when the hero, discussing politics, says that the king of the Danes means to marry his daughter glædum suna Fróðan , 'to the fortunate son of Fróða'.	CDV 1027 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to combine two different ideas, designs, tastes together	This is a book that marries the old tradition of the explorer-naturalist with that of a modern scientist.	ABK 488 (W:pop_lore)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
marriage (NN)	1. the relationship between two people who are married, or the state of being married	<PAS>Just her marriage . That can be pretty traumatic, can't it? Have you ever had a traumatic experience, good or bad?</PAS>	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA28 IA31	NOMINALISATION (INTER)ACTION 6/31
married (ADJ)	1. having a husband or a wife	<WJS>My married daughter and her son came over for dinner, which they often did, and my other daughter ... when the <<SDFT>>'s were there, they had known them all their lives and they loved to visit with them and they usually came. [...]</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA28 IA31 RE1 RE4 RE7 RE9 RE11 RE15 RE16	NOMINALISATION (ADJ) (INTER)ACTION 6/31 RELATIONAL (ATTRIB) INTENSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mask (VB)	1. a smell that is unable to be noticed because of a stronger one	Well it doesn't exactly kill them kill the [unclear] it's got it's own smell which sort of tends to mask the smell [unclear] but it's also basically to kill the germs.	FMB 19 (S:classroom)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	2. to hide your feelings or the truth about a situation	No doubt this ability to mask his thoughts and feelings was vital in the cut-throat world he inhabited, but she found it unnerving.	H7W 1326 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to cover or hide something (e.g. so that it cannot be clearly seen)	<DGI>... if we had a mixed specimen, that is from 2 different individuals and they shared a type, then you would say that one of the types is being masked by the presence of another type of the same type from the other ... of the same type from the other individual.</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
masking (NN)	1. the process of covering or hiding something	<PASS>[...] When they were talking about the masking , did you notice how good they were at picking out 2 sentences out of a letter to read to you? Did you notice that they completely ignored the fact that <<RDGI>> said there was a low sperm count, but they knew sperm was present. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
master (VB)	1. to learn a skill or a language so well that you have no difficulty with it	Loved for his big glasses and silly grin, he mastered the art of playing guitar while walking in circles.	K4P 2106 (W:newsp:other:arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to manage to or succeed in controlling a strong emotion	I find I cannot master my passion for her.	FU4 498 (W:fict:drama)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
mastery (NN)	1. thorough understanding or great skill	Smith's technical mastery blossomed in the hushed mystery of the Nocturne but above all in the fireworks of the Tarantella.	AA2 46 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mastery (NN)	2. complete control or power over someone or something	Men believed in mastery over women, keeping them in protective custody.	EG0 1946 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
match (VB)	1. to look attractive together because they are a similar colour, pattern	<ORH>Okay. This is the one that I got from the basement. It matches the other pink one that I got from the day room, I'm sorry.</ORH>	A-MT-090393-02.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. to look the same because they are a pair	<DGI>[...] It gives you a very good sense of when you're able to make a pattern that matches a pattern from a blood specimen on a suspect, for example, that you have a lot of confidence in that because we're looking at many different genetic points from each individual being tested. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	3. to be suitable for a particular person, thing, or situation	Whether stylish laminate, natural wood or high-gloss finish, the Miele Specialist can tailor a kitchen to perfectly match your requirements.	CFS 2030 (W:advert)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to put two people or things together that are similar to or somehow connected with each other	<PAS>And if I understand you correctly, the other latents were of no value, you couldn't match them or attempt to match them to any individual; is that correct?</PAS>	A-MT-090393-02.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17	RELATIONAL (ATTRIB) INTENSIVE 8/21
	5. to be equal to something in value, size, or quality	It was a severe test for him, for it is a widely held view that his talents as a party manager are not matched by his capabilities as a potential Prime Minister.	A27 85 (W:news:brdsh_tnat:editorial)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	6. to compete against someone else in a match or competition (even metaphorically speaking)	<PAS>If <<MDAN>> wants to start quoting from the newspaper, I'll be glad to match him quote for quote with regard to this case. [...]</PAS>	A-MT-090393-03.txt	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 8/21 VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
match (NN)	1. something that is the same colour or pattern as something else, or is suitable or looks attractive with it	<OCC>[...] But instead of having 1 hair that is a match to the questioned hair, I had to use 2 or more hairs to find all of the characteristics in the locations where they need to be.</OCC>	A-MT-100393-04.txt	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION RELATIONAL (IDENTIFYING) INTENSIVE 6/21
matching (ADJ)	1. having the same colour, style, or pattern as something else	It was not only her matching handbag and high-heeled shoes which fired my enthusiasm.	AOU 1488 (W:fict:prose)	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION (ADJ) RELATIONAL (IDENTIFYING) INTENSIVE 6/21
mate (VB)	1. to have sex to produce babies (animals)	Bulls have been observed to mate with as many as 20 females, after much love play, over one and half hours.	ABC 537 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31
materialise (VB)	1. to happen or appear in the way that you did or did not expect	If she did go home they would ask why the coffee hadn't materialised .	CCM 1735 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
materialisation (NN)	1. the process of something happening or appearing (e.g. in the way that you expected)	When it comes to the actual physical materialisation of substances such as oil, ash or gold leaf, Bohm admits that, although he does not reject the observations out of hand, even the most exploratory science comes to a standstill.	ED9 1667 (W:pop_lore)	NEUTRAL	IA4 IA9 IA15 IA17 IA23 IA31	NOMINALISATION (INTER)ACTION 6/31
matter (VB)	1. to be important	<WJS>We had not known ahead of time that <<FDFT>> was coming, but it really didn't matter because they visited in our home many times and sometimes he came and sometimes he didn't. [...]</WJS>	A-MT-110393-11.txt	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME16 RE1 RE6 RE7 RE9 RE11 RE14 RE15 RE16	COMPLEX PROCESS MENTAL EMOTIVE MAJOR 6/17 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
mean (VB)	1. to refer to something	<PAS>Did she appear ... you said she thought she was mature for a her age. You mean physically mature?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16 VE1 VE4 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 5/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mean (VB)	2. to intend to do something or intend that someone else do something	<PAS>Do you or to the best of your knowledge, and I don't mean to be gross, but do you or does anyone in your house to the best of your knowledge shave or razor cut their pubic hair?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME8 ME11 ME14 ME17	MENTAL COGNITIVE MINOR 6/17
	3. to have a particular result or involve something	This will mean a miserable winter for house owners but a disastrous one for a quarter of a million working people.	A2V 489 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	4. to be familiar with something or understand it	'Does the term 'conspiracy theory' mean anything to you?' he asked softly.	BP7 2110 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 7/17
	5. to be serious about what you are saying or writing	Show them we mean what we say.	CEC 708 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME11 ME14 ME16	MENTAL COGNITIVE MAJOR 6/17
	6. to express how important someone or something is to you, e.g. you mean the world to me	<DJG>Yes. Because I know what my freedom means to me and I don't ... I wouldn't want to deprive somebody of theirs unduly.</DJG>	A-VD-090393-03.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (CIRCUMSTANTIAL ATTRIB) 6/21
	measure (VB)	1. to find the size, length, or amount of something, using standard units	<PAS>At the time, <<MA29>> was laying down, they couldn't stand him up to measure him.</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20
2. to judge the importance, value, or true nature of something, e.g. Doctors say it is too early to measure the effectiveness of the drug.		<DAZ>And you measure your results against that standard; is that correct?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
3. to be a particular size, length, or amount, e.g. the sofa measures three metres.		The table measures 99 cm by 50 cm by 75 cm, £299; padded stool, 51 cm by 45.5 cm by 45.5 cm, £99.	EDG 1459 (W:pop_lore)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
measure (VB)	4. to show or record a particular kind of measurement	A two-way meter measures how much electricity has been imported and how much exported.	FTA 42 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
meet (VB)	1. to go to a place where someone will be at a particular time, according to an arrangement, so that you can talk or do something together	<DLT>[...] we don't contact each other to get together other than when we meet at a shoot. We enjoy seeing them, talking, visiting with them. [...]</DLT>	A-MT-090393-01.txt	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA18 IA28	(INTER)ACTION 7/31
	2. to see someone by chance and talk to them	<WPG>[...] He parked the automobile on the side of the road close to the parking area. As I was walking towards the clubhouse, he kind of crossed the road and we kind of met as I was going towards the clubhouse.</WPG>	A-MT-110393-12.txt	NEUTRAL	ME3 ME6 ME8 ME12 ME13 ME17	MENTAL PERCEPTIVE MINOR 6/17
	3. to get to know someone that you don't know	<PAS><<MWEC>>, I'm <<NPAS>> from the D.A.'s office here in Tulsa. Would it surprise you to learn that <<NA51>> says she didn't meet <<NDFT>>? She only met <<DWJD>> and she doesn't know <<FDFT>> anywhere from anything.</PAS>	A-MT-110393-11.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	4. to be waiting for someone at an airport, station when they arrive in a plane or train	Denis and Astrid met us at Boston airport, waving large federal flags and they transported us to Astrid's parents' home in Becket, Massachusetts.	H9Y 2433 (W:biography)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA18 IA28	(INTER)ACTION 7/31
	5. to play against another person or team in a competition	The fact that the English and Irish Derby winners will never meet on the track does not stop the followers of the dynamic duo hammering home their cases.	A33 586 (W:newsp:brdshst_nat:sports)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA18 IA28	(INTER)ACTION 7/31
	6. to experience a problem, attitude, or situation	From all three directions Pecham met hostility, which was further aggravated by his imperious exercise of his metropolitical rights over the sees of his suffragans.	F9L 57 (W:non_ac:humanities_arts)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 6/17
	7. meet a condition: to do something that someone wants, needs, or expects you to do or be as good as they need, expect etc	<DAN>So you excluded <<MA29>> a week or within 10 days of the rape. Didn't he meet your same criteria as <<MDFT>>?</DAN>	A-MT-100393-06.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
memorise (VB)	1. to learn words, music etc so that you know them perfectly	I cried and cried and I memorised my passport number	CD5 6567 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
memory (NN)	1. someone's ability to remember things, places, experiences etc	<DAN>Officer, let me hand you your supplemental offense report. If you would, please review that. Does that refresh your memory , Officer?</DAN>	A-MT-090393-03.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
	2. something that you remember from the past about a person, place, or experience	<PAS>Is it a bad memory /good memory?</PAS> <PJC>Terrible memory.</PJC> <PAS>When you hear the word rape, what do you think?</PAS>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
mention (VB)	1. to talk about something or someone, usually quickly and without saying very much or giving details	<PAS>Now that you mention hair color, when you saw <<NDFT>>'s hair color on March 19th, 1992, do you recall whether it was the color it is now or was it redder?</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
mention (NN)	1. when someone mentions something or someone in a conversation, piece of writing etc	<DAZ>Okay. And in that multi-page report, there's no mention of dye?</DAZ>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
merit (VB)	1. to be good, important, or serious enough for praise or attention	He took two wickets in each innings and did well enough to merit further matches.	CU1 1068 (W:pop_lore)	NEUTRAL	RE3 RE5 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 5/21
message (VB)	1. to send a text message or another electronic message			NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 IA27 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MAJOR 10/13
message (NN)	1. a spoken or written piece of information that you send to another person or leave for them	<PJC>After I left a message , I hung up the phone and picked it up again and called 911.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA22 IA27 IA31 VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (INTER)ACTION 7/31 VERBAL MAJOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mess (VB)	1. to make something look untidy or dirty	Then, towards dawn, he could take no more and messed the bed.	BNC 284 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. mess around: to spend time lazily, doing things slowly and in a way that is not planned	<A32>Next day was Saturday. We got up and messed around and <<FWJD>> had a shoot, a time to shoot later on in the morning or early afternoon. [...]</A32>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
mill (VB)	1. mill around: to move around a place in different directions without any particular purpose	<DLT>[...] I didn't really pay a lot of attention to what <<FDFT>> did during the shooting, because we were concentrating on what we were doing, but I think he left and went down to the club house or milled around or walked around or whatever. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
mind (VB)	1. to feel annoyed or upset about something	<PJC>Well he took me out of the dining room, through the living room and through the den and there's a couch right here where it says den. And he told me to sit down on the couch, so I did.</PJC> <PAS>Let me stop you right there for just a minute. He walked you from the dining room and then you've indicated across the entrance hall, through the living room and into the den and told you to sit down?</PAS> <PJC>Yes.</PJC> <PAS>Did you mind him?</PAS> <PJC>Yes.</PJC>	A-MT-100393-06.txt	NEGATIVE	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
	2. to be willing or not to do something	<WBR>I was in the clubhouse and run in and visiting with his father and his father said that he ... that <<FDFT>> was going to need to leave the club and go some place and would I mind storing his guns in the trunk of my car while <<FDFT>> was gone just in case he didn't get back in time for the guns to be there for <<MWJD>> to use at his shooting appointed time.</WBR>	A-MT-110393-12.txt	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
	3. to obey someone's instructions or advice	Some dogs will mind instructions better than others.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mind (VB)	4. to look after something or someone	I will mind Charlotte.	KBH 2427 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
minimize (VB)	1. to reduce something that is difficult, dangerous, or unpleasant to the smallest possible amount or degree	When work starts on the offices the car park will be the first area completed to minimise disruption to drivers who regularly use the car park.	K54 2498 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	2. to make something seem less serious or important than it really is	Um, it's one of these things that erm y'know for some reason er the person they tell is apt to minimise the problem, is apt to say that the accusations are malicious, is apt to say that you must have imagined it and so on and so forth.	KGW 168 (S:lect:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	3. to make a document or program on your computer very small when you are not using it but still want to keep it open	Click on the top of the window to minimize it.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA15 IA18 IA20	(INTER)ACTION 9/31
misdeemeanour (NN)	1. a bad or unacceptable action or crime that is not very serious	<PAS>Have you ever been convicted of a misdeemeanor involving moral turpitude or dishonesty?</PAS>	A-MT-110393-12.txt	NEGATIVE	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
misidentify (VB)	1. to identify someone or something incorrectly	<DAN>[...] If you only show 1 picture of someone that looks like that to somebody, it's very easy to make a mistake and misidentify someone. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	ME3 ME5 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
misidentification (NN)	1. the process of identifying someone or something incorrectly	<PAS>[...] I take it from <<MDAN>>'s comments that he concedes beyond a reasonable doubt all of the elements in this case have been met. He only argues misidentification . Now he told you that he wouldn't put witnesses on the stand that told exactly the same story. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME3 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mislead (VB)	1. to make someone believe something that is not true by giving them information that is false or not complete	<DAZ>I apologize if I misled you. I certainly did not intend to mislead you. But I think you will note that blood does not disappear or it never appears in any reports that were read to me. With test results that change, things that seem to appear and disappear, I hope that you will agree with me that there's a credibility problem. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 9/13
misleading (ADJ)	1. likely to make someone believe something that is not true	<WLI>[...] But, you know, being caught totally unaware, I'm sure I said some misleading things. I really ... we really started becoming better acquainted with them since '87.</WLI>	A-MT-100393-08.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE13 VE14	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 6/13
misplace (VB)	1. to lose something for a short time by putting it in the wrong place	<DLI>Okay. This first sheet is my wife's entry form. I was unable to find my own. Since we were squaded together, the squad times and the locations are the same. And her name here, <<FWLI>>. Mine would have been ... I don't now how it got misplaced , but that's what this is. [...]</DLI>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
misplaced (ADJ)	1. feelings of trust, love etc are wrong and unsuitable, because the person that you have these feelings for does not deserve them	She loved this man, and he seemed determined, because of some misplaced sense of responsibility, to keep them together, yet she was trying to make him see that it just couldn't be — for his own sake.	JY8 3518 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
mispronounce (VB)	1. to pronounce a word or name wrongly	<PAS>In your report, you use the term, and forgive me if I mispronounce it I'd rather use the initials but I won't, phosphoglucomutase?</PAS>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
miss (VB)	1. to not go somewhere or do something, especially when you want to but cannot	<WVL>I arrived 5-31 because the first day of the shoot is always tied up with double competition and I just couldn't afford to take that many days away from my business. So I missed the double competition and participated in the 12, the 20, the 28 and the 410 event.</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18 IA21 IA25	(INTER)ACTION 10/31
	2. to fail to hit or catch an object that is close to you	<DLT>Well I didn't really have a long conversation with him. He helped his dad on out and we began to shoot. After we shot, he said, "How did you do?" And I said, "Okay. Missed 6 targets." [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to feel sad because someone a loved one is not with you	She missed her family badly.	CB5 70 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
	4. to be too late for something, e.g. miss a train	They missed the train connection in Glasgow which meant that they could not be at the hotel by seven o'clock.	CCC 589 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA2 IA8 IA10 IA12 IA15 IA18 IA25 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	5. to notice that something or someone is not in the place you expect them to be	<JU1>All but one. All right. It looks like we're missing one here. We'll wait for that juror, otherwise all the parties are present. [...]</JU1>	A-VD-090393-03.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
mistake (VB)	1. to understand something wrongly	Bodo mistook my cowardly calculation for gutsy heroism.	ASV 1881 (W:misc)	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
	2. to be easy/difficult to recognise something, e.g. You can't mistake her. She's the one with the long red hair.	<PAS>[...] Please don't hold it against <<NDFT>> that I mistook this gentlemen for <<NWEC>>. <<NWEC>> took the stand and told you that he was positive when he saw <<NDFT>>. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mistake (NN)	1. something that has been done in the wrong way, or an opinion or statement that is incorrect	<DAN>[...] Just like <<NVEC>> sitting right there on the front row. <<NA37>>. She made a <u>mistake</u> . She's been shown 1 picture and she's been told that <<NDFT>> did it. But <<NDFT>> didn't do it. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
mistaken (ADJ)	1. to be wrong about something that you thought you knew or saw	<DAN>[...] There's the time and date. The truth, ladies and gentlemen, <<FPJC>> is <u>mistaken</u> , that's all. Just like <<NVEC>> sitting right there on the front row. <<NA37>>. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	ME3 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL PERCEPTIVE MINOR 7/17
misstate (VB)	1. to state something incorrectly	<DAN><<UPAS>> <u>misstated</u> what I said previously and I want to clear it up with you. [...]</DAN>	A-VD-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
mistreat (VB)	1. to treat a person or animal badly, especially in a cruel way	<PAS>Misdemeanor. Other than that ... were you <u>mistreated</u> in anyway [sic]?</PAS>	A-VD-090393-03.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
misunderstand (VB)	1. to fail to understand someone or something correctly	<PAS>Okay. I <u>misunderstood</u> the directions that you were talking about.</PAS>	A-VD-090393-03.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
mix (VB)	1. to combine to become a single thing, that is often difficult to separate	<PAS>So if I understand you correctly, the typing of ... if you were to <u>mix</u> the blood of <<NDFT>> and <<NPJC>> and do DNA typing, what result would you see?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to combine two or more different activities, ideas, groups of things	Still, learn from experience: and the moral of this story is: don't <u>mix</u> business with pleasure.	ARJ 3219 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA25	(INTER)ACTION 10/31
	3. to meet, talk, and spend time with other people	It's probably true to say that some actors just don't <u>mix</u> well with other actors or directors.	CDG 1549 (W:biography)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA18 IA28	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mix (VB)	4. to make someone feel confused	They kept trying to mix me up.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
molest (VB)	1. to attack or harm someone, especially a child, by touching them in a sexual way or by trying to have sex with them	<OBI>[...] We was sitting there talking to a little girl who had just been sexually molested and she's unsure of what is going on, unsure of what she's supposed to do or exactly what's going to happen.</OBI>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
molestation (NN)	1. the act of to attacking or harming someone, especially a child, by touching them in a sexual way or by trying to have sex with them	<JU1>[...] These are pretty much the same instructions that I gave you before the trial started on Monday, other than I have an additional one on lewd molestation that I left out. [...]</JU1>	A-MT-120393-15.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
mortgage (VB)	1. to borrow money, usually from a bank, and if you cannot pay back the money within a particular period of time, the bank has the right to sell your property in order to get the money you owe	Jolitz reportedly mortgaged his house to start the initial 386BSD project and subsequently finished it in his own time.	CTR 160 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
mother (VB)	1. to look after and protect someone as if you were their mother, especially by being too kind and doing everything for them	She mothered all of them in a way that Jennie could not now she was becoming more erratic.	B34 964 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
mothering (NN)	1. the process of caring for children in the way that a mother does	If she was not his mother, she had still crammed a lot of mothering , good and bad, into the last few days.	AC4 3322 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
motion (VB)	1. to give someone directions or instructions by moving your head or your hand	<PAS>[...] There was a person there wanting to talk to her, that she motioned and told him to go around to the back door [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA20 IA23	NOMINALISATION (INTER)ACTION 12/31
motivate (VB)	1. to be the reason why someone does something, e.g. Was he motivated solely by a desire for power?	The thing that really motivated me was seeing the 1968 Olympics; I saw Thommie Smith and thought, 'God, that's it!'	CL1 909 (W:non_ac:soc_science)	NEUTRAL	ME4 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL DESIDERATIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
motivate (VB)	2. to make someone want to achieve something and do what is necessary in order to do so, e.g. a good teacher is able to motivate her students	In addition to being good teachers able to <u>motivate</u> their students they are also expected to be able to plan and present a scheme of work, write a syllabus with clear aims and objectives.	GOW 2794 (W:non_ac:soc_science)	NEUTRAL	ME4 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL DESIDERATIVE MINOR 8/17
motor (VB)	1. to travel by car	And it was surprising how frequently they found it necessary to <u>motor</u> down to Edmonton or Calgary.	CDN 2 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
motoring (NN)	1. the activity of driving a car	The project is aimed at younger drivers who want totally open <u>motoring</u> but don't feel safe on two wheels.	A6X 325 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
mount (VB)	1. to plan, organize, and begin an event or a course of action	Since 1980 the Theatre Collection has <u>mounted</u> an exhibition every year, but to many people's surprise and regret, it has never had a permanent display area of its own.	BNK 859 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to increase gradually in amount or degree	PRESSURE is <u>mounting</u> on a London businessman to develop an eyesore building on Teesside.	K4W 10092 (W:newsp:other:report)	NEUTRAL	RE1 RE6 RE7 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to get on a horse or bicycle	The king's son <u>mounted</u> his horse and rode on.	FUB 520 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	4. to fix a picture to a larger piece of stiff paper	<PAS>When you look at the trace evidence after you begin to sort it out ... strike that. Do you <u>mount</u> it or what do you do with it?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
mouth (VB)	1. to move your lips in the same way you do when you are saying words, but without making any sound	I beckoned her to come in and have coffee, but she shook her head and tapped on the glass again and <u>mouthed</u> the words, 'I want you,' like a trapped goldfish.	HR7 2597 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
mouth (VB)	2. to say things that you do not really believe or that you do not understand	The players mouthed clichés about what they hoped to do at the World Cup.	LONGMAN ONLINE DICTIONARY	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
move (VB)	1. to change from one place or position to another	<JU1>If any of the other jurors want to move up closer, I want you to feel free to do so. It's important that you hear the voir dire, the questions that are asked and the answers that are given. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	2. to make someone or something change from one place or position to another	<WBR>Very short, we were running short of time. Just hello, good-bye, you know, move the guns and we didn't ... didn't have ... really didn't have time for any lengthy conversation.</WBR>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	3. to go to live or work in a different place	<DAN>Had he moved back home?</DAN>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	4. to change from one opinion or way of thinking to another, e.g. Neither side is willing to move on the issue of territory.	Countries must also be willing to move towards multi-party democracy, and to ensure that there is a chance for dialogue to take place.	HHV 3765 (W:hansard)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	5. to make progress in a particular way or at a particular rate	<PAS>Thank you for your time and your attention thus far in this case. Voir dire took a long time. It's an important part of the jury selection. Hopefully the rest of the trial will move a long a little bit more quickly. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	6. to start taking action, especially in order to achieve something or deal with a problem	Mr Robin Cook, health spokesman, said he would 'move fast' to start repairing a decade of neglect.	AHX 406 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	7. to make someone feel strong emotions	Something about her, some innate grace, moved me deeply.	ADA 616 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
move (VB)	8. to change the time or order of something	In fact, the Gallery has extended the show's run to eight months so that school children can see it this autumn and has moved the scheduled second venue, Detroit, to the end of the tour.	EBU 1539 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	9. to leave or go somewhere	Let's get moving before the traffic gets jammed up.	JXS 2787 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31
	10. to travel very fast, e.g. this car can really move!	This car can really move !	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31
	11. to officially make a proposal at a meeting	<PAS>State would move to admit State's Exhibit Number 1.</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE12	VERBAL MAJOR 6/13
move (NN)	1. something that you decide to do in order to achieve something	Simon was out of control: he couldn't have told you what his next move was going to be.	ACB 1882 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
movement (NN)	1. when someone or something changes position or moves from one place to another	<OCC>I turn off all the air vents so that there's no air movement in the air itself. And as I said, the paper is quite large. I wear a lab jacket and gloves so that I don't contaminate it and so that nothing is lost.</OCC>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
moving (ADJ)	1. changing from one position to another	The key to survival, he believes, is to remain a moving target.	CD6 1142 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
mull (VB)	1. to think about a problem, plan for a long time before making a decision	Take all the time you need to mull over a plan or proposal, don't let anyone pressurise you into snap decisions.	K4J 262 (W:newsp:other:social)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
multiply (VB)	1. to do a calculation in which you add a number to itself a particular number of times	Multiplication : We all know how to multiply by ten — we just put a zero on the end of the original figure.	AYK 1645 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
multiply (VB)	2. to increase by a large amount or number	In the last ten years the number of phone calls from Britain to other European countries has multiplied two and half times.	A8W 104 (W:newsp:brdsh_t_nat:report)	NEUTRAL	RE1 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to make something increase by a large amount or number	This (combined with the fact that in the great majority of branches one has to find tutors who possess cars on account of the very poor public services) multiplies the difficulty of providing the Branch with the class they desire ...	AL8 1213 (W:non_ac:soc_science)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
multiplication (NN)	1. a method of calculating in which you add a number to itself a particular number of times	Statistical methods on the whole require simple arithmetical skills, namely adding, subtracting, multiplication and division.	AYJ 2190 (W:commerce)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
	2. a large increase in the size, amount, or number of something	To date, research has focused on the most obvious feature of living things: cell multiplication .	AHV 35 (W:newsp:brdsh_t_nat:science)	NEUTRAL	RE1 RE6 RE7 RE9 RE10 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
murder (VB)	1. to kill someone deliberately and illegally	Almost 20 years ago he was convicted of murdering an RUC officer but the conviction was overturned on appeal.	K2Y 459 (W:newsp:other:arts)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to spoil a song, play etc by performing it very badly	It's a good song, but they murdered it.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
	3. to defeat someone completely in a sports match	'I think our second half performance was our worst for a long time, but we murdered them in the first.'	K97 9980 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
murder (NN)	1. the crime of deliberately killing someone	<JBF>I don't know how close you call a close relative, but I've had ... my husband's nephew was accused and acquitted of murder .</JBF>	A-VD-090393-04.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
nab (VB)	1. to catch or arrest someone who is doing something wrong	<DJQ>Yeah, there would be. I don't think they're going out and nabbing just anybody on the street. I think they had a description.</DJQ>	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (POSSESSIVE ATTRIB) 7/21
	2. to get something or someone quickly, especially before anyone else can get them	See if you can nab a seat.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (POSSESSIVE ATTRIB) 7/21
name (VB)	1. to give someone or something a particular name	He had a daughter as well now whom he had been tempted to call Lilian but had seen the un wisdom of this in time and named her Bridget.	CDB 631 (W:fict:prose)	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17	RELATIONAL (ATTRIB) INTENSIVE 8/21
	2. to say what the name of someone or something is, e.g. She has secret information and is threatening to name those responsible	<OCC>As I said, they were they similar in all of the characteristics that I normally study except for a few. Do you want me to name those also?</OCC>	A-MT-100393-04.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
	3. to officially choose someone or something, e.g. name someone for a job	The film was named best foreign film by the New York Film Critics Circle last year.	G2J 283 (W:misc)	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16 RE17	RELATIONAL (ATTRIB) INTENSIVE 8/21
	4. to decide, e.g. name the date	Now, with hardly more than a month of 1920 remaining, they were being honoured with the presence of the JNF's top secretary, who would make the final arrangements, tie up the loose ends, perhaps name the day.	FRJ 1588 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
narrow (VB)	1. to make something narrower or to become narrower	<DAZ>Thank you. Now if we narrow your population to select from, is that any mechanism which a population is narrowed on those typings so that you become more probable of having a match than you would on the population as large? [...]</DAZ>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
need (VB)	1. to have to have something or someone	<PAS>Judge my next witness is <<RODS>> and I need a 2-minute recess.</PAS>	A-MT-090393-02.txt	NEUTRAL	ME4 ME6 ME8 ME12 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 7/17
	2. to feel that you want something very much	<PAS>I need you to educate us just a little bit on the coloration of pubic hairs. Is there a difference in the coloration of pubic hairs on one particular individual?</PAS>	A-MT-100393-04.txt	NEUTRAL	ME4 ME6 ME8 ME12 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 7/17
need (NN)	1. a situation in which something is necessary, especially something that is not happening yet or is not yet available	<WJD>Since it was his money, I had no need for them, had no need for them with my records.</WJD>	A-MT-110393-10.txt	NEUTRAL	ME4 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 7/17
	2. a strong feeling that you want something, want to do something, or that you must have something	I feel the need for another fattening snack.	HPG 720 (W:essay:school)	NEUTRAL	ME4 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 7/17
needy (ADJ)	1. having very little food or money	You can be sure that your donation, however small, will make an important difference to the lives of needy children in Britain and overseas.	A7G 371 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE9 RE15 RE16 RE21	NOMINALISATION (ADJ) RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. needing and wanting a lot of love and attention	In case there is a child who is pining for a parent, choose a spare adult who will, if required, give special attention to a needy child.	C8P 119 (W:instructional)	NEUTRAL	ME4 ME6 ME12 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MINOR 6/17
neglect (VB)	1. to fail to look after someone or something properly	<DKU>I'm a general pediatrician but I'm specializing in children with problems such as learning problems, attention problems, children that have been abused, children that have been neglected , children that have been exposed to drugs when the mother was pregnant.</DKU>	A-MT-090393-02.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
neglect (VB)	2. to pay too little attention to something	Ken's reply was that, if His Majesty had not neglected his own duty of being present, his enemies would have missed this opportunity of accusing him.	CFF 1534 (W:biography)	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL PERCEPTIVE MINOR 10/17
	3. neglect to: to not do something	Sadly he neglects to mention whether they also gave his feet a bit of a squeeze.	HTU 421 (W:fict:prose)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME14 ME17	MENTAL COGNITIVE MINOR 9/17
neglect (NN)	1. failure to look after something or someone, or the condition of not being looked after	<DKU>It gives information about my licensure, all my education, pertinent special programs that I attended such as the interdisciplinary program on child abuse and neglect in Oklahoma City for a year.</DKU>	A-MT-090393-02.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. failure to pay proper attention to something	Those who refused to do so could be removed from office or fined for neglect of duty.	HY9 697 (W:ac:humanities_arts)	NEUTRAL	ME3 ME5 ME6 ME11 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 8/17
negotiate (VB)	1. to discuss something in order to reach an agreement	He believes that Britain should negotiate with other countries, the EEC and the United States, to take the Vietnamese.	AA5 63 (W:newsp:brdsh_t:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	2. to succeed in getting past or travelling over a difficult place on a path, road, e.g. James swung the steering-wheel round to negotiate a corner.	The system has what Mitsubishi claims to be the world's first 'trace' control device on a production car, which operates to prevent understeer from building up, allowing the driver safely to negotiate a bend.	A6W 64 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
negotiation (NN)	1. official discussions between the representatives of opposing groups who are trying to reach an agreement, especially in business or politics	In love, the sensitive, reflective songwriter will treat the issue as a matter for negotiation , a question of exchange, the construction of a partnership.	AB3 695 (W:non_ac:humanities_arts)	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
negotiable (ADJ)	1. an offer, price, contract etc that can be discussed and changed before being agreed on	It is not a negotiable matter: the present adviser is expected to answer your questions.	CBV 4002 (W:commerce)	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION (ADJ) VERBAL MINOR 6/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
net (VB)	1. to earn a particular amount of money as a profit after tax has been paid	And they netted £10,000 from generous customers who believed they were donating to charity.	CH6 958 (W:newsp:tabloid)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to succeed in getting something, especially by using your skill	The company has recently netted several large contracts.	LONGMAN ONLINE DICTIONARY	NEUTRAL		RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to hit or kick the ball into the net in sport	Genoa, 2-0 up at Udinese, were pegged to 2-2 before Carlos Aguilera netted twice in the last 10 minutes.	A40 378 (W:newsp:brdsht_nat:sports)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
	4. to catch a fish in a net	I allowed a couple of hours for this to mix with the original water then netted the goldfish and placed them in their new environment.	FBN 1437 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
nod (VB)	1. to move your head up and down, especially in order to show agreement or understanding	<PAS>Did he indicate he understood you or say okay, nod his head or do anything?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
nominate (VB)	1. to officially suggest someone or something for an important position, duty, or prize	It was confirmed yesterday that she has been nominated as best actress for her part in the film Howards End.	K5D 4607 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
	2. to give someone a particular job	In 1995, Mr Jinkinson will retire and Mr Bickerstaffe will be nominated as his replacement.	AJ9 28 (W:newsp:brdsht_nat:commerce)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS MENTAL DESIDERATIVE MINOR 8/17 VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
nomination (NN)	1. the act of officially suggesting someone or something for a position, duty, or prize, or the fact of being suggested for it	Twenty-nine is the average age for nomination for Best Actress, thirty-eight for Best Actor.	ABS 2517 (W:pop_lore)	NEUTRAL	VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
	2. the act of giving someone a particular job, or the fact of being given that job	Zoe Baird has withdrawn her nomination as President Clinton's Attorney-General after admitting hiring illegal immigrants to work at her home.	K1C 3953 (W:news_script)	NEUTRAL	ME4 ME6 ME11 ME13 ME17 ME18 VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION COMPLEX PROCESS MENTAL DESIDERATIVE MINOR 6/17 VERBAL MINOR 6/13
note (VB)	1. to notice or pay careful attention to something	<DAZ>I apologize if I misled you. I certainly did not intend to mislead you. But I think you will note that blood does not disappear or it never appears in any reports that were read to me. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME3 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	2. to mention something because it is important or interesting	As pub designer Tim May noted in his address to CAMRA's AGM of 1990: 'By any objective standards, the competition was a disaster'.	A0B 33 (W:misc)	NEUTRAL	VE1 VE4 VE7 VE12	VERBAL MINOR 4/13
	3. to write something down as a record of what happened	<PAS>Would you note my exception for the record?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
notice (VB)	1. to realize that something or someone exists, especially because you can see, hear, or feel them	<PAS>In June of 1991, did you notice anything different about him?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
notice (NN)	1. when you notice or pay attention to someone or something	The sensible thing would be to take no notice , shut the window and come back to bed.	ACE 65 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
noticeable (ADJ)	1. easy to notice	<PAS>Did he have anything noticeable about his face or his cheeks?</PAS>	A-MT-120393-15.txt	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL PERCEPTIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
notify (VB)	1. to formally or officially tell someone about something	<PAS>When you walked downstairs and you see <<NPJC>> on the phone, did you get on your radio or how did you notify the other officer, <<NOBI>>, that she's been found?</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
notification (NN)	1. official information about something	<DLT>[...] so at that point in time, I said, "Well gosh, <<FWJD>>, I'm really scheduled up with a lot of patients, a lot of surgery and I need some, you know, notification ."</DLT>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
number (VB)	1. to give a number to something that is part of an ordered set or list	<JU1>So ladies and gentlemen, the Defendant's Exhibits are numbered 1 through 18. And you will receive all of them excepts Numbers 9, 13, 16 and 17. [...]</JU1>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA24	(INTER)ACTION 10/31
	2. to say how many there are	In 1987 a team of twenty went to Molesey and now number eighty or ninety.	C8L 643 (W:religion)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
nurse (VB)	1. to look after someone who is ill or injured	He remained at home where Mary nursed him until he died fifteen months later.	ADE 735 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to rest when you have an illness or injury so that it will get better	Nevertheless he had no time to nurse his injury as he was pitched once again into the struggle to recruit more men and to retain the independence of his unit.	AR8 908 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to feed a baby with breastmilk	Inevitably his mother nursed and protected him in his early years, and this was the basis of a deep, perhaps inordinately and unhealthily deep, attachment of son to mother.	KRH 1881 (S:brdcast:discussn)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to keep a feeling or idea in your mind for a long time	Sharir had served in the Cabinet from 1981 to 1988, and according to Israeli political commentators he nursed a grudge against Shamir for not including him in his last Cabinet.	HKT 1512 (W:non_ac:polit_law_edu)	NEUTRAL	ME2 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
nursing (NN)	1. the job or skill of looking after people who are ill, injured, or old	<PAS>Okay. When you were in the <u>nursing</u> program did you learn anything about DNA?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
object (VB)	1. to say that you oppose or disapprove of something	<DAN>Judge, we've already heard what she said and I'm going to <u>object</u> to this at this time. It's cumulative and it's hearsay.</DAN>	A-MT-090393-01.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME17 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	MENTAL COGNITIVE MINOR 8/17 MINOR VERBAL MINOR 8/13
	2. to feel that you oppose or disapprove of something	There is a long list of sacked ministers who have <u>objected</u> to her style.	A6F 784 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MINOR 8/17
objection (NN)	1. a reason that you have for opposing or disapproving of something, or something you say that expresses this	<JU1>Well that would be overruled. What about this photo here? Do you have any <u>objection</u> to it?</JU1>	A-MT-090393-03.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME17 ME18 VE1 VE7 VE9 VE13 VE14	NOMINALISATION MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 5/13
obligate (VB)	1. to make someone have to do something, because it is the law, their duty, or the right thing to do	Suggestions of <u>obligating</u> the unemployed to work for their benefits are quite in keeping for a Government which has done virtually everything else it can to ensure that millions of Britons will work for derisory incomes.	K5C 846 (W:newsp:other:social)	NEUTRAL	IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31
obligation (NN)	1. a moral or legal duty to do something	<JU1>[...] Then we have the witnesses, State proceeds first, and any exhibits. Then after that, the defendant proceeds. The defendant has no <u>obligation</u> to present any witnesses. If they do, they'll present it after the State has presented theirs. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
oblige (VB)	1. to make someone do something	Circumstances had obliged him to sell out to three younger partners, but until they came he never had a telephone or typewriter.	CKU 1500 (W:pop_lore)	NEUTRAL	IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31
	2. to do something that someone has asked you to do	Above all, privatisation ought to oblige staff to start serving passengers better.	ABK 1871 (W:pop_lore)	NEUTRAL	IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31
obligated (ADJ)	1. feel obligated: to feel that you must do something because it is right or because someone has done something for you	<JGL>I'm sorry. So anyway, the ... I felt very obligated to make sure that he gets a fair hearing and what he should have gotten probably was a 6/6, what we call a kick; 6 months in the brig, 6 months pay taken away, then booted out of the marine corps. He got 4 months, 4 months and then he was released. So he got a break.</JGL>	A-VD-080393-02.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 9/17
obliterate (VB)	1. to destroy something completely so that nothing remains	At the end of it, both Pompeii and Herculaneum had been obliterated , and thousands of people killed.	ASR 281 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to remove a thought, feeling, or memory from someone's mind	The Teatro Regio, its name changed to the Teatro Nazionale Verdi in an attempt to obliterate the memory of royalty, continued to put on operas such as Otello, Rigoletto, La Traviata and Madame Butterfly.	G3B 1240 (W:biography)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to cover something completely so that it cannot be seen	<OCC>In this particular case, it was a very heavy dye and it did obliterate all of the characteristics from about 2 inches on up to the tip of the hair.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
obscure (VB)	1. to make something difficult to know or understand	Second, the furore obscured the fact that Velikovsky was making an important point: catastrophes have occurred in the past.	ECT 465 (W:non_ac:nat_science)	NEUTRAL	ME1 ME5 ME7 ME8 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
obscure (VB)	2. to prevent something from being seen or heard clearly	<ORH>17 is a view of the west side of the house, has a Lincoln Towncar in it, lots of trees and shrubs on the other side of the house. It's almost obscured .</ORH>	A-MT-090393-02.txt	NEUTRAL	ME3 ME5 ME7 ME8 ME10 ME12 ME13 ME15 ME17	MENTAL PERCEPTIVE MINOR 9/17
observe (VB)	1. to see and notice something	<PAS>Now when you looked at her and you say that you saw a little girl standing there in a swimsuit, did you physically observe any evidence of injury at that point in time?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MINOR 8/17
	2. to watch something or someone carefully	<PAS>[...] Repeatedly, I urged you and asked you to please listen to all the evidence and to listen very carefully and to observe the demeanor of the witnesses and what they tell you and what they don't tell you by their actions, their reaction, their facial expressions, etcetera. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	3. to do what you are supposed to do according to a law or agreement	The Protestant ethic was observed by most people in Myddle except in one startling way; many ruined themselves and their families by excessive drinking.	HWD 677 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 8/31
observation (NN)	1. the process of watching something or someone carefully for a period of time	Therefore, it remains to be proved whether the use of heater probe is better than no active treatment and a close observation of the patient.	HWT 103 (W:ac:medicine)	NEUTRAL	ME3 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
	2. something that you notice when watching something or someone	<PAS>Based on the observations of those 2 tears, did you arrive at any conclusions with respect to your examination of this little girl?</PAS>	A-MT-090393-02.txt	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
obstruct (VB)	1. to block a road, passage	The carport and Land-Rover obstructed Trent's view of the windows.	AMU 2135 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to prevent someone from doing something or something from happening	They charged Dad with obstructing the police, and claimed that all our injuries had been sustained in the struggle.	BMM 1048 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
obstructive (ADJ)	1. trying to prevent someone from doing something, by deliberately making it difficult for them	"Given the potentially broad scope of such " areas ", the obstructive official has ample opportunity to rebuff requests by anyone whose request is not specific enough to penetrate the bureaucratic defences of a body which does not want to release the information. "	J34 276 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA17 IA18 IA20 IA23 IA31	NOMINALISATION (ADJ) (INTER)ACTION 8/31
obtain (VB)	1. to get or achieve something	<PAS>After you obtained the photograph, what did you do with it?</PAS>	A-MT-090393-03.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to continue to exist	These conditions no longer obtain .	LONGMAN ONLINE DICTIONARY	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
occupy (VB)	1. to live or stay in a place	<PAS>[...] Count Number 1: <<NDFT>>, on or about May 31st 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court, did commit the crime of burglary, 1st degree, a felony, by unlawfully, feloniously, willfully and burglariously, forgive me, break and enter into a certain dwelling house occupied by and in the possession of <<NPJC>>, and located at 2187 South Owasso Avenue in the City of Tulsa, Tulsa County, Oklahoma [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE6 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to keep someone busy doing something	I need something different to occupy my time.	HBC 436 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to enter a place in a large group and keep control of it	The students who occupied the square for three weeks in May and early June have been banished.	A1F 393 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE6 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
occupy (VB)	4. to think about one thing more than anything else	I had other things to occupy my mind.	CK0 3653 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	5. to use something such as a room, seat, or bed, e.g. Many patients who are occupying hospital beds could be transferred to other places	They knew all the people entering the hall, and those that occupied seats close to them smiled and spoke to them.	A6N 860 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE6 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	6. to fill a space, e.g. Family photos occupied almost the entire wall	Inside there were some long wooden huts which occupied almost all the space.	B0U 1334 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE6 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	7. to have an official position or job, e.g. Before becoming prime minister, he had already occupied several cabinet posts.	They often already occupied formal roles in the area — doctors, priests, postmistresses or teachers, which reminds us of the ways in which informal and formal roles and structures interact.	CFE 790 (W:non_ac:soc_science)	NEUTRAL	RE1 RE4 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
occur (VB)	1. to happen	<DGK>[...] I had her walk through the residence with me, starting at the front door where the incident occurred and back to the couch area and the TV room where the rape occurred and back to the basement where she was locked in and made to stay. [...]</DGK>	A-MT-100393-06.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	2. to suddenly think of something or realise something	<PAS>Did it occur to you to do that?</PAS>	A-MT-110393-13.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
occurrence (NN)	1. something that happens	<PAS>Let me ask you this: When you say that the hairs tended to straighten out, is that a common occurrence in your business?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA4 IA9 IA15 IA17 IA23 IA31	NOMINALISATION (INTER)ACTION 6/31
oddity (NN)	1. a strange or unusual person or thing	<WES>[...] We have that same oddity appearing in 2 of the signatures in the known. The ending stroke, the buckle on that (spelling) coming over and into the top of the (spelling) in the word <<SDFT>>. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE13 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 8/21
offend (VB)	1. to make someone angry or upset by doing or saying something unpleasant	<JU1>[...] Also I want to tell you that there's no intent to ask any of you any questions that offend you or embarrass you. And if any questions asked that give you a problem, if you'll call it to my attention, I'll see if we can figure out some way to either rephrase the question or avoid the problem. [...]</JU1>	A-VD-080393-01.txt	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	2. to seem bad or unacceptable to someone	This does not mean that speed must be avoided, nor that the unexpected need offend the eye.	A12 984 (W:non_ac:humanities_arts)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	3. to commit a crime or crimes	But research released, along with his report, show those who do, will be far less likely to offend again, than people living other prisons, despite taking the country's most violent criminals.	K1Y 2263 (W:news_script)	NEGATIVE	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
offense (NN)	1. an illegal action or a crime	<PAS>Did she point out places or rooms they had been in and where they had gone while this offense was going on?</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
offensive (ADJ)	1. very rude or insulting and likely to upset people	Racial harassment involves hostile or offensive behaviour towards an individual or group because of their race.	GXJ 1932 (W:non_ac:soc_science)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
offending (ADJ)	1. relating to or guilty of an illegal offence	Mr Clarke called for a system where prisoners were fed at normal meal times, had the space and opportunity to better themselves and address their offending behaviour.	K97 6460 (W:newsp:other:report)	NEGATIVE	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
offending (ADJ)	2. making people feel angry or insulted	So has team-mate Gehan Mendis, with worse still for Graeme Fowler, who was fined about £2000 for being so critical of the club, even though some of his offending remarks did not even make it into print.	CU1 1720 (W:pop_lore)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
offended (ADJ)	1. angry and upset by someone's behaviour or remarks	It was said that these teenagers were easily offended .	BNN 149 (W:non_ac:humanities_arts)	NEGATIVE	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
offer (VB)	1. to ask someone if they would like to have something	<PAS>Do you even know where your \$3 was at that point in time?</PAS> <PJC>No.</PJC> <PAS>But you did offer it to him, didn't you?</PAS>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to say that you are willing to do something	<JU1><<NWL>>, please. If you'll place your left hand on the Bible here and raise your right hand, please. Do you solemnly swear that the testimony you're about to offer in the cause now on trial shall be the truth, the whole truth and nothing but the whole truth, so help you God?</JU1>	A-MT-100393-08.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to provide something someone needs or wants	He can't put this receipt in. You're offering this receipt for that, are you not?</JU1>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
offer (NN)	1. a statement saying that you are willing to do something for someone or give them something	<PAS>May we approach? At this time, I'd make an offer of proof that when <<MDAZ>> attacked <<RDGI>>'s credibility in this regard, there is a government study that came and was immediately withdrawn the next day where the statement concerning the government study and they have in fact been found to be accurate.</PAS>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
omit (VB)	1. to not include someone or something, e.g. Please don't omit any details, no matter how trivial they may seem	Before planning the course, look ahead to the text of the coursebook to see if you want to change or omit any material.	HOY 1431 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to not do something, e.g. Oliver omitted to mention that he was married.	I lied about everything: the size, style and location of my home; the possessions and social pursuits of my parents; and I even omitted to mention that I had sisters who went to 'inferior' schools.	CEE 348 (W:biography)	NEUTRAL	IA1 IA2 IA8 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
omission (NN)	1. the process of not including something	With regard to the cover of the Labour Party manifesto, I am not sure which intrigues me more: the omission of the flag of Northern Ireland or the inclusion of the flag of Jersey.	AJD 1103 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 RE3 RE5 RE7 RE15 RE16 RE21	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. the process of not doing something	It also fails to substantiate the claim that death-causing acts or omissions in these situations of known danger should fall within the law of manslaughter rather than some other offence.	ACJ 524 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA2 IA8 IA15 IA17 IA18 IA23 IA31	(INTER)ACTION 8/31
ooze (VB)	1. to flow very slowly	Blood oozed out of the meat and stained the carbon steel of the knife blade.	G03 164 (W:fict:prose)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 8/31
	2. to show a lot of a particular quality or feeling	It was a supreme team performance by Ipswich that oozed class and confidence.	CF9 1075 (W:newsp:other:sports)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
oozing (NN)	1. the process of flowing very slowly	<DKU>[...] There was some mild oozing . There were signs that she had some active bleeding before, but there was no active bleeding at this time.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA4 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
oozing (NN)	2. the process of showing a lot of a particular quality or feeling		NO EXAMPLE	NEUTRAL	RE1 RE4 RE7 RE9 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 7/21
open (VB)	1. to move a door, window so that people, things, air can pass through	<OBI>Yes. I heard her ... actually, she was talking to <<ROBW>> in my presence. She stated that the suspect had come to the front door and knocked on it and she answered the door. She didn't open the door and she told him that he would have to come around to the side door to where she could talk to him [...]</OBI>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to unfasten or remove the lid, top, or cover of a container, package	He opened a bottle of brandy, his hands trembling and his face no longer white but red.	A7A 2700 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to start operating or providing a service	<WSH>Yeah, I did. They were talking that they had been to the Olive Garden the day before and I had never been there. It had opened up down the street and he said that the garlic bread's great, the spaghetti is great, but it's gone.</WSH>	A-MT-110393-12.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 12/31
	4. to make a document or computer program ready to use	Open the File Manager, select the root directory of drive D, and select Search from the File menu.	FT8 3033 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	5. to spread something out or unfold something	<DKU>Okay. When you look at a girl or a woman's bottom, the first thing you will see is what's call [sic] labia majora. That's the full part, the sort of rounded area where most of the hair is on. When you open that up or they spread their legs, you see little folds, skin folds, that is labia minora where ... then there's the opening that leads into the vagina that has the hymen right there. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
opening (NN)	1. the time when a new building, road etc is used for the first time, or when a public event begins, especially when it involves a special ceremony	The official opening of the canal was arranged for 9th August 1814.	AMN 126 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA4 IA8 IA9 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 9/31
operate (VB)	1. to use and control a machine or equipment	Are we complaining that people emerge from school or university unversed in computer sciences, or unable to operate a computer?	ASY 495 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to work (in a place, in a particular way)	<WVL>I own and operate Rock City Furniture, a manufacturer of bedroom furniture in north Little Rock, Arkansas.</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
	3. to cut into someone's body in order to repair or remove a part that is damaged	But they had had to operate without anaesthetic and with only limited supplies.	K5M 288 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
operation (NN)	1. the process of cutting into someone's body to repair or remove a part that is damaged	Mr Cooper had an operation late on Sunday at Broomfield Hospital.	E9T 395 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA14 IA18 IA20	NOMINALISATION (INTER)ACTION 5/31
opinion (NN)	1. one's ideas or beliefs about a particular subject	<DAN>Have you formed an opinion ?</DAN> <WES>I have.</WES>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. judgement or advice from a professional person about something	<DAN>Your Honor, at this time, the defendat would renew our motion in limine as to this testimony as the Doctor cannot give a scientific opinion as to this gentleman to either include or exclude him to this crime. [...]</DAN>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
oppose (VB)	1. to disagree with something, e.g. Congress is continuing to oppose the President's healthcare budget	This was generally understood by the media to mean that the hierarchy would not oppose the introduction of divorce in a future united Ireland, indeed that they might be prepared to budge on the issue even now.	A07 1082 (W:ac:humanities_arts)	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
oppose (VB)	2. to fight or compete against another person or group in a battle, competition	He is opposed by two other candidates.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
opposition (NN)	1. strong disagreement with, or protest against, something such as a plan, law, or system	The Government faces opposition from its backbenches on the question of quality.	A96 686 (W:newsp:brdsht_nat:report)	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
opposed (ADJ)	1. to disagree with something such as a plan or system	The Kennel Club and all other dog organisations are opposed to muzzling unless the dog is proved to be dangerous, but by then it's too late.	C8U 536 (W:pop_lore)	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17
opt (VB)	1. to choose one thing or do one thing instead of another	The defendants, caught between the need to demonstrate their innocence and to stand by their political commitment, opted to make a political defence.	A4X 264 (W:newsp:brdsht_nat:report)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 9/17
option (NN)	1. a choice you can make in a particular situation	<JU1>[...] After that, the attorney for the defendant has the option of making an opening statement or reserving it to a later point in the trial. Then we have the witnesses, State proceeds first, and any exhibits. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME4 ME6 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 6/17
order (VB)	1. to ask for goods or services to be provided	<JU1>[...] The only thing I'd mention to you about that is 2 things: Their kitchen closes at about 9:30 and if you do order something, it takes approximately close to an hour, not quite an hour but close to an hour. [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	2. to tell someone that they must do something	<PAS>Can you order a person to the supervision of the Department of Corrections if you find him guilty as charged?</PAS>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE13	VERBAL MINOR 11/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
order (VB)	3. to arrange something in a given order	The messages are ordered alphabetically by error string.	HWF 6404 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
order (NN)	1. an instruction to do something that is given by someone in authority	'I'm not taking orders from you, Rachel,' he said under his breath.	JYD 3064 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE10 VE13 VE14	NOMINALISATION VERBAL MINOR 8/13
organise (VB)	1. to make the necessary arrangements so that an activity can happen effectively	Further, they have greater opportunities to develop their minds and personalities (the atmosphere of a university campus is more stimulating than that of an assembly line), and greater autonomy in deciding how they will organise their work and leisure time.	EDH 844 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to manage a group of people who are doing something	I think as far back as I can remember I was organising a group and telling people what to do.	H7E 428 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA16 IA18 IA20	(INTER)ACTION 9/31
	3. to arrange things in a particular order or pattern	The company is organised into two divisions — consumer and industrial.	K94 319 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA16 IA18 IA20	(INTER)ACTION 9/31
organisation (NN)	1. the planning and arrangement of something so that it is successful or effective	To work effectively it needs the right partners and considerable organisation and communication.	EC7 1881 (W:ac:medicine)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
organised (ADJ)	1. involving people working together in an effective and well planned way	Queen's College is now only admitting visitors in organised groups in an effort to put an end to a catalogue of crime.	K1K 823 (W:news_script)	NEUTRAL	IA1 IA8 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
	2. arranged or ordered well, badly, carelessly etc	The well organised races started with the 10K which turned into an all British affair.	CB4 1808 (W:pop_lore)	NEUTRAL	IA1 IA8 IA16 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
out (VB)	1. to publicly say that someone is homosexual when that person would prefer to keep it secret	Who are we talking about, no not Angus, the man is Wesley Snipe, currently trying to out cool co-star Sean Connery in the hit movie Rising Sun.	J1M 2334 (W:news_script)	NEGATIVE	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
outing (NN)	1. when someone publicly says that someone else is homosexual, when that person does not want anyone to know	The accompanying photograph, a reproduction of a 'gay outing ' protest posterdesigned to force homosexual celebrities into the open, apparently showed him wearing a tee-shirt bearing the slogan 'Queer as ****'.	AHA 25 (W:newsp:brdsh_t_nat:arts)	NEGATIVE	VE1 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
outline (VB)	1. to describe something in a general way, giving the main points but not the details	The mayor also outlined plans which, if implemented, would have gone a long way towards mopping up the demand for houses in Derry.	APP 1053 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	2. to show the edge of something, or draw around its edge, so that its shape is clear	<DLT>This is my own personal record of scores that I shot at the various skeet tournaments attended and the outlined one is that shoot in Dallas, Pan Am. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
outrage (NN)	1. a feeling of great anger and shock	<DAN>[...] Very highly publicized event that was ... that brought a public outrage . Ladies and gentlemen, it's not <<FPJC>>'s fault. I feel sorry for <<FPJC>> and I know we all do. But the evidence is overwhelming that <<NDFT>> did not do it. [...]</DAN>	A-MT-120393-16.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
outweigh (VB)	1. to be more important or valuable than something else	She resisted all advances, for her love of coursing far outweighed her interest in any suitor.	AB4 731 (W:misc)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
overcome (VB)	1. to successfully control a feeling or problem that prevents you from achieving something, e.g. He struggled to overcome his shyness	Be like the alcoholic who is trying to overcome his addiction and take one day at a time.	AYK 794 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to become extremely sick or unconscious because of breathing in a toxic substance, e.g. The engineer was working on the freezer when he was overcome by gas	But well over half of those killed were young children or elderly people who were quickly overcome by smoke and fumes while they slept at night.	A0J 176 (W:misc)	NEUTRAL	IA1 IA5 IA8 IA10 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
overcome (VB)	3. to be unable to behave normally because of feeling an emotion so strongly, e.g. Charles was overcome with grief	Charles was overcome with grief; he felt shocked, frightened and alone.	A7H 266 (W:biography)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	4. to fight and win against someone	Can everybody hold or does everybody feel right now that <<NDFT>> is presumed not guilty? <<MJVC>>, and it's the burden of the government to overcome that presumption?</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA21 IA25	(INTER)ACTION 11/31
overlap (VB)	1. to cover part of one thing with another, e.g. my front teeth overlap one another	<PAS>What ... if you have 2 people and they both have a portion of their DQ Alpha that matches, 1,2, would it overlap ?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	2. include some but not all of the same things, e.g. Maxwell's responsibilities overlap yours, so you will be sharing some of the work	The canopy of the gallery is below the barn roof and overlaps the house roof at one end.	AP8 380 (W:non_ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to start a second activity before the first one has finished	My vacation overlaps with yours.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
overlook (VB)	1. to not notice something, or not see how important it is	<OCC>I look for very common things that are easily overlooked , such as particles that can be transferred by air currents or transferred on contact, things that normally people would over-look and leave at the scene.</OCC>	A-MT-100393-04.txt	NEUTRAL	ME3 ME5 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
	2. to forgive someone's mistake, bad behaviour etc and take no action	He married Madeleine — ten years older than himself — in gratitude for her overlooking his unpromising start.	FAT 2697 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL EMOTIVE MAJOR 8/17
	3. to have a view of something from above	The sign on his door said Engaged, and she smiled as she crept up to the next landing, where she knew the keyhole window that overlooked his study.	HGF 2744 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
overrule (VB)	1. to change an order or decision that you think is wrong, using your official power	<JU1>'I'll overrule that, should have had that earlier. I'll see if he can lay a foundation.</JU1> <PAS>[...] We were talking about when they were rushing around trying to get to the shoot, she indicated they were in a hurry. <<FDFT>> had overslept . She said it takes 20 to 25 minutes on Saturday morning. [...]</PAS>	A-MT-110393-09.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
oversleep (VB)	1. to sleep for longer than you intended	<PAS>The use of the word promise. He doesn't owe <<MDAN>> anything.</PAS>	A-MT-120393-16.txt	NEUTRAL	IA7 IA9 IA12 IA15 IA18	(INTER)ACTION 5/31
owe (VB)	1. to need to pay someone for something that they have done for you or sold to you, e.g. I owe my brother €50	'The only money I want,' I said, 'is the money you owe my father.'	FSJ 118 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA12 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE9 RE11 RE15 RE16 RE17	(INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
	2. to feel that you should do something for someone or give someone something	To talk of policy in matters of care except in the context of available resources and timescales for action owes more to theology than to the purposeful delivery of a caring service.	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE9 RE11 RE15 RE16 RE17	(INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
	3. to be the result or influence of something or someone, e.g. Their success owes more to good luck than to careful management.		G20 958 (W:non_ac:soc_science)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
own (VB)	1. to have something which belongs to you	<WVL>I own and operate Rock City Furniture, a manufacturer of bedroom furniture in north Little Rock, Arkansas.</WVL>	A-MT-110393-11.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
pace (VB)	1. to walk first in one direction and then in another many times	She paced the floor for a while, violently agitated.	HH2 6236 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pace (VB)	2. to do something at a steady rate	Anyway, Jacob said that he could do the job better and more quickly if he paced himself by singing a lively hymn called 'Keep in Step with the Master'.	G39 600 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to measure a distance by walking across it with steps of equal length	He could see Edgar Lustgarten narrowing his eyes threateningly at the camera, as he paced out the length of Maple Drive.	ASS 22 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
pack (VB)	1. to put things into cases, bags etc ready for a trip somewhere	<PAS>[...] We didn't call <<FWJS>> that <<FDFT>> was coming, because it was okay if he just jumped in the car and came. Did he stop and pack ? I don't know. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA25	(INTER)ACTION 10/31
	2. to go in large numbers into a space, or to make people or animals do this, until the space is too full	In October 1980, 70,000 people were estimated to have packed into Trafalgar Square for CND's first public demonstration of its strength.	ASB 1467 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
package (VB)	1. to put food or other goods into a bag	<PAS>Did you package and maintain the slides that were the result of the known dried blood samples of the victim <<NPJC>> and the suspect <<NDFT>> upon your completion of your examination?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to prepare something to be sold	Chill Pads can be cut to length and are packaged in 120m rolls, costing £240.	A7F 1481 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
packaging (NN)	1. the process of wrapping something for sale	The type of packaging has a considerable influence on the way a product is used.	APV 645 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
page (VB)	1. to call someone's name out in a public place	No need to interrupt the background music just to page the concierge.	HX4 268 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
	2. to send a message to someone's pager asking them to go somewhere or telephone someone	'Don't hesitate to page me,' he said, turning back to Judy.	H9H 2595 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pain (VB)	1. to be very difficult and upsetting for someone to have to do something, e.g. It pains me to see you so sad	'It pains me to say it, Mr Carlton, but I think Mr Stein is going to have to return to England and make a long-stay application through the 'propriate channels.'	FRS 1179 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME12 ME13 ME14 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
paint (VB)	1. to put paint on a surface	She found black paint in one of the kitchen cupboards, left over from the time Tom had paint ed the front door, and a brush.	A0R 308 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make a picture, design using paint	By the late 1940s I was beginning to paint landscapes of Wales.	E9W 101 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to put a coloured substance on part of your face or body to make it different or more attractive	Anna works on a farm and in her spare time paints her nails!	KSR 43 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to describe someone or something in a particular way	In recent months the presidential asset has been the subject of some distinctly unflattering news articles, including a long Vanity Fair magazine story that paint ed her as an autocrat angry with her husband and out of touch with her family.	CEM 442 (W:newsp:other:report)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
painting (NN)	1. the work of covering a wall, house etc with paint	The painting and decorating are already done.	K34 174 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
pair (VB)	1. to put people or things into groups of two, or to form groups of two	<DGI>[...] What I am saying is that if we take the 1.1, which is a typing which I observed in the male fraction on the third attempt, and pair it with any of the other possible types that we got from that, that is the 1.2 or the 2 or additionally the perpetrator could have been a 1.1/1.1 [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
parcel (VB)	1. to make something into a parcel by wrapping it up	When she had returned to Cambridge she kindly parcel led up some remarkable family papers and memorabilia and sent them to us.	KAP 286 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
parcel (VB)	2. to divide something into small parts, especially so that it is easier to deal with	The new owner has parcelled off many of the company's assets.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
pardon (VB)	1. to officially allow someone who has been found guilty of a crime to go free without being punished	'He said I had been pardoned by the president.'	A9M 53 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	2. to forgive someone for behaving badly	<JU1>But you have been pardoned ?</JU1>	A-VD-090393-04.txt	NEUTRAL	ME2 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
park (VB)	1. to put a car or other vehicle in a particular place for a period of time	<WVL>[...] And I had parked in the parking lot and was walking around the clubhouse on the west side, going in to the entrance where you register. [...]</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	2. to put something in a particular place for a period of time	There was no pity for his evident loneliness and many stories circulating about his arrogance and the superior manner in which he parked the cheaply-framed photograph of his parents on his night table.	APU 1936 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	3. to sit down in a particular place, especially with the intention of staying a long time	Connie parked herself on a white divan and poured out some black steaming liquid.	FAP 3221 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31
parking (NN)	1. the act of parking a car or other vehicle	The centre is located in beautiful parkland and has a bar, cafe and free parking .	A0E 359 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA15 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
part (VB)	1. to move the two sides of something apart making a space in the middle	He moved to the bay window, parted the curtains and looked out on Champney Road.	CKB 77 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to separate from someone, or end a relationship with them	How could she spend Roman's money so lavishly when she had just parted from her lover?	H8J 2189 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
part (VB)	3. to go in different directions after having gone in the same direction	We parted company, he to wait for light on Bowfell, which did not look likely, while I headed down The Band for Hodge Close and an impatient climbing partner.	ECH 1079 (W:pop_lore)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	4. to disagree with someone about something, e.g.He parted company with Lloyd George over post-war diplomacy.	Vincent was never to forget the straightforwardness of this man and his direct, open way with him, though they soon quarrelled and parted company.	CBN 889 (W:biography)	NEUTRAL	ME1 ME5 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
participate (VB)	1. to take part in an activity or event	<DGI>In the past ... by extramural testing, he means do we participate in what's called a proficiency testing program where outside agencies would send us specimens and we would do typing on those specimens and send our results back to that agency or in some way have them blind, so that no one knows what they are until the results are completed. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
participation (NN)	1. the act of taking part in an activity or event	<DAN>Can you tell the jury a little bit about your participation in skeet shooting? Are you a member of a ... are you a director or something of the skeey shooting club?</DAN>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
partner (VB)	1. to be someone's partner in a dance, game, e.g. I used to partner him in tennis matches	She was a professional dancer at 12; her father partnered her on stage and, according to this book, did far worse to her off it.	A36 5 (W:newsp:brdsht_nat:arts)	NEUTRAL	RE2 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
pass (VB)	1. to come up to a particular place, person, or object and go past them	<DLT>I saw <<FDFT>> a time or 2 just passing by, hi-type thing. I didn't talk with him anymore that I recall. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to go or travel along or through a place	<WJD>Since it's slightly after 9 and the road that runs into the gun club passes behind the skeet fields and my squad was on their field ready to ... they were waiting for me.</WJD>	A-MT-110393-09.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to put something around, through, or across something else	Yes, it was nice to be warned, and I passed the rope round the animal's body in front of the udder and pulled it tight In a slip knot.	G3S 2084 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pass (VB)					IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	4. to hold something in your hand and give it to someone else	I passed her a cup and then perched on the bed with mine.	AOF 1184 (W:fict:prose)	NEUTRAL		
	5. to give information or a job to another person so that they can deal with it	If any reader can help with this, please contact me and I shall pass the information on to Mel.	C9M 1891 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 10/13
	6. to succeed in an examination or test	The story was that trainees had to pass the exam on the third attempt at the latest, or leave.	EUU 693 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 8/31
	7. to officially accept something, e.g. a law or proposal	<JU1>[...] The State of Oklahoma has passed the initial 12 jurors for cause. And now we'll have the voir dire on behalf of the defendant by <<MDAN>>.<JU1>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME12 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 6/17
	8. to end or stop	After some hours the storm passed , and I saw land to the south.	H8G 607 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	9. to kick, throw, or hit a ball to a member of your own team during a game	United passed the ball sweetly between each other to continue to create chances that should have put the game beyond Brentford, and it was no surprise when, in the 63rd minute, they created a fine goal that stretched Brentford to breaking point.	CH3 7390 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pass (VB)	10. to surpass or go over a particular number or amount	THE NUMBER of people unemployed for more than a year passed the one million mark yesterday.	K5D 10269 (W:newsp:other:report)	NEUTRAL	RE2 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	11. to change from one state or condition into another	Consequently, as the molecular motion in an amorphous polymer increases, the sample passes from a glass, through a rubber-like state, until finally it becomes molten.	HRG 1131 (W:ac:nat_science)	NEUTRAL	IA1 IA5 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	12. pass (e.g. the witness): finish asking questions to the witness and allow him/her to leave	<PAS>Thank you for your time. Pass the witness.</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	13. pass judgement: to give your opinion about someone's behaviour	<PAS>Can you pass judgment on another person?</PAS> <JFL>Yes, I could.</JFL>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 10/13
passing (NN)	1. the process of time going by	One must appreciate that with the passing of time all things progress; what may have been of considerable interest to one generation may not be to the next.	AR5 8 (W:misc)	NEUTRAL	IA4 IA9 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. someone who has died	His passing leaves a sore gap in his family circle and in his wider circle of friends and acquaintances.	K5F 1787 (W:newsp:other:arts)	NEUTRAL	IA7 IA9 IA15 IA16 IA29 IA31	NOMINALISATION (INTER)ACTION 6/31
passing (ADJ)	1. going past a place or person	Mr Garrod, who had been appointed head of geography at a Chesterfield school, was rushed to hospital by a passing motorist but never regained consciousness.	A50 757 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
patrol (VB)	1. to go around the different parts of an area or building at regular times to check that there is no trouble or danger	It is the male's prime function to patrol his territory against intruders.	C95 341 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pause (VB)	1. to stop speaking for a short time	He spoke for one and half hours and barely paused for breath.	FBL 328 (W:pop_lore)	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 6/13
	2. to stop doing something for a short time	He paused to consider the effect his words were having.	AEA 537 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	3. to push a button on a tape player, CD player, computer in order to make a tape, CD stop playing for a short time	In the description phase subjects viewed each film split into five second sections, after five seconds had been viewed the experimenter paused the video recording showing the subject a blank blue field, the subject then had unlimited time to describe the situation they had viewed and the events that had taken place.	HPM 1781 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
pawn (VB)	1. to leave something valuable with a pawnbroker in order to borrow money from them	<PAS>Well do you know or do you have any reason to have any knowledge about <<FDFT>> pawning things around this same time period?</PAS>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
pay (VB)	1. to give someone money for something you buy or for a service	<DLT>[...] So he just let <<NA34>> pay him the \$50 deposit and go in and shoot the beginning.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
	2. to say something good or polite about or to someone	I'll pay my respects to him without you telling me to take a quick look.	K8V 2402 (W:fict:prose)	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA18 IA22 IA25 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 9/13
	3. to suffer or be punished for something you have done wrong	We're just coming out of shock and are now beginning to pay the price for what he has done.	CBE 168 (W:newsp:other:report)	NEGATIVE	IA4 IA9 IA12 IA13 IA15 IA20	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pay (VB)	4. to result in being an advantage for someone	They illustrate that, at a time when long-term unemployment is spiralling, it does not pay to make mistakes.	K52 2715 (W:newsp:other:sports)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	5. pay attention to: to watch, listen to, or think about someone or something carefully	<DLT>[...] At the time when we finished, <<FDFT>> had ... I didn't really pay a lot of attention to what <<FDFT>> did during the shooting, because we were concentrating on what we were doing, but I think he left and went down to the club house or milled around or walked around or whatever. [...]<DLT>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
payment (NN)	1. the act of paying for something	Late payment of VAT will give rise to severe consequences, in the form of punitive interest charges.	FAU 808 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31	NOMINALISATION (INTER)ACTION 7/31
peer (VB)	1. to look very carefully at something, especially because you are having difficulty seeing it	Looking carefully both ways, he led Erika across the road, on to the gravel plaza, and peered through the metal fence.	A7A 3047 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
penetrate (VB)	1. to enter something and pass or spread through it, especially when this is difficult	Their torches barely penetrated the gloom, but they could have laid the charges by feel in complete darkness: all their training was paying off.	CCS 536 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to start to sell things to an area or country, or to have an influence there	Over ten years the market philosophy had undoubtedly penetrated the social services, education, the professions, and a whole range of public institutions.	A66 1607 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to succeed in understanding something	The promises no longer have any substance for them, but that appalling fact has not penetrated their minds.	ACG 1296 (W:religion)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	4. to puts a man's penis into a woman's vagina or into someone's anus when having sex	<PAS>[...] <<NDF1>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of 1st degree rape by instrumentation, a felony, by unlawfully, feloniously and willfully penetrate and enter the vagina of one <<NPJC>> with a part of his body [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
penetration (NN)	1. the process of something or someone entering or passing through something, especially when this is difficult	Meanwhile, the church was suffering dreadfully from damp, dry rot, water penetration and vandalism.	AR9 1283 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the process of a system of beliefs entering a society and becoming accepted	The emergence of 'parishes' within the area under a bishop's jurisdiction was, however, a much slower, later, and more uneven process, depending on the gradual penetration of Christianity into rural areas.	ADC 794 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
	3. the process of understanding something		NO EXAMPLE	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
	4. the process of a man putting his penis into a woman's vagina or into someone's anus when having sex	<PAS>You've indicated that the age ... I'm sorry, let me back up for just a minute. By partial penetration by either the penis or the finger, is that correct?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
perceive (VB)	1. to understand or think of something or someone in a particular way	<DAN>And do you not also pride yourselves in your accuracy as to what the height was? As to what she showed you that day, you perceived that to be 5'6"?</DAN>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to notice, see, or recognize something	When a system of individual assessment is implemented, teachers seek regularly and conscientiously to perceive a child's success (be this in reading, in mathematics, or in the slow mastery of a concept in history or science) against the understanding that child showed yesterday, last week or last year.	CLY 1602 (W:ac:polit_law_edu)	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
perfect (VB)	1. to make something as good as you are able to	STEVE PUNT shoots the rapids, perfects his topspin and risks lung cancer on a Center Parcs holiday in steamy, subtropical Norfolk	BNP 831 (W:pop_lore)	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
perform (VB)	1. to act in a play or sing, for example	Sometimes famous musicians came to perform in the Lake District.	B3H 241 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA18 IA25	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
perform (VB)	2. to do something, e.g. perform an operation	<PAS>Pursuant to your training under <<RDBC>> and <<RDGG>>, were you taught the correct way to perform a rape exam and to prepare the rape kit?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
performance (NN)	1. when someone performs a play or a piece of music	Her performance , though full of poise and presence, was at a disadvantage in terms of balance.	A4S 78 (W:newsp:brdsh_tnat:arts)	NEUTRAL	IA1 IA8 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 5/31
permit (VB)	1. to allow something to happen	<JU1>Counsel, I'm going to sustain the objection. This is not rebuttal. You were permitted to ask the question if she's positive. She's answered it. This is not rebuttal. There's nothing that says that she doesn't remember it.</JU1>	A-MT-120393-15.txt	NEUTRAL	IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 11/31 VERBAL MINOR 10/13
	2. to make it possible for something to happen	Her other interests, when time permits , are needlework, lacemaking and cake decorating.	KAB 79 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
perspire (VB)	1. to become wet, especially because you are hot or have been doing hard work	<OBY>[...] Some people tend to perspire quite profusely; other people, like myself, very little perspiration on my hands. My hands stay real dry. I, therefore, don't leave a good latent print. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31
persuade (VB)	1. to make someone decide to do something	He persuaded her to eat a little fish to make up for the missing protein.	BM1 1329 (W:non_ac:medicine)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
persuade (VB)	2. to make someone believe something	<PAS>[...] That's significant. Children don't lie. Children who have been brutalized and traumatized can't be persuaded one way or the other if it happened to them. And in this case, I take it from <<MDAN>>'s comments that he does not doubt that it happened. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
persuasion (NN)	1. the act of persuading someone to do something	<JU1>[...] And then we have closing arguments. Closing arguments, the attorneys give you their comments and impressions upon the evidence. That's proper. Closing arguments are for persuasion only. They, again, are not evidence. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13
pertain (VB)	1. to relate directly to something	<DAN>Did you ever investigate anybody with acne scars?</DAN> <ODS> Pertaining to this case?</ODS>	A-MT-090393-03.txt	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
petition (VB)	1. to ask the government or an organization to do something by sending them a petition	John Popham, a parliamentary agent representing 13 local residents who have petitioned against the bill, believes that 'residents of Newport should be given the same degree of protection as the government has decided is necessary for property owners in Cardiff'.	GXG 3943 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	VERBAL MAJOR 11/13
	2. to make a formal request to someone in authority	The court refused to accept that by petitioning for divorce she had revoked her consent.	GW1 413 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	VERBAL MAJOR 11/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
phase (VB)	1. to make something happen gradually in a planned way	All corporate tax relief on company cars would be phased out, and new cars sold without catalyts would attract higher taxes.	A6X 450 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
phone (VB)	1. to give someone a ring by telephone	<PAS>Do you know whether or not your son has been regularly phoning <<MA32>>?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
photocopy (VB)	1. to make a copy of something using a photocopier machine	Luckily he had photocopied it before he provoked her into doing this.	AC3 779 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
photograph (VB)	1. to take a picture of someone or something with a camera	<ORH>My job is to go to crime scenes, usually major crime scenes. I photograph the scenes, videotape them often. I collect fingerprints, develop the fingerprints, do some crime scene diagrams, collect evidence, mark the evidence and then do some analysis of the evidence after we've collected it.</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
photograph (NN)	1. take a photograph: take a picture using a camera and film that is sensitive to light	<ODS>I took the photograph and went to a file that has thousands of photographs in it, police department pictures, ID pictures, liquor license pictures, to try to get a photo lineup together that looked generally like the person that was the suspect in this.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
phrase (VB)	1. to express something in a particular way	How could I phrase the question so that I could distinguish between free choice and manipulative coercion?	CM5 177 (W:ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
phrasing (NN)	1. the way that something is said	The words and their phrasing left no doubt that the princess had been placed under considerable pressure to speak out publicly for the first time since her marriage to Prince Charles.	CEN 2666 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pick (VB)	1. to choose a person or thing	<PAS>Did he tell you who to pick out?</PAS> <PJC>No.</PJC>	A-MT-100393-07.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
	2. to remove a flower, fruit, nut from a plant or tree	If you're using a tall container make sure you pick flowers with long stems — such as daffodils — to put into them.	G24 431 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to remove something from somewhere	Palace went to Reading and poor Dick Graham had to pick the ball out of our net no less than 10 times as Palace slumped to our highest scoring League defeat.	B2H 590 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to open a lock without a key, e.g. pick a lock	Cos equally a rapist could pick the lock and come in and, and [pause] do you know what I mean? <DCO>[...] She was going to a party that afternoon and he was going to ... there was some people going to come and pick him up, so my wife had planned to take her to the ... out to eat or something, too, and she had gone to work and she was planning on coming back about about 11, 11:30. [...]</DCO>	KC7 102 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. pick up: to lift something or someone up		A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
picture (VB)	1. to imagine something by making an image in your mind	<PAS>In your mind, did it cause you to be able to picture what she was describing?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to appear in a photograph, painting, or drawing, e.g. She is pictured with her mum Christine and sister Kelly	The Princess of Wales makes a solo visit to Egypt where she is pictured alone in front of the pyramids.	CBC 9704 (W:newsp:other:social)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
picture (VB)	3. to describe something in a particular way	Faith is pictured as the absence of doubt and the man of faith as the man with no doubts.	C8V 834 (W:religion)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
piece (VB)	1. to use all the information you have about a situation in order to discover the truth about it	For the moment we can only piece together fragments of evidence.	AP7 295 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to put all the separate parts of an object into the correct order or position	They would then take it in turns to piece together each others jigsaw, guaranteed to keep them happy for years.	HAC 7549 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
pin (VB)	1. to fasten something somewhere	Wrap your chosen fabric around the frame and pin it to the frame uprights	CCX 357 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make someone unable to move by putting a lot of pressure or weight on them	He pinned her arms at her sides, eyes blazing.	JYD 2484 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
pinpoint (VB)	1. to remember exactly the real facts about something or the cause of a problem	<PAS>Do you remember seeing him the next day?</PAS> <WLI>Possibly around the club but I could not pinpoint any particular time.</WLI>	A-MT-100393-08.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to find or show the exact position of something	Wheeler phoned the officer an hour later to report that he had correctly pinpointed the location of the lorry and the likely consequences of the accident.	FA1 1335 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
pity (VB)	1. to feel sorry for someone because they are in a very bad situation	'When Leila told me about you, when I read all that shit you left her, I pitied you,' she said bitterly.	AD9 3592 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
place (VB)	1. to put something somewhere	<JU1><<NOBW>>, please. Come right on up here, <<ROBW>>. If you'll place your left hand on the Bible here and raise your right hand, please. Do you solemnly swear the testimony you're about to give in the cause now on trial will be the truth, the whole truth and nothing but the whole truth, so help you God?</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to find a suitable job or home for someone	Wirral Social Services Department temporarily placed her with foster parents and a case conference will take place this morning.	K3T 735 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to arrange for something to be done	<DAN>Judge, I object to this testimony, because this witness has been here since the beginning of this trial. She was available on ... for ... for her direct evidence and she's failed to place this witness into evidence. I move that it all be stricken.</DAN>	A-MT-120393-15.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to position something in an order (e.g. of importance)	<PAS>Under what property receipt number were these items placed ?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to recognise someone or something	Angelica, trying to place her accent but not managing it, said, "You should see it when the season gets going, it's madness.	FYY 291 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	6. to place emphasis: to decide that something is important	<JU1>[...] Ladies and gentlemen, during the trial, the photographs are shown to you while we continue to conduct the trial and that's not to place any emphasis on this type of exhibit over another one, but it's not practical to show you a written document where you'd have to stop and read it where you couldn't hear the testimony. [...]</JU1>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
place (NN)	1. take place: to happen, especially after being planned or arranged	<OCC>[...] In fact usually after about 2 years, it's difficult to actually do a hair comparison because of these subtle changes that take place .</OCC>	A-MT-100393-04.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 7/31
placing (NN)	1. the position of someone or something in a competition or ordered list	It was a clean up for the Irish in the Junior Drum Majors competition, with Darren McBride once again dominating the top placing , and J Elvin in third, A McKeown in fourth and R Elvin in fifth places.	K2D 1122 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
placement (NN)	1. when something is placed somewhere or when you decide where something should go	The direct placement of a filling material is a common dental procedure.	BMK 1274 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
plan (VB)	1. to think carefully about something you want to do, and decide how and when you will do it, e.g. He immediately began to plan his escape.	<DCO>[...] She was going to a party that afternoon and he was going to ... there was some people going to come and pick him up, so my wife had planned to take her to the ... out to eat or something, too, and she had gone to work and she was planning on coming back about about 11, 11:30. [...]</DCO>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to intend to do something, e.g. I plan to go home this weekend	<WJD>No ma'am. We did not plan a birthday party.</WJD>	A-MT-110393-10.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
plan (NN)	1. have plans: have something you have decided to do	<WSH>I wasn't over there Saturday. My husband and I had plans for the rest of the weekend and that was the reason we were going over there Friday night because it was the only chance during the weekend that we're going to get to see the <<SDFT>>s.</WSH>	A-MT-110393-12.txt	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME14 ME17 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 RELATIONAL (ATTRIB) POSSESSIVE 6/21
planning (NN)	1. the process of thinking about and deciding on a plan for achieving or making something	I would argue that this careful planning of activities is already the current practice of many teachers.	B28 1361 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME11 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
play (VB)	1. to do things that one enjoys, often with other people or with toys	<PAS>When I was about 5-years old, my sister, who was 4-years old at the time, fell on a slip and fall [sic] and hit her head. When she hit her head, she got up, walked over and sat down in some lilies that my mother had and I went over and talked to her and she told me she saw 2 sliding boards and I thought it was odd at the time, but I was just 5 and I ran back over to play . [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to take part or compete in a game or sport	<DLT>[...] You know, he didn't have a ... he didn't have a, you know, he didn't look, you know, like a ... he looked, you know, dressed like he was going to play golf or, you know, be at a sports thing like. You know, dressed clean and nice.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to perform a piece of music on a musical instrument	Sometimes my sisters would play the piano but the music had to be of the kind suitable for Sunday.	B22 611 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	4. to produce sound, especially music, e.g. play a music tape	What I could do is play a record but er I can't remember so bear with me for a moment.	HV0 1497 (S:brdcast:discussn)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to perform a particular character in a theatre performance	The book was made famous when Tom Courtenay played the role of Colin in Brian Forbes' film version.	CB4 140 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE4 RE8 RE11 RE18 RE19	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	6. to have an effect or influence on something	<JGL>I think I would be fair. As I told the prosecutor that there are 3 sides to the story, emotions play a lot in it. You have to assimilate the information and make the decision from the information that you gather. You can't reach a verdict from being predisposed.</JGL>	A-VD-080393-02.txt	NEUTRAL	IA5 IA6 IA8 IA12 IA13 IA15 IA18 IA21 ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL EMOTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
play (VB)	7. to behave in a particular way in a situation, in order to achieve the result or effect that you want	To fool the killers, he played dead' while his two friends were shot in the back of the head.	CBE 83 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	8. to use a feeling, fact, or idea in order to get what you want, often in an unfair way	<WDM>[...] We knew when he was shopping. knew when he was at the gun club. We knew when he was a house. We did not play on their sympathies.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
play (NN)	1. come into play: to have an effect or influence on something	<PAS>[...] The second type of memory that's coming into play here is selective memory. It can be encouraged and it can be enhanced. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 8/31
plea (NN)	1. a request that is urgent or full of emotion	The parents of an art student who disappeared in the middle of his exams, have made an emotional plea for him to come home.	K1N 3720 (W:news_script)	NEUTRAL	VE1 VE2 VE7 VE8 VE10 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
	2. a statement by someone in a court of law saying whether they are guilty or not	<JU1>[...] The defendant's entered a plea of not guilty and requested a jury trial and it get us to this point. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 10/13
plead (VB)	1. to ask for something that you want very much	When at last Tamar and Stephen decided that they really must leave, Victoria pleaded for them to stay a little longer.	C98 1191 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 9/13
	2. to state in a court of law whether or not you are guilty of a crime	<PAS><<MDJG>>, I had to plead guilty to a speeding charge too. And unfortunately, I was guilty and had to pay the ticket just like everybody else. [...]</PAS>	A-VD-090393-03.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
	3. to claim something	Pleading illness, he excused himself from the Governors, meeting that day and took an earlier train home.	BP1 1950 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
please (VB)	1. to make someone happy or satisfied	'Well, sir, you seem very eager to please me, but I wonder if you will agree to a request of mine.'	FR6 1710 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME12 ME14 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
pleasure (NN)	1. the feeling of happiness, enjoyment, or satisfaction that you get from an experience	<JU1><<MDAN>>, what's your pleasure as to an opening statement?</JU1>	A-MT-090393-01.txt	POSITIVE	ME2 ME7 ME12 ME13 ME15 ME16 ME18	NOMINALISATION MENTAL EMOTIVE 7/17
pleased (ADJ)	1. happy or satisfied	<PAS>Were you pleased or displeased with the results?</PAS>	A-VD-080393-01.txt	POSITIVE	ME2 ME7 ME12 ME13 ME15 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE12 RE13 RE15 RE16	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/13 RELATIONAL (ATTRIB) INTENSIVE 9/21
pleasing (ADJ)	1. giving pleasure, enjoyment, or satisfaction	'It was a pleasing performance after just two days' practice over here,' Micky Stewart, the England manager, said.	A52 392 (W:newsp:brdsht_nat:sports)	POSITIVE	ME2 ME7 ME12 ME13 ME15 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE12 RE13 RE15 RE16	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/13 RELATIONAL (ATTRIB) INTENSIVE 9/21
pocket (VB)	1. to put something into your pocket	Wycliffe opened the door, waited for her to switch out the lights and pass through, then he locked the door and pocketed the keys.	HWP 1998 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to get a large amount of money, win a prize	The 29-year-old greyhound racing lover pocketed the £40,000 first prize by beating unseeded Gary Wilkinson 10-8 in the Regal Masters final.	CH3 5827 (W:newsp:tabloid)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to hit a ball into a pocket in the game of pool, snooker and billiards		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
point (VB)	1. to show something to someone by holding up one of your fingers	<PAS>Okay. Go just a little bit closer please. May the record reflect the witness, the victim, is pointing to the defendant <<NDFT>> in this case?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to face or be aimed in a particular direction	Each side may be ten feet across and the hill is aligned so that the thin edge of the crest points north and south.	F9F 1940 (W:non_ac:nat_science)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to show someone which direction they should go in	All she needed was someone to accept her cheque and issue a receipt, but there was no sign to point her in the direction of the accounts department, and the staff of Woodline Design were conspicuously absent.	HA7 8 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
police (VB)	1. to keep control over a particular area in order to make sure that laws are obeyed and that people and property are protected	The system will be held together and policed by a franchising authority and a rail regulator.	CBW 974 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
policing (NN)	1. the process of keeping control over a particular area and to protect people and property	This ideology of the state is coercively implemented in the policing , arresting, trying, convicting, and imprisoning of those found to default.	A07 578 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA14 IA15 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
poll (VB)	1. to ask a lot of people the same questions in order to find out what they think about a subject	<JU1>All right. The defendant wants to poll the jury. That's a right they have. <<AJSM>>, is that your verdict?</JU1>	A-MT-120393-17.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
	2. to get a particular number of votes in an election	The Republican candidate, Mr Marshall Coleman, polled 49 per cent.	A7W 84 (W:newsp:brdsht_nat:report)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
ponder (VB)	1. to spend time thinking carefully and seriously about a problem, a difficult question, or something that has happened	He pondered the implications of this for a few days, uncertain whether to welcome it or feel alarmed.	A7J 1280 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
poop (VB)	1. to pass solid waste from the bowels	<DKU>[...] And the area between the vaginal area and the rectum or the area that you poop in is called the posterior fourchett. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA7 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA29	(INTER)ACTION 9/31
	2. poop out: to stop trying to do something because you are tired, bored etc	Dan pooped out about halfway through the race.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
portray (VB)	1. to describe or show or represent someone or something in a particular way, according to your opinion of them	In what was widely interpreted as an attempt to influence pre-trial public opinion, Barry portrayed himself as a victim of harassment by the white establishment, but warned that the prosecution case would founder in the event of only" one juror saying "I'm not going to convict Marion Barry, I don't care what you say".	HKV 343 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
	2. to act the part of a character in a play, film, or television programme	Wilde portrays a romantic young man who killed his wife in passion and then paid the ultimate penalty.	ANK 1197 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE4 RE8 RE11 RE18 RE19	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (IDENTIFYING) INTENSIVE 6/21
portrayal (NN)	1. the way someone or something is described or shown in a book, film, play etc	Amongst those concerns, the issue of the portrayal of women in the media features prominently.	AAF 267 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	VE1 VE2 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
pose (VB)	1. to exist in a way that may cause a problem, danger, difficulty, e.g. his visit poses a problem	So if all this poses a threat to a 19-year-old getting a job, something is wrong as it's still quite obvious that employers prefer people with no ties.	G35 1599 (W:pop_lore)	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	2. to sit or stand in a particular position in order to be photographed or painted	He had posed for that portrait at the age of twenty-two; a year later he was in the Crimea.	B1X 90 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to ask, e.g. pose a question	Having talked for an hour about wild animals the teacher posed a question to one of her class.	CHR 781 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pose (VB)	4. to pretend to be someone else, in order to deceive people	Posing as a London businessman, he has already tricked at least two female estate agents in the North into meeting him alone.	CBF 876 (W:newsp:other:report)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 6/21
	5. to dress or behave like a rich and fashionable person in order to make other people notice you or admire you	You won't better Maria Aitken as a Coward woman — tall, grand, always posing .	CBC 7224 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
position (VB)	1. to carefully put something or oneself in a particular position	<DAN>I'd interpose an objection by <<UPAS>> positioning herself behind the defense table, so that we're unable to observe <<UPAS>> read the information.</DAN>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 12/31
position (NN)	1. the way someone is standing, sitting, or lying	<PJC>Well his position ... he had one knee on the couch and the other knee on the floor, the other foot on the floor. And he was pretty much upright and he told me to spread my legs apart.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. an opinion or judgment on a particular subject, especially the official opinion of a government, a political party, or someone in authority	<JU1>Do you have a position that any of these ... do you challenge that any of these are inaccurate or in anyway forged or altered?</JU1>	A-MT-110393-10.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
possess (VB)	1. to have a particular quality or ability	We may have different backgrounds, inhabit different walks of life, possess different hopes, fears and aspirations.	CAM 1586 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to have or own something	Hades also possessed a magical helmet which rendered him invisible during his travels on earth.	CAC 1388 (W:non_ac:humanities_arts)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to feel something very strongly, to such an extent it affects your behaviour, e.g. A mad rage possessed her.	Rage possessed her and her mind zinged furiously, smelling of burning rubber.	FB0 1444 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
possession (NN)	1. something you own or have obtained from somewhere	<DAN>And have you maintained it prior to giving it to me in your possession at all times?</DAN>	A-MT-110393-09.txt	NEUTRAL	RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
post (VB)	1. to send a letter, package by post	They took a bus to Regent Street and posted the letter at the Heddon Street post office.	GUU 3887 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
	2. to push something through someone's letterbox	I keep telling him, I said lock it up and post the key [pause] through	KCT 5913 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to be sent to work somewhere for a number of years	After three months at Colina the young recruit was posted to the Academy of Aerial War in an affluent Santiago suburb.	A91 39 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to put up a public notice about something on a wall or notice board	<WPG>Yes, sir. I was walking towards the clubhouse to go check on the scores and they were posted inside the clubhouse and I saw the ... I saw <<FDFT>>, <<MDFT>>, drive his dad's black Continental towards the clubhouse. [...]</WPG>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to officially announce information about a company's financial situation	Cisco Systems posted record profits and sales for the third fiscal quarter.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
postulate (VB)	1. to suggest that something might have happened or be true, e.g. It has been postulated that the condition is inherited	One might at the very least postulate that this would be influential in the more positive outcomes recorded for Asian patients.	GWJ 1064 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 7/17 VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
postulation (NN)	1. the act of suggesting that something might have happened or be true	Now there are problems with the simple postulation of a link between unemployment, crime, and disorder, as Mrs Thatcher is only too ready to point out.	AS6 716 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 7/13
practice (VB)	1. to do an activity, often regularly, in order to improve your skill or to prepare for a test	<PAS>[...] Do you remember that? And chuckaboots. The same chuckaboots that <<NWSH>> told you about. But remember, they didn't practice ther testimony, they didn't rehearse their testimony, they didn't even hardly talk about their testimony. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA25 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 8/13
	2. to use a particular method or custom	Whilst counselling before and at the point of retirement is becoming more widely practised , these wider aspects are too rarely considered.	CE1 1103 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to work as a doctor or lawyer	<DAN>Doctor, do you only practice in Oklahoma?</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to live your life according to the rules of a particular religion	Setting up so many colonies to give people a chance to practise religion in their own way had helped produce a great diversity among the English colonies.	CS5 320 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
practicing (ADJ)	1. someone who follows the rules and customs of a particular religion	At that time he had been a practising Catholic for two or three months.	GVT 1318 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
	2. someone who is working as a doctor, lawyer etc	Apart from the fees he earns, a practising barrister is not feather-bedded in any way.	FRA 1539 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pray (VB)	1. to speak to God in order to ask for help or give thanks	She prayed to make them stop, please God, make them stop.	HH9 1127 (W:fict:prose)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	VERBAL MAJOR 10/13
	2. to wish or hope very strongly that something will happen or is true	If it does, I hope and pray that they will stop there and leave you alone, at least for the time being.	BP7 155 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL DESIDERATIVE MAJOR 8/17
prayer (NN)	1. the act of making a wish or of hoping that something will happen	Her constant prayer was for the safety of 'My John' stuck, as she knew he was, in the mud around Ravenna.	B2E 1288 (W:biography)	NEUTRAL	ME4 ME6 ME12 ME13 ME16 ME18 VE1 VE7 VE8 VE9 VE10 VE12 VE14	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 7/13
preclude (VB)	1. to prevent something or make something impossible	<JU1>Let me see you all up here for a second. My ruling does not preclude you from saying where he was arrested.</JU1>	A-MT-090393-03.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31
preconception (NN)	1. a belief or opinion that you have already formed before you know the actual facts, and that may be wrong	<DJB>Well honestly speaking, I do have a little bit of preconception on crimes against children and this type of crime, children don't tend to lie about something like this [...]</DJB>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
predispose (VB)	1. to make someone more likely to suffer from a particular health problem	Seligman has also suggested that a maladaptive style of thinking can be learned which predisposes a person to depression.	J14 94 (W:ac:soc_science)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to make someone more likely to behave or think in a particular way	<DAN>[...] Is there anything about the nature of the crime that in anyway [sic] predisposes you to think that <<FDFT>> is guilty?</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME14 ME15 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
predisposition (NN)	1. a tendency to behave or think in a particular way	<DAN>Is there anything about this kind of crime that gives you any kind of predisposition ?</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
prefer (VB)	1. to like someone or something more than someone or something else	<WES>[...] In the comparison process, I prefer small letters rather than capitals. Basically because many times a capital, you can emulated [sic] easier than the small letters which are written. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME14 ME16	MENTAL EMOTIVE MAJOR 7/17
preference (NN)	1. to like something more than another thing and choose it if possible	My recommendations are no more than guide-lines based on my own judgment and personal preference .	B0P 1020 (W:misc)	NEUTRAL	ME2 ME6 ME12 ME13 ME14 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 7/17
	2. to treat someone more favourably than other people	This has been brought about in two ways, first, by specific EEC Directives which insist, for instance, that Britain gives preference to EEC countries with respect to her sales of North Sea oil.	H91 203 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA22 IA27	(INTER)ACTION 10/31
preferable (ADJ)	1. better or more suitable	However good they might be as students, their families feel that marriage is infinitely preferable to a college career.	A6V 2253 (W:non_ac:soc_science)	NEUTRAL	ME2 ME6 ME12 ME13 ME14 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 7/17
prejudge (VB)	1. to form an opinion about someone or something before you know or have considered all the facts - used to show disapproval	<JGL>You can't predispose, you can't prejudge .</JGL> <DAN>That's true. Thank you very much.</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
prejudice (NN)	1. an unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, sex, religion etc - used to show disapproval	<PAS>Can you consider the bias or the prejudice that a witness may have or the reason why a witness may have to tell something one way as opposed to another?</PAS>	A-VD-080393-01.txt	NEGATIVE	ME2 ME5 ME6 ME8 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
	2. causing harm or affecting something	This enables a student to optimise the opportunities presented to him without prejudice to his progression through the examination system.	BME 108 (W:misc)	NEGATIVE	IA4 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
prepare (VB)	1. to make a meal or a substance	Thomas arose at 3am, for the hours of a baker are notoriously unsocial, he prepared the dough and moulds and began baking.	ANK 1892 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to make plans or arrangements for something that will happen in the future	'If you fail to prepare, you prepare to fail,' might be his motto.	AKE 1091 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 9/17
	3. to make something ready to be used	<PAS>Did you prepare a report in this case?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to make someone ready for something	<JU1>[...] You don't have to go back there and sit just, because I said it's a possibility. But on the other hand, if you know that's a possibility, then it might help you prepare yourself where you don't have to be somewhere at 5 o'clock or 5:30 and at least have some flexibility there. [...]</JU1>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21 ME1 ME7 ME8 ME9 ME12 ME14 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 12/31 MENTAL COGNITIVE MINOR 8/17
preparation (NN)	1. the process of preparing something	<DAZ>Where does the female portion come from in that wash in that preparation ?</DAZ>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
prescribe (VB)	1. to say what medicine or treatment a sick person should have	You've got a bit of an infection bubbling away in there, but we'll prescribe something that should clear it up fairly quickly.	JXW 1216 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to state officially what should be done in a particular situation	In the final analysis, one cannot prescribe for the whole of constitutional development — to some extent, one can do no more than describe and speculate.	C8R 1263 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
prescriptive (ADJ)	1. saying how something should or must be done, or what should be done	It was widely felt, while the Bill was passing into law, that the programmes of study were going to be inflexibly prescriptive .	B28 961 (W:non_ac:politLaw_edu)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION (ADJ) VERBAL MINOR 7/13
present (VB)	1. to give something to someone, for example at a formal or official occasion	<PAS>Judge, at this point in time in anticipation of where <<MDAN>> is getting ready to go with this, I'd ask to have an in camera hearing outside the view and hearing of the jury with regard to the receipts that he's getting ready to present into evidence. [...]</PAS>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to cause something to happen or exist	LOCATION shooting in Liverpool can present problems.	A2G 102 (W:newsp:brdshT_nat:arts)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	3. to give a speech in which you offer an idea, plan	<JU1>[...] Opening statements are not evidence, but the parties tell you briefly what they intend to present to you during this trial by way of evidence. So you can sort of get an idea what their case is going to be about and anticipate and follow their case. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA23 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 10/13
	4. to show something such as an official document or show someone to someone else in an official position	<JU1>[...] Then after that, the defendant proceeds. The defendant has no obligation to present any witnesses. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA23 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL PERCEPTIVE MINOR 9/17
	5. to give a performance in a theatre, cinema, or broadcast a programme on television or radio	Borderline Theatre presents CASANOVA The True Confessions of a Cabalist (and other lies) by David Kane	B29 1490 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
present (VB)	6. to formally introduce oneself or another person	His Excellency was accompanied by the following members of the Embassy, who had the honour of being presented to Their Royal Highnesses	A58 4 (W:newsp:brdsht_nat:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
presentation (NN)	1. the act of giving someone a prize or present at a formal ceremony	'Our mothers and fathers will be coming over at the end of the summer for the presentation of prizes.'	K5D 13441 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. an event at which you describe or explain a new product or idea	Among them was the Prince of Wales Initiative, in England, where she was recently invited to give a presentation .	HC3 408 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
	3. when you show something to someone so that it can be checked or considered	The acquisition of evidence and the presentation of evidence are linked, of course, in that it may be necessary to decide what should be presented before it is acquired although more usually it is a matter of presenting what can be acquired.	CLP 573 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA17 IA18 IA23 ME3 ME12 ME13 ME15 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL PERCEPTIVE MINOR 6/17
	4. the act of performing a play	That had more to do with management and the presentation of the play to those who were backing it	A06 1988 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
	presence (NN)	1. the notion of being present in a particular place	<PAS>Were they packaged and given to you in your presence ?</PAS> <ODS>Yes, ma'am.</ODS>	A-MT-090393-03.txt	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16 RE21
preserve (VB)	1. to save something or someone from being harmed or destroyed	<OAM>I ... in obtaining the whole blood sample and I will do a blood typing of the whole blood sample and then I will immediately make a dried blood sample from that whole blood to preserve that for any further testing or comparison that is requested by the court system.</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make something continue without changing	Even at the later stage, the police were continuing to act within the execution of their duty, the general duty of the police to preserve the peace.	GVR 1243 (W:ac:politLaw_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
preserve (VB)	3. to store food for a long time after treating it so that it will not decay	Black olives, being fully ripened, are naturally sweeter and are usually sold preserved in brine or olive oil.	ABB 922 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
preservation (NN)	1. when something is kept in its original state or in good condition	Today, fruit and vegetables are available every month of the year, if we are willing to pay the price of importing and employing the latest methods of food preservation .	BN4 1849 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the act of making sure that a situation continues without changing	Throughout the inter-war years Labour politicians had been concerned with the preservation of peace.	ACH 1171 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
presiding (ADJ)	1. to describe the person in charge or a person with authority	<JU1>Here's a certificate, also, on behalf of the judges of the 14th Judicial District. It's signed by <<RJUH>>, the presiding judge, in appreciation of your service as juror.</JU1>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
press (VB)	1. to push something firmly against a surface	In that wrong gear, he pressed the accelerator, ran over Harvey and broke both his legs.	ALH 2149 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to push a button, switch to make a machine start or a bell ring	He pressed the button at the pelican crossing and waited.	ABX 1266 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to make clothes smooth using a hot iron	The Colonel always sought her out on the Thursday of her visit, and in the past few years he had, in the most circumspect manner, pressed his suit.	AEA 1230 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to try hard to persuade someone to do something	Julia denied feeling the least bit tired and she pressed him to explain what he meant.	FSC 1054 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13
	5. to put pressure or a weight on something to make it flat, crush it	Then he unfastened one of the big sacks of sugar and pressed the bread, buttered side down, into the sweet white granules.	ACW 540 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pressing (NN)	1. the act of pressing something	The cuvée is the highest quality juice and many Champagnes are made entirely from this first pressing .	C8M 1502 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
pressure (VB)	1. to try to make someone do something by making them feel it is their duty to do it	'I've pressured you into this the whole way, haven't I?' he murmured.	H9H 558 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
pressure (NN)	1. an attempt to persuade someone by using influence, arguments, or threats	<PAS>Has anyone put pressure on you or forced you to identify this man as being the person who raped and sodomized you?</PAS>	A-MT-120393-15.txt	NEUTRAL	ME1 ME7 ME12 ME14 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
presume (VB)	1. to think that something is true, although you are not certain	<OBY>[...] It's a real ify thing to tell you how long they will or won't last. Just have to try and if the latent is involved, you've just got to presume it's there. If it doesn't develop, it's not there.</OBY>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
presumption (NN)	1. something that you think is true because it is very likely	<OCC>I gave some presumptions as to what things can influence hairs..</OCC>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
presumptuous (ADJ)	1. doing something that you have no right to do and that seems rude	You learn that the buildings are frail, people are passing, and doctors are presumptuous .	CA3 1641 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE11 RE13 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
prevail (VB)	1. to exist among a group of people at a certain time, e.g. I admired the creativity which prevailed among the young writers	First, although rejecting the explanation of creativity that prevailed among medical writers at that time, both Ellis and Bowerman did consider that there was some connection with psychological morbidity, in a more general sense.	CFX 90 (W:ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to be successful in the end	We can only hope that common sense will prevail more quickly than it did in the previous instance.	BMG 1236 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
prevailing (ADJ)	1. existing or accepted in a particular place or at a particular time	Comic disruption becomes a much needed gesture of resistance to prevailing conditions in America.	APS 500 (W:ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
prevent (VB)	1. to stop something from happening, or stop someone from doing something	<PAS>That's exactly right. Is there anything in your home life or at work that may prevent you from giving us your undivided attention?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 13/31
prevention (NN)	1. when something bad is stopped from happening	Prevention is always more sensible and less costly than cure.	A0S 90 (W:misc)	NEUTRAL	IA1 IA5 IA6 IA8 IA14 IA17 IA18 IA19 IA23 IA31	NOMINALISATION (INTER)ACTION 10/31
preventative (ADJ)	1. intended to stop something you do not want to happen, such as illness, from happening	He also puts a couple of drops of lavender essence on the toe-end of his socks as a preventative measure.	B06 361 (W:misc)	NEUTRAL	IA1 IA5 IA6 IA8 IA14 IA17 IA18 IA19 IA23 IA31	NOMINALISATION (ADJ) (INTER)ACTION 10/31
price (VB)	1. to put the price on goods to show how much they cost	[...] who prices the goods and when/where they are priced.	B2U 983 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
pricing (NN)	1. the act of deciding the price of something that you sell	The ability of publishers to provide competitive pricing for these markets has made licensing unnecessary.	F9J 367 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
pride (VB)	1. pride oneself: to be especially proud of something that you do well, or of a good quality that you have	<DAN><<ROBW>>, you pride yourself in your ability to tell the speed of cars, do you not?</DAN>	A-MT-090393-01.txt	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 6/17
pride (NN)	1. a feeling that you like and respect yourself and that you deserve to be respected by other people	For the first time in his career he had failed to produce the goods and that hurt his pride .	AC2 1749 (W:fict:prose)	NEUTRAL	ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
prime (VB)	1. to prepare someone for a situation so that they know what to do	Did you prime her with what to say?	JY8 4026 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23 ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
print (VB)	1. to produce words, numbers, or pictures on paper, using a machine which puts ink onto the surface	<DAN>Can you verify, by looking at the way that the print is, not the contents but what is printed on it that that has come from a Target store?</DAN>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
	2. to produce a photograph from a photographic film	<PAS>Were you taken around and shown various locations that you might print to get intruders prints, fingerprints?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
	3. to write words by hand without joining the letters	If handwritten, write clearly and print your name.	A14 1036 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
printing (NN)	1. the act or process of making a book, magazine, etc using a machine that puts ink onto paper	The invention of printing in the 16th century had resulted in a rapid spread of literacy.	B7N 1709 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA15 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. a method of writing when you write each letter separately rather than joining the letters of a word		NO EXAMPLE	NEUTRAL	IA1 IA8 IA15 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
proceed (VB)	1. to continue to do something that has already been planned or started	<JU1>[...] And then when you've reached a verdict, you knock on the door and we'll bring you back in the courtroom and find out what it is. So at this time, the State's attorney may proceed .</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 9/31
	2. to move in a particular direction	<OBI>[...] Once inside, we secured the floor we were on, the first floor, searched it out for the suspect. <<ROBW>> then proceeded to the basement as I proceeded to the ... to the upstairs floors and I cleared them looking for the suspect.</OBI>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
procedure (NN)	1. a way of doing something, especially the correct or usual way	<JU1>[...] I'll ask them to speak louder for you. The procedure will be that the District Attorney will read to you the information. That's the document that charges the defendant with a crime. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
process (VB)	1. to make food, materials, or goods ready to be used or sold	It is a category that includes both reproductive capabilities and the knowledge and abilities to transform the earth's resources for use: for acquiring food, for making tools, for processing food, for being fertile, for doing ritual.	CJ1 1387 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to deal with an official document, request in the usual way	So it can take quite a long time to process applications to that point.	KRH 1165 (S:brdcast:discussn)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
	3. to deal with information using a computer	This work could eventually lead to better machine vision systems and optoelectronic neural integrated circuits that would literally enable parallel computers to process data at the speed of light.	CT5 419 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25	(INTER)ACTION 9/31
	4. to print a picture from a photographic film	<ORH>This is a photo that I took of a doorway that leads down to the basement of the house.</ORH><PAS>Okay. Why is it so dirty around that door?</PAS> <ORH>I took this after I processed it.</ORH>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA23	(INTER)ACTION 9/31
processed (ADJ)	1. having substances added to it before it is sold, in order to preserve it, improve its colour etc	That is why consuming refined, processed food makes it easy to you to gain weight.	FEX 621 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23	NOMINALISATION (ADJ) (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
produce (VB)	1. to cause a particular result or effect	However, there seemed to be a risk of a further overdose because it was clear that this one had not produced the desired effect.	B30 1050 (W:ac:medicine)	NEUTRAL	IA1 IA5 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to create or make, write something to be bought, used, or enjoyed by people	In spite of the difficulties caused by the weather, Carrie produced a meal of baked rabbit, potatoes, swede and carrots and put it in front of Seb while the wind rattled the door and windows and an occasional gust seemed to shake the very house itself.	HHC 2466 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to grow something or make it naturally	The submerged plants produce oxygen which dissolves in the water, keeping it well aerated.	EUR 157 (W:non_ac:nat_science)	NEUTRAL	IA1 IA5 IA8 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to present something for others to see, e.g. he produced a gun out of nowhere	One produced a gun before they got into a yellow Ford Escort and drove off.	CEN 7123 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to give birth to a baby or young animals	They claim the animals often suffer from deformities and illnesses, and bitches are shot when they're no longer able to produce puppies.	KRU 305 (S:brdcast:news)	NEUTRAL	IA7 IA8 IA10 IA11 IA12 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
production (NN)	1. the process of making a film	Now B.T.A. aim to utilise the wealth of talent in our city in film and video production .	A0E 203 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
profit (VB)	1. to be useful or helpful to someone, e.g. There are lessons in these stories that all children can profit from.	The British people will pay for it and the foreign speculators will profit from it.	CH2 5104 (W:newsp:tabloid)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to get money from doing something	They are willing to do so because they expect to be paid back and because they expect to profit from the transaction through the interest they charge on the loan — it would be a strange world if they didn't!	EE0 331 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
programme (VB)	1. to set a machine to operate in a particular way	The point of the story is that even though it was I that programmed the computer, telling it in great detail what to do, nevertheless I didn't plan the animals that evolved, and I was totally surprised by them when I first saw their precursors.	J52 1259 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to get someone or something to do something without thinking	Yet we have been programmed to be curious, to question, to probe and to seek to solve riddles.	ADX 2155 (W:ac:humanities_arts)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	3. to arrange for something to happen as part of a series of planned events or activities	It now urged immediate action to bring about a price increase by abandoning the production ceiling increases programmed for the rest of that year.	HRE 1167 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
programming (NN)	1. the activity of writing programs for computers, or something written by a programmer	I'm a physics graduate but have now decided that a career in computer programming is more practical, given my condition.	FT8 510 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
progress (VB)	1. to improve, develop, or achieve things so that you are then at a more advanced stage	Interpersonal skills are behaviours, used face-to-face, that succeed in helping progress towards a useful outcome.	B2F 494 (W:commerce)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	2. to continue or move forward	<OCC>[...] And as time progresses , they will change. This change is because of, as I said, your nutrition, your general health, your hormones, what you actually do to your hair, the cosmetics, changes that you make, even the different shampoos that you use, the way you comb your hair, brush your hair, this sort of thing make considerable differences. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 9/31
progress (NN)	1. the process of getting better at doing something, or getting closer to finishing or achieving something	She had regular treatment sessions for the next two years, and was still making progress .	AS0 1298 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA27	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
progression (NN)	1. a gradual process of change or development	Taking the game in 1986, Lea-Anna's first handicap was 36, but her progression has been extremely rapid and she is currently playing off 15.	HJG 765 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
project (VB)	1. to calculate what something will be in the future, using the information you have now, e.g. The company projected an annual growth rate of 3%.	Not a neatly quantifiable commercial package: difficult to project sales and cash-flow, and impossible to guarantee results.	AHR 48 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to stick out beyond an edge or surface, e.g. Four towers projected from the main building	Balustraded verandas surmounted each level, and a succession of towers projected from the mass of the building.	AR0 1164 (W:non_ac:soc_science)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to make the picture of a film, photograph appear in a larger form on a screen or flat surface	Another technique is to use the epidiascope to project the image onto the board and the picture can be outlined in coloured pencil.	B33 1763 (W:ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to try to make other people have a particular idea about you or feel a particular way, e.g. I hope the team will project a smart, professional image	Most office staff want to project a smart, professional image for their companies, and a lot of effort goes into choosing good quality items that will last.	B03 2944 (W:newsp:other:report)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	5. to speak clearly and loudly so that you can be heard by everyone in a big room	Being audible depends on your ability to project your voice and correctly using a microphone if one is available.	FSN 209 (W:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	6. to make something move up or forwards with great force	It is usually held flat against the underside of the body, but if disturbed, the springtail flicks it backwards, projecting the animal into the air and out of harm's way.	EFF 130 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
projection (NN)	1. a calculation about what something will be in the future or was in the past, based on information available now	'Have you enough data yet to offer any sort of evaluation of your early projections ?'	AN8 1021 (W:fict:prose)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE 6/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
prolong (VB)	1. to deliberately make something such as a conversation or activity last longer	Unwilling to prolong the conversation in case it took an even more embarrassing turn, she said her goodbyes.	HGM 85 (W:fict:prose)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
promise (VB)	1. to tell someone that you will definitely do or provide something or that something will happen	<JU1>You may be excused. Ladies and gentlemen, I think that's close enough to 5:30 for today. So we're going to recess for the day. Now these are your instructions. We will finish the case tomorrow, promise . [...]</JU1>	A-MT-110393-13.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	VERBAL MAJOR 11/13
	2. to show signs of something, e.g. Tonight's meeting promises to be a difficult one	His speech today promises to be one of the most crucial of his nine-month-old presidency.	AJ6 810 (W:news:brdshst_nat:misc)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
promise (NN)	1. a statement that you will definitely do or provide something or that something will definitely happen	<PAS>The use of the word promise . He doesn't owe <MDAN>> anything.</PAS>	A-VD-080393-02.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE10 VE12 VE14	NOMINALISATION VERBAL MAJOR 8/13
promote (VB)	1. to help something to develop or increase	The goal of the World Bank is clear enough: to promote growth in poor countries.	ABG 66 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 9/13
	2. to give someone a better, more responsible job in a company	When he was promoted to deputy chairman of the Plastics Division in 1966 he remained in charge of the film group.	A6L 1133 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
promote (VB)	3. to play in a better group of teams the following year after winning the league, for example	They're already Southern champions and are almost certain to be promoted to the National League next season.	K1N 13 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
promotion (NN)	1. a move to a more important job or higher position in a company or organization	By his campaign for Fox, Lewis probably destroyed his own chances of promotion in the University, even though he was very obviously the most distinguished member of the English Faculty.	A7C 1163 (W:biography)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. the activity of persuading people to support something	The Secretary of State for Education and Science has referred to LEAs' and schools' 'important responsibility to work towards the promotion of equality of opportunity for the different ethnic groups who are part of our national life'.	AN5 1017 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 VE1 VE7 VE8 VE9 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 VERBAL MINOR 6/13
prompt (VB)	1. to make someone decide to do something, e.g. What prompted you to buy that suit?	When you take notes during the interview it is a good idea to do so a short while after the relevant moment has passed so that the candidate is not aware of what prompted you to write.	BNA 1566 (W:misc)	NEUTRAL	ME4 ME7 ME8 ME9 ME12 ME14 ME15 ME17	MENTAL DESIDERATIVE MINOR 8/17
	2. to help a speaker who pauses, by suggesting how to continue or by giving a clue	'You're supposed to respond,' Rodney prompted .	A0R 2514 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	VERBAL MINOR 10/13
pronounce (VB)	1. to make the sound of a letter, word etc, especially in the correct way	<PAS>I apologize, I've been pronouncing your name wrong, haven't I?</PAS>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	2. to officially state that something is true	With visibility down to 15 yards, rescue teams struggled to reach the man, but a doctor pronounced him dead.	K5D 76 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pronounce (VB)	3. to give a (legal) judgment or opinion	I will be your judge and put home questions to you, and sometimes you shall be mine and at last pronounce sentence upon me.	FU4 1762 (W:fict:drama)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE11 VE13	VERBAL MINOR 10/13
pronunciation (NN)	1. the way in which a language or a particular word is pronounced	This means that they are able to retrieve the appropriate pronunciation of a word as a whole from the speech output lexicon.	A0T 1129 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
propel (VB)	1. to move, drive, or push something forward	They propel the vessel through the water using the same principle that allows a bowler in cricket or a baseball pitcher to swing a ball through the air.	B72 1127 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move someone into a new situation or make them do something	It was unwillingly propelled into action by the competing forces within civil society.	G0D 1643 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to make something move in a particular direction	He propelled her over to the sink and turned on the cold tap, holding her hand beneath it.	HA7 2170 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
propose (VB)	1. to suggest something as a plan or course of action	In reaction to a larger-than-expected budget deficit the government had proposed cuts in public spending totalling 12,800 million guilders (about US\$7,400 million) and increases in revenue totalling 4,700 million guilders aimed at balancing the budget by 1994.	HL5 1861 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	VERBAL MAJOR 11/13
	2. to intend to do something, e.g. How does he propose to deal with the situation?	As the patient is now out of danger, I don't propose to take the matter any further.	A7J 289 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME14 ME16	MENTAL COGNITIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
propose (VB)						
	3. to ask someone to marry you	'Well, I'd still like to get married, but if someone actually proposed to me I'd probably run a mile from that as well.'	A0F 2550 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
proposal (NN)	1. a plan or suggestion which is made formally to an official person or group, or the act of making it	Age Concern welcomes the Government's proposals to remove administrative barriers to people who wish to change general practitioners.	A10 1360 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
	2. when you ask someone to marry you	Despite becoming constant companions, she says his marriage proposal still came as a shock.	K4V 1338 (W:newsp:other:social)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
proposition (NN)	1. a statement that consists of a carefully considered opinion or judgment	<JU1>[...] That's where parties sue one another for money, sometimes millions of dollars. In a civil case, the burden of proof is what they call a preponderance of the evidence of the proposition that it's more probable than not. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
	2. an offer or suggestion, especially in business or politics	Quite apart from anything else, I have a business proposition to put to you.	HA5 1601 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE10 VE12 VE14	NOMINALISATION VERBAL MAJOR 8/13
proposed (ADJ)	1. a change, plan, development etc that has been formally suggested to an official person or group	The prefects of the overseas departments were instructed to negotiate the proposed reforms with local civil service unions and political parties.	HL7 3253 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE10 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 8/13
prosecute (VB)	1. to charge someone with a crime and try to show that they are guilty of it in a court of law	<PAS>[...] Be it remembered: that <<NPAM>>, the duly qualified and acting District Attorney for Tulsa County, Oklahoma, who prosecutes in the name and by the authority of the State of Oklahoma, comes now into the District Court of Tulsa County, State of Oklahoma and gives the Court to understand and be informed that [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
prosecution (NN)	1. when a charge is made against someone for a crime, or when someone is judged for a crime in a court of law	Yesterday they were deciding whether he would face prosecution over the incident.	CH2 656 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
protect (VB)	1. to keep someone or something safe from harm, damage or illness	<DJB>Matter of fact I think it's a worse crime in my eyes when it happens to a child, because we're here as adults to protect them from those kind of things happening.</DJB>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
protection (NN)	1. the act of protecting someone or something	In addition, numerous examples show that private ownership is far more dedicated to conservation and protection of the environment.	ABE 331 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
protective (ADJ)	1. used or intended for protection	<WJD>He would have been ... he would have had protective glasses with him. You're required to wear protective glasses around shooting.</WJD>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
protest (VB)	1. to come together to publicly express disapproval or opposition to something	Howard protested against the use of alcohol in prisons, whereas the substances of abuse today in most administrations are drugs which are taken in small quantities and therefore can be smuggled in.	CRT 1224 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to say that you strongly disagree with or are angry about something because you think it is wrong or unfair	'It's not down to me,' he protested .	AEB 2082 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 8/13
	3. to state very firmly that something is true, when other people do not believe you	Evans was found guilty and hanged for murder in July 1949, protesting his innocence to the last.	GSX 1633 (W:biography)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 8/13
protest (NN)	1. something that you do to show publicly that you think that something is wrong and unfair, for example taking part in big public meetings, refusing to work, or refusing to buy a company's products	Hau was widely regarded as a conservative, and violent street protests erupted in Taipei when news of his appointment emerged.	HLD 4878 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
prove (VB)	1. to show that something is true by providing facts, information	<DAN>[...] But the evidence is overwhelming that <<NDFT>> did not do it. But remember he has to prove to you nothing. What do they say? They say, we show <<FPJC>> a picture. Didn't <<FPJC>> say they showed me 6 pictures? [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA22 IA25 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL COGNITIVE MAJOR 9/17 VERBAL MAJOR 10/13
	2. to be, e.g. something proves difficult	However, this proves difficult in the space available when you consider that the total number of current classes stands at an impressive 170!	HU8 396 (W:misc)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
proof (NN)	1. facts, information, documents etc that prove something is true	<DAN>[...] It is proof of a chain of facts and circumstances that indicates either guilt or innocence. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA22 IA25 IA31 ME1 ME7 ME12 ME13 ME15 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 MENTAL COGNITIVE MAJOR 7/17 VERBAL MAJOR 7/13
provide (VB)	1. to give something to someone	<DAN>But Detective, my point is at that point in time, were you not looking to the community to help provide you with a suspect?</DAN>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
provision (NN)	1. when you provide something that someone needs now or in the future	The provision of childcare is one of the most important issues in the area of support for working lone parents and those who wish to work.	AP5 762 (W:institut_doc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
pry (VB)	1. to try to find out details about someone else's private life in an impolite way	<PAS>[...] Now I don't mean to pry in anyway [sic], but my question to each of you is have any of you ever been accused, not necessarily charged, accused? [...]</PAS>	A-VD-080393-01.txt	NEGATIVE	ME1 ME6 ME8 ME9 ME11 ME13 ME17 VE1 VE2 VE4 VE5 VE7 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE 7/17 VERBAL MINOR 7/13
	2. to force something open, or force it away from something else	And you couldn't, you couldn't pry it open, could you?	KDA 7582 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA24	(INTER)ACTION 11/31
publicise (VB)	1. to give information about something to the public, so that they know about it	<DAN>[...] They didn't file it in June, July, didn't file it in August, September, October, November. Very highly publicized event that was ... that brought a public outrage. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
publish (VB)	1. to print something for somebody to read, e.g. a book, newspaper	<DGI>I have published articles in journals regarding my past research experiences both in my master's level and also my doctorate and post-doctorate. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
publishing (NN)	1. the business of producing books and magazines	Carla, inevitably, did get her job in publishing .	A0F 307 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
pull (VB)	1. to use your hands to make something or someone move towards you	<PAS>So you don't have to pull it, it just shuts by itself, is that correct?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pull (VB)	2. to use force to take something from the place where it is fixed or held	Emma was experimenting with atonal motifs on a xylophone and Vicky had been given a doll but had pulled the arm off.	CEB 1405 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to injure one of your muscles by stretching it too much during physical activity	He laughed so hard, he almost pulled a muscle.	C86 2672 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	4. to move a control such as a switch, lever, or trigger towards you	He brought up his arm in one swift movement and pulled the trigger.	B1X 1540 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to attract or influence someone, e.g. The city's reputation for a clean environment has pulled new residents from other states.	Cricket in the 20th century has pulled in large crowds only in the aftermath of the two world wars; after such horrors, people needed the spiritual balm of this most philosophic of games.	CRC 632 (W:pop_lore)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
	6. to attract someone in order to have sex with them, e.g. he knew he could pull any girl he wanted	He knew he was bound to pull any girl he set his mind on — he always had.	AC3 2157 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	7. pull something over someone: deceive someone by not telling them the truth	<DAN>[...] If I was trying to pull something over on you guys, wouldn't I have just given you that? That's <<NWJD>>'s signature. Here's the receipt that goes with it. [...]</DAN>	A-MT-120393-16.txt	NEGATIVE	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 9/13
	8. to use force to take something from the place where it is fixed	<PAS>[...] For instance, <<UOCC>>, if I were to pull 2 hairs out of my head, if you saw me pull 2 hairs out of my head, I assume you could say both those hairs come from <<NPAS>>'s head, could you not?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
pull (VB)	9. to take something from somewhere, e.g out of a pocket	<WES>I have seen his signature. I went to the Department of Public Safety and pulled his driver's license to see what his signature looked like.</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
pull (NN)	1. an act of using force to move something towards you or in the same direction that you are moving	His reply was to give her a sharp pull forward and then a shove in the back, which knocked her to her knees.	CB5 1309 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 9/31
pump (VB)	1. to make liquid or gas move in a particular direction	In 1698 an Englishman named Thomas Savery patented a device which used atmospheric and steam pressure to pump water out of mines.	EED 269 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to operate a pump	He would pump away until he was exhausted, as though by sheer force he could inject her with fertile seed.	BP1 1742 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to put a lot of drugs into someone's body	They pumped her full of drugs.	FNT 932 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to do exercises by lifting heavy weights	They pump iron for hours every morning.	K1F 2197 (W:news_script)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
punch (VB)	1. to hit someone or something hard with your fist	He squared up to Peter and punched him lightly on the shoulder.	CKB 3045 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make a hole in something, using a metal tool or other sharp object	<WCH>Yes, ma'am. As far as I know, all employees are required to punch their own time cards.</WCH>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
punish (VB)	1. to make someone suffer because they have done something wrong or broken the law	<PAS>If you're called upon to punish in this case, can you punish ?</PAS>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
punishment (NN)	1. something that is done in order to punish someone, or the act of punishing them	<PAS>If I can convince you beyond a reasonable doubt that this man committed this crime, can you make his <u>punishment</u> fit the crime?</PAS>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
purchase (VB)	1. to buy something	<WJD>Copy of a gasoline ticket that I stopped in Kiowa, Oklahoma on the way to Dallas to <u>purchase</u> gas.</WJD>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
purport (VB)	1. to claim to be or do something, even if this is not true	<DAN>And did you do any comparison between the known writings of <<NDFT>> and that has been <u>purported</u> to you to be the writings of <<NDFT>>?</DAN>	A-MT-110393-13.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
pursue (VB)	1. to continue doing an activity or trying to achieve something over a long period of time	Most people who arrange to work flexible hours do so because they want to spend time with their families, as well as <u>pursue</u> a career.	CBW 2156 (W:commerce)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to chase or follow someone or something, in order to catch them	Because Olga was <u>pursuing</u> him everywhere, day after day, screaming and crying.	EBU 1080 (W:pop_lore)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
push (VB)	1. to make someone or something move by pressing them with your hands, arms	<OCC>[...] And then after that, the enzymes in follicles will start causing the hair to disintegrate and getting softer so that the new hairs come in and just <u>push</u> the old ones out. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA5 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	2. to encourage or force someone to do something	<PAS>[...] When he came in and grabbed her and <u>pushed</u> her further into the kitchen, the most terrifying event of this little girl's life began. How long was she with him? Well, <<VPJC>> tells you it was 5 till or 5 after 11. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
push (VB)	3. to increase or decrease an amount, value, or number	In January, in contrast, high oil prices pushed the cost of America's oil imports to a record level.	ABF 3281 (W:pop_lore)	NEUTRAL	IA5 IA9 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
	4. to sell drugs illegally		NO EXAMPLE	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
push (NN)	1. when someone pushes something	Jack and Jill did not tumble down the hill without somebody giving a push .	A0D 308 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
	2. encouragement	they just need a little push to make them go one way or the other so	K7F 189 (S:classroom)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
put (VB)	1. to move something to a particular place or position, especially using your hands	<OGK>[...] I think when she would get upset would be when her mom or her father put their hand on her. It was just kind of an emotional thing. [...]</OGK>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to write or print something	<PAS>So whatever she raised her hand to was the height you all put on the report; is that correct?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to say something using words in a particular way	<DJB>Well basically what I want to put across to you is that with my family experiences in this type of case, it does ... it does kind of open me up just a little but more in that area in my feelings of what will be brought out in my own mind and my own feelings. [...]</DJB>	A-VD-080393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
puzzle (VB)	1. to confuse someone or make them feel slightly anxious because they do not understand something	There was a strange silence about the room that puzzled him.	A7J 620 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
puzzle (NN)	1. something that is difficult to understand or explain	It is, however, a puzzle to me why this should be a surprise to anyone, or should even require exhaustive research.	A4M 90 (W:newsp:brdsh_t_nat:social)	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17
puzzled (ADJ)	1. confused and unable to understand something	Johnny peered upwards, a puzzled expression on his face.	G1S 1336 (W:fict:prose)	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17
qualify (VB)	1. to have the right to have or do something	For those who qualify for this extra help the reduction will be equal to the community charge minus £52.	A0Y 1084 (W:non_ac:soc_science)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to pass an examination or finish a course of study that you need in order to do something	He returned to Carriacou and qualified as a solicitor through a London University correspondence course.	AAF 406 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA21 RE2 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to reach the necessary standard to enter or continue in a competition or sports event	South Korea duly qualified for the women's World Cup finals when they beat Italy 6-1 in their fourth match at the Intercontinental Cup in New Delhi yesterday.	A80 202 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA21 RE2 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to add to the meaning of a word	<PAS>[...] He didn't hesitate. He didn't qualify his results or anything else. He just told you the results. You know, ladies and gentlemen, if I really wanted to tamper with the evidence in this case, I would have said, for you \$1,000, you better get up here and say it's <<NDFT>> [...]</PAS>.	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
qualification (NN)	1. evidence that you have passed an examination or course to show you have a particular level of skill or knowledge in a subject	<DAN>[...] He's worked in law enforcement over 30 years. I.R.S./F.B.I. training, I think, he'll tell you his qualifications and he's going to tell you that the signatures on the credit card are <<FDFT>>'s and show you that he was in Dallas, Texas. [...]/<DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA21 IA31 RE2 RE6 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
qualified (ADJ)	1. having suitable knowledge, experience, or skills, especially for a particular job	<PAS>[...] Be it remembered: that <<NPAM>>, the duly qualified and acting District Attorney for Tulsa County, Oklahoma, who prosecutes in the name and by the authority of the State of Oklahoma, comes now into the District Court of Tulsa County, State of Oklahoma [...]/<PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA21 IA31 RE2 RE6 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. having passed a professional examination	Even the newly qualified teacher manages time, pupils, resources and the curriculum within the classroom.	AM7 516 (W:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA21 IA31 RE2 RE6 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
quantify (VB)	1. to calculate the value of something and express it as a number or an amount	Kent also seems to have been the major importer of garnet, although the actual amount that survives has not been quantified .	CFK 672 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
question (VB)	1. to ask someone questions in order to get information about something	<PAS>Let me ask you this: Did you question her about the way he was dressed on Friday, May 31st, 1991?</PAS>	A-MT-120393-15.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to have or express doubts about whether something is true, good, necessary	<PAS>[...] The unknown or the questioned hairs were recovered almost 6 months prior to that. What you eat, stress, length of time between can explain unaccountable differences. [...]/<PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
question (NN)	1. a sentence or phrase that is used to ask for information or to test someone's knowledge	<PAS>Objection, Judge, he's trying to get in hearsay if I understand the question correctly. Let him call the supervisor.</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
	2. doubt about something	<PAS>What was it that left a question in your mind, if you know?</PAS>	A-MT-090393-03.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
questioning (NN)	1. the process of asking questions	<JU1>I'm going to admonish you to get out of this line of questioning . You can ask him questions about what is relevant to this case. [...</JU1>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
questionable (ADJ)	1. not likely to be true or correct	<DAZ>All right. Any by the time of July 20th, you had the results showing your questionable or faint, if you will and I believe you used the term faint?</DAZ>	A-MT-100393-06.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 8/17
quit (VB)	1. to leave a job, school etc, especially without finishing it completely	<PAS>In addition to that, in June of 1991, did he at some time during June quit being your boss or your immediate supervisor?</PAS>	A-MT-100393-07.txt	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA21 IA25	(INTER)ACTION 13/31
	2. to stop doing something, especially something that is bad or annoying	<JU1>I'm going to sustain that question [sic], counsel. I've asked you to quit trying to badget the witness. [...</JU1>	A-MT-120393-14.txt	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA21 IA25	(INTER)ACTION 13/31
quote (VB)	1. to repeat exactly what someone else has said or written	<PAS>He said this poor little girl, the police had made her pick him out and I quote him.</PAS>	A-MT-120393-15.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
quote (VB)	2. to give a piece of information that is written down somewhere	This will be a mid-week event, please make contact with the coordinator if you wish to join in, quoting your membership number with your request.	EFH 1184 (W:instructional)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	3. to give something as an example to support what you are saying	Green does not quote the example, which is a song about an angry father who suspects that his daughter has been ravished by the protagonist of the ballad.	A7C 708 (W:biography)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	4. to tell a customer the price you will charge them for a service or product	When she quoted a figure that was lower than usual the caller immediately fixed an appointment.	JYE 1445 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
quotation (NN)	1. the act of quoting something that someone else has written or said	This chapter began with a quotation from Monica Furlong.	ARG 1774 (W:religion)	NEUTRAL	VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 6/13
raid (VB)	1. make a surprise visit to search for something illegal	They raided his home on January 7 and seized a nine-page list detailing 272 titles called Editman's Horror List.	K97 10419 (W:newsp:other:report)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	2. to make a sudden military attack on a place	The Slavs first appeared in the Balkans in the late fourth century AD as marauders who raided the Romanised settlements south of the Danube from their temporary resting place in Hungary.	FSU 195 (W:ac:humanities_arts)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	3. to go into a place and steal things	Thieves have raided the Worthing home of former Sussex and England wicket-keeper Jim Parks.	BN9 132 (W:pop_lore)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
raise (VB)	1. to move or lift something to a higher position, place, or level	<CK1>Please raise your right hand. Do you and each of you solemnly swear that you will well and truly try the matter submitted to you in the cause now on trial and render a true and correct verdict according to the law and evidence, so help you God?</CK1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to increase an amount, number, or level, e.g. raise one's prices	<JU1>[...] They're talking about raising taxes and all kinds of things, that would be a way that laws change. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA25	(INTER)ACTION 10/31
	3. to collect money that you can use to do a particular job or help people	A TOP amateur guitar ensemble, The Mozart Guitar Players, would like to raise funds for a Farnham based charity.	B03 771 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	4. to improve the quality or standard of something	We are also determined to raise standards in our inner city schools, to crack down on truancy, and to help prepare young people for the world of work.	AM8 1505 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA25	(INTER)ACTION 10/31
	5. to begin to talk about a subject that you want to be considered	<JU1>[...] My responsibility as a judge is to insure that the evidence is presented according to law, to instruct you as to the law and to rule upon objections raised by the attorneys. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	6. to cause a particular emotion or reaction	<DAN>Does that raise any question in your mind, ma'am, as to whether he left in June of 1991?</DAN>	A-MT-100393-07.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	7. to look after your children and help them grow	<ODS>I remember her eyes swelling up, but I don't remember tears running. But when you raise kids, you know when a kid's about ready to cry.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
ring (VB)	1. to make a bell make a sound	<PAS>Did somebody <u>ring</u> the doorbell or knock on the door?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make a telephone call to someone	You'll need to <u>ring</u> and book in advance though because the activity days are very popular.	A65 1451 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. ring a bell: to remind you of something, but you cannot remember exactly what it is	<PAS>Let me ask you: Did any of the officers' names I have just read off <u>ring</u> a bell with you?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
ring (NN)	1. a telephone call to someone	I'll give the Salvation Army a <u>ring</u> and see if they can help you.	A0F 1790 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
range (VB)	1. to include a variety of different things or people	<ODS>They probably <u>range</u> from 2 years to 6 years, 7 years old.</ODS>	A-MT-090393-03.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to deal with a wide range of subjects or ideas in a book, speech, conversation etc	His tutorials were always stimulating and <u>ranged</u> over a variety of subjects.	H0A 1062 (W:biography)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to put things in a particular order or position	In the dining room, team photographs were <u>ranged</u> along the wall: I recognized Brian in one of them; I myself had never made the grade.	H0A 815 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
rank (VB)	1. to have a particular position in a list of people or things that have been put in order of quality or importance, e.g. Today's match ranks as the most exciting game that they have ever played	As a tourist spectacle it welcomed over 3.5 million visitors in 1988 alone and now <u>ranks</u> as the North West's premier tourist attraction.	BN8 673 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17 RE1 RE4 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MINOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rank (VB)	2. to arrange objects in a line or row	The tents were straw-coloured, ranked in orderly rows, and every so often they passed a larger pavilion which Rostov guessed belonged to some kind of nobleman or senior officer.	FSE 1191 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
rant (VB)	1. to talk or complain in a loud excited and rather confused way because you feel strongly about something	I sat with Andy while he ranted on.	FP6 1632 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12 VE14	VERBAL MAJOR 10/13
ranting (NN)	1. the action of talking or complaining in a loud excited and rather confused way because you feel strongly about something	<DAN>You've heard all the ranting and raving that I've done asking all these questions, would you have answered any of them different?</DAN>	A-VD-090393-04.txt	NEGATIVE	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 10/13
rape (VB)	1. to force someone to have sex, especially by using violence	<PAS>[...] <<NDFT>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of rape, 1st degree, a felony, by unlawfully, feloniously and willfully rape , ravish, carnally know and have sexual intercourse with one <<NPJC>> [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
rape (NN)	1. the crime of forcing someone to have sex, especially by using violence	<DAN>So you excluded <<MA29>> a week or within 10 days of the rape . Didn't he meet your same criteria as <<MDFT>>?</DAN>	A-MT-090393-03.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
rate (VB)	1. to think that someone or something has a particular quality, value, or standard	<DAZ>In other words, a third party would send your laboratory unknowns and rate you on your performance. Is that what proficiency testing means to you?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to deserve something, .e.g They rate a big thank-you for all their hard work	Andrew Jones comments: 'If you are looking from outside Europe at where you would logically base your European holding company, the UK doesn't even rate a mention.	CBU 703 (W:commerce)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
rating (NN)	1. a level on a scale that shows how good, important, popular etc someone or something is	<DGI>[...] We use a rating of 1 to 4 with 4 being the most and 1 not being very many. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rave (VB)	1. rave about: to talk about something you enjoy or admire in an excited way	Jimmy Montgomery comes in one day a week to coach the goalkeepers, and he raves about young Adrian Swan.	K4S 1179 (W:newsp:other:commerce)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. rave at: to talk in an angry, uncontrolled, or crazy way	I raved at them, swore at them, gesticulated at them.	BMM 2030 (W:biography)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 8/13
raving (NN)	1. the action of talking in an angry, uncontrolled, or crazy way	<DAN>You've heard all the ranting and raving that I've done asking all these questions, would you have answered any of them different?</DAN>	A-VD-090393-04.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
ravish (VB)	1. to force a woman to have sex	<PAS>[...] Count 7: <<NDF1>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of rape, 1st degree, a felony, by unlawfully, feloniously and willfully rape, ravish , carnally know and have sexual intercourse with one <<NPJC>> [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to badly harm something	Large parts of Africa, India and Australia were ravished by drought [pause] while the west coast of the Americas was lashed by storms and torrential rain.	F8G 43 (S:tutorial)	NEUTRAL	IA1 IA5 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 11/31
reach (VB)	1. to get to a certain point	<OBW>Yes. We both started searching out the ground floor of the house. When we reached the stairway in the house, <<ROBI>> went upstairs and I continued searching the ground floor and into the basement.</OBW>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. to move your arm in order to touch or lift something with your hand	<PAS>As you took her upstairs or when she reached out for you, did you reach out for her?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	3. to succeed in speaking to someone on the telephone	don't have to speak to 25 people before I can reach her on the phone.	ACN 903 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reach (VB)	4. to see or hear about a particular piece of news, e.g. The news reached us in Lahore	<DAZ>[...] Any sperm? No. But let's send that down to Dallas to a DNA lab. Well DNA analysis has reached public attention. We all know DNA fingerprinting. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL PERCEPTIVE MINOR 7/17
	5. to succeed in making someone understand or accept what you tell them	She couldn't help remembering the way Josh had looked, that afternoon in the front parlour, so wrapped up in his own misery she couldn't reach him.	FPM 2855 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME15 ME17	MENTAL COGNITIVE MINOR 7/17
	6. to successfully agree on something with other people, i.e. reach a decision	<JU1>[...] There is an oath that you take to try the case and this oath will essentially contain nothing different than what we've previously discussed, that is you'll give both parties a fair trial and you'll reach a verdict based on the law and evidence.</JU1>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
react (VB)	1. to behave in a particular way because something in particular has happened	<PAS>How did he react when he saw you?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA7 IA8 IA9 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21 IA29	(INTER)ACTION 14/31
	2. for a chemical to change when mixed with another chemical substance	<PAS>In this particular case, <<NDFT>>'s hair and the questioned hair both reacted the same way; is that correct?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA5 IA9 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 10/31
	3. to become ill when a chemical or drug goes into your body, or when you eat a particular kind of food	They don't like it too hot in summer and they react badly to over-watering.	ACX 2013 (W:pop_lore)	NEGATIVE	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31
reaction (NN)	1. something that you feel or do because of something that has happened or been said	<PAS>[...] Repeatedly, I urged you and asked you to please listen to all the evidence and to listen very carefully and to observe the demeanor of the witnesses and what they tell you and what they don't tell you by their actions, their reaction , their facial expressions, etcetera. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA9 IA13 IA14 IA15 IA16 IA18 IA20 IA29 IA31 ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 11/31 MENTAL EMOTIVE 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
read (VB)	1. to look at written words and (usually) understand what they mean	<PAS>[...] He will tell you that intellectually, his daughter was, he thought, above average; that she was a bright girl; that she learned to read before she went to school. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
	2. to find out information from different sources	<WDM>I learned about this particular charge the 25th of November when I read it in the paper.</WDM>	A-MT-120393-14.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to say the words from a particular source, i.e. a book, so that people can hear them	<JU1>[...] The defendant has no obligation to present any witnesses. If they do, they'll present it after the State has presented theirs. After that when the evidence is concluded, I will read instructions to you. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL PERCEPTIVE MAJOR 8/17 VERBAL MAJOR 10/13
	4. to study a subject at a university	Having read history at Cambridge he is researching the history of The Pantiles and the development of Tunbridge Wells into a spa in the early 18th century.	BMD 720 (W:pop_lore)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 7/31 MENTAL COGNITIVE MINOR 7/17
read (NN)	1. have a read: spend time reading	Have a read through them at your leisure.	GY4 1284 (S:meeting)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
reading (NN)	1. the activity or skill of understanding written words	For too long, over-indulgent teachers have churmed out children for whom reading is a challenge and writing a mystery.	ABE 1822 (W:pop_lore)	NEUTRAL	ME3 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reading (NN)	2. an occasion when a piece of writing is read to a group of people	<JU1>All right. If you'll just remain outside. All right. Let's have the reading of the information, please.</JU1>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS MENTAL PERCEPTIVE MAJOR 6/17 VERBAL MAJOR 7/13
realise (VB)	1. to know and understand something	<PAS>When did you realize that it was this very shoot, this very day, this very time that he was late?</PAS>	A-MT-100393-08.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to happen	Early on the morning of the third day after his return, his worst fears were realised .	H9C 3412 (W:fict:prose)	NEUTRAL	IA4 IA9 IA10 IA12 IA15 IA17 IA23	(INTER)ACTION 7/31
	3. to achieve	His first duty is to realise his full potential as a human being, and to explore all possibilities until he reaches enlightened fulfilment.	B2G 515 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
realisation (NN)	1. the act of understanding something that you had not understood before	This touching but morbid In Memoriam served only to bring home to me the realisation of what now seemed inevitable.	AMC 1486 (W:biography)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	2. the achievement something that you had planned or hoped for	The realisation of her dreams was within her grasp yet he had the capacity to ruin everything.	H94 3493 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
rearrange (VB)	1. to change the position or order of things	Now her boyfriend vanishes, and Tommy and Iain just kind of move in, take over, rearrange the furniture, and sit in her front room drinking litre bottles of Old English Cider.	FBM 3117 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to change the time of a meeting	The report was highly critical of the backbench committees and noted that meetings frequently overlap or are cancelled and rearranged and that attendance was low.	FRB 393 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rearrangement (NN)	1. the act of changing the position or order of things	She opened a drawer: the same deliberate rearrangement of envelopes, pencils, pens.	F9R 3260 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
rearrest (VB)	1. to arrest someone again	When we met she was still afraid she might be rearrested .	HH3 13567 (W:non_ac:politLaw_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
rearrest (NN)	1. the act of taking someone away again and guarding them because they may have done something illegal	Now a sinister trend is emerging with the rearrest of some of those whose prison sentences are drawing to an end.	B7C 2010 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
reason (VB)	1. to form a particular judgment about a situation after carefully considering the facts	I couldn't find anything in any of the shops to kill toads but reasoned that there was no way now for a toad to enter the flat.	A0R 3037 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to talk to someone in an attempt to persuade them to be more sensible	Brave Lizzie Lamplugh, 22, ignored the blade at her throat and reasoned with her attacker, offering him her car.	CBF 11147 (W:newsp:other:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
reasoning (NN)	1. a process of thinking carefully about something in order to make a judgment	Once again, there is no elaboration of the reasoning behind these diagnoses.	CG6 1299 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
reasoned (ADJ)	1. based on careful thought, and therefore sensible	It was not a place for reasoned argument and Alec Davidson did not press his point further.	ASN 292 (W:fict:prose)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
reassemble (VB)	1. to bring different parts of something to make a whole again or come together as a group of people, after they have been separated	When the three cars were reassembled they had different coloured wheels and mudguards.	A6W 1424 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reassure (VB)	1. to make someone feel calmer and less worried or frightened about a problem or situation	<DKU>I proceeded with the physical exam, each step, explained it as I went trying to <u>reassure</u> her as we went.</DKU>	A-MT-090393-02.txt	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	MENTAL EMOTIVE MAJOR 9/17 VERBAL MAJOR 10/13
rebut (VB)	1. to prove that a statement or a charge made against you is false	<JU1>I don't know. Bring me some authority on that. I think we're getting ... is that your only rebuttal? Okay. So that takes care of <<NA39>>.</JU1> <DAN>Because there wasn't anything to <u>rebut</u> .</DAN>	A-MT-120393-15.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE9 VE13	VERBAL MINOR 8/13
rebuttal (NN)	1. the process of proving that a statement or a charge made against you is false	<DAN>Judge, I object. It's not <u>rebuttal</u> . She has not rebutted one thing.</DAN>	A-MT-120393-15.txt	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
recall (VB)	1. to remember a particular fact, event, or situation from the past	<PAS>At that time, do you <u>recall</u> whether or not you had on any rings?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to officially tell someone to come back to a place or group	Fulham defender Jeff Hopkins has been <u>recalled</u> to the Welsh squad for the World Cup qualifier against The Netherlands as a replacement for Kevin Ratcliffe.	A3L 597 (W:newsp:brdsh_tnat:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
recall (NN)	1. the ability to remember something that you have learned or experienced	Tomorrow, she assured herself, as she brushed her teeth, she would wake up with total <u>recall</u> of who she was and where she came from.	JYC 791 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
recant (VB)	1. to say publicly that you no longer have a political or religious belief that you had before	<JU1>You don't need to bring it up. That's beyond the scope. It's not did somebody <u>recant</u> or something. I mean the law is ...</JU1>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
recapture (VB)	1. to bring back the same feelings or qualities that you experienced in the past	In these less gracious surroundings she had tried to recapture the atmosphere of her mother's house with bowls of quinces, the fragrance of well polished furniture, and the special Earl Grey tea, but she often realised how different it really was.	HA4 133 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to catch a prisoner or animal that has escaped	Six tried to break out but two were recaptured by police.	CBF 13278 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31
	3. to take control of a place again by fighting for it	THE United States military is sending thousands of troops to Kismayu after reports that a warlord, Omar Jess, may have launched a push to recapture the southern Somali port.	K5M 12204 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
recapture (NN)	1. the act of retaking control of a place or person	There was also the undoubted increase in her personal self-confidence and stature as a result of the recapture of the Falklands and then the 1983 and 1987 election victories.	A6f 765 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
receive (VB)	1. to be given something	<PAS>Did you receive information regarding other potential suspects in this case?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX XPROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to react in a particular way to a suggestion, idea, performance	Workers at the yard received the news with a mixture of resignation and anger.	K5D 10342 (W:newsp:other:report)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 6/17
	3. to officially accept someone as a guest or member of a group	After lunch he returned to his office where he would continue with his ordinary duties until the ritual of tea at four, when he would receive visitors.	EFX 595 (W:biography)	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
recess (VB)	1. to officially stop work for a period of time	<JU1>All right. Ladies and gentlemen, we'll recess for lunch at this time. Same admonishment's in effect. [...]</JU1>	A-MT-100393-05.txt	NEUTRAL	IA1 IA2 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
recite (VB)	1. to say a poem, piece of literature that you have learned for people to listen to	She recited a poem to him that was well-known in the district.	CH9 13 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to tell someone a series or list of things	Waving a fist at the camera, Cameron Nielson recited the names of those blacklist casualties he had avenged at last.	ALJ 2029 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
recital (NN)	1. a performance of music or poetry, usually given by one performer	Violin and piano recital by SOPHIE LANGDON and ANDREW BALL.	AYM 291 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
recognise (VB)	1. to know who someone is or what something is	<PAS>Were you able to recognize him?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	2. to accept or admit that something is valid	<DAN>[...] Secondly, at ... further, our objection is to an opinion that he would give for the sole reason that there has been no evidence this is scientifically recognized as being admissible into evidence into the criminal case. And we would state it is not and we move for a mistrial.</DAN>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
recognition (NN)	1. the act of realizing and accepting that something is true or important	Much of her success came through her recognition of the importance of social activities.	AL8 105 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	2. the act of knowing someone or something because you have known or learned about them in the past	<WEC>Well it was trimmed. I mean the neckline was trimmed. Other than that, that would be all I would know a far as the best of my, you know, recognition . [...]</WEC>	A-MT-110393-11.txt	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
recognisable (ADJ)	1. possible to recognise	Some wonder whether, in any recognisable form, by 2000 it will even be there.	ABH 3024 (W:pop_lore)	NEUTRAL	ME3 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL PERCEPTIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
recollect (VB)	1. to remember something	<PAS>Do you independently recollect whether it was <<MWJD>> that broached the subject of the Pan American or whether it was your wife that said, hey honey, do you remember when we all went down to the Pan American shoot?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
recollection (NN)	1. something from the past that you remember	<OBW>To the best of my recollection , I believe she said he was clean shaven.</OBW>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
recommend (VB)	1. to advise someone to do something	<PAS>Why do you they recommend that you don't do hair comparison when the samples are more than 2 years old or when they're more than 2 years time difference?</PAS>	A-MT-100393-04.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
recommendation (NN)	1. official advice given to someone, especially about what to do	<JU1>Well I would sustain that. If he has a recommendation or he can give his.</JU1>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
recompense (VB)	1. to give someone a payment for trouble or losses that you have caused them	I know this is really putting on you, but ... well, I would appreciate it so much and will recompense you in any way I can.	AD9 2643 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
reconcile (VB)	1. find a way in which two things can both be true or acceptable, e.g. Bevan tried to reconcile British socialism with a wider international vision	Politics is not about the personal or spiritual development of individuals; it is about the never-ending process of trying to reconcile inevitable conflicts of interest.	AMK 1526 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to fix a relationship with someone after you have quarrelled with them	'It took a very long time to reconcile myself with my father.'	A83 158 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reconciliation (NN)	1. a situation in which two people, countries etc become friendly with each other again after quarrelling	They'd both like to see a reconciliation and they certainly have no plans for divorce.	CBF 12987 (W:newsp:other:report)	NEUTRAL	ME2 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE 6/17
reconnoitre (VB)	1. to try to find out the position and size of your enemy's army, for example by flying planes over land where their soldiers are	Conrad's first manoeuvre was to send massed cavalry forward on 15 August to reconnoitre on a huge front, some 400km/ 250mils wide.	CLX 421 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
reconsider (VB)	1. to think again about something in order to decide if you should change your opinion or do something different	But she said that if she lost early at either Beckenham or Edgbaston, then she would reconsider her decision.	K3X 1618 (W:newsp:other:social)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 8/17
record (VB)	1. to write information down	<OCC>[...] When I start to mount them, I look at them individually to get all of the visual characteristics that I can get, the actual color, if it's a hair, the way it twists and turns, if it's curly or if it's crimp or very straight. And I record all that information down and then when I put it on a slide, I also examine it under a stereo microscope which will give me a picture of the hair in its entirety and its actual cross-sectioning. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to store or keep information to be looked at in the future	We will have recorded the interviews with the children a week earlier and should be able to give you a transcript of their answers.	AP1 10 (W:letters:prof)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
recoup (VB)	1. to get back an amount of money you have lost or spent	Ford is trying to recoup losses on car sales in the UK with new business ventures in finance and car phones.	BMB 600 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA20 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
recover (VB)	1. to get better after an illness	Allow at least six weeks to recover from a head injury.	AOM 1373 (W:misc)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
recover (VB)	2. to return to a normal condition after a period of trouble or difficulty	Yesterday morning shares seemed to recover from Monday's collapse.	A4R 66 (W:newsp:brdshat_nat:misc)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	3. to get back something that was taken from you, lost, or almost destroyed	<PAS>[...] Because while they are at the hospital, the police officers are still at the scene working the crime scene, trying to recover any potential evidence that they may have had at the scene, take pictures of the evidence, and hold and maintain those signs until they're turned in. [...]</PAS>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA25 RE3 RE5 RE7 RE11 RE15 RE16	(INTER)ACTION 10/31 RELATIONAL (POSSESSIVE ATTRIB) 6/21
recovery (NN)	1. the process of getting better after an illness, injury etc	She is expected to make a full recovery but will remain in hospital for at least two weeks.	CBF 5093 (W:newsp:other:report)	NEUTRAL	IA7 IA9 IA15 IA16 IA29 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. when you get something back that has been taken or lost	After their defeat, each became primarily preoccupied with the recovery of the territory they had lost to Israel.	APD 30 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA25 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
redecorate (VB)	1. to change the way a room looks by painting it, changing things	We'd been planning to completely redecorate our home from top to bottom, and at first I just couldn't face doing it alone.	B3G 72 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
re-decoration (NN)	1. the act of changing the way a room looks by painting it, changing the curtains etc	Plans are also being made for the re-decoration of the whole museum and a new integrated display of its collections, costing around £4 million and taking at least ten years.	EBV 553 (W:pop_lore)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
rediscuss (VB)	1. to talk about something with someone again	<DAN>Maybe. We don't know right now, do we? We'd have to go back and rediscuss what happened or what we did that day, wouldn't we. [...]</DAN>	A-VD-080393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reduce (VB)	1. to make something smaller or less in size, amount, or price	The brewery is reducing wholesale prices of Morrells Bitter and lager by about one pence a pint.	A14 172 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
reduction (NN)	1. a decrease in the size, price, or amount of something, or the act of decreasing something	Where only one person lives in a property there will be a 25 per cent reduction .	A0Y 949 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
refer (VB)	1. to mention or speak about someone or something	<OBY>Latent means hidden, so when we refer to a latent print, it's normally a print that has been to be searched for, an object using fingerprint powders or chemical methods back in the laboratory to make them visible.</OBY>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	2. to look at something for information, e.g. a map	<WVL>Okay. I'll refer to my shooting schedule, because I don't remember things that I do in 1991 on a norm. But I did attend the Pan American shoot in Dallas, Texas. That shoot was held on 5-30 through 6-2.</WVL>	A-MT-110393-11.txt	NEUTRAL	ME3 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
	3. to be about someone or something	<PAS>Did you have an occasion to have some latent prints submitted to you referred to an offense that occurred on or about May 31st, 1991?</PAS>	A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	4. to send someone to see another person, usually a specialist, i.e. refer someone to a doctor	I confided in a teacher and she referred me to a counsellor.	G35 422 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
referral (NN)	1. when someone sends someone or something to another person to be helped or dealt with	The research examined delays faced by patients between referral by a family doctor and a specialist consultation — an area not covered by Department of Health figures.	AKX 30 (W:newsp:brdsht_nat:social)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
referee (VB)	1. to act as the referee of a game	<DLT>[...] So he used to referee almost all the shoots in the Tulsa area and then he would go to other places to be referee like in Ada or also in Oklahoma City.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reflect (VB)	1. see an image of the person or thing on the surface of the mirror, glass, or water	She could see her own face reflected in little in the black pupils of his subaqueous eyes.	FRC 1825 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to show or be a sign of a particular situation or feeling	<PAS>And you're positive about that. So if that's what their records reflect , that's wrong; is that correct?</PAS>	A-MT-110393-12.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	3. to think carefully about something, or to say something that you have been thinking about	She reflected on how much she had changed since the last festival, less than seven weeks ago.	AD9 1032 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
reflection (NN)	1. careful thought, or an idea or opinion based on this	But, upon reflection , they changed their minds and decided it would be the right thing to do.	K1F 1543 (W:news_script)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE 6/17
	2. something that shows what something else or someone is like, or that is a sign of a particular situation	<JU1>[...] There's no reflection upon you, don't worry about it. It's just part of jury selection, it occurs in every trial. [...]</JU1>	A-VD-090393-03.txt	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION RELATIONAL (IDENTIFYING) INTENSIVE 6/21
refract (VB)	1. to change the direction of light when it passes through the glass or water	<OCC>[...] Also it's ... you can see through it and it is approximately the same refracted index that the hair is, so it makes the hair easier to see through.</OCC>	A-MT-100393-05.txt	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
refresh (VB)	1. to make someone feel less tired or less hot	An hour later Guy refreshed himself with a jug of water drawn from the well and wondered how his host would take a few suggestions.	HH1 159 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	2. to make someone remember something	<PAS>[...] I'd ask that he ask her if she remembers what she said, rather than attempt to refresh her memory before she's shown that it needs to be refreshed.</PAS>	A-MT-100393-07.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
refuse (VB)	1. to say firmly that you will not do something that someone has asked you to do	He refused to say whether these were Arab embassies and whether Libya was involved.	A5R 551 (W:newsp:brdsh_t_nat:report)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
	2. to say no to something that you have been offered	With a shudder, Sylvie refused a cup of tea.	FPB 1279 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
refusal (NN)	1. when you say firmly that you will not do, give, or accept something	The court has to decide whether the mother's refusal was outside the band of what a reasonable mother might do.	A8B 114 (W:newsp:brdsh_t_nat:social)	NEUTRAL	VE1 VE2 VE7 VE8 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
refute (VB)	1. to prove that a statement or idea is not correct	<DAN>[...] You know that we went to the Olive Garden and spent \$65. It's a known. We know <<FDFT>> was there. There's nothing to refute . [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/13 VERBAL MINOR 9/13
	2. to say that a statement is wrong or unfair	<DAN>[...] If I put on 1 person to refute that, can you judge the credibility of the 1 person against what the government's evidence is?</DAN>	A-VD-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
regain (VB)	1. to get something back that you have lost	She seemed on the verge of weeping again, but regained control.	G0E 1854 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 11/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
regard (VB)	1. to think about someone or something in a particular way	Academics regard bias as a sin, but others may regard it as a virtue.	A62 1036 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	2. to look at someone or something, in a particular way	Markby put down his knife and fork and regarded her seriously.	CEB 772 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
register (VB)	1. to put someone's or something's name on an official list	<WVL>[...] I'm sure that it was somewhere around 9 o'clock. That would be early enough to register and check in. [...]<WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. to officially state your opinion about something so that everyone knows what you think or feel	I wondered right away if he'd registered a complaint against you, Charity.	JY6 1969 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MINOR 10/13
	3. to realize or notice something	Mrs Abigail, taking another couple of plates from the back of the van, was aware only that her companion was speaking; the content of her statement did not register .	H7A 186 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to show an amount on an instrument	It was reported on July 26 that the landslides were also worsened by an earthquake registering 5 on the Richter scale which shook central Luzon, the main island of the Philippines.	HL9 1522 (W:non_ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	5. to send a package, letter by post	If so you must register the package, Transend can help with many popular packages and save you the trouble of sending orders overseas.	HAC 269 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
registration (NN)	1. the act of recording names and details on an official list	<WBR>[...] I went through the registration process, which took me until about ... probably about 5 o'clock. [...]<WBR>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
regret (VB)	1. to feel sorry about something you have done and wish you had not done it	He afterwards thought this refusal very foolish and regretted that he did not go.	A68 1326 (W:biography)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17
regret (NN)	1. sadness that you feel about something, especially because you wish it had not happened	They expressed deep regret and promised henceforth to keep the peace.	FTT 1637 (W:non_ac:humanities_arts)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17
regrettable (ADJ)	1. something that is unpleasant, and you wish things could be different	Now let us come to the point: are you willing to overlook this — this regrettable incident and try again?	ADS 1079 (W:fict:prose)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 6/17
regretful (ADJ)	1. someone who feels sorry or disappointed	'Of course,' Alexander said and cast a regretful glance out of the window.	H8X 564 (W:fict:prose)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 6/17
regulate (VB)	1. to control an activity or process, especially by rules	In addition, it highlights those assets which are subject to central bank control thus enabling the latter to regulate the money supply in the economy.	B1W 189 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make a machine or your body work at a particular speed, temperature	Vitamins and minerals are essential nutrients that are required not for their calorific value, which is negligible, but because they help regulate the body's metabolism.	FEX 545 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
regulation (NN)	1. control over something	Although such bodies have the power to recommend criminal prosecution, they are mainly concerned with the inspection and regulation of organisations.	B17 727 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
rehabilitate (VB)	1. to help someone to live a healthy, useful, or active life again after they have been seriously ill or in prison	Efforts are made to rehabilitate patients after treatment to ensure that where possible their hospital stay is temporary.	FS6 500 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to improve a building or area so that it returns to the good condition it was in before	So there is no significant push towards energy efficiency when houses are built or rehabilitated .	K5L 711 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rehabilitation (NN)	1. the act of helping someone to live a healthy, useful, or active life again after they have been seriously ill or in prison	<PAS>What ... what was your relationship as far as any rehabilitation or counseling?</PAS>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
rehash (VB)	1. to use the same ideas again in a new form that is not really different or better	He simply rehashed the same story.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to repeat something that was discussed earlier	Cut off from his inspiration, he endlessly rehashes songs from his American era.	ADM 2191 (W:non_ac:soc_science)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE7 VE9 VE13	VERBAL MINOR 8/13
rehearse (VB)	1. to practise or make people practise something such as a play or concert in order to prepare for a public performance	<PAS>[...] The same chuckaboots that <<NWSH>> told you about. But remember, they didn't practice ther testimony, they didn't rehearse their testimony, they didn't even hardly talk about their testimony. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 9/13
rehearsal (NN)	1. the process of practicing for a performance in a play or concert, etc.	<DAN>[...] And they told you that's what I told them. And as <<UPAS>> said, there's no video cameras. There's no rehearsal . And you saw them. Do you think anybody that I put on was coached? [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 VE1 VE2 VE7 VE9 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 VERBAL MINOR 6/13
reinforce (VB)	1. to give support to an opinion, idea, or feeling, and make it stronger	It reinforces the idea of family solidarity.	ARG 319 (W:religion)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to make part of a building, structure, piece of clothing stronger	These help to reinforce the hinge side of your doors against the use of force.	ARA 418 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reiterate (VB)	1. to repeat a statement or opinion in order to make your meaning as clear as possible	<DG>What I would reiterate as I said before is that his typing is consistent with that found in the male fraction of the stain. I cannot positively include him, nor can I positively exclude him.</DG>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
reiteration (NN)	1. repetition of a statement or opinion in order to make the meaning as clear as possible	The reply, however, consists in more than mere reiteration or insistence.	EVX 985 (W:ac:humanities_arts)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
reject (VB)	1. to refuse to accept, believe in, or agree with something, e.g. Sarah rejected her brother's offer of help	Then he wrote a novel and sent it to a magazine which rejected it.	A18 629 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME2 ME5 ME6 ME8 ME9 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	2. to not choose someone for a job, course of study, e.g. It's obvious why they rejected his application	'It was perfectly clear from the evidence that this was not so,' said the tribunal, which unanimously rejected her application.	K5D 6454 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME2 ME5 ME6 ME8 ME9 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	3. to throw away something that has just been made, e.g. If inspectors find a defective can, the batch is rejected	If a volume is accepted by the user and verified by the HC VERIFIER, the asterisk is removed, but if a volume is rejected by the user the modules they contain are removed from the Location file.	HWF 3400 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME2 ME5 ME6 ME8 ME9 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reject (VB)	4. to not give someone any love or attention	One of the most dramatic and beautiful of all operas, it concerns a woman who conceives a child out of wedlock and is rejected by the baby's father; she is concealed by her stepmother, who, out of concern for the girl, drowns the baby soon after its birth.	K2R 209 (W:newsp:other:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME2 ME5 ME6 ME8 ME9 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
rejection (NN)	1. the act of not accepting, believing in, or agreeing with something	It was originally reviled, as the artists intended, for its rejection of conventional values of art and society.	A04 1350 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME2 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL DESIDERATIVE MINOR 7/17
	2. the act of not accepting someone for a job, school etc	Then a rejection letter arrived from Streatham branch — because he wasn't a union member.	AA8 615 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME2 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL DESIDERATIVE MINOR 7/17
relate (VB)	1. to show how two things are connected, e.g. they relate the rise in crime with unemployment	'Book evaluation' relates to the assessment or appraisal of material.	B07 469 (W:misc)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE6/21
	2. to tell someone about events that have happened to you or to someone else	<PAS>Can you advise the ladies and gentlemen of the jury about her abilities to relate and recall?</PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to feel that you understand someone's problem	It is an issue that everyone relates to, and it has never been done.	ARW 641 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
relax (VB)	1. to rest or do something that is enjoyable, especially after you have been working	<JU1>Have you a seat here, relax if you would. Do you want this marked as a number?</JU1>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	2. to become quiet and calm after you have been upset or nervous	Yet the play did good business, especially with schools, and I started to relax on stage, and to enjoy acting.	C8E 2879 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME17	MENTAL EMOTIVE MINOR 7/17
	3. to make someone become quiet and calm after they have been upset or nervous	The food and wine, both far superior to Rincewind's normal fare, did much to relax him.	HA3 863 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	4. to become less stiff or less tight	At the end of five seconds, breathe out, relax the tense muscles as much as possible , focusing your mind on the new relaxed sensations in that part of your body.	B10 1665 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
relay (VB)	1. to pass a message from one person or place to another	<WJD>I asked him if he remembered seeing <<FDFT>> at the Dallas Gun Club at the shoot and he said, yes, he did and relayed it specifically why he remembered.</WJD>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	2. to lay something on the ground again because it was not done well enough before	Plans have also been discussed to relay the surface of the amphitheatre, which would prevent the bottom of the arena from filling with water that seeps into the masonry.	CKY 1609 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
release (VB)	1. to let someone go free, after having kept them somewhere	<JU1>[...] And I think someone asked if you had to stay together, well no, we release you each day with just the same admonishment that I have given you. [...]</JU1>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
release (VB)	2. to let news or official information be known and printed	The figures have been released on the day the Samaritans mark forty years of listening to the nation's problems.	J1M 1254 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to make something such as a CD, video, film available for people to buy or see	Next summer, OCS will release an album.	ACP 477 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to stop holding or drop something	They were silently wrestling now, in the middle of the crowded exhibition hall, and it wasn't until a clipped, flat drawl spoke behind her that Mortimer's vice-like grip was abruptly released from her wrists.	JY3 2646 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to express or get rid of feelings such as anger or worry	Something a little milder like ranting and raving about colleagues and pupils, preferably in a self-consciously irrational and exaggerated way, can release feelings and help to restore balance and humour.	CKS 1230 (W:non_ac:polit_law_edu)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	6. to let a substance flow out	<DGI>[...] And what that means is that we're breaking open the cells in a way that will release the DNA from the cells. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. to allow part of a piece of machinery or equipment to move from the position in which it is fastened or held	Warp factor one Mr Sulu, and don't forget to release the handbrake this time.	EB6 1416 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	release (NN)	1. the act of officially allowing someone to go free, after being kept somewhere	After his release from prison, Wilde went to spend his final few years in France.	BP4 1837 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rely (VB)	1. to trust someone or something to do what you need or expect them to do	<DAZ>Okay. Now Doctor, since there is no mention and you rely on the description of your laboratory of blood, do you have any reason to believe that there was any appreciable amount of blood present?</DAZ>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 9/17
reliability (NN)	1. the degree of dependence on someone or something	<DAZ>[...] Once again, the specimen was a piece of swimming suit taken by the State, maintained by the State and evaluated by the State by a laboratory manned by State employees who had considered extramural testing to see what their reliability is, but we haven't done that. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	RE1 RE4 RE7 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 6/21
relieved (ADJ)	1. feeling happy because you are no longer worried about something	<OBW>She appeared to be frightened and somewhat relieved that I was there and she reached out towards me.</OBW>	A-MT-090393-01.txt	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE15 RE16	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
relive (VB)	1. to remember or imagine something that happened in the past so clearly that you experience the same emotions again	<PAS>She was all right. Do you agree with me that when a little girl has some type of traumatic experience or a little boy, that it is possible to visually or mentally relive that experience? [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
remain (VB)	1. to continue to be in the same state or condition, e.g. Please remain quiet	<JU1>[...] Throughout this trial, you should remain alert and attentive. Do not form or express an opinion on the case until it is submitted to you for your decision. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17 RE1 RE4 RE7 RE9 RE11 RE12 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE 8/17 RELATIONAL (ATTRIB) INTENSIVE 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
remain (VB)	2. to stay in the same place without moving away, e.g. The refugees were allowed to remain in the UK. 3. to be left after other things have been dealt with, e.g. Several points remain to be settled	<JU1>All right. If you'll just remain outside. All right. Let's have the reading of the information, please.</JU1> Such are the questions which remain to be addressed.	A-MT-090393-01.txt CFE 180 (W:non_ac:soc_science)	NEUTRAL NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE12 RE15 RE16 NR1 NR3 NR4 NR7	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21 NON-REFERENT 4/9
remark (VB)	1. to say something, especially about something you have just noticed	<DGI>Do you need to remark this one?</DGI>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
remark (NN)	1. something that you say when you express an opinion or say what you have noticed	Then she glanced down at Lee as if she thought Lee might take it as a remark against her.	CA3 1069 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
remember (VB)	1. to have a picture or idea in your mind of people, events, places from the past	<PAS>Do you remember anything about what she was wearing at that point in time?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to not forget something that you must do, get, or bring	The next night he remembered to pick up a video on the way back from work.	AOR 989 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME14 ME16	MENTAL COGNITIVE MAJOR 8/17
	3. to think with respect about someone who has died, often in a ceremony	Soon it would be Michaelmas, then the feast of All Souls, a time to remember the dead.	H9C 2256 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	4. to pass on greetings to someone, e.g. remember me to him	Please remember me to your mother.	JYM 733 (S:unclassified)	NEUTRAL	ME1 ME7 ME8 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
remind (VB)	1. to make someone remember something	<WJD>No. I reminded her that that weekend, June 1st, was his birthday and we all ... we had dinner together Friday evening. She and her husband as well as the rest of us at her parents' home.</WJD>	A-MT-110393-10.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 9/17
reminisce (VB)	1. to talk or think about pleasant events in your past	<WDM>Nothing particular in my mind. We talked about things that happened to the <<SA32>>'s and to the <<SDFT>>'s when we were much younger and were dating.</WDM> <PAS>Kind of reminisced ?</PAS>	A-MT-120393-14.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 VERBAL MINOR 9/13
remove (VB)	1. to take something away from, out of, or off the place where it is	<PAS>Okay. I'm going to hand you what's been marked State's Exhibit 1 and as a matter of fact, I'm going to remove the items from this package and ask you if you can identify this for the ladies and gentlemen of the jury?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to force someone out of a job	And while the Senate President was away in Berlin, Forster and his cronies concocted a simple plan to remove him from office.	BN2 1151 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to take off a piece of clothing	Then he sat down on the ground and quickly removed his shoes and socks.	ACW 1050 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
removal (NN)	1. when something is taken away from, out of, or off the place where it is	I found the Woodcarver to be an ideal tool for fast removal of waste as well as useful, with care, as a modelling tool.	A0X 585 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
render (VB)	1. to cause someone or something to be in a particular condition	But worse, far worse, was his ability to render her helpless whenever he touched her.	H94 3135 (W:fict:prose)	NEUTRAL	IA1 IA6 IA8 IA10 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
render (VB)	2. to give something to someone or do something, because it is your duty or because someone expects you to	<CK1>Please raise your right hand. Do you and each of you solemnly swear that you will well and truly try the matter submitted to you in the cause now on trial and render a true and correct verdict according to the law and evidence, so help you God?</CK1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA15 IA17 IA18 IA20 IA22 IA23 VE1 VE2 VE3 VE4 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 12/31 VERBAL MINOR 8/13
renew (VB)	1. to arrange for an agreement or official document to continue for a further period of time	And if she decided not to renew her contract she would soon be joining the ranks of the unemployed.	JXW 3812 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to begin doing something again after a period of not doing it	<DAN>Judge, at this time, I need to renew my objection for the sole reason that this officer was not the one that went through the house and collected the evidence. [...]</DAN>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA25	(INTER)ACTION 11/31
	3. to remove something that is old or broken and put a new one in its place	As part of the major refurbishment to this warm intimate Music Hall we propose to renew the seats giving, extra legroom in extremely comfortable seats.	B3K 1004 (W:advert)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to arrange to borrow a library book for a further period of time		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
renewal (NN)	1. when an activity, situation, or process begins again after a period when it had stopped	'If there is chaos, the process of renewal cannot be continued.' Mr Wolfgang Meyer, the government spokesman, said.	A96 831 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA14 IA15 IA18 IA20 IA25 IA31	NOMINALISATION (INTER)ACTION 8/31
rent (VB)	1. to regularly pay money to use something that belongs to someone else, e.g. a room in someone's house	I rent a room in the house of our foreman, living as one of the family, which was a stroke of luck; a boarding-house would cost more.	FPM 824 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rent (VB)	2. to allow someone to regularly use something that belongs to you for a given cost	The accused had bought the property in 1989 and rented out rooms to Department of Social Security tenants.	K5M 8806 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
repair (VB)	1. to fix something that is damaged, broken, split, or not working properly	<DJB>No, but it was damaged to the point of it couldn't be repaired .</DJB>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to do something to remove harm that you have caused or improve something	Ministers had rejected the report but politically it took us the next two general elections to repair the damage.	ABU 1078 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to go to a particular place	Shortly they'll both repair to the bedroom for another three minute interview break.	CK4 1494 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
repay (VB)	1. to pay back money that you have borrowed	In Robinson [1977] Crim LR 173 (CA), the accused demanded that the victim repay a debt owed by the victim's wife to him.	HXE 774 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to do something for someone or give someone something in return for having helped you	I'd just like to be able to repay her generosity.	G0N 3676 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
repayment (NN)	1. the act of paying back money that you have borrowed	The loans are due for repayment in June 1990.	A2H 509 (W:newsp:brdsht_nat:commerce)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
repeat (VB)	1. to say something again	<OGK>I'm sorry, can you repeat your question?</OGK>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
repeat (VB)	2. to do something again	Every lesson he repeated the same thing over and over again.	AMB 1090 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to say something that someone else has just said	Could you take the book in your hand and repeat after me, I swear by Almighty God.	JNE 699 (S:courtroom)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
rephrase (VB)	1. to say or write something again using different words to express what you mean in a way that is clearer or more acceptable	<PAS>Judge, I'm trying to lay a predicate, a proper predicate and foundation, and <<MDAN>> is aware of that. I'll rephrase .</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
replace (VB)	1. to start doing something instead of another person, or start being used instead of another thing	<PAS>Okay. Thank you. If you will replace those in the envelope. At this time, State would move to admit State's Exhibits Numbers 32 and 33.</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to remove someone from their job or something from its place, and put a new person or thing there	<JU1>[...] However, I ask that you all listen because some of the jurors will be excused and then they'll be replaced with other jurors. So if you replace one of these jurors, rather than ask each of you all the same questions again, you could just tell us which of the questions that you've heard that you might have a different answer to. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to put something back where it was before	<OCC>They replaced them on the slides, so they wouldn't be lost. But they had ... what they do is they come in and dissolve the mounting media and I don't know which they use the xylene or the toluene, and remove it, wash it very carefully, cut the end off and then ... the actual root off and do the DNA and they replace it on to the slide itself.</OCC>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
replicate (VB)	1. to do a study again, or try to get the same result again	The authors recognize that there is a need for further research to replicate the findings, or complementary research which examines the persistence of the 'self' using other techniques.	GWJ 1283 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to divide and produce exact copies of itself	<DAZ>And is that because you can take a very small amount of DNA and replicate it over and over to get your sample much larger and more detectable?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
replication (NN)	1. the process of doing a study again, or trying to get the same result again	<OBY>Prints are left by leaving a replication or an outline of the ridges that we talked about being in the palms of your hands, the surface of your fingers and even the bottom of your feet. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
reply (VB)	1. to answer someone by saying something	She said nothing, and replied to questions monosyllabically or not at all.	HJH 239 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	2. to answer someone by writing something	So, when Councillor Peter Bradley replied to a letter from a resident he was careful to describe himself only as a member of 'the minority party'.	A8L 46 (W:newsp:brdsht_nat:misc)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	3. to react to an action by doing something	As expected, the Germans replied to the shelling with a heavy mortar attack on the area around the orchard.	A61 596 (W:biography)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
reply (NN)	1. something that is said, written, or done as a way of replying	My attitude is that if somebody has taken the trouble to write a letter, they deserve a reply .	A6A 608 (W:misc)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
report (VB)	1. to give people information about recent events	<OCC>Possibly, I might give you a good idea, let's see, depending on what I saw in it. No I don't have any ... I did not report that; on 6, soil, botanical, insect parts.</OCC>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
report (VB)	2. to tell the police or someone in authority that an accident or crime has happened	<PAS>How many crime stopper calls did you have with people trying to report suspects in this case?</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE11 VE13	VERBAL MINOR 10/13
	3. to officially state that you have arrived somewhere	All competing teams should report to the Dashwood Arms, Kirtlington at 8am., bringing with them an accurate set of scales.	A6R 1819 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
report (NN)	1. a written or spoken description of a situation or event, giving people the information they need	<PAS>[...] So she went over there to take the report from the little girl and basically get her to the hospital for a rape exam and that's what she did. [...</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
represent (VB)	1. to officially speak for another person or group of people	<DAZ>And my name is <<NDAZ>>, I'm with <<MDAN>> and we represent <<NDFT>>. Do you know <<MDFT>>?</DAZ>	A-MT-110393-12.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
	2. to officially take action for another person or group of people	<WJD>[...] The other director in my zone, he selected me to represent the 6-state area that I'm in and that makes me a member of the executive committee. [...</WJD>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE4 RE8 RE11 RE18 RE19	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) INTENSIVE 6/21
	3. to form or be something	<DAN>And does that accurately represent the ticket that you recieved that day?</DAN>	A-MT-110393-09.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	4. to be a symbol, sign or mark of something	<DAZ>And that portion that you're using represents the extraction of material from that piece of fabric there?</DAZ>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
represent (VB)	5. to describe someone or something in a particular way	<DAZ>Thank you. Do you believe you could fairly represent it by drawing on that piece of fabric?</DAZ>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 9/13
representation (NN)	1. when you have someone to speak, vote, or make decisions for you	Larger employers are likely to have internal appeals procedures and failure there, where union representation may have been provided, is the point at which the employee draws the line.	F9B 592 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE7 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
	2. the act of representing someone or something	<PAS>Is that a true and accurate representation of the way you remember him looking in September?</PAS>	A-MT-110393-10.txt	NEUTRAL	RE1 RE4 RE8 RE18 RE19 RE21	NOMINALISATION RELATIONAL (IDENTIFYING) 6/21 INTENSIVE
reprint (VB)	1. to print a book, story, newspaper article again	On the last occasion that I spoke to Lady More, our President, she gave me permission to reprint this extract from the book.	HHG 177 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA17 IA18 IA23	(INTER)ACTION 9/31
reproduction (NN)	1. the act or process of producing something	<PAS>Have you testified as far as reproduction of some evidence before?</PAS>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 11/31
reputation (NN)	1. the opinion that people have about someone or something because of what has happened in the past	<DAN>I need to talk to somebody about the reputation of <<AWFA>> for truth and veracity.</DAN>	A-MT-120393-15.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
request (VB)	1. to ask for something in a polite or formal way	<PAS>Let me ask you this: Would where those pubic hairs were pulled there, and you do request that they be pulled; is that correct?</PAS>	A-MT-100393-04.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
request (NN)	1. a polite or formal demand for something	<JU1>The State has made a request for the defendant to be viewed by the jury. Do you have any authority on that?</JU1>	A-MT-120393-15.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
require (VB)	1. to need something, e.g. Campbell's broken leg will probably require surgery	<WCP>No, they did not require surgery but they required another doctor to come give an opinion of surgery or not.</WCP>	A-MT-100393-07.txt	NEUTRAL	ME4 ME6 ME8 ME12 ME13 ME16 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL DESIDERATIVE MAJOR 6/17 RELATIONAL (ATTRIB) POSSESSIVE 6/21
rescind (VB)	1. to end a law / change a decision	The proposal to rescind the ban came from New Zealand, and was seconded by Australia.	EB3 218 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
research (VB)	1. to study a subject in detail	Then he researched the problems of liberal democratic states trying to beat terrorism.	A8X 938 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to get all the necessary facts and information for something	We hope that part of its brief will be to research the views of children, relatives and adopters who have been involved in both open and more traditional adoptions.	A2W 336 (W:newsp:brdsh_t_nat:editorial)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
research (NN)	1. serious study of a subject, in order to discover new facts or test new ideas	<DGI>[...] And following that, I became a faculty member of the Department of Internal Medicine where I did research and taught medical student classes.</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
resemble (VB)	1. to look like or be similar to someone or something	<DAN>Would you agree with me, ma'am that you can resemble someone and the person identifying you be wrong?</DAN>	A-VD-080393-02.txt	NEUTRAL	RE1 RE6 RE8 RE9 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 7/21
reserve (VB)	1. to arrange for a place in a hotel, restaurant, plane to be kept for your future use	Admission is free and anyone who would like to reserve a table should call.	K4Y 103 (W:newsp:other:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reserve (VB)	2. to keep something so that it can be used by a particular person or for a particular purpose	<DAN>Reluctantly, I will reserve until the beginning of the case in chief.</DAN>	A-MT-090393-01.txt	NEUTRAL	IA1 IA2 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
reservation (NN)	1. an arrangement which you make so that a place in a hotel, restaurant, plane etc is kept for you at a particular time in the future	<DLT>Personal notes of my wife that tells what ... that weekend that we had the reservations at the Holiday Inn and we drove out own vehicle instead of renting the rental car.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA27	(INTER)ACTION 7/31
	2. a feeling of doubt because you do not agree completely with a plan, idea, or suggestion	She even had reservations about his admitted feelings about her — at least if he went on looking at her like that.	HGM 1120 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
reside (VB)	1. to live in a particular place	<DAZ>And where do you reside . <<MWPG>>?</DAZ>	A-MT-110393-12.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to be present in or consist of something, e.g. Joe's talent resides in his storytelling abilities	The success of such events resides in the combination of good basic fun with the more serious side of client motivation.	BNH 951 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
resign (VB)	1. to give up your job	<DAN>[...] And you recall back in your mind in October of 1991, <<NA18>> resigned because of the outrage of this community at how our police were protecting us. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	2. to make yourself accept something that is bad but cannot be changed	He resigned himself to the single thought, that he would not see her again.	HWA 950 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 6/17
	3. to sign something again	<DAN>When you went back to <<UPJC>> that same day to have her resign that?</DAN>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
resolve (VB)	1. to find a satisfactory way of dealing with a problem or difficulty	I had the easy choice of remaining silent, or the more difficult one of addressing the problem at some length in various publications; which is how I resolved the practical difficulties.	AOK 324 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to make a definite decision to do something	I resolved to explain the situation to them as briefly as possible, make a plea for money and then very rapidly leave.	AOF 1337 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME14 ME17	MENTAL DESIDERATIVE MINOR 8/17
	3. to separate something into its different parts	The reactions were stopped by EDTA/SDS as described above and the DNA extracted and resolved on a 1.3% agarose gel.	FTE 274 (W:ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
resolve (NN)	1. strong determination to succeed in doing something	Riley's attachment to the great plain air colourists strengthened her resolve not to rely on any kind of external reality.	FBF 107 (W:misc)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 8/21
resort (VB)	1. to do something bad, extreme, or difficult because you cannot think of any other way to deal with a problem	Slatter and his friend, Robert James, had run out of ready cash and had resorted to begging with menaces from the more vulnerable customers.	ANK 1631 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
respect (VB)	1. to admire someone because they have high standards and good qualities such as fairness and honesty	Dalglish respected him more than any other pathologist with whom he had worked.	CJF 1865 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 7/17
	2. to not go against someone's wishes, rights or a law	Her father respected her wishes, and declared that from that day on, they were all brothers, and no one would do any harm to any chimpanzee.	EFF 383 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
respect (NN)	1. admiration for someone	Lindsay said that Reilly could rely on his 'unswerving support as he is a man I have the highest respect for'.	A99 391 (W:newsp:brdsh_t_nat:sports)	POSITIVE	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
respect (NN)	2. regard for something or someone as important and care not to harm them	<PAS>Do you think children should be treated with any less degree of respect than say an adult that this might have happened to?</PAS>	A-VD-080393-01.txt	POSITIVE	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
respected (ADJ)	1. admired by many people because of your good work or achievements	He was proving himself to be not only an accurate witness to the times, but a respected one, too.	A0P 1505 (W:biography)	NEUTRAL	ME2 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 6/17
respond (VB)	1. to do something as a reaction to something that has been said or done	<PAS>How did she respond when she saw you?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	2. to say something as a reply	<WPG>[...] He said he was doing fine. I asked him if he was going to referee, because he is a NSSA referee and he responded by saying, no, he was there simply with his dad.</WPG>	A-MT-110393-12.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	3. to write something as a reply	I want to thank the people who responded to my letter (11 February) requesting poetry written by carers about their experiences.	CR4 398 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 7/31 VERBAL MAJOR 9/13
	4. to improve as a result of a particular kind of treatment	Now the baby is in foster care and the mother has responded well to treatment she was given at the hospital.	K5M 8293 (W:newsp:other:report)	NEUTRAL	IA7 IA9 IA12 IA13 IA16 IA29	(INTER)ACTION 6/31
response (NN)	1. something that is done as a reaction to something that has happened or been said	<WJS>Just what I just said that <<FDFT>> was accused of raping a young girl in Tulsa on that weekend that he was in Dallas with us.</WJS> <PAS>What was your response to that?</PAS> <WJS>Disbelief.</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. something that is said or written as a reply	<PAS>Was there any hesitation in her response at all?</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
responsibility (NN)	1. a duty to be in charge of someone or something, so that you make decisions and can be blamed if something bad happens	<JU1>[...] It's your responsibility as jurors to determine the facts from the evidence. In other words, people will take an oath, I have a bible down there that before they testify, they swear that they're going to tell the truth and they sit here in this witness stand and look at you all and they're going to tell you what they know about these particular charges. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 8/21
rest (VB)	1. to stop working or doing an activity for a time	<PAS>[...] She will tell you about her demeanor at the time and her condition at the hospital when she had her rape exam. At that point in time, ladies and gentlemen, I intend to rest . Thank you.</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA16 IA18 VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13
	2. to support an object or part of your body by putting it on or against something	She rested her head on his shoulder as his arm again curled around her slim waist.	B3J 1394 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to depend upon something	The post office's financial viability rests on its investment product, the good old post office savings book.	A3S 360 (W:newsp:brdshnt_nat:commerce)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
restore (VB)	1. to make something return to its former state or condition	They decided that a low profile was the best way to redeem the situation and restore order.	ANK 1656 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to bring back a positive feeling that a person or a group of people felt before	In addition to the Cabinet changes and the amnesty, Roh also announced several reform measures in a bid to restore public confidence in his government.	HL7 232 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
restore (VB)	3. to give back to someone something that was lost or taken from them	<DJY>Yeah. First of all, I want to say that I've ... I've been convicted of 3 different felonies in my life. It was 45 years ago and all my rights have been restored .</DJY>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE9 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
restrain (VB)	1. to stop someone from doing something, often by using physical force	Helmut had made no effort to restrain me from leaving him.	FAT 211 (W:fict:prose)	NEUTRAL	IA1 IA3 IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA20 IA23	(INTER)ACTION 15/31
	2. to control your own emotions or behaviour	When he came in to put some logs on the sitting-room fire he could not restrain a sob, kneeling there with his back to the coffee-table.	HTJ 64 (W:fict:prose)	NEUTRAL	ME2 ME5 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to control or limit something that is increasing too much	But he believed that David Lloyd George (later first Earl Lloyd-George of Dwyfor), as chancellor of the Exchequer, should restrain spending and not encourage it.	GTF 1208 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
restraint (NN)	1. calm sensible controlled behaviour, especially in a situation when it is difficult to stay calm	Its decision is therefore almost always to show restraint and to leave the scene as quietly as possible.	BLX 1727 (W:non_ac:nat_science)	NEUTRAL	ME2 ME5 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
restrict (VB)	1. to limit or control the size, amount, or range of something	They are also assigned or denied privileges to limit the types of access open to them — this can restrict access to particular directories or prevent users deleting files.	HAC 4441 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to limit someone's actions or movements	Susan wore a high-shouldered gold tube of a dress with a tall collar which restricted the movement of her neck.	AOR 1515 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
result (VB)	1. to be caused by something, e.g. We are still dealing with problems which result from errors made in the past	<PAS>Did it result in a conviction?</PAS>	A-VD-090393-03.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA17 IA18 IA23 RE2 RE6 RE7 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) INTENSIVE 7/21
resume (VB)	1. to start doing something again after stopping or being interrupted	THREE midwives suspended after a two-day-old baby died in hospital at Keighley, Yorks, will resume work on Monday after appearing before an inquiry yesterday.	CH2 2674 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
	2. to go back to a place or position where you were before	If your opponent interrupts you, resume your seat while he is speaking.	FRA 1046 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
retain (VB)	1. to keep something or continue to have something	Here, in my judgment, the property had passed on the fall of the hammer, but still the (seller) had a right to retain possession of the goods until payment was made.	HH7 552 (W:commerce)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to remember information	Each planner obtains and retains information in his own way.	B15 439 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to pay someone such as a lawyer to work for you now and in the future	The University wishes to continue to recruit and retain staff of the highest quality.	J2D 206 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
retire (VB)	1. to stop working, usually because you have reached a certain age	<OBY>First off, let me correct you, I'm not an officer anymore, I retired . So I'm strictly a civilian right now. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
retire (VB)	2. to go away to a quiet place	<JU1>[...] That's the procedure in all cases. After that, you then will retire . You will take the instructions that I have prepared along with the verdict forms and all exhibits that have been introduced into evidence and you retire to deliberate and reach a verdict. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to stop competing in a game or race because you are losing or injured	Ian led the pack in fine style, well supported by second rower Warren Aspinall until he retired with a damaged shoulder.	K97 16977 (W:newsp:other:report)	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	4. to go to bed	<WDM>She said that to her husband that evening as they were retiring . He didn't like it very well, she liked it.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	5. to move back from a battle after being defeated	In France they were strongly fortified till after 1453, when the Hundred Years' War ended and the English retired from the soil of France.	HR1 1402 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
retirement (NN)	1. when you stop working, usually because of your age	Only a minority of people move in retirement — most stay where they have always lived.	A10 338 (W:non_ac:soc_science)	NEUTRAL	IA1 IA2 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 7/31
retired (ADJ)	1. having stopped working, usually because of your age	<WBR>I am retired .</WBR> <DAN>And from what profession?</DAN>	A-MT-110393-12.txt	NEUTRAL	IA1 IA2 IA8 IA15 IA16 IA18 IA31 RE1 RE4 RE7 RE9 RE11 RE15 RE16	NOMINALISATION (ADJ) (INTER)ACTION 7/31 RELATIONAL (ATTRIB) INTENSIVE 7/21
retiring (ADJ)	1. someone who is going to leave their job	England's retiring manager Micky Stewart promised to investigate the latest row at Uxbridge last Sunday but that is unlikely to affect the £15,000 winter contract already offered to the country's top players.	CH7 4726 (W:newsp:tabloid)	NEUTRAL	IA1 IA2 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
retrieve (VB)	1. to find something and bring it back	<DAN>[...] They go to the Olive Garden in Dallas, Texas and we've retrieved a credit card, I call them cheat sheets, from the Olive Garden [...]</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to get back information that has been stored in the memory of something, e.g. a computer	Hypermedia is software that retrieves information from a variety of different sources, stored on different media, and presents all this information as a single coherent database.	BP2 823 (W:ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to make a situation satisfactory again after there has been a serious mistake or problem	But in the winter of 1944 Hitler made one last desperate effort to retrieve the situation.	EWG 713 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
retrieval (NN)	1. the process of getting something back (e.g. information stored on a computer system)	Rather than destroying the original trace, it is argued, the effect of the ECS is to make retrieval more difficult.	APH 726 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
return (VB)	1. to go or come back to a place where you were before	<JU1>[...] I'd ask that you hold your conversation down. 15 after 3 by the clock on the wall, return . The court's in recess.</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to give or send something back	<DJU>[...] I made dinner and I guess I went to return some videos, went to Kinko's and made some copies.</DJU>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to start to exist or happen again, e.g. the pain in my back has returned	The tearing pain returned and the doctor prescribed large doses of morphia which he had kept for this time.	G16 2329 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
return (VB)	4. to do something to someone because they have done the same thing to you	It would seem only fair that he should return the favour later.	ARR 379 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
	5. to answer someone	'Tom knew her as well as most, I dare say,' he returned ambiguously.	CEB 2954 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE7 VE12	VERBAL MAJOR 5/13
	6. to hit the ball back to a teammate or opponent	Shearer returned the ball into the six-yard box for Paatelainen to blast home.	K2D 3729 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
	7. to make a profit	Burberrys' UK stores have been affected by declining numbers of tourists during the recession though parent company Great Universal Stores, which also owns upmarket woollen goods chain Scotch House, returned increased profits overall in 1991.	BNH 250 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	8. to announce a verdict	The jury today returned a verdict of unlawful killing.	K1X 618 (W:news_script)	NEUTRAL	VE1 VE2 VE3 VE4 VE7 VE9 VE13	VERBAL MINOR 7/13
return (NN)	1. the act of returning from somewhere, or your arrival back in a place	Remember, however, that on your return to the UK you will not have immediate use of your car.	A85 292 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
	2. the act of giving, putting, or sending something back	Then, for a quarter of a century, I displayed notices there myself: announcing seminars or little trips to galleries, requesting the return of books and so on.	A0F 4 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
reurge (VB)	1. to strongly suggest again that someone does something	<DAN>[...] Judge, at this time, I'm going to reurge my motion in limine on the period of time that she observed the defendant in court. [...]</DAN>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reveal (VB)	1. to make known something that was previously secret or unknown	<WJD>The timecards will <u>reveal</u> that. I ... certainly after June.</WJD>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA25 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 7/31 MENTAL COGNITIVE MAJOR 9/17 VERBAL MAJOR 10/13
	2. to show something that was previously hidden	Then there were the sweeping layers of thin gauzy curtains that swished elegantly back to <u>reveal</u> the screen.	A6C 1171 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA18 IA25 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL PERCEPTIVE MAJOR 9/17
revealing (ADJ)	1. to describe a remark or event that shows you something interesting or surprising about a situation or someone's character	Gray is sidelined with a groin injury, but the Spurs midfielder player is still ideally placed to give a <u>revealing</u> insight into the character of one of the country's most controversial sportsmen.	CBG 9158 (W:newsp:other:sports)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 7/13
reverse (VB)	1. to change something, such as a decision, judgment, or process so that it is the opposite of what it was before	William Dunlop appealed to the Inner House of the Court of Session which <u>reversed</u> the decision in his favour.	BM6 1197 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to go backwards	He says he went to park his car, saw someone, <u>reversed</u> the car — next thing, someone's firing shots at him.	K1P 2878 (W:news_script)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to change around the usual order of the parts of something	The experimenter and the subject <u>reversed</u> roles and the experiment was repeated.	HSC 844 (W:essay:univ)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
reverse (VB)	4. to turn something over or around, in order to show the back of it	When climbing on rough rock I reverse the jacket to protect the Pertex layer from tearing; although I've been surprised just how robust the garment is, given a total weight of just 600g.	CG2 1096 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
reversal (NN)	1. a change to an opposite arrangement, process, or way of doing something	It was self-consciously a reversal of the Versailles policy, after the first world war, of exacting war reparations from the defeated.	A9U 147 (W:newsp:brdsht_nat:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
revert (VB)	1. to change back to a situation that existed in the past	<OCC>[...] You cannot pick up one end and put it down. It will actually revert to the actual shape that it was originally in.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA5 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	2. to return to an earlier subject of conversation	To revert to Father ... he loved music, but not practising the piano.	EVH 27 (W:biography)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
review (VB)	1. to examine, consider, and judge a situation or process carefully in order to see if changes are necessary, e.g. the judge will review her case	We will review your situation and explain if and how we can be helpful to you in achieving your particular goals.	CJU 7 (W:advert)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to write a short article describing and judging a new book, play, film	Those that did criticize or review the film, while being in total agreement with the mainstream that it was a 'good film', were unable to find any particularly political reasons for such valuations.	ARD 587 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
	3. to look again at something you have studied, such as notes	<PAS>May I just have a minute to review my notes real quick?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
review (NN)	1. a careful examination of a situation or process	<PAS>[...] She will also tell you that she maintained this evidence, prepared samples and packaged it, mailed it to a lab called GeneScreen for review and analysis by <<RDGI>> and the people that work for him. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17
reward (VB)	1. to give something to someone because they have done something good or helpful or have worked for it	The sailors rewarded Taff for his efforts with several packets of cigarettes.	A61 557 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
rib (VB)	1. to make jokes and tease someone so that you embarrass them, but in a friendly way	Afterwards in the bar, Bender takes great delight in ribbing him over it.	CD6 1724 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
ribbing (NN)	1. friendly jokes and laughter about someone	They are likely to get plenty of ribbing at school and need to feel accepted and approved at home.	BLW 1158 (W:religion)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
ride (VB)	1. to sit on something and make it move along	Nine-year-old Pippa Simmons likes dancing and would like to ride a horse.	G23 967 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to travel by something on wheels, e.g. ride the bus	<PAS>Did you all ride in one car over there?</PAS> <A32>I believe so.</A32>	FYV 431 (W:fict:prose)A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to treat someone in an oppressive way	That must be the thing that was plaguing him, riding him so hard.	HA6 2589 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
riding (NN)	1. the sport or activity of riding horses	Try a bit of horse riding , or even a ride in a horse drawn trap.	AMD 2054 (W:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rise (VB)	1. to increase in number, amount, or value, e.g. Temperatures rarely rise above freezing	It is not reasonable to hold them too long while doves flutter between Moscow and Baghdad, while sandstorms gather and temperatures <u>rise</u> .	ABE 277 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to go upwards, e.g. She watched the bubbles rise to the surface	Pumping air into these causes water to be sucked through with the bubbles as they <u>rise</u> to the surface.	C97 39 (W:pop_lore)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	3. to stand up	He put the watch back in his waistcoat pocket and <u>rose</u> to his feet.	B1X 2278 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	4. to get out of bed in the morning	On Sunday we <u>rose</u> early and after a good breakfast were eager to get out on the hills.	A65 1057 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	5. react to something, e.g. rise to a situation	But <u>rise</u> to the bait and you'll get sucked into a drama that will prove totally unnecessary.	G36 2197 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	6. rise to: to become	<DAZ>[...] If you're not ... if 3 signatures don't <u>rise</u> to evidence, 3 hairs shouldn't either under the State's criteria. [...]<DAZ>	A-MT-120393-16.txt	NEUTRAL	RE2 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
rise (NN)	1. an increase in number, amount, or value	The biggest influence on this behaviour has probably been the large increase in wealth, which in turn boils down to the sharp <u>rise</u> in house prices.	AAA 130 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE1 RE6 RE7 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. the achievement of importance, success or power	Alarmed by Hitler's <u>rise</u> to power, Stalin was actively pursuing an alliance with the Western democracies.	CE7 1195 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA15 IA16 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
	3. give rise to: to be the reason why something happens, especially something bad or unpleasant	<DAN>[...] Circumstantial evidence is the proof of facts or circumstances which give <u>rise</u> to a reasonable inference of other connected facts that tend to show the guilt or innocence of a defendant. [...]<DAN>	A-MT-120393-16.txt	NEUTRAL	RE2 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
risk (VB)	1. to put something in a situation in which it could be lost, destroyed, or harmed	A father risked his life to save his twin babies from a fire which had engulfed the childrens' bedroom.	K1E 387 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
rob (VB)	1. to steal money or property from a person, bank etc	<PAS>[...] Count 2: <<NDFT>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court, did commit the crime of attempted robbery by force, a felony, by unlawfully, feloniously and wrongfully attempting to rob one <<NPJC>>, by wrongfully attempting to take and carry away certain money belonging to and in the possession of <<NPJC>> and in her immediate presence [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA25	(INTER)ACTION 10/31
robbery (NN)	1. the crime of stealing money or things from a bank, shop etc, especially using violence	<JU1>[...] We, the jury, drawn, impaneled and sworn in the above entitled cause do upon our oath find the defendant <<NDFT>> guilty of attempted robbery by force as charged in the information herein. [...]</JU1>	A-MT-120393-17.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA25 IA31	NOMINALISATION (INTER)ACTION 7/31
roll (VB)	1. to move along a surface by turning over and over or make something do that	<DAN>[...] See, they started the ball rolling down the hill and only you can stop it. Because right now, it's running away. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	2. to make something into the shape of a tube or ball	Using a rolling pin with more flour dusted on to it, roll the dough out until it is approximately 5–8mm thick and you can place the template on top and see dough all around its edges.	G23 646 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to fold something upwards so that it becomes shorter, e.g. sleeves of a shirt	<DKU>[...] With first penetration, the thin membrane is broken. Hers was torn and rolled up. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to start happening or make something start	<PAS>Unfortunately, I'm a afraid the wheels of justice roll very slowly sometimes. Just because the wheels of justice roll slowly doesn't mean the crime's any less important, does it?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
roll (NN)	1. the action of throwing dice as part of a game	Despite a bright start, Liverpool were eventually shown up as a brittle, spiritless outfit whose heads dropped when the roll of the dice went against them.	CBG 12765 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the action of turning your body over one or more times while lying down	For her, their lovemaking might have been an almost mystical fusing of bodies and identities, yet for him it had been no more than a roll in the hay.	JY9 1437 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
rotation (NN)	1. the circular movement of something around a central point	So in 1967, the rotation of the earth was abandoned as the basic source of timekeeping.	A57 441 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA4 IA5 IA8 IA9 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 8/31
row (VB)	1. to make a boat move across water using oars	If we had a boat we could row across to the island of a picture	KCD 372 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to argue in an angry way	We'd rowed about it endlessly, but I was quite determined.	JYB 1485 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE13	VERBAL MINOR 6/13
rub (VB)	1. to move your hand, or something such as a cloth, backwards and forwards over a surface while pressing firmly	<PAS>How did he rub your vagina?</PAS> <PJC>Just with his hands.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make something press against something else and move it around	She watched her bare toe rub against the whitened concrete of the balcony.	AOL 3453 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
rule (VB)	1. to control a country and the people who live there	But some people did worry, notably those who argued that Britain, having ruled Hong Kong as a benign dictatorship for more than 140 years, should institute a fully democratic government before 1997.	A1V 330 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. If a feeling or desire rules someone, it has a powerful and controlling influence on their actions	Yes, of course, it is flattering but I couldn't let it rule my life and I won't.	CH1 2085 (W:newsp:tabloid)	NEUTRAL	IA5 IA6 IA8 IA10 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
rule (VB)	3. to make an official decision about something, especially a legal problem	<DGI>No, sir, I could not. Anytime we get a typing between the female and the male fraction which is the same typing, the result is ruled as inconclusive. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL DESIDERATIVE MAJOR 8/17
	4. rule out: to dismiss from consideration	<PAS>So you didn't rule out either one of those things?</PAS> <DKU>Right.</DKU>	A-MT-090393-02.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 9/17
ruling (NN)	1. an official decision, especially one made by a court	<JU1>Let me see you all up here for a second. My ruling does not preclude you from saying where he was arrested.</JU1>	A-MT-090393-03.txt	NEUTRAL	ME4 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL DESIDERATIVE MAJOR 6/17
ruling (ADJ)	1. the group that controls (e.g. a country)	In July he saw his party make history when it won the first governorship conceded by the ruling party in 60 years.	A1W 56 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
rummage (VB)	1. to search for something by moving things around in a careless or hurried way	She grabbed her purse from the desk and rummaged around inside.	FAP 358 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
rummage (NN)	1. a careless or hurried search for something	And do be careful if you decide to open up the box yourself to have a rummage around.	HAC 8274 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 8/31
run (VB)	1. to move very quickly, by moving your legs more quickly than when you walk	<DCO>The back door was open, there was ... there were a number of police cars and an ambulance was there. I ran in the back door, excuse me.</DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to organize or be in charge of an activity, business, organization	<OAM>The purpose of the control is to show that the particular materials that I'm dealing with do not give any type of reaction to any of the tests that I run .</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to operate in working order	Every 30 days, if you can't fly the aircraft for 30 minutes, run the engine until the oil temperature gets to the bottom of the green arc.	ECX 1424 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
run (VB)	4. to publish something in a newspaper or in the press	The Newsletter <u>ran</u> the story under the headline: BATONS IN CITY STREET BATTLE: EIGHT ARRESTED AFTER CLASHES PAISLEY MARCH MEETS MOB VIOLENCE GOVERNOR FACES STORM OF ABUSE	AD2 278 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	5. to take someone somewhere in your car	'I wonder if he'd <u>run</u> me to the shop,' said Betty.	G0X 1285 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. to try to be elected in an election	However, he will not <u>run</u> for office if he thinks he could lose.	ABJ 1169 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	7. to move something lightly along a surface	She wanted to stroke him, to <u>run</u> her fingers over that smooth bronze skin, to ...	JY2 3440 (W:fict:prose)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	8. to flow in a particular direction or place	<ORH>This is a view through the kitchen, south side of the kitchen, that would show the doorway and the overall area where it apparently <u>run</u> .</ORH>	A-MT-090393-02.txt	NEUTRAL	IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	9. to last a certain amount of time, e.g. the play ran for two years	It was all the greatest nonsense but the scare <u>ran</u> for a couple of days.	ABU 1108 (W:biography)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	10. to happen in a particular way or at a particular time	To their credit, the 1990 ARC start and preliminary shindigs <u>once again ran</u> smoothly and efficiently.	G37 1253 (W:pop_lore)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	11. to spread colour from one piece of clothing to another	Spinnaker nylon is difficult to paint without having smudges where the colour <u>runs</u> through to the under surface.	CA1 215 (W:misc)	NEUTRAL	IA4 IA9 IA12 IA15 IA18	(INTER)ACTION 5/31
	12. to start to experience a difficult or unpleasant situation or a problem	<ORH>[...] And I <u>run into</u> a typical problem that you have in trying to lift there that I applied my tape and the rough surface wouldn't let you take it off.</ORH>	A-MT-090393-02.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
run (VB)	13. to run something down: to gradually become less	<ODS>I believe the final count was 52.</ODS> <PAS>Did you <u>run</u> them down?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	14. run into someone: to meet someone by chance	<DAN>Did you happen to <u>run</u> into anybody at the clubhouse that you knew?</DAN> <JU1>[...] So it is important that I have a few more than I actually need, because if I <u>run</u> out, then I have to go round up jurors and go through the whole process again which is very time consuming. [...]</JU1>	A-MT-110393-09.txt	NEUTRAL	IA3 IA8 IA11 IA12 IA13 IA15 IA28	(INTER)ACTION 7/31
	15. run out: to use all of something and not have any more left	<PAS><<MWJD>>, isn't it true that you and your wife had to close all your charge accounts because <<FDFT>> went around and signed your name and <u>ran</u> up the bills?</PAS>	A-VD-090393-04.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	16. run up a bill: to use so much of something, or borrow so much money, that you owe a lot of money	<DAN>[...] They go out to the skeet club where they're <u>running</u> late. They go up to the field and <<FDFT>> carried his dad's gun out to the field. [...]</DAN>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	17. run late: to arrive, go somewhere, or do something late, early, or at the right time	You'll have to check the grass before you go <u>running</u> around out there.	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
running (NN)	1. the activity or sport of running	Nurse Kay Hopps will have responsibility for the <u>running</u> of the office.	KBH 4225 (S:conv)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
	2. the process of managing or organizing a business, home, organization etc	<PAS>You say that he <u>rushed</u> in the door. Did he rush in the door at you?</PAS>	A00 149 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
rush (VB)	1. to do something very quickly	Do not <u>rush</u> into a decision.	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to decide something too quickly, especially so that you do not have time to do it carefully or well		BNA 1737 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
say (VB)	1. to express an idea, feeling, thought using spoken words	<DAN>As to facial hair, did she <u>say</u> whether he had a mustache?</DAN>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to give information in the form of written words, numbers, or pictures - used about signs, clocks, letters, messages	<DAZ>Okay. And your report says 1 animal hair?</DAZ> <OCC>It should <u>say</u> 1 animal hair, yes [...].</OCC>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to pronounce a word or sound	How do you <u>say</u> that number?	JJS 318 (S:classroom)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	4. to suggest or suppose that something might happen or be true	<DCO>My office is not too far from my home, I'd <u>say</u> probably 15 blocks.</DCO>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	MENTAL COGNITIVE MAJOR 6/17 VERBAL MAJOR 10/13
say (NN)	1. have a say: the right to take part in deciding something	Mr Jobson said that if any supporters would have a <u>say</u> in his future, it would be the club's shareholders.	AHU 432 (W:newsp:brdsht_nat:misc)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
sample (VB)	1. to try something, i.e. food in order to see what it is like	They ought to get to know each other, see a little of the place they are in, have time to shop for family souvenirs and <u>sample</u> the local food and culture.	ADK 601 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sample (VB)	2. to choose some people from a larger group in order to ask them questions or get information from them	The universe sampled was adults aged 18 or over living in Great Britain (i.e. excluding Northern Ireland) at the time of the survey.	B16 1754 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	3. to use a (small) part of something to test out what it is like	<DAZ>Do you know if the entire couch was sampled ?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
sanction (VB)	1. to officially accept, approve or allow something, e.g. The church refused to sanction the king's second marriage	The ACCA refuses to sanction the event at any other location, and Sydney, despite claiming rights to stage the race for the next four years, has yet to build a Grand Prix circuit.	A33 221 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
	2. to declare a country guilty of something and impose a punishment	Given the evidence that punishment which immediately precedes a forbidden act (rarely possible for busy parents) maximizes resistance to temptation and minimizes guilt, you might try not only to sanction misbehaviour promptly but (where possible) forestall your child's action just as it gets under way.	B10 813 (W:non_ac:soc_science)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
satisfy (VB)	1. to make someone feel pleased by doing what they want or need	I tried very hard to get it right and satisfy her.	K3J 201 (W:newsp:other:social)	POSITIVE	ME2 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
	2. to make someone feel sure that something is right or true	<DAN>You know, then, that when you come back downstairs that there is ... you have satisfied yourselves in a way that nobody is hiding in the house, correct?</DAN>	A-MT-090393-01.txt	POSITIVE	ME1 ME7 ME8 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to be good enough	For the MA in Architecture and the BCom the decision is made at the end of the third year, by which time the student should have satisfied the requirements for the general degree.	HTE 2294 (W:misc)	POSITIVE	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
satisfaction (NN)	1. a feeling of happiness or pleasure because you have achieved something or got what you wanted	<DAN>[...] All of the facts and circumstances taken together must establish to your satisfaction the guilt of the defendant beyond a reasonable doubt. [...]</DAN>	A-MT-120393-16.txt	POSITIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
satisfied (ADJ)	1. pleased because something has happened in the way that you want, or because you have got what you want	<PAS>Were you satisfied or dissatisfied with the law enforcement?</PAS>	A-VD-080393-01.txt	POSITIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
	2. feeling sure that something is right or true	Other directors are understood to be satisfied that he was not implicated in the fraud and had no knowledge of it.	A55 167 (W:newsp:brdsht_nat:commerce)	POSITIVE	ME1 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 7/17
satisfying (ADJ)	1. making you feel pleased and happy, especially because you have got what you wanted	If I could take up my pen again and find some hard, satisfying work it would be the better for me.	ADS 173 (W:fict:prose)	POSITIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
save (VB)	1. to make someone or something safe from danger, harm, or destruction	Ever since Victor had saved his life on the deadly ravine-wire crossing they had become firm friends.	CEC 752 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to keep something somewhere to use it later	<PAS>Okay. You didn't count it as a business expense. Did you save the receipt that you got from the restaurant?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to use less of something, e.g. money, time, energy	He and Helen were planning to save money for their future life together.	ABL 1061 (W:biography)	NEUTRAL	IA1 IA2 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
save (VB)	4. to help someone by making it unnecessary for them to do something that they do not want to do	<JU1>Ladies and gentlemen, there's a stipulation. A stipulation is something that the parties agree to that is not in dispute. So that saves you having to decide whether it is true or not and also expedites the matters sometime. [...]</JU1>	A-MT-110393-13.txt	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 11/31
	5. to stop the other team from scoring in a football game	Even when he had clear sight of goal, England's number two goalkeeper saved with his legs from his 44th minute close-range cracker.	K5J 4693 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
scale (VB)	1. to climb to the top of something that is high and difficult to climb	What they do then is scale a cliff, clambering from one ledge to another until they're perched on one so high and narrow that the leopard can't follow.	BNU 1977 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to make writing or a picture the right size for a particular purpose	In theory, you can scale the bar code up as large as you like, or make it as small as necessary.	C91 1974 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
scare (NN)	1. to make someone feel frightened	That shouldn't have scared her.	CHO 179 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
scared (ADJ)	1. frightened of something, or nervous about something	<PAS>What happened next? Strike that. When he put his penis up in your vagina like that, how did that make you feel?</PAS> <PJC>I felt disgusting, dirty and scared .</PJC>	A-MT-100393-06.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
schedule (VB)	1. to plan that something will happen at a particular time	<DAN>[...] You're going to learn that <<FDFT>>'s dad is 74 years old and this is May the 31st, the same day of this horrible crime that happened here in Tulsa. And he's scheduled to shoot at 9 o'clock. [...]</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
school (VB)	1. to train or teach someone to have a certain skill, type of behaviour, or way of thinking	<PAS>And did you ... have you been educated and schooled in the proper way to lift latents?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to educate a child	Born in 1930 in Southport, he was schooled in his home town before studying chemistry at Liverpool University.	A1W 139 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
scoot (VB)	1. to move quickly and suddenly	'I'd better scoot then,' she said.	AN7 328 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA18	(INTER)ACTION 7/31
	2. to make someone or something move a short distance by pulling or pushing	<PAS>I'm going to scoot that microphone just a little bit closer to you.</PAS> <DKU>Okay.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
scrape (VB)	1. to remove something from a surface using the edge of a knife, a stick etc	She scraped the mud away and revealed a piece of scrimshaw.	AN7 1421 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to rub against a rough surface in a way that causes slight damage or injury, or to make something do this	<DKU>[...] And she thought she might have scraped her back when he was putting her down in the basement.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
scream (VB)	1. to make a loud high noise with your voice because you are hurt, frightened, excited etc	<PAS>Were you screaming and yelling and jumping around?</PAS> <PJC>No.</PJC>	A-MT-100393-06.txt	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 8/13
seal (VB)	1. to close an entrance or a container with something that stops air, water from coming in or out of it	<DKU>[...] So as soon as I would do a swab or something, she would put it in the packet and seal it.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
seal (VB)	2. to guarantee, e.g. seal someone's fate	But it was exasperated Tory backbenchers who sealed his fate.	CH2 8446 (W:newsp:tabloid)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
	3. to make something definite, e.g. seal a deal	Manager Trevor Francis sealed the deal before leaving for a family holiday in Florida.	KC 1159 (W:newsp:other:social)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
search (VB)	1. to try to find someone or something by looking very carefully	<OCC>[...] And then using rubber gloves and magnification of about 2 to 3 times, I search through the vacuuming and sort out the hairs and fibers and the various types of debris and put those in small Petri dishes and seal them tightly, so that they can't be contaminated in anyway [sic].</OCC>	A-MT-100393-04.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	2. to use a computer to find information	Indeed, one planning department achieves its objective of supplying business information to the rest of the company almost entirely by searching online.	B15 277 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL PERCEPTIVE MINOR 8/17
search (NN)	1. an attempt to find someone or something	<OBW>I brought her upstairs and <<ROBI>> had finished conducting a search of the upper floors and we were unable to locate a suspect in the house anywhere. [...]</OBW>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
seat (VB)	1. to have enough seats for a certain number of people	Comments: Large hall seats up to 250, with large stage.	HPL 615 (W:admin)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to sit down somewhere	She seated herself by the fireplace, and motioned the two men to sit.	ANL 3423 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
seat (VB)	3. to arrange for someone to sit somewhere	<WJD>As I recall, we were ... from the front door of the Olive Garden, we went to the right and then to the left and were seated at a round, corner table.	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
secrete (VB)	1. to produce a liquid substance	<DAZ>[...] And what this means, according to their witness, is that some individuals in the products from their body, those secretions, secrete blood group antigens. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA7 IA9 IA10 IA12 IA13 IA15 IA17 IA23 IA29	(INTER)ACTION 9/31
secretion (NN)	1. the process of producing a substance	<DAZ>[...] And what this means, according to their witness, is that some individuals in the products from their body, those secretions , secrete blood group antigens. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA7 IA9 IA15 IA17 IA23 IA29 IA31	NOMINALISATION (INTER)ACTION 7/31
section (VB)	1. to officially force someone with a mental illness to go to a psychiatric hospital	Where relationship problems were primary no women were sectioned , whether or not a mental health problem was present.	ALP 1020 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to separate something into parts	That invariably meant sectioning the warren off and working it a piece at a time.	BNY 1143 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to cut a very thin flat piece from skin, a plant so that you can look at it under a microscope		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to cut a part of the body in a medical operation	For example, it is common veterinary practice to section the nerves to the hoof of a limping horse.	B04 1633 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
secure (VB)	1. to get or achieve something that will be permanent	John secured his place at the world finals in New York in August by beating 33 other Scottish Scrabble fanatics at an elimination contest in Edinburgh.	K5M 1355 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
secure (VB)	2. to make something safe from being attacked, harmed, or lost	<DAN>You secure the house, correct?</DAN> <OBI>Yes, sir.</OBI>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to fasten or tie something firmly in a particular position	I lifted the tail-board, secured the locks, opened the vertical zip of the lads' tent, and poked the goodies and keys inside.	AT3 1068 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
see (VB)	1. to notice or examine someone or something, using your eyes	<PAS>Can I see that, please? What's the name of the suspect that she identified in this case?</PAS>	A-MT-090393-03.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	2. to use your eyes to look at things and know what they are	<PAS>[...] She even has a blowup to show you so you can see a blowup of a hair and how detailed what she does is. And she'll tell you about her findings and conclusions. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
	3. to find out information or a fact	<JU1>Well overruled, let's see if he can answer it first.</JU1>	A-MT-090393-03.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to understand or realize something	<OGK>[...] I was with her and I could see how ... you know, like I said I asked for the suspect description several times to make sure that I got the right one and she was always consistent with what she told me even, even 4, 5, 6 hours into it after we'd been to hospital. </OGK>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	5. to watch a television programme or a film or play	Has anybody seen that television program? <<UDJO>>, where were you last Tuesday?</DAN>	A-VD-080393-02.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
	6. to think or consider someone or something in a particular way	<OCC>Possibly, I might give you a good idea, let's see , depending on what I saw in it. No I don't have any ... I did not report that; on 6, soil, botanical, insect parts.</OCC>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
see (VB)	7. to visit or meet someone	<PAS>Isn't it true you've been to Tulsa to <u>see</u> him in person?</PAS>	A-MT-110393-13.txt	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA28 ME3 ME6 ME8 ME9 ME12 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 7/17
	8. to spend time together	<DLT>[...] They're not but, you know, they're not what you would call like one of our closest friends, because we just <u>see</u> each other at our mutual interest in our ... at the skeet tournaments.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA28	(INTER)ACTION 9/31
	9. to make sure that something happens	I will <u>see</u> to it that you are not left with Mrs Ross on your hands.	AC7 137 (W:fict.prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23 ME1 ME6 ME8 ME10 ME11 ME13 ME16	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MAJOR 7/17
	10. to experience something	<PAS>[...] And in the history of me being in the prosecutor's office, I've never <u>seen</u> such perfect alibi witnesses. Think about what they said. [...</PAS>	A-MT-120393-16.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
seek (VB)	1. to try to achieve or get something	Prior to this incident, in April 1990 three Sri Lankan Tamils attempted to <u>seek</u> asylum in the UK.	A03 935 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to look for someone or something	<WVL>[...] And you know, it's one that is well <u>sought</u> after. They select you as a shooter and you don't select them. [...</WVL>	A-MT-110393-11.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
seek (VB)	3. to move naturally towards something or into a particular position	Even dirt has its patterns and <u>seeks</u> its forms ...	HOM 2322 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 7/31
seem (VB)	1. to appear to exist or be true	<PAS>Did she <u>seem</u> to understand what you were saying to her?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL PERCEPTIVE MAJOR 7/17
seize (VB)	1. to take hold of something suddenly and violently	Vivien went up to him and said "Oh, Tom" ; he <u>seized</u> her hand and said "How do you do" in a loud voice.	EFX 8 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to take control of a place suddenly and quickly	Simultaneously, Turkish forces <u>seized</u> the port of Batum, but were subsequently expelled by Red Army detachments.	ANT 1526 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to take legal possession of something such as drugs	But when two officers showed up, they said they had officially <u>seized</u> the package, and wished to search his flat.	CGC 2012 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	4. to suddenly catch someone and make sure they cannot get away	<PAS>Did commit the crime of kidnapping, a felony, by unlawfully, willfully, feloniously and without lawful authority, forcibly <u>seize</u> , kidnap and confine one <<NPJC>> from a place in Tulsa County, Oklahoma, to-wit: 2187 South Owasso Avenue, with the unlawful and felonious intent then and there on the part of said defendant to cause the said <<NPJC>> to be secretly confined and imprisoned in this State against her will. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
seizure (NN)	1. the act of suddenly taking control of something, especially by force	Following Fidel Castro's seizure of power, Kennedy failed to keep a gung-ho CIA in check, which proceeded with its ill-conceived invasion plans of Cuba.	AAB 81 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA15 IA18 IA26 IA31	NOMINALISATION (INTER)ACTION 6/31
select (VB)	1. to choose something or someone by thinking carefully about which is the best, most suitable	<DAN>[...] There's already been a testimony that the little girl took the officers throughout the house, showed there where to select it. This officer testified that she took down her story and took her to the hospital. [...]</DAN>	A-MT-090393-01.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
selection (NN)	1. the careful choice of a particular person or thing from a group of similar people or things	<PAS>Thank you for your time and your attention thus far in this case. Voir dire took a long time. It's an important part of the jury selection . Hopefully the rest of the trial will move a long a little bit more quickly. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME4 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 6/17
sell (VB)	1. to give something to someone in exchange for money	<DLT>[...] He's a builder, he was selling a house, so he sent instead in his place <<NA34>> who shot the first 3 guns. So actually <<NA34>> shot the 410 and the 28 that morning of Friday.</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to offer something for people to buy	<DJV>I'm <<NDJV>>. I live on the southside of Tulsa. I work as an administrative assistant to KRMG and K95 radio. My husband sells steel grading and what else?</DJV>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to try to make someone accept a new idea or plan	While the price is a strong ace on the Paseo pack, most people will already be sold on its looks.	A6X 744 (W:pop_lore)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	4. to make someone, yourself or something impressive to other people	Try to be relaxed, confident, pleasantly enthusiastic, and sell yourself without bragging.	BNA 1253 (W:misc)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
send (VB)	1. to arrange for something to go or be taken to another place, especially by post	<PAS>Now after you or while you were maintaining them in your protected custody, did you have an occasion to package those and send them somewhere else?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
send (VB)	2. to make a message, electronic signal etc go somewhere, using radio equipment, computers	So I can for instance use erm Paradox or use Dbase as a front end to access and <u>send</u> email or E D I messages.	HEP 148 (S:speech:unscripted)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA22 IA23 IA27 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 12/31 VERBAL MINOR 9/13
	3. to ask or tell someone to go somewhere, especially so that they can do something for you there	<PAS>Why did they <u>send</u> for you?</PAS> <OGK>Because they needed someone to take a report.</OGK>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 9/13
	4. to make someone or something start to be in a particular state, e.g. his lectures send me to sleep	Unfortunately, nothing <u>sent</u> her to sleep like the human voice, and, struggle as she might, she kept dropping off, then waking with a start.	ABW 526 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME14 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
sense (VB)	1. to feel that something exists or is true, without being told or having proof	Slim may be a factor for this, but the main reason is that George <u>senses</u> danger in Lennie's attraction to Curley's wife.	HPG 1409 (W:essay:school)	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MINOR 7/17
	2. to become aware of or realise something	The rest of my colleagues also <u>sensed</u> my unhappiness.	A0F 526 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sense (NN)	1. the ability to understand or judge something	<DGI>[...] PCR, let me go ahead and state that that particular type of test has a lot of information. It gives you a very good sense of when you're able to make a pattern that matches a pattern from a blood specimen on a suspect, for example, that you have a lot of confidence in that because we're looking at many different genetic points from each individual being tested. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 8/17
sentence (VB)	1. to give someone a criminal punishment in a court of law	<JU1>[...] Your right to appeal will start from the day that you are sentenced and you'll be ordered held without bond at until that time. [...]</JU1>	A-MT-120393-17.txt	NEGATIVE	VE1 VE3 VE4 VE5 VE7 VE10 VE11 VE13	VERBAL MINOR 8/13
sentencing (NN)	1. the process of punishing someone who is guilty of a crime	<JU1>All right. Well then why don't we just leave it March 22nd, then. <<MDFT>>, your sentencing will be March the 22nd at 3 o'clock in this courtroom. [...]</JU1>	A-MT-120393-17.txt	NEGATIVE	VE1 VE7 VE10 VE11 VE13 VE14	NOMINALISATION VERBAL MINOR 6/13
separate (VB)	1. to be between two things so that they are not touching each other, e.g. the river separates the two sides of the city	In the normal course of building and landscaping, the division between two adjoining cottages is marked by the internal wall which separates the two dwellings.	A2C 133 (W:newsp:brdsht_nat:social)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	2. to divide or split into different parts	<DGI>[...] The thing we would do is try to separate the material in that stain into 2 different pots or 2 different portions. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to start to live apart after ending a relationship	But they separated a year ago, and today Jamie Blanford stayed in London.	K1G 3928 (W:news_script)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	4. to move apart	An usher made an unsuccessful attempt to separate the two men, but it took the intervention of the woman to calm things down.	A6C 1736 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
separation (NN)	1. when something separates or is separate	<DAZ>In the separation of male and female components, did it show any difference between the male and female components?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sequestration (NN)	1. the process of taking something away from a person	<JU1>Rule of Sequestration is invoked. That means the parties who are witnesses in this case are admonished by the Court not to discuss their testimony in the presence of other witnesses or allow anybody to discuss the case in their presence. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
serve (VB)	1. to give someone food or drink	<WDM>As I recall, we all had different things. I probably had some spaghetti, egg plant, those usual things that they serve there at the Olive Garden.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to help the customers in a shop	Meanwhile, back in the village shop, all that weighing out meant servicing customers took time.	K52 8125 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to remember	<PAS>[...] She told you, and I expect your memory serves you best, that in looking at those characteristics, there were 21 out of 25 similar characteristics in the head hair alone. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to spend a particular period of time in prison	<PAS>There's also an attempted robbery, kidnapping, 2 counts of lewd molestation, forcible sodomy, rape by instrumentation and 1st degree rape. Did you actually serve time ...</PAS>	A-VD-090393-04.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	5. to hit the first ball over the net in a game of tennis or volleyball	He overturned a 2-5 deficit to go 6-5 in front and served for the match at 8-7.	AJY 647 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. to officially send or give someone a written order (e.g. to appear in a court of law)	<PAS>Did you have an occasion to serve a properly executed search warrant on <<NDFT>>, the person you previously identified in court?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. to spend a period of time doing useful work or official duties for an organization, country, important person etc	<WJD>[...] I serve on the National Skeet Shooting Association Board of Directors. The other director in my zone, he selected me to represent the 6-state area that I'm in and that makes me a member of the executive committee. [...]</WJD>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
serve (NN)	1. the action in a game such as tennis or volleyball when you throw the ball in the air and hit it over the net	There had been another ace, this time hit even more courageously with a second serve , to prevent Sampras breaking back to 4–5 in the third set.	CKL 123 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
service (VB)	1. to examine a machine and do what is needed to keep it working well	Ben, whistling happily, serviced his car in preparation for the long drive North.	G1S 2048 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 8/17
	2. to provide people with something they need or want	Where are the staff that were to be recruited to service the customers during these new extended opening hours?	HCW 83 (W:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	1. to carefully put something down somewhere	<JU1>All right. Let's bring the Doctor forth, please, <<RDKU>>. I need to swear you in, you probably want to set your things down first and then we'll ...</JU1>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
set (VB)	2. to put something into a surface	The outer door was set into the lower corner of the left-hand wall.	ACW 255 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to take place in a certain place, e.g. a film that is set somewhere	This play which was in Boston in 1911 is set in a farmyard.	A6B 680 (W:ac:humanities_arts)	NEUTRAL	IA4 IA9 IA12 IA15 IA18 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 5/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to consider something in relation to other things, e.g. This debate should be set in an international context	The whole endeavour was set in an international context, the Commission being charged with acquainting itself with modern penal practice abroad.	EEC 1120 (W:ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
set (VB)	5. to start or to establish a way of doing something, e.g. It is important that parents set an example	<DGI>Again the only difference would be is that there is a very faint 1.1, but it is not more intense than our control spot. So by the way we set up our standards, I cannot call that as being a positive specimen or a positive typing.</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	6. to decide and state when something will happen, e.g. set a date	<JU1>[...] So thank you, you all. <MDFT>>, let's set a sentencing date. March 22nd at 3 o'clock. Does that suit the parties?</JU1>	A-MT-120393-17.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 8/17
	7. to become hard and solid, e.g. How long does it take for the glue to set?	Make repairs using glue in a period when no one will be using the stairs, to give the glue time to set without the joint flexing.	CCX 1724 (W:instructional)	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA16 IA18 IA21 RE2 RE6 RE7 RE9 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
settle (VB)	1. to end an argument or solve a disagreement, e.g. Forensic tests should settle the question of whether Bates was actually present at the scene of the crime.	<DJO>They settled it out of court. We never did find out the outcome.</DJO>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	2. to decide what you are going to do, e.g. Nothing is settled yet	God has said it, and that settles it for ever!	KJU 250 (S:sermon)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 8/31
	3. to go to live in a new place and stay there	In March 1977, at the age of sixteen, she had come from her village in a remote part of Pakistan to marry a cousin who had settled in Britain for many years.	A6V 1859 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to put someone into a comfortable position	Marianne settled herself comfortably beside Dane, and turned with an apologetic little smile.	HA9 2111 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
settle (VB)	5. to pay money that is owed	If the law of any country in which this policy covers you, requires General Accident to settle a claim which we would not otherwise have paid we reserve the right to recover this amount from you or from the person who incurred liability.	HB5 1823 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	6. to stay somewhere	<DAZ>And what do you do to insure that things from your laboratory do not settle on that piece of paper while you sort?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
shaft (VB)	1. to treat someone very unfairly, especially by dishonestly getting money from them	I don't know what will happen now, I suppose she will get a lawyer and I will be shafted .	CBF 5131 (W:newsp:other:report)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
shake (VB)	1. to move suddenly from side to side or up and down, usually with a lot of force, or to make something or someone do this	<WEC>Yeah, sure did. Went over and shook his hand. We spoke briefly, asked him about work, what not. [...]</WEC>	A-MT-110393-11.txt	NEUTRAL	IA1 IA3 IA7 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA29	(INTER)ACTION 15/31
shame (VB)	1. to make someone feel ashamed	The Halifax has achieved a level of efficiency that shames competitors.	CRA 2504 (W:pop_lore)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	2. to force someone to do something by making them feel ashamed	I tried to shame him into giving some away.	G07 3059 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
shape (VB)	1. to influence something such as a belief, opinion and make it develop in a particular way	To an anthropologist, the conscious creation of a culture by management is amusing, because all human groups have culture by nature, and these systems of values and beliefs are shaped by experience, tradition, class position, and political circumstances	FAH 1605 (W:commerce)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to make something have a particular shape	I'm going to shape the right side of the neck first, so I'll be knitting over needles 0 to 60 on the right of the machine.	CA2 515 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
share (VB)	1. to use something with other people	Wendy and I shared a room which was quite spacious, with pleasant furnishings.	AMC 940 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to let someone use something that belongs to you	She shared her bike with a friend and they operated what was called a 'ride and tie' arrangement.	AMY 318 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to tell other people about an idea, secret, problem	When he left, he had started a new relationship, and was determined not to ruin it with jealousy, but to draw on the insights he had gained and to share his feelings with his new partner.	G2V 669 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	4. to have the same opinion, quality or experience as someone else	<DAZ>[...] This time, he gets identification of 3 short sequences. He knows at that time that the suspect and the victim share one of those. It was pointed out to them that his male and female fractions were the same that time. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME12 ME13 ME16 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 7/17 RELATIONAL (ATTRIB) POSSESSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
shave (VB)	1. to cut off hair very close to the skin, especially from the face, using a razor	<DAN>All right. And you remember when he voluntarily agreed to shave his beard? Do you remember that?</DAN>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 12/31
	2. to remove very thin pieces from the surface of something	Shave thin strips of cheese over the pasta.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 12/31
shear (VB)	1. to cut off someone or something's hair	<PAS>What's the point, because he has a beard.</PAS> <DAN>He sheared it.</DAN>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
shell (VB)	1. to fire shells from large guns at something	Israel had been shelling targets in the area following the killing of three Israeli soldiers near Aramta on Oct. 29	HLD 2268 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to remove something such as beans or nuts from a shell or pod	He knew Marshka would destroy him as effortlessly and unthinkingly as shelling peas.	CML 1584 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
shelter (VB)	1. to provide a place where someone or something is protected	All Spaniards, and all those who sheltered them, he declared, were to be put to death.	ADM 1487 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to stay in or under a place where you are protected from the weather or from danger	Always select a warm, sunny position, sheltered from cold winds and frost-free at blossom time.	ACX 1655 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
shield (VB)	1. to protect someone or something from being harmed or damaged	The bright headlights confused Curly Top, who now held his hands up to shield his eyes.	GOL 3614 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
shift (VB)	1. to move from one place or position to another	She shifted restlessly in her seat once more	FU8 1570 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to make someone or something move from one place or position to another	She shifted the basket on her arm and crossed the road.	AC4 752 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to change the topic of discussion	Now we are trying to shift attention towards its potential impact on the economy.	HRN 154 (W:non_ac:nat_science)	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE13	VERBAL MINOR 6/13
	4. to remove, e.g. dirt	They seek her advice on how to shift stains without bleach and how to go green on a budget.	ED9 189 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	5. to change gears whilst you are driving	The engine growled as he shifted into gear.	JY7 6045 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. to sell a product, especially in vast amounts	After all, thirtysomething literary lyricists Amy Ray and Emily Saliers have already managed to shift over two million copies of their first two albums in the States without the use of heavy make-up and conical tits.	CK6 2749 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
shock (VB)	1. to make someone feel very surprised and upset, and unable to believe what has happened	Anton laughed: nothing shocked him; they were in some ways alike, he and his sister.	BNC 21 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
shock (NN)	1. something that you did not expect and it makes you feel very surprised, and usually upset	<DJU>He brought them across state line is what happened from what I understand. I don't know, I worked for attorneys at the time, it was kind of a shock to me.</DJU>	A-VD-080393-01.txt	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
shocked (ADJ)	1. very offended because something seems immoral or socially unacceptable	I'm deeply shocked that you would even speak to them, my girl, let alone listen to them.	CFJ 528 (W:fict:prose)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
shoot (VB)	1. to deliberately kill or injure someone or something using a gun	His marriage ended tragically in the early death of his wife and a year later he shot himself.	A6Y 449 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make a bullet or arrow come from a weapon	<<MWJD>>, you're going to hear, was not registered to shoot in that meet until he got a phone call from a <<UWLI>> who said that they had an opening in their squad and would he like to come down and shoot with them?	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	3. to move quickly in a particular direction	As she peered ahead of her, something shot across the road in front of the car, forcing her to brake sharply.	HH8 395 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	4. to kick or throw a ball in a sport such as football or basketball towards the place where you can get a point	The strong-running midfielder burst through the middle on to Ray Houghton's superb ball, rounded goalkeeper Bryan Gunn and then steadied himself to shoot from six yards.	K5J 4706 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 9/31
	5. to take photographs or make a film of something	The film-makers are, of course, lucky enough to be able to shoot the film in the very same workshops where Bob earned his living.	K1X 2848 (W:news_script)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	6. to start to grow	Few modern lizards are herbivorous, but Uromastix is a herbivore: it efficiently crops leaves, flowers, shoots and fruit of a wide variety of plants, but does not masticate the food.	B7K 436 (W:non_ac:nat_science)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
	shop (VB)	1. to go to one or more shops to buy things	<WDM>No. We bought the cake on Saturday. I told <<NWJS>>, "Today is <<FDFT>>'s 29th birthday." "Oh," she said, "I wish I would have known about that." I said, "No bother, we will pick up a cake at the Tom Thumb." Which is where she usually shops . [...]</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
shop (VB)	2. to tell the police about someone who has done something illegal	You ought to shop him for the income tax then	KCP 5300 (S:conv)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
shopping (NN)	1. the activity of going to shops and buying things	Husbands can easily get out of touch with the cost of living unless they do the shopping regularly and see the bills.	A70 1207 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
shorten (VB)	1. to become shorter, e.g. the days are shortening	Natural mating occurs, in temperate zones, when the days are shortening ; supposedly this results in the kids being born, five months later into a supportive spring environment.	EER 820 (W:misc)	NEUTRAL	IA4 IA9 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 7/31
	2. to make something shorter	Always shorten all branches by one third when planting and never leave any tree unpruned.	A0G 1159 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
shout (VB)	1. to say something very loudly	"Yes, and there's no need to shout ."	H0F 2747 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
shout (NN)	1. a loud call expressing anger, pain, excitement etc	Roman gave a shout of laughter, and she glared at him, mortified.	GUE 1114 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
shouting (NN)	1. when people say things very loudly	As he turned to leave, they became aware of a lot of shouting from the river.	B3J 1785 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
shove (VB)	1. to push someone or something in a rough or careless way, using your hands or shoulders	<PJC>Grabbed my wrist again and put me back ... took me back into the den and told me to lay on the couch and he shoved his finger into my vagina and it hurt, so I started yelling. [...]</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
shove (VB)	2. to put something somewhere carelessly or without thinking much	They shove it under the bed.	KBF 11067 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
shove (NN)	1. a strong push	Eddie gave the door a shove and returned to her chair.	HNJ 1802 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
show (VB)	1. to let someone see something	<PAS>[...] She even has a blowup to show you so you can see a blowup of a hair and how detailed what she does is. And she'll tell you about her findings and conclusions. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL PERCEPTIVE MAJOR 9/17
	2. to provide facts or information that make it clear that something is true, that something exists	<OAM>The purpose of the control is to show that the particular materials that I'm dealing with do not give any type of reaction to any of the tests that I run.</OAM>	A-MT-100393-05.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	3. to explain to someone how to do something, by telling them how to do something or doing it yourself using actions to help them learn	<DAZ>And can you, using that and a marker below it, show us how you divide that into male and female?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 ME3 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL PERCEPTIVE MAJOR 9/17 VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
show (VB)	4. to go with someone and guide them to a place	Attendants in stiff, white robes swooped forward as soon as he entered (indicating tips would have to be paid), offering to show him to the changing rooms.	GW2 1691 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 11/31
	5. to let your feelings, attitudes, or personal qualities be clearly seen	<JU1>All right. Show no objection.</JU1>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
	6. show up: to arrive, especially at the place where someone is waiting for you	<WVL>I would say probably in the 9 o'clock ... between 8:30 and 9:30. And I'm just guessing as to what time I normally show up for that shoot about, because I didn't look at my watch.</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
shower (VB)	1. take a shower	<PAS>Did you ever tell anybody that he got up and went to take a shower at some point in time?</PAS>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 8/31
	2. to give someone a lot of things	Boris showered the woman with presents, eventually including the house which was what she (and her husband) really wanted.	A36 254 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
shrug (VB)	1. to raise and then lower your shoulders in order to show that you do not know something or do not care about something	I shrugged my shoulders, turned, and walked away.	A05 932 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
shuffle (VB)	1. to walk very slowly and noisily, without lifting your feet off the ground	They shuffled forward in a dazed manner holding hands, their labels hanging round their necks.	CAB 900 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to move something such as papers or cards into a different order or into different positions	I'm gonna shuffle the cards.	KBW 9606 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
shut (VB)	1. to close something, or to become closed	<PAS>So you don't have to pull it, it just shuts by itself; is that correct?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to shut up: to stop talking	<PJC>He told me to shut up and he wouldn't hurt me.</PJC>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 8/13
sign (VB)	1. to write your signature on something to show that you wrote it, agree with it, or were present	<DAN>So you admit to this jury that you violated standard police procedure by not having her sign it the first time, right?</DAN>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to try to tell someone something or ask them to do something by using signs and movements	She then signed to her husband and Susan to leave the room.	AN7 2148 (W:fict.prose)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA22 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 7/31 VERBAL MAJOR 10/13
	3. sign up: to put your name on a list for something because you want to take part in it	<PAS>Would it have been the same type of shoot where you all sign up and shoot just like the Pan American shoot?</PAS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
signing (NN)	1. the act of writing your name at the end of document to show that you agree with it	It was nevertheless agreed on May 1 that there would be an end to hostilities in mid-May, to be followed by the formal signing of the peace documents at the end of the month.	HL7 339 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
simulate (VB)	1. to make or produce something that is not real but has the appearance or feeling of being real	<WES>[...] And that's sometimes due to the lack of a sufficient amount of known handwriting for comparison purposes or in cases where a signature is either simulated , a model was used and they copied it, they block out their own characteristics. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
simulate (VB)		They see the range of responses from deep and bitter grief to awkward attempts to simulate grief where it no longer has relevance for the relationship.	G0T 1117 (W:non_ac:soc_science)		ME2 ME5 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to pretend to have a feeling			NEUTRAL		
sit (VB)	1. to place your body on a chair or seat, or on the ground, with the top half of your body upright and your weight resting on your buttocks	<PAS>Was she able to sit down and look at you and tell you even this briefly what had happened?</PAS>	A-MT-090393-01.txt		IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	2. to put your body in a particular position	<JU1> Sit back, pull the microphone to you, speak into it when you testify. <<NPJC>>, having been previously sworn, testified further as follows, to-wit:<JU1>	A-MT-120393-15.txt		IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	3. to have a meeting in order to carry out official business	I think Doctor [gap:name] only sits once a month	H5N 146 (S:consult)		IA3 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
	4. to look after a baby or child while its parents are out	Open me post now for the first time, oh [pause] oh that's nice [pause] oh I can have a [unclear] update for supply teachers, Wednesday the fifteenth of April, you baby sit for me?	KBW 15147 (S:conv)		IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	5. to take an examination	Head full of academic knowledge but nothing else — and before anybody could bat an eyelid, he applied to sit an exam in London, and the next thing he was in the Metropolitan Police.	B24 1518 (W:non_ac:soc_science)		IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	6. to be present at something (and sometimes) take an active part in it	<JU1>[...] Have any of you ever sit on a criminal jury case before? Okay. And did I ask you, do any of you know any of these parties or anything about the case? [...]</JU1>	A-VD-080393-01.txt		RE1 RE6 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	7. to have an opinion about something	<PAS>Okay. They made you sit on both sides?</PAS>	A-VD-080393-01.txt		ME1 ME6 ME8 ME9 ME12 ME17	MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sketch (VB)	1. to draw a sketch of something	Moreover the basic picture of Milton himself, though only sketched in very lightly, is completely authentic	A7C 1382 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to describe something in a general way, giving the basic ideas	Masha sketched for him what had happened so far.	AE0 3460 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
slam (VB)	1. to shut with a loud noise	My mother grabbed me, screamed after the charging police, fled into the shop and slammed the door.	B24 2428 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to put something on or against a surface with a fast violent movement	He slammed the phone down and allowed himself a small smile.	BP7 3086 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to hit or attack someone or something with a lot of force	Five crew died when the plane slammed into a hillside near Taipei four days after Christmas.	CH2 12966 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to criticize someone or something strongly	A SOCIAL services chief has slammed plans to close a mental illness centre.	K97 18048 (W:newsp:other:report)	NEGATIVE	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
slap (VB)	1. to hit someone with the flat part of your hand	<DCO>I was most concerned about her and she said that he had slapped her around some, but otherwise she didn't think she was too badly hurt. [...]</DCO>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to put something down on a surface with force	He slapped on a little of a new musk aftershave that was supposed to make him irresistible — not too much, he hated obviousness in men.	AC3 378 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
slap (NN)	1. a quick hit with the flat part of your hand	She gave me a slap and I gave her one back.	A0F 834 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
sleep (VB)	1. to rest your mind and body, usually at night when you are lying in bed with your eyes closed	<PAS>[...] And you know what, ladies and gentlemen, do you think she could sleep at night if she thought the man that did this to her was still out running around? [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA7 IA9 IA11 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 8/31
	2. to have enough beds for a particular number of people	Not big at all, just comfortable, so that it sleeps two or three.	KCV 1130 (S:conv)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
slide (VB)	1. to move smoothly over a surface while continuing to touch it	Slowly, it slid across the table.	CEH 3405 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to make something move smoothly over a surface while continuing to touch it	She scribbled something on her memo pad and slid the paper across the desk to him.	ECK 1252 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to become lower or worse	Investment trust money flowed back into blue chips such as Sony, Honda and Pioneer, but banks, financials and government bonds continued to slide .	AHJ 315 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE1 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
slope (VB)	1. to be higher at one end than the other, e.g. a pleasant garden that slopes down to the river	At an early stage the Roberts decided to do away with the lawn which sloped towards the house.	ACY 577 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
smash (VB)	1. to break into pieces violently or noisily	Juliette started violently and several cups toppled to the floor and smashed to pieces.	GVP 1457 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
	2. to make something break into pieces violently or noisily	The officers then climbed on to a porch and smashed the windows but were still unable to reach the victims.	CBF 12056 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
smash (VB)	3. to do something much faster, better than anyone has done before, e.g. smash a record	The film smashed all box office records.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA15 IA18 IA25	(INTER)ACTION 8/31
	4. to hit a high ball with a strong downward action, in tennis or similar games	Kernaghan said: 'Phillips told me he was going to smash the ball across.	K4T 1616 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
smell (VB)	1. to notice or recognize a particular smell	<WSH>They were just talking at the kitchen table and I walked in and I smelled Italian food and I said, "Great, there's some Italian food." [...]</WSH>	A-MT-110393-12.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 9/17
	2. to put your nose near something in order to discover what kind of smell it has	<DAN>[...] Don't you think they would come in here and tell you what he was wearing and what his cologne smelled like? These people are citizens in various states. [...]</DAN>	A-MT-120393-16.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME16 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL PERCEPTIVE MINOR 8/17 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to feel that something is going to happen, especially something bad	Müller had smelled trouble the moment she said who she was.	FSF 1563 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 7/17
smile (VB)	1. to make your mouth curve upwards, in order to be friendly or because you are happy or amused	'I've been given this beautiful little picture as well,' I said, and I smiled up at him.	A0F 653 (W:fict:prose)	NEUTRAL	IA1 IA7 IA8 IA9 IA10 IA11 IA12 IA13 IA15 IA18 IA20 IA29	(INTER)ACTION 12/31
smile (NN)	1. an expression in which your mouth curves upwards, when you are being friendly or are happy or amused	She gave him a beautiful smile , which lit her lovely face.	AC2 1322 (W:fict:prose)	NEUTRAL	IA1 IA7 IA8 IA9 IA10 IA11 IA12 IA13 IA15 IA18 IA20 IA27 IA29	(INTER)ACTION 13/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
smoke (VB)	1. to suck or breathe in smoke from a cigarette, pipe etc or to do this regularly as a habit	<WDM>We had to sit in a non-smoking section. We had been waiting for the smoking section because the 3 of them smoke . [...]</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
smother (VB)	1. to completely cover the whole surface of something with something else	Modi also liked his food smothered in garlic: 'when I eat garlic it's as if I kiss the mouth of the woman I love.'	ANF 988 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to kill someone by putting something over their face to stop them breathing	Roy Strait said he heard at least two men as they administered sleeping pills to the film star — then smothered her to death.	CBF 3780 (W:newsp:other:report)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to give someone so much love and attention that they feel as if they are not free and become unhappy	There was anger in his voice, and a love so desperate that it smothered her.	FPK 1617 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
	4. to prevent something from continuing or developing	If your clothes catch fire , grab the nearest large cloth — rug, tablecloth, towel — and try to smother the fire.	BNL 1886 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
snap (VB)	1. to break with a sudden sharp noise	Caspar, straining to get at the dead magpie, leapt forward and the collar snapped .	ABX 2438 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA15 IA16 IA18 IA21	(INTER)ACTION 7/31
	2. to make something break with a sudden sharp noise	Which of us on finding our car aerial snapped off by a vandal have not momentarily wanted to do the same to his neck?	B1J 1708 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to say something quickly in an angry way	'If ye've lost yer nerve, then don't come!' he snapped .	B1X 2604 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE13	VERBAL MINOR 6/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
snap (VB)	4. to take a photograph	Automatic cameras snapped a picture of Nichola Grabauskas's Metro number plate and the back of the breakdown truck but failed to spot the tow rope.	CBF 5324 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
snug (VB)	1. sat or stood up closely to someone	<PAS>Okay. He has you snugged up against him; is that correct?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
sodomise (VB)	1. to engage in a sexual act in which a man puts his sex organ into someone's anus, especially that of another man	<PAS>[...] She is going to tell you that on May 31st, 1991, for approximately 20 minutes, she was brutally raped, sodomized , held against her will by <<NDFT>>. And that as long as she lives, she will never forget it. [...]</PAS>	A-MT-090393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
sodomy (NN)	1. a sexual act in which a man puts his sex organ into someone's anus, especially that of another man	<JU1>[...] Count Number 5. We, the jury, drawn, impaneled and sworn in the above entitled cause do upon our oath find the defendant <<NDFT>> guilty of forcible sodomy as charged in the information herein. [...]</JU1>	A-MT-120393-17.txt	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
solve (VB)	1. to find or provide an answer or a way of dealing with a problem	<DAN>And in your profession, you are ... that's how you are ... basically, that's how your peers judge you by the way you perform duties and your job and solving crime, correct?</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
sort (VB)	1. to put things in a particular order or arrange them in groups	<DAZ><<UOCC>>, I believe that you testified that you spread out the vacuum sweepings on a large piece of paper in your room and then sorted that material; is that correct?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to deal with a situation so that all the problems are solved and everything is organized	These problems will take a while to sort out.	A1E 282 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
sorting (NN)	1. the process of grouping or classing people, things that have similar qualities or features	<DAZ>[...] Now the vacuuming contents, the storage of them, the sorting of them and the evaluation of them was done by the State. And that was done, if you recall the testimony, 6-30-92. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sound (VB)	1. to seem a particular way or another	<OBY>I wouldn't think that I could give you an answer on that not being present when the surface is touched. I don't think I can offer you an answer to that. I hate to sound that way, but I'm not sure.</OBY>	A-MT-090393-02.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	2. to make a noise	Outside, single shouts sounded — a threatening growl from several voices together — hens squawking.	A0N 335 (W:fict:prose)	NEUTRAL	VE1 VE3 VE4 VE5 VE7 VE13	VERBAL MINOR 6/13
spare (VB)	1. to make something available for someone	I've always been too busy building up my business to spare time for more than a few brief affairs.	JXV 1991 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME11 ME13 ME17 RE3 RE5 RE7 RE11 RE15 RE16 RE17	COMPLEX PROCESS MENTAL COGNITIVE MINOR 6/17 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to not damage or harm someone or something	He collects it from the door when it arrives to spare her the embarrassment of being seen by the boy.	BP8 504 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 7/17
speak (VB)	1. to talk to someone about something	<WJS>Well if he ever answered the phone when <<FDFT>> ... if <<FDFT>> called and wanted to speak to his father, maybe once or twice.</WJS>	A-MT-110393-11.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to use your voice to produce words	<PAS>Let me stop you right there for just a minute. I need you to speak a little louder and a little slower, if you can.</PAS>	A-MT-100393-04.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
specialise (VB)	1. to limit all or most of your study, business etc to a particular subject or activity	<DKU>I'm a general pediatrician but I'm specializing in children with problems such as learning problems, attention problems, children that have been abused, children that have been neglected, children that have been exposed to drugs when the mother was pregnant.</DKU>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17 RE1 RE4 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
specialisation (NN)	1. an activity or subject that you know a lot about	<PAS>What is your area of expertise, if you will, or your area of specialization with the Tulsa Police Department?</PAS>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18 RE1 RE4 RE7 RE9 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS MENTAL COGNITIVE MINOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
specify (VB)	1. to state something in an exact and detailed way	<DKU>Yeah. I asked her if he put anything in her mouth and she said no, but I didn't specify .</DKU>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
speculate (VB)	1. to guess about the possible causes or effects of something, without knowing all the facts or details	<PAS>Surely you have discussed with them what they're going to testify to?</PAS> <WJD>We have speculated about what we might be asked.</WJD>	A-MT-110393-10.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to buy goods, property, shares in a company, hoping that you will make a large profit when you sell them, e.g. He speculated in stocks	While serving as agent in Canton for merchants in India and Singapore, and dealing in export and import commerce, he speculated in the opium trade which, although illegal, offered the greatest profits.	GT9 636 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
speculation (NN)	1. when you guess about the possible causes or effects of something without knowing all the facts, or the guesses that you make	<PAS>When is the ... can you tell the ladies and gentlemen of the jury the last time you saw him before that weekend?</PAS> <A32>I can't. It would be speculation .</A32>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
speed (VB)	1. to go quickly	<PAS>Let me ask you this, <<RDLT>>, just to speed things along. When did you ... when did you specifically remember talking to <<NWJD>> about what you were going to testify to?</PAS>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
speed (VB)	2. to drive a car faster than the speed limit	<DJG>Well first time was when I was speeding 3 times the posted limit, it was on Highway 75. I was involved with that. [...]</DJG>	A-VD-090393-03.txt	NEGATIVE	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
speeding (NN)	1. the offence of driving faster than the legal limit	A surgeon banned from driving for 14 days and fined £105 for speeding at 104mph on his way to hospital to operate is to appeal to the Crown Court.	AKY 140 (W:newsp:brdsh_t_nat:misc)	NEGATIVE	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
spell (VB)	1. to form a word by writing the letters in order	The daughter is playing with letters and learning how to spell .	CG3 63 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to form a word by saying the letters in order	<PAS>Would you please state your name and spell your last name for the record?</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
	3. to do someone else's work for them for a short period so that they can rest, e.g. I can spell you if you get tired	I can spell you if you get tired.	HTJ 980 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA14 IA18 IA20 RE1 RE4 RE8 RE11 RE18 RE19	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	4. to mean that something is likely to happen, e.g. this spells trouble	If you're too busy thinking about what to do next, you won't see what your opponent is doing and that spells trouble.	CDT 573 (W:misc)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
spelling (NN)	1. the act of spelling words correctly, or the ability to do this	He probably knows already that his spelling is weak: what he wants to be told is how to make it better.	EVB 393 (W:misc)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
spend (VB)	1. to use something such as money or time or energy	<WCP>I spend almost every day trying to forget what was done to her.</WCP>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
spending (NN)	1. the amount of money spent, especially by a government or organization	Cutting public spending has always been a politically divisive process for a government, as ministers in the major spending departments battle to protect their budgets.	A6F 276 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
spin (VB)	1. to turn around and around very quickly	The two wheels were spinning fast up against the sky, and the winding-engine rapped out its little spasms (9).	EWA 1008 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to make something turn around and around very quickly	He plucked a coin from his pocket, spun it into the air, and called correctly.	AE0 2817 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to describe a situation or information in a way that is intended to influence the way people think about it	He'd obviously picked up a few tips from the paperbacks, because he spun these stories out like a kid pulling on chewing-gum.	C8E 1022 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE5 VE7 VE8 VE9 VE13	VERBAL MINOR 8/13
	4. to drive or travel quickly	Barbara spun past in her new sportscar.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	5. to get water out of clothes using a machine after you have washed them		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
spiral (VB)	1. to move in a continuous curve that gets nearer to or further from its central point as it goes round	It spiralled to the ground and burst into flames, narrowly missing a building where forty people were working.Both members of the crew were able to eject safely.	K1V 2306 (W:news_script)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 7/31
	2. to get worse, more violent in a way that cannot be controlled, e.g. Crime has spiraled out of control	On July the 31st an EF111, radar jamming plane, spiralled out of control after its tail caught fire.	K20 3556 (W:news_script)	NEGATIVE	RE2 RE6 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
spiral (NN)	1. a process, usually a harmful one, in which something gradually but continuously gets worse or better	Jane had experienced a downward spiral such that, by the time I interviewed her, she felt completely lost.	FA6 1155 (W:non_ac:soc_science)	NEGATIVE	RE2 RE6 RE7 RE9 RE10 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
spit (VB)	1. to force a small amount of saliva out of your mouth	He alleged that Whitefoot had literally spat in his eye.	A40 237 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	2. to force something out of your mouth	Groaning, the pain in her lower body almost more than she could bear, she got to her feet, then spat blood, unable to put her hand up to her mouth to feel the damage he had done to her.	FRF 3944 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 10/31
	3. to rain very lightly	Outside it was pitch-dark and spitting with rain.	HTT 661 (W:fict:prose)	NEUTRAL	NR2 NR3 NR4 NR5	NON-REFERENT 4/9
	4. to say something quickly in a very angry way	'Piss off!' she spat , suddenly furious.	ADA 1008 (W:fict:prose)	NEUTRAL	VE1 VE2 VE4 VE7 VE9 VE12	VERBAL MAJOR 6/13
split (VB)	1. to divide or separate something into different parts or groups	<OCC>[...] Quite often hairs split . You used to call them split ends. The way you comb or brush your hair or sometimes actually your nutrition your general health, this type of thing, will cause split ends.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 14/31
	2. to tear or break something along a straight line	THOUSANDS of tins of baked beans rolled off a lorry and split open yesterday on a busy road in Blyford, Suffolk.	CH2 5307 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to share something between two or more people	They split it between everybody	KCP 6670 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to make someone's head or lip have a cut in it, as a result of a fall or hit	Gary broke a bone in his back, split his lip and sustained several cuts and bruises when trying to douse a blaze started by vandals in the quiet County Armagh village of Laurelvale.	HJ3 444 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
split (VB)	5. to end a marriage or relationship with one another	I have split with my mistress today, my wife gave me an ultimatum — and now this.	A4C 69 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
	6. to leave a place quickly	Then he split and mortally wounded the Social Democrats.	FBM 2086 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
sponsor (VB)	1. to give money to a sports event, theatre, institution etc, especially in exchange for the right to advertise	Anyone who would like to sponsor her should telephone.	K3X 125 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to officially support a proposal for a new law	Though the coalition government were allowing their TDs — the Irish equivalent for MPs — a free vote on the issue, its parties, Fine Gael and Labour, officially sponsored the campaign for the constitutional change.	A07 1113 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to agree to something, especially help someone or be responsible for something or what a person does	<JU1>He can say, I received this receipt on any day from somebody, but he can't sponsor anything on there as accurate that reflects a purchase from this place on that date. [...]</JU1>	A-MT-110393-09.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 9/13
spoon (VB)	1. to move food with a spoon	She spooned goulash down her handsome throat.	A7A 2791 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
spread (VB)	1. to become larger or moves so that it affects more people or a larger area	The project's 30 houses will be built in clusters and spread over a five-acre site.	ABH 588 (W:pop_lore)	NEUTRAL	RE2 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to become known about or used by more and more people	But on the streets the book's reputation spread like wildfire, selling thousands of copies in Brixton alone.	CD6 1903 (W:pop_lore)	NEUTRAL	RE2 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
spread (VB)	3. to open something out or arrange a group of things so that they cover a flat surface	<DKU>[...] When you open that up or they spread their legs, you see little folds, skin folds, that is labia minora where ... then there's the opening that leads into the vagina that has the hymen right there. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to share or divide something among several people or things	Council Tax Demands are due on a variety of dates each month in order to spread the workload on Council staff and our agents.	HD2 3434 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
spring (VB)	1. to move suddenly and quickly in a particular direction, especially by jumping	Or perhaps he's here somewhere in the house, lurking behind a chest of drawers, waiting to spring out at me.	ASS 195 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
	2. to suddenly think of something, e.g. springs to mind	The word 'sleazy' is one that springs to mind.	CJA 2364 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
squabble (VB)	1. to argue about something unimportant	Last night, it was believed he and Joanne squabbled over his 'pasta and pizza' lifestyle in Rome.	CH6 6718 (W:newsp:tabloid)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 7/13
squabble (NN)	1. an argument about something unimportant	He and I got into a bit of a squabble .	AB5 1596 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
squad (VB)	1. to be put in the same squad	<DLT>Okay. This first sheet is my wife's entry form. I was unable to find my own. Since we were squaded together, the squad times and the locations are the same. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
square (VB)	1. to multiply a number by itself	Okay, erm so suppose I ask you to square the number.	FYA 259 (S:classroom)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to make something straight or parallel	The shallow oval profile is flattened and squared at the heel to match its recessed location in the body.	C9M 1164 (W:pop_lore)	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
square (VB)	3. to fit or match each other, e.g His story simply does not square with the facts	Nevertheless, as both Hume and Pascal recognised, a rigorous scepticism does not square with how we go about our daily business.	AE8 1857 (W:biography)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	4. to check that something is acceptable with someone, e.g. she could have squared things with him before taking action	It was odds on that the cops had got to him by now, but in case they hadn't it might pay me to square things with him.	HTL 423 (W:fict.prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
squash (VB)	1. to press something into a flatter shape, often breaking or damaging it	Donors are asked to wash and squash the cans before depositing them.	K52 2286 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to push yourself or something else into a space that is too small	The good news is that, aside from being squashed into a tour van, the Kitchens Of Distinction are back on top form again after the various disasters surrounding their last UK tour.	CAE 2178 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to use your power or authority to stop or control something	The government squashed a previous recommendation to abolish the 'no discrimination' clause, made by an earlier inquiry in 1980.	AAJ 313 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
stain (VB)	1. to accidentally make a mark on something	Despite the gravity of the situation I can see Grant wondering if the blood will stain the seat's white plastic.	HH0 4275 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA24	(INTER)ACTION 11/31
	2. to change the colour of something	Bogwood is semi-fossilised, and should not contain harmful substances, but it may stain the water dark brown.	CLT 1009 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA24	(INTER)ACTION 11/31
stake (VB)	1. to risk losing something that is valuable or important to you on the result of something, e.g. Jim staked his whole fortune on one card game	One of them staked everything he'd got, and lost.	BNU 1568 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stand (VB)	1. to support yourself on your feet or put yourself/be in an upright position	<DCO>[...] So they asked him to stand up and she said well he was a little bit shorter than he was. And then I asked <<VPJC>> if she wanted to take a bath and she said yes and the police said no, we better not do that. [...]</DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	2. to be or stay in a particular state or condition, e.g. the kitchen door stood open	The patio door stood open and a flurry of vanilla-scented air blew in from the laburnums.	ACK 736 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to be able to accept or bear a situation or a person	I couldn't stand the thought of him seeing anyone else and so I did the only thing I could think of: I decided to spy on him.	HJC 2466 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME12 ME13 ME16	MENTAL EMOTIVE MAJOR 6/17
	4. to be of a particular height, at a particular level or amount	A three-tiered espalier stands at about 4ft; five tiers will reach around 7ft.	AOG 1107 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	5. to continue to exist, be correct or valid, e.g. my decision stands	<JU1>All right. I'll let the last answer stand .</JU1>	A-MT-120393-15.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	6. stand for: to mean or represent a word or idea	<DGI>DNA stands for deoxyribonucleic acid. Again, it's the genetic information that we have inside of ourselves.</DGI>	A-MT-100393-05.txt	NEUTRAL	RE1 RE4 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) INTENSIVE 6/21
	7. stand out: to be very easy to see or notice	<DAN>Why does it stand out in your mind that you saw him that Friday morning?</DAN>	A-MT-110393-11.txt	NEUTRAL	ME3 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL PERCEPTIVE MAJOR 7/17
stand (NN)	1. take a stand: a position or opinion that you state firmly and publicly	If enough bands got together and maybe took a stand , for once, on certain things — like corporate sponsorship, which is a big sack of shit.	C9M 704 (W:pop_lore)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
star (VB)	1. to be one of the characters in a film	Back in London he starred in another prestige production — Montserrat , adapted by Lillian Hellman.	CL2 2005 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 RE1 RE6 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
start (VB)	1. to do something that you were not doing before, and continue doing it	<DLT>[...] But knowing that we started approximately within a couple of minutes of being on time and we finished a little bit early [...]</PAS> <DLT>[...] He just merely informed me that this trial was probably going to start in a few weeks and I said ... so at that point in time, I said, "Well gosh, <<FWJD>>, I'm really scheduled up with a lot of patients, a lot of surgery and I need some, you know, notification."</DLT>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA17 IA18 IA23	(INTER)ACTION 11/31
	2. to begin happening	<WJD>And during that week, he started the beard that he still had at that shoot, which was ... that was over a year later, I believe.</WJD>	A-MT-100393-07.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	3. to make something begin to exist	<PAS>When you ... okay. That's a good point. Prior to the start of this trial, how long has it been since you last saw him?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA23	(INTER)ACTION 10/31
start (NN)	1. the first part of an activity or event, or the point at which it begins to develop	You'll have to supply the first two for now, but we have made a start with the paper work.	A-MT-100393-07.txt	NEUTRAL	IA4 IA9 IA14 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 8/31
	2. make a start: begin to do something	<PAS>Would you please state your name and spell your last name for the record?</PAS>	AYP 115 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23 IA27	(INTER)ACTION 10/31
state (VB)	1. to formally say a piece of information or your opinion		A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
state (VB)	2. to formally write a piece of information or your opinion	<OBI>In my report like I stated, she stated that he was ... he was so high, holding up her hand. She held it up to an approximation of about 5'6". [...]</OBI>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
statement (NN)	1. something you say or write, especially publicly or officially, to let people know your intentions or opinions, or to record facts	<JU1>All right. The defendant reserves their right to an opening statement . The State may bring forth their first witness.</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
station (VB)	1. to send someone in the military to a particular place for a period of time as part of their military duty	Mr Ceausescu has not allowed any Soviet forces to be stationed there, and long ago ordered all Soviet military advisers to leave.	AAP 299 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move to a particular place and stand or sit or wait there, especially in order to be able to do something quickly	Moreover, British and French cavalry had been stationed close behind the Allied line, with the object of quickly exploiting a breakthrough.	CLX 1184 (W:non_ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
stay (VB)	1. to remain in a place rather than leave	<PAS>Did you stay with her while she talked to the police?</PAS> <WCP>Yes, I did.</WCP>	A-MT-100393-07.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	2. to continue to be in a particular condition or state	<OBY>[...] Some people tend to perspire quite profusely; other people, like myself, very little perspiration on my hands. My hands stay real dry. I, therefore, don't leave a good latent print. I have to work at it. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
stay (NN)	1. a limited time of living in a place	I saw a psychiatrist often during my stay , up to once a day, although the sessions seemed more like informal chats.	ADG 1461 (W:non_ac:soc_science)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 6/31
steal (VB)	1. to take something that belongs to someone else	<JGL>You asked me, we had some things stolen from us from the garage.</JGL>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
steal (VB)	2. to move quietly without anyone noticing you	And because she wanted to know more, she wanted to find out all there was to find out about this dark, ancient stronghold that her ancestors had known, at times she stole out from her bedchamber after nightfall and stood listening to the night rustlings and the soft settling of the old, old timbers	G10 1316 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
stolen (ADJ)	1. taken illegally	They swallowed it and said they were charging me with handling stolen goods.	A6E 1041 (W:biography)	NEGATIVE	IA1 IA8 IA14 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
step (VB)	1. to raise one foot and put it down in front of or behind the other one in order to walk or move	<JU1>Thank you, <<MWJD>>, you can step down. You can remain in the courtroom if you want since you have testified.</JU1>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to bring your foot down on something	I know what you're going to say, if you did look up you'd probably step in a pile of dog turds or walk into a lamp-post, but I'm serious.	EDJ 1647 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
step (NN)	1. the movement you make when you put one foot in front of or behind the other when walking	<DAN>And you remember how when she walked in and she took a step and a half and she looked up at <<FPAS>>, didn't she, and she said, "That's him"?</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
stick (VB)	1. to attach something to something else using a substance	On the last flight of steps to their flat they have stuck posters on the wall, mostly landscapes: a colourful picture of Provence, an advertisement for southern Sweden, the Caucasus mountains, St Mark's Square in Venice.	A3X 113 (W:newsp:brdsht_nat:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to push something into something, e.g. The boy stuck his finger up his nose	<PAS>When you got back to the den and you've told the ladies and gentlemen of the jury that he stuck his finger inside you and it hurt, do you know if he injured you at that time?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stick (VB)	3. to put something somewhere quickly and without much care	<PAS>When <<MDAN>> stuck that report highlighted in blue up in front of your face and asked you isn't it true this is what <<UPJC>> said when you showed her the photo lineup, did <<UPJC>>, <<VPJC>>, have any problems identifying the suspect <<NDFT>> in this case?</PAS>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to stay as something is (e.g. the name stuck)	Whatever the reason, the name stuck and Anastasia she remained.	AE8 61 (W:biography)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	5. to accept a situation or a person, e.g. I can't stick my mum's new boyfriend	He's a fucker, I can't stick him [pause] he's the most snobbish little cunt I've ever known [pause] I'd like to see what stuff he had if he had to pay for it himself	KD6 4214 (S:conv)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MINOR 8/17
	6. stick in someone's mind: remember it well because it is unusual or interesting	<PAS>Does that make it stick in your mind?</PAS> <WJS>Probably so.</WJS>	A-MT-110393-11.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MAJOR 7/17
stimulate (VB)	1. to make a plant or part of the body become active or stronger	These findings show that gastrin, under certain circumstances, may stimulate growth and function of the exocrine pancreas.	HU3 789 (W:ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	2. to encourage someone by making them excited about and interested in something	Once more, as in his youth, he was befriended by the Revd Robert Ambrose Jones ('Emrys ap Iwan'), a well-known literary critic and political commentator, who stimulated his interest in European languages and literature.	GT8 764 (W:biography)	NEUTRAL	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
stipulate (VB)	1. to state that something must be done	<PAS>However, I won't call <<NWLO>> to the stand if the defense would agree to stipulate that <<NDFT>> was 29 years of age at the time this offense occurred.</PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stipulation (NN)	1. the statement that says something must be done	<DAN>Thank you, Judge. Your Honor, I believe that we, as a part of this examination, have entered into a stipulation with the State of Oklahoma that should ... now I've gone blank.</DAN>	A-MT-110393-13.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
stitch (VB)	1. to put different things or parts of something together to make one larger thing	<DKU>Yes. The mother requested that the ... her private OB/GYN doctor come to look at her daughter, too, so if that hymen needed to be stitched back.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to get a deal or agreement arranged	He has stitched up deals with a Singapore company which makes Tiger Balm, one of Asia's natural remedies.most popular 'cure-all' ointment.	CBD 47 (W:newsp:other:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to sew two pieces of cloth together, or to sew a decoration onto a piece of cloth	She stitched the soft leather uppers into place, then dampened the soles to make them more pliable.	CKD 785 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to make someone seem guilty of a crime by providing false information	Apparently he promised not to attack Douglas Hurd personally, but then quotes stitched him up and hung him out to dry over the classlessness thing.	KRL 4810 (S:brdcast:discussn)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
stock (VB)	1. to keep supply of a product or sell it	The retailer can stock a wide range of goods, to cater for the needs of different customers	B2U 98 (W:misc)	NEUTRAL	RE3 RE5 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to fill something with a supply of something	A quick trip to stock the fridge, the larder and the wine rack and everything is set for a fantastic holiday, with the freedom to come and go when you choose, eat the very best available in the shops, try out the local wines and generally 'go native!'	ECF 174 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
stop (VB)	1. to not walk, move, or travel any more	<DLT>Do I know him? Do I know him, yes, I know <<FDFT>>. I mean <<FDFT>>'s always been congenial, friendly and we speak and we even stop and chat. Usually trivial about, well are you shooting okay? [...]/DLT>	A-MT-100393-07.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stop (VB)	2. to make someone not walk, move, or do anything any more	<DJG>No. The trooper that stopped me was ... acted very professional and I was wrong. I had to pull over and wait for him.</DJG>	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
stop (NN)	1. a time or place when you stop during a journey for a short time	<DAN>Did you drive to Dallas ... straight to Dallas or did you make any stops ?</DAN>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA27	(INTER)ACTION 10/31
	2. put a stop to: to prevent something from continuing or happening	All that wickedness, and you don't have to explain it or understand it or do a bloody thing about it except put a stop to it.	C8T 1161 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA27	(INTER)ACTION 10/31
store (VB)	1. to put things away and keep them until you need them	<WBR>I was in the clubhouse and run in and visiting with his father and his father said that he ... that <<FDFT>> was going to need to leave the club and go some place and would I mind storing his guns in the trunk of my car while <<FDFT>> was gone just in case he didn't get back in time for the guns to be there for <<MWJD>> to use at his shooting appointed time.</WBR>	A-MT-110393-12.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to keep facts or information in your brain or a computer	Details of it were stored on a floppy disk.	A1Y 356 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
storage (NN)	1. the process of keeping or putting something in a special place while it is not being used	<DAZ>[...] Now the vacuuming contents, the storage of them, the sorting of them and the evaluation of them was done by the State. And that was done, if you recall the testimony, 6-30-92. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
straighten (VB)	1. to become straight, or to make something straight	<PAS>Let me ask you this: When you say that the hairs tended to straighten out, is that a common occurrence in your business?</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 14/31
	2. to make something tidy	Mum told me to straighten my room.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA25	(INTER)ACTION 11/31
	3. to deal with problems or a confused situation and make it better, especially by organizing things	These are difficult situations, and they take time to straighten out.	B10 1644 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	4. to begin to behave well after behaving badly	I just hope he stays off the gear and we can get straightened out.	EDC 1813 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
strain (VB)	1. to injure a muscle or part of your body by using it too much or making it work too hard	I had strained a muscle in my back, one of my toes looked septic, my finger was worse, and I was fairly certain that one of my jacket crowns was loose.	HR7 3480 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to try very hard to do something using all your strength or ability	I strained to hear, and had just decided that it would be difficult to hear an idling motor over the lap and rush of the sea in the channel, when I saw the light.	CKF 2569 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	3. to separate solid things from a liquid by pouring the mixture through something with very small holes in it	Strain the custard to remove lumps or whiz in a blender for 60 seconds.	AHK 1511 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to cause difficulties for something by making too much work or too many problems	The plan 'would strain the resources of any large computer company.	CSM 182 (W:non_ac:tech_engin)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
strain (VB)	5. to pull hard at something or push hard against something	She strained against the back-rest again, her bum lifting right off the seat.	GOA 99 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 8/31
strap (VB)	1. to fasten something or someone in place with one or more straps	He had his two-year-old son strapped in the back seat of his car.	E9P 1213 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to tie bandages firmly round a part of your body that has been hurt	Play was held up as the goalkeeper's knee was strapped up.	K4T 6892 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
stream (VB)	1. to flow quickly and in great amounts	Her tone was bitter and tears streamed down her face.	C98 1259 (W:fict:prose)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	2. to move in a continuous flow in the same direction	Even in these latter years, 'Only three old women at church yesterday,' my father would greet me hopefully, as cars streamed past in all directions.	AC7 1623 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	3. to play something on the computer whilst downloading it from the internet		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	4. to put school children in groups according to their ability	Those who advocated it argued that it was of no use to abolish selection at 11 +, in the name of justice and fairness, and then reintroduce selection a few months later, by streaming children once at school.	ASY 133 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
stress (VB)	1. to emphasize a statement, fact, or idea	<PAS>You brought up a good point and I want to stress that to the other ladies and gentlemen of the jury. [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stress (VB)	2. to pronounce a word or part of a word so that it sounds louder or more forceful	We have already stressed the importance of silent reading in the classroom.	ANS 409 (W:non_ac:polit_law_edu)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 9/13
	3. to worry about something	Studying for exams always stresses me out.	LONGMAN ONLINE DICTIONARY	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
stressed (ADJ)	1. so worried and tired that you cannot relax	She's feeling stressed .	ASS 1086 (W:fict:prose)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
stressful (ADJ)	1. making someone worry a lot	<PAS>[...] Do you think that red-haired people or any person for that matter when they're under a stressful situation may blotch up if you're fair complected? [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
stretch (VB)	1. to make something bigger or looser by pulling it	The stretching of the elastic explains the elasticity of lung tissue and that energy is required to stretch the tissue.	B33 1914 (W:ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to straighten your arms, legs, or body to full length	I wouldn't be able to stretch out, but at least I could sit there.	A0F 1722 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stretch (VB)	3. to reach a long way for something	She stretched across to switch it off, grateful for the distraction.	G0N 651 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
	4. to continue over a period of time or in a series	Classes are carefully time-tabled throughout the day, and occasionally stretch into the evenings.	A06 1316 (W:non_ac:humanities_arts)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18 IA21 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	5. to make something continue over a period of time or in a series	Stanley's, moving the ball wide with crisp facility, stretched their lead to 18-0 when Rees broke down the left and crashed over with muscular help from Watkinson.	A8N 19 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	6. to spread out or cover a large area of land, e.g. there was a line stretching around the block	The Kimberley mountain ranges stretch across the northern tip of Western Australia.	CB9 546 (W:non_ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	7. to be able to afford something	But you always evaded this question, saying your allowance from home would not stretch to paying the extra rent.	AC6 938 (W:biography)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	8. to challenge someone, e.g. this PhD stretches me	The other side of the coin is that it is very satisfying and rewarding because it stretches me in every possible way.	A6L 1235 (W:commerce)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 9/17
	stretch (NN)	1. the action of stretching a part of your body out to its full length, or a particular way of doing this	It is important to hold the stretches for two minutes in a position of mild tension, not pain.	AR7 671 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA27

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
striate (VB)	1. to look rounder and more distinctive	<OCC>The only other ... the cortical cells in the cortex were fibrous in texture in the unknown hair. And in the known hairs, they were only striated which means there was a ... the cells themselves looked rounder and more distinct in the questioned hair than in the known hairs.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
strike (VB)	1. to hit or fall against the surface of something	The only mishap was that in forcing himself through the gap, he nudged the twig and the falling window struck him on the head.	ACV 2383 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to deliberately hit someone (sometimes with a weapon)	Had to strike him hard and step back, aiming a kick to the stomach to disable him.	GUG 2432 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to seem to have a particular quality or feature, e.g. His jokes didn't strike Jack as being very funny	But she did not strike him as a girl who would get much pleasure out of flagellating herself with self-loathing and trembling hypocrisy.	ALJ 762 (W:fict:prose)	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to think of something, notice it, or realise it	<PAS>So that was something that struck out in her mind; is that correct?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 7/17
	5. to stop working as a protest against something relating to one's job	It does not restore the immunities enjoyed before 1979, but it confirms the right to strike and gives strikers protection against dismissal.	A2P 71 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 8/31
	6. to attack someone, especially suddenly	She was worried then that the attacker might strike again.	K1V 2863 (W:news_script)	NEGATIVE	IA1 IA8 IA11 IA12 IA13 IA14 IA15 IA18 IA20	(INTER)ACTION 9/31
	7. to damage or harm someone or something	I predicted that a dramatic event would soon strike at the heart of the Royal Family.	CBC 378 (W:newsp:other:social)	NEGATIVE	IA1 IA8 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
strike (VB)	8. to suddenly happen	On the way back we were about two and a half miles from Fordingbridge when disaster struck .	B22 1130 (W:biography)	NEGATIVE	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	9. to say officially that something cannot be considered as proof in a court of law	<PAS> Strike that. Let me back up and ask you initially, who did you get a suspect description from?</PAS>	A-MT-090393-03.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
strip (VB)	1. to take off your clothes	Jay stripped her clothes off and plunged into the sea, still smiling!	AOL 3791 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA21	(INTER)ACTION 11/31
	2. to take off someone else's clothes	She was stripped naked and beaten with a cattle prod before being thrown into a cell full of excrement.	CAL 110 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to remove something that is covering the surface of something else	The existing roof covering was completely stripped and the rafters were brush-cleaned.	A79 1234 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	4. to separate an engine or piece of equipment into pieces in order to clean or repair it	<DJU>My husband's pick up truck was stripped and torn apart behind a locked gate at work.</DJU>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	5. to remove everything that is inside a building, all the equipment from a car	The house was stripped bare except for the furniture, and I suppose Lord Muck will provide that wherever he's taken them.	G16 1905 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA24 IA25	(INTER)ACTION 11/31
	6. to take someone's belongings from them	Yet almost 30 years after Indira Gandhi stripped the princes of their titles, the ex-Maharajah of Bharatpur continues to exert a regal influence over the affairs of his former state.	A3D 239 (W:newsp:brdsh_tat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stroke (VB)	1. to move your hand gently over something	With the fingers of his free hand he gently stroked her cheek.	JY2 2297 (W:fict:prose)	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
	2. to move something somewhere with gentle movements of your hand	He lifted her face and stroked her hair from her eyes.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA3 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 10/31
stroll (VB)	1. to walk somewhere in a slow relaxed way	She strolled upstairs.	AOL 3556 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
stroll (NN)	1. the act of walking somewhere in a slow and relaxed way	<PAS>When you all ... you say you walked through the kitchen, were you all just on a friendly stroll through your house?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 8/31
structure (VB)	1. to arrange the different parts of something into a pattern or system in which each part is connected to the others	He prefers to structure his shows as an interview session, with fashion consultant Colleen Brand, where the audience can also ask questions.	AKV 72 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
structured (ADJ)	1. carefully organized, planned, or arranged	I do not believe a more structured approach will kill creativity; on the contrary, given the necessary skill children's achievements can be quite remarkable.	AKX 134 (W:newsp:brdsh_t_nat:social)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MINOR 6/17
study (VB)	1. to spend time reading, going to classes in order to learn about a subject	<DAN>All right. Have you ... other than that, have you ever ... did you study under any people to learn ... keep learning your trade? What did you do next?</DAN>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to watch and examine something carefully over a period of time	<OCC>[...] And as I said, the root has very important characteristics to study as does the entire hair shaft and then the tip. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
stumble (VB)	1. to hit your foot against something or put your foot down awkwardly while you are walking or running, so that you almost fall	I couldn't see nothing and I — I stumbled over him.	A71 3167 (W:fict:prose)	NEUTRAL	IA1 IA9 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 7/31
	2. to stop or make a mistake when you are reading to people or speaking	<PAS>Yes. And it's not a fair question for me to ask because I stumble over it every time I try and say it. [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA9 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 7/31
	3. to find or discover something by chance and unexpectedly	As often happens with medical advances, the scientists stumbled across the vaccine by chance.	AJK 53 (W:newsp:brdsh_t_nat:science)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
subject (VB)	1. to force someone or something to experience something very unpleasant	The rapist approached the 17-year-old waitress in a bus station at Holmfirth, West Yorks, and subjected her to an hour-long ordeal.	CBF 2190 (W:newsp:other:report)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 11/31
submit (VB)	1. to give a plan, piece of writing to someone in authority for them to consider or approve	<OBY>The only thing I can testify to are the latent prints that were submitted to me. Other than that, I have no idea what happened at the scene or where the scene even is at.</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to agree to obey a person, group, set of rules, especially when you have no choice	In such cases, the dancer has to submit to the discipline of style and context dictated and not created for them.	A12 524 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME14 ME17	MENTAL COGNITIVE MINOR 7/17
	3. to suggest or say something	I submit that there are logistical, financial, and indeed ethical questions to be addressed first.	EA2 1539 (W:ac:medicine)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
submission (NN)	1. when you give or show something to someone in authority, for them to consider or approve	The reports should be sent in the first instance to me for submission to the Advisory Committee on Policy.	EEC 1304 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. an opinion or thought that you state	However, Mr. Thornton made clear that in his submission requesting the receipt was merely an incident in the operation of the shop.	FCC 191 (W:ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME11 ME14 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
subpoena (VB)	1. to order someone to come to court	if a retrial is granted we will subpoena him and Miss Jones to give evidence.	A2A 462 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
subpoena (NN)	1. a written order to come to a court of law and be a witness	<DAN>And you're appearing here due to a subpoena I sent you, correct?</DAN>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
subtract (VB)	1. to take a number or an amount from a larger number or amount	These should be subtracted from your total allowance of 850 to 1,500 calories for the day.	C94 851 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
subtraction (NN)	1. the process of taking a number or amount from a larger number or amount	As he remarks, this is what we do in arithmetic when we check additions by subtraction , and vice versa.	ABM 622 (W:ac:humanities_arts)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
succeed (VB)	1. to do what you tried or wanted to do	To date, 10 million smokers have succeeded in kicking the habit.	A0J 760 (W:misc)	NEUTRAL	IA1 IA8 IA12 IA15 IA17 IA18 IA23	(INTER)ACTION 7/31
	2. to have the result or effect something was intended to have	But the Bank recently published a paper called: 'Why structural adjustment has not succeeded in Sub-Saharan Africa'.	CR7 1225 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
succeed (VB)	3. to come after or replace something else, especially another product	The last of the great classic European wars ended in 1945, and by 1989 seemed most unlikely to be succeeded by another.	A66 1654 (W:ac:humanities_arts)	NEUTRAL	RE2 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
succession (NN)	1. the act of taking over an official job or position, or the right to be the next to take it	The succession passes 'not from father to son, but from uncle to nephew	H8V 305 (W:ac:humanities_arts)	NEUTRAL	RE2 RE6 RE8 RE18 RE19 RE21	NOMINALISATION RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
suck (VB)	1. to take air, liquid etc into your mouth by making your lips form a small hole and using the muscles of your mouth to pull it in	She stopped and sucked in a breath. <OBI>[...] At that point, he forced her to suck his penis and I believe also at that point, he forced her to take her swimming suit off. At that point, she had already given us a description of the suspect. [...]</OBI>	AN7 1187 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to hold something in your mouth and pull on it with your tongue and lips		A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to pull someone or something with great power and force into or out of a particular place	A bird-watcher had climbed down there once, to get his binoculars, and the mud had sucked him in up to his waist.	ACB 2099 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
sue (VB)	1. to make a legal claim against someone, especially for money	<JU1>[...] We have civil cases, <<SJUP>> across the hall tries civil cases. That's where parties sue one another for money, sometimes millions of dollars. [...]</JU1>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
suffer (VB)	1. to experience physical or mental pain, e.g. I'm suffering with a bad back	He was dismayed to find his old teacher, Mr. Owen, suffering with tuberculosis, from which he later died.	ALK 96 (W:biography)	NEGATIVE	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to become worse in quality, e.g. I'm worried and my work is beginning to suffer	Indeed it is so severe that the fabric of the economy is beginning to suffer long-term damage.	ABG 1898 (W:pop_lore)	NEGATIVE	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
suffering (NN)	1. serious physical or mental pain	We only grow through pain and suffering .	CA5 378 (W:non_ac:soc_science)	NEGATIVE	ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 6/17
suggest (VB)	1. to tell someone your ideas about what they should do, where they should go	<PAS><MWJD>, did you ever have an occasion to suggest your son have facial reconstructive surgery in June of 1991?</PAS>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
suggestion (NN)	1. an idea, plan, or possibility that someone mentions, or the act of mentioning it	Any helpful suggestions or comments would also be welcome.	A7K 424 (W:misc)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
suit (VB)	1. to be acceptable, suitable or convenient for a particular person or in a particular situation	<PAS>I'll stipulate as of this date whatever the jail's measurements are.</PAS> <JU1>Okay. Does that suit you?</JU1>	A-MT-100393-07.txt	NEUTRAL	ME2 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 7/17
	2. to do whatever one wants, e.g. suit yourself	How he twisted things to suit himself! she thought angrily.	HGT 3873 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 7/17
summarise (VB)	1. to give a summary of the main ideas	<DAZ>Ladies and gentlemen of the jury, it's going to be my job now to discuss the scientific evidence in the State's case and as [sic] been ... as has been summarized by <<UPAS>>, there are 2 primary scientific witnesses the State has produced. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
summary (NN)	1. a short statement that gives the main information about something, without giving all the details	<ORH>I arrived at the scene and I took a look around the outside before entering. Then I met the officer at the back door and was given a brief summary of what she had determined at that point.</ORH>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE7 VE9 VE13 VE14	VERBAL MINOR 6/13
summon (VB)	1. to order someone to come to a place	<DLT>[...] And I would usually ask, "Have they got that deal straightened out or what?" And he said, "No, they're still going on it and you will probably be summoned ." [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
summon (VB)	2. to try very hard to have enough of something such as courage, energy, e.g. He had to summon the energy to finish the race	Perhaps she had intended to restore it to working order but with increasing age hadn't been able to summon the energy or enthusiasm to cope with the disturbance.	C8T 987 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
summons (NN)	1. an official order to appear in a court of law	<DLT>[...] I mean I, you know, he said probably but actually nobody ever called me or talked to me or asked me anything about it or told me anything about it except <<NWJD>> until I received a summons Monday night about 10:30.</DLT>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE10 VE11 VE13	VERBAL MINOR 11/13
superimpose (VB)	1. to put one picture, image, or photograph on top of another so that both can be partly seen	This position is then superimposed onto the screen image to guide the instrument during the operation.	ANX 1084 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to combine two systems, ideas, opinions so that one influences the other, e.g. Eastern themes superimposed onto Western architecture	Trainees will see that by tackling the practical presenting problem with too much alacrity they may superimpose their interpretation of Sally's problems before confirming them with Sally.	B0N 1378 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
supervise (VB)	1. to be in charge of an activity or person, and make sure that things are done in the correct way	he supervised the film soundtrack for Jonathan Demme's Something Wild	A2Y 43 (W:newsp:brdsh_tnat:arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	(INTER)ACTION 9/31 MENTAL PERCEPTIVE MINOR 8/17
supervision (NN)	1. the process of supervising someone or something	<DGI>Personally at that particular time, no. They are under my supervision and I would instruct them on normal events when we have instructional times. [...]</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (INTER)ACTION 6/31 MENTAL PERCEPTIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
supply (VB)	1. to provide people with something that they need or want	British Gas have <u>supplied</u> and installed a new cast-iron Jotul stove in the CIC Hut, and have provided enough bottled gas for two years into the bargain.	A15 198 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
supply (NN)	1. the act of supplying something	It was hoped that this would result in better co-operation from local administrators and party members in the <u>supply</u> of labour and fuel, etc.	A64 1485 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31 RE3 RE5 RE7 RE15 RE16 RE17 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
support (VB)	1. to say that you agree with an idea, group, or person	We cannot <u>support</u> the Bill because it bears no relation to people's income.	HHW 5335 (W:hansard)	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to help someone by being sympathetic and kind to them during a difficult time in their life	She <u>supported</u> her and whispered, 'We are going to leave today, my mother, and you are coming with me.'	GOS 661 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to provide enough money for someone to pay for all the things they need	His mother had been deserted by the father and, with five children to <u>support</u> , could not cope.	CL1 825 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to hold the weight of something, keep it in place, or prevent it from falling	This is because, during sleep, our spine no longer needs to <u>support</u> the weight of our body.	A75 50 (W:non_ac:medicine)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
support (VB)	5. to prove that something is true or exists or that it does not	<DAN>Judge, that is a carbon copy, it's <u>supported</u> by an actual receipt.</DAN>	A-MT-110393-10.txt	NEUTRAL	ME1 ME7 ME8 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 7/31 VERBAL MAJOR 9/13
	6. to like a particular sports team	Presumably he had been a football fan but it has not been possible to discover whether he <u>supported</u> Liverpool or Everton.	FTX 478 (W:misc)	NEUTRAL	ME2 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
support (NN)	1. approval, encouragement, and perhaps help for a person, idea, plan etc	This proposal has gathered significant <u>support</u> in recent weeks from higher education chiefs and Tory think-tanks such as the Centre for Policy Studies.	A88 531 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. sympathy and help that you give to someone who is in a difficult situation or who is very unhappy	Without your <u>support</u> I'd never have been accepted.	APW 1958 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
suppose (VB)	1. to think something is true, although you are uncertain about it	<JVC>On who?</JVC> <DAN>On somebody, to clear the case?</DAN> <JVC>I <u>suppose</u> there could be.</JVC>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to expect that something will happen or be true, and to base your plans on it	Do you know how many signatures they got from <<NDFT>> so they say that was his? 66. You know how many they got from <<SWJD>>, the man he's <u>supposed</u> to be copying?	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
suppress (VB)	1. to prevent something	<DAN>Judge, previously I had filed a motion to <u>suppress</u> the in-court identification by <<UPJC>>, <<MDCO>>, based partially upon this line-up. [...]</DAN>	A-MT-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
suppress (VB)	2. to stop yourself from showing your feelings	Best suppressed his shyness and awkward incoherence to become one of the rising stars of Matt Busby's famous '60s side.	B1L 440 (W:misc)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
surface (VB)	1. to become known about or easy to notice, e.g. Rumors about the killings have begun to surface in the press	Glaxo reversed most of yesterday's gains with a 19p fall to 666p after rumours surfaced that the pharmaceutical giant was considering a big joint-venture with the US group, Warner-Lambert.	K59 2766 (W:newsp:other:commerce)	NEUTRAL	ME3 ME6 ME8 ME12 ME16	MENTAL COGNITIVE MAJOR 5/17
	2. to suddenly appear somewhere	The fuss died down, but has now surfaced again.	ABH 610 (W:pop_lore)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	3. to rise to the surface of water	A smile appeared on his face like oil surfacing on still water.	H7F 185 (W:fict:prose)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA17 IA23	(INTER)ACTION 7/31
	4. to get out of bed, especially late	Joe never surfaces before midday on Sunday.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
surf (VB)	1. to ride on waves while standing on a special board	He regularly swam a mile or two out, surfed , and then swam back in again.	ASV 2665 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to look quickly through information on the Internet		NO EXAMPLE	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25 ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL COGNITIVE MINOR 8/17
surfing(NN)	1. the activity or sport of riding over the waves on a special board	He also agreed that he once claimed surfing was better than sex, and had said he could not be gay because he went surfing, which he considered a largely heterosexual sport.	AHA 28 (W:newsp:brdsh_t_nat:arts)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
surfing(NN)	2. the activity of looking quickly through information on the Internet to find something that interests you		NO EXAMPLE	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31 ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL COGNITIVE MINOR 6/17
surprise (VB)	1. to make someone feel surprised	<PAS><MWEC>>, I'm <<NPAS>> from the D.A.'s office here in Tulsa. Would it <u>surprise</u> you to learn that <<NA51>> says she didn't meet <<NDFT>>? She only met <<DWJD>> and she doesn't know <<FDFT>> anywhere from anything.</PAS>	A-MT-110393-11.txt	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 9/17
	2. to give someone a shock that they are not expecting	Under cover of darkness, the Scots <u>surprised</u> the Britons and slaughtered many of them.	BM6 575 (W:misc)	NEUTRAL	ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16	MENTAL COGNITIVE MAJOR 9/17
surprise (NN)	1. an unexpected or unusual event	<PJC>So I could see what it's like, so it wouldn't be totally a <u>surprise</u> to me.</PJC>	A-MT-100393-07.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
surprised (ADJ)	1. having a feeling of surprise	<A32>I don't think anybody asked why. We were <u>surprised</u> to see him and happy to see him but didn't ask why.</A32>	A-MT-110393-13.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 7/17
surprising (ADJ)	1. unusual or unexpected	<PAS>Is that <u>surprising</u> to you? Do you think that because a child is involved in this case that it makes the crime any better or any worse?</PAS>	A-VD-080393-01.txt	NEUTRAL	ME1 ME7 ME12 ME13 ME15 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 7/17
surrender (VB)	1. to say officially that you want to stop fighting or to stop avoiding the police, government because you realize that you cannot win	Today, she flies to the Marcos family home province of Ilocos Norte and is expected to <u>surrender</u> to police tomorrow on tax fraud charges.	CBM 618 (W:newsp:other.report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
	2. to give your soldiers, land or weapons to an enemy after you have been defeated	Serbian units were said to be conducting house-to-house searches last night after ordering Muslims and Croats to <u>surrender</u> their weapons.	AHF 876 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
surrender (VB)	3. to allow yourself to be controlled or influenced by something	They were hungry for each other and Maggie surrendered to the fierce possession of his mouth.	HGK 4510 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31
surround (VB)	1. to be all around someone or something on every side, e.g. The trees surrounded the field	<OBI>Yes, she could. Like I said, she was ... she was very scared. She was standing there surrounded by a bunch of policemen that she didn't know. [...]</OBI>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 RE1 RE6 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to be closely related to a situation or event, e.g. Silence and secrecy surround the murder	<PAS>At what point in time, was there any discussion about the circumstances surrounding the weekend of May 30th, 31st, June 1st and June 2nd?</PAS>	A-MT-110393-12.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
survey (VB)	1. to ask a large number of people questions in order to find out their attitudes or opinions	Women are also more likely to leave work earlier, although only 15 per cent of people surveyed would admit to leaving early at all.	A43 186 (W:newsp:brdshst_nat:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to look at someone or something carefully, especially in order to form an opinion about them	Still, when she stepped back to survey her own handiwork, she allowed herself a moment of professional pride.	HA9 3366 (W:fict:prose)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	3. to examine the condition of something, e.g. a house or other building and make a report on it, especially for people who want to buy it	Before the 10-year guarantee runs out therefore, a structural engineer should be asked to survey the house and to inspect the cavities with an endoscope which has a zoom eye-piece and a powerful light source in the tip.	AS1 748 (W:misc)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	4. to examine and measure an area of land and record the details	There were many voyages designed to survey the ocean depths in the nineteenth century, of which the most famous was that of HMS Challenger in 1872–6 (see chapter 6).	G0H 837 (W:non_ac:humanities_arts)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
survive (VB)	1. to continue to live after an accident, war, or illness, e.g. She survived the attack	One suspect, having survived the shooting, was burned alive.	ABJ 1207 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CRICUMSTANTIAL 7/21
	2. to continue to exist after a long time, e.g. A few pages of the original manuscript still survive	The rebuilding resulted in three large separate blocks, of which two still survive .	ANC 186 (W:non_ac:humanities_arts)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CRICUMSTANTIAL 7/21
suspect (VB)	1. to think that something is probably true or is the case	<PAS>Judge, I suspect that the next witness won't necessarily be real lengthy, but we'll get into your afternoon recess time. Would you consider recessing?</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to think that something bad is going to happen or has happened or is happening	<PAS>If <<MDAN>> wants to start quoting from the newspaper, I'll be glad to match him quote for quote with regard to this case. He knows he hasn't laid the proper predicate or foundation to do that and I'd ask the opportunity to see what he's getting ready to put in front of the jury. I suspect he knows that when I object, it's going to be sustained, but will already be in front of the jury.</PAS>	A-MT-090393-03.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	3. to think that someone is probably guilty of a crime	Sybil had never even set eyes on Rodney so they couldn't possibly suspect him of her murder, now could they?	HNJ 3152 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to think that something is not honest or true	He distrusts Szilard, and insists that Robert Oppenheimer (David Strathairn) leads the scientists, although he suspects his Leftist views.	EE1 103 (W:non_ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
suspicion (NN)	1. a feeling you have that something is true, especially something bad	He had no idea she already had suspicions which might well have been a contributory factor to her miscarriage.	CDE 2246 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS MENTAL COGNITIVE MAJOR 6/17 RELATIONAL (ATTRIB) POSSESSIVE 6/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
suspend (VB)	1. to officially stop something from continuing, especially for a short time	Due to lack of governmental or any other official support this unique and valuable organisation has had to suspend its training activities temporarily, whilst trying to secure for itself a sound and permanent financial basis for the future.	A06 97 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to make someone leave their school or job for a short time	He has been suspended until next Tuesday.	K97 16848 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to attach something to a high place so that it hangs down	The bed was like a catafalque, suspended from the roof by royal blue ropes and hangings.	ACE 2650 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
suspension (NN)	1. when something is officially stopped for a period of time	The resulting fracas led to the suspension of proceedings for two hours on Wednesday and further rancorous debate yesterday.	A57 465 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. when someone is not allowed to go to school, do their job, or take part in an activity for a period of time as a punishment	ater there came a reprimand for a breach of rules and, not long after, a six month suspension for a further misdemeanour.	CS4 276 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
sustain (VB)	1. to make something continue to exist or happen for a period of time, e.g. He was incapable of sustaining close relationships with women	That is the only way to sustain growth and build a strong and sound economy in the 1990s.	K5H 2131 (W:newsp:other:commerce)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to suffer damage, an injury, or loss of money	As it was, in the fighting at the meeting and afterwards many sustained injuries.	CS6 999 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA9 IA10 IA12 IA15 IA16 IA18 IA21 IA25 RE3 RE5 RE7 RE9 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to make someone feel strong and hopeful, e.g. The thought of seeing her again was all that sustained me	He lived for his reunion with Elizabeth; all that sustained him until then was the daily letter from his new wife waiting for him in his lodgings.	FRJ 1949 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sustain (VB)	4. to hold up the weight of something, e.g. He leant against her so heavily that she could barely sustain his weight	Antoine faltered, sagging against her so that she could barely sustain his weight.	FP0 666 (W:fict:prose)	NEUTRAL	RE1 RE6 RE8 RE11 RE18 RE19	RELATIONAL (IDENTIFYING) CIRCUMSTANTIAL 6/21
	5. to support an idea or argument, or prove that it is right, e.g. This argument is difficult to sustain	<PAS>[...] I suspect he knows that when I object, it's going to be sustained , but will already be in front of the jury.</PAS>	A-MT-090393-03.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
sustained (ADJ)	1. continuing for a long time	The first try came after a period of sustained pressure, when Mal Meninga had the strength to force over from close range.	A2S 543 (W:newsp:brdsht_nat:sports)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
swallow (VB)	1. to make food or drink go down your throat and towards your stomach	She handed me a glass of cider, others accepted a small glass of a clear liquid that made them wince as they swallowed it.	A61 1651 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to believe a story, explanation that is not actually true	He found humanism, which posits no values outside human beings, very hard to swallow , although he could see no case against it.	KS3 60 (S:lect:humanities_arts)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to stop yourself from showing a feeling	She swallowed her disappointment and told him she loved him.	HGF 2739 (W:fict:prose)	NEUTRAL	VE1 VE4 VE6 VE7 VE9 VE13	VERBAL MINOR 6/13
swear (VB)	1. to use rude and offensive language	Go on, swear, swear in front of all those Norwegians.	KNV 7 (S:conv)	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 7/13
	2. to promise that you will do something	<CK1>Please raise your right hand. Do you and each of you solemnly swear that you will well and truly try the matter submitted to you in the cause now on trial and render a true and correct verdict according to the law and evidence, so help you God?</CK1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
swear (VB)	3. to say very strongly that what you are saying is true	I swear I have a Jewish ancestry!	AOL 2622 (W:fict:prose)	NEUTRAL	VE1 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 8/13
	4. to swear somebody in: make an official promise to do their duty well	<JU1>All right. Let's bring the Doctor forth, please, <<RDKU>>. I need to swear you in, you probably want to set your things down first and then we'll ...</JU1>	A-MT-090393-02.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
swearing (NN)	1. the act of using rude and offensive language	Heavy drinking, spitting, and swearing rather than collective violence marked off the 'rough' from the rest — the self-controlled 'respectable' elements.	A6Y 954 (W:non_ac:soc_science)	NEGATIVE	VE1 VE7 VE8 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
	2. the act of promising that you will do something	In relation, for instance, to Clanchy's material on medieval England, Stubbs' 'controlled value judgements' might lead to an examination of the relative advantages of seals, medallions, the swearing of oaths and the use of writing for the 'reliability' of claims to land rights, according to the interests of the different groups involved.	EA3 1091 (W:ac:soc_science)	NEUTRAL	VE1 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 6/13
sworn (ADJ)	1. a statement etc that someone makes after officially promising to tell the truth	<PAS>It's something that tends to prove something, but it's not eye witness or sworn testimony. [...]</PAS>	A-VD-080393-01.txt	NEUTRAL	VE1 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 6/13
sweat (VB)	1. to have drops of salty liquid coming out through your skin because you are hot, ill, frightened, or doing exercise	<OBY>[...] Just through natural body functioning, your hands sweat , you exude water and the sweat is 98 percent water. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31
	2. to work hard	The US Masters champion added: 'I always try to defend a title but I have sweated my guts out in America this year to get where I am and I feel I am entitled to play.	A4P 298 (W:newsp:brdshnt_nat:sports)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 7/31
	3. to be anxious, nervous, or worried about something	Make him sweat a bit.	G1W 1003 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sweep (VB)	1. to clean the dust, dirt from the floor or ground, using a brush with a long handle	Although modern appliances such as the electric Hoover were functional and popular, housemaids were still expected to be downstairs between five and six a.m. to sweep the rooms and fireplaces, and polish grates and furniture.	CHP 547 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to move things from a surface with a brushing movement	He glanced at his watch, opened the top drawer of his desk and swept the papers in.	GUD 1855 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to force someone or something to move in a particular direction	Then their killers dumped the bodies into the Indian Ocean, hoping they would be swept out to sea and eaten by sharks.	CBE 1952 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to quickly become very popular or common	On the television front, satellite had not swept the country to the extent indicated by early predictions.	HJ4 3684 (W:newsp:other:report)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	5. to feel suddenly affected in one way or another by something	As I walked down the front steps for the last time, a feeling of elation swept over me.	AOF 1123 (W:fict:prose)	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	6. to form a long curved shape, e.g. The hills swept down to the sea	In Station Road, Mochdre, witnesses said that a wall of water at least five feet high had swept down the narrow street, washing away cars like matchsticks.	K3T 551 (W:newsp:other:report)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
sweep (NN)	1. a long swinging movement of your arm, a weapon	MacDiarmid waved him forward with a commanding sweep of his arm and he came and sat at the end of the table.	AON 676 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
	2. the act of cleaning a room with a long-handled brush	I shall get on with the work and have a sweep out and tidy up, and I'll have the fire lit and the bone broth on before she gets home.	EWB 1223 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
swell (VB)	1. to become larger and rounder than normal - used especially about parts of the body	<ODS>I remember her eyes swelling up, but I don't remember tears running. But when you raise kids, you know when a kid's about ready to cry.</ODS>	A-MT-090393-03.txt	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29 RE2 RE6 RE7 RE9 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
swim (VB)	1. to move yourself through water using your arms and legs	That'll give everyone a chance to rest and then we can swim across to those fields.	EWC 789 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. start to feel confused or that everything is spinning around, e.g. My head was swimming after looking at that screen all day	Her head was swimming and her heart was pounding.	H8H 706 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME17	MENTAL COGNITIVE MINOR 6/17
swim (NN)	1. a period of time that you spend swimming	'It is such a nice day, why not go for a swim ?	AD9 1690 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 8/31
swimming (NN)	1. the sport of moving yourself through water using your arms and legs	Swimming is still cheap but athletics is getting more expensive.	A6Y 669 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
swing (VB)	1. to make regular movements forwards and backwards or from one side to another while hanging from a particular point	He whirled round, stood in a kind of ape-like crouch and started to swing his arms in front of him.	HR9 1554 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make something make regular movements forwards and backwards or from one side to another while hanging from a particular point	Kate walked away, swinging her bag.	CKB 1503 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to move quickly in a smooth curve in one direction	Next instant she had a great thrill, for as the van swung into the lane past her she saw that it was full of Brownies, with luggage all around them!	BOB 1086 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA15 IA18	(INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
swing (VB)	4. to make something move quickly in a smooth curve in one direction	She swung her legs out of bed and reached for her dressing gown.	C8T 1885 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to move your arm or something you are holding to try and hit something	Jock then tried to hit Denis, who was still swinging at Michael, who didn't want to hit his big brother, and stumbled back into Sean, who jumped to one side and collided with Pat Kelly, knocking his next drink out of his hand!	ATE 1903 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. to arrange for something to happen, although it takes a lot of effort to do this	Jo and Maggie are lucky, they've managed to swing it so that they work side by side.	BP8 128 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
switch (VB)	1. to change from doing or using one thing to doing or using another	<PAS>[...] She will talk to you about that and she will tell you the injuries that she observed. After <<RDKU>> talks to you, I will have your attention switched back to the scene where this occurred. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to replace one thing with another	When firms borrow abroad, however, they need to switch the cash into whatever currency they are going to have to spend the money in.	ABJ 3827 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
switch (NN)	1. a complete change from one thing to another	Many speakers urged a switch from the emphasis on manufacturing and processing to research and development.	B7K 525 (W:non_ac:nat_science)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
swap (VB)	1. to give something to someone and get something in return	'This is an exchange , not a rummage sale,' she said when she saw that Gloria had brought along no clothes to swap .	AC5 343 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
sympathise (VB)	1. to feel sorry for someone because you understand their problems	<PAS>[...] And even if you may sympathize with <<MDFT>> or you may sympathize with <<MDCO>> and <<AWCP>> and <<FPJC>>, that you can't make up your mind or decide this case based on other people or other facts.</PAS>	A-VD-080393-01.txt	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
sympathise (VB)	2. to support someone's ideas or actions	In the past some policemen had sympathised with the separatist movement, but when terrorists began killing relations of the police, the force united behind the government.	CRB 706 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
sympathy (NN)	1. the feeling of being sorry for someone who is in a bad situation	<PAS>Isn't it true you and your husband have played on the sympathy of your family and your friends ...</PAS>	A-MT-120393-14.txt	NEUTRAL	ME2 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 6/17
	2. belief in or support for a plan, idea, or action, especially a political one	He ostentatiously orders a can of Worthington with his lunch, to show where his sympathies lie.	GOF 1941 (W:fict:prose)	NEUTRAL	ME1 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
syndicate (VB)	1. to arrange for written work, photographs to be sold to a number of different newspapers, magazines	These and similar articles on women's and other pages were syndicated from agencies in Britain.	CDU 704 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
tackle (VB)	1. to try to deal with a difficult problem	Refusing to be beaten, he decided to tackle the problem head on; reminding himself that otherwise he would spend the rest of his life wondering.	ACV 2063 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to try to take the ball away from an opponent in a game such as football or hockey	As she did one of the English players danced across the screen and up the sideline, outwitting several of the Moroccan side who tackled him from all directions.	AOU 1107 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to force someone to the ground so that they stop running, in a sports game	Williams converted a 58th minute penalty stroke after she was illegally tackled following a fine individual run from a counter attack.	AJ3 774 (W:news:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to talk to someone in order to deal with a difficult problem	The Health Secretary was officially opening the Abbey Centre in Abingdon when one of the trainees tackled her on the issue of pay.	K21 2988 (W:news_script)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
tackle (VB)	5. to start fighting someone	Some idiot member of the public might even try to tackle him.	CAM 209 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
tackle (NN)	1. an attempt to take the ball from an opponent in a game such as football	The incident occurred a minute before half-time after a tackle from Dennis Wise, Wimbledon's England B winger.	AA7 407 (W:newsp:brdsh_t_nat:sports)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
tag (VB)	1. to attach a tag to something	We sign in, have our boat inspected by that nice man from Eclipse and are duly body tagged with a nylon cord bracelet and a number.	BMF 1159 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to give someone or something a name or title, e.g. The country no longer wants to be tagged as a Third World nation	<DAN>And then somebody picked out the wrong person, correct?</DAN> <DJE>Or called and tagged .</DJE>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	VERBAL MINOR 8/13
	3. tag along: to go somewhere with someone, especially when they have not asked you to go with them	Joanie tagged along with her, as she always had done.	FAB 481 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
taint (VB)	1. to make a person or situation seem bad	<DAN>... in my argument that many, many times, months ago, was that it was not sufficient, that the people did not sufficiently look like each other to be admitted into evidence and this, they've tainted their in-court identification of the defendant. [...]</DAN>	A-MT-090393-03.txt	NEGATIVE	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to damage something by adding an unwanted substance	A major scandal erupted in early November 1989 with the discovery that cattle on some 1,800 farms in the UK and the Netherlands had been affected by lead poisoning, following the illegal sale of rice bran which had been accidentally tainted with lead.	HKP 2022 (W:non_ac:polit_law_edu)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
take (VB)	1. to remove something from a place	<JU1>[...] After that when the evidence is concluded, I will read instructions to you. Written instructions, which you get to take with you when you deliberate. And then we have closing arguments. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to last a certain amount of time	<DAN>How long did that take ?</DAN> <OBI>Probably 6 to 8 minutes.</OBI>	A-MT-090393-01.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to accept something that is offered, e.g. Will you take the job?	<JU1>[...] There is an oath that you take to try the case and this oath will essentially contain nothing different than what we've previously discussed, that is you'll give both parties a fair trial and you'll reach a verdict based on the law and evidence.</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	4. to get hold of something in your hands	<PAS>Okay. Now can you either take this pointer or stop down and with your finger point to where you first saw the person who came to the front door?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	5. to use a particular form of transport or a particular road in order to go somewhere or transport someone or something somewhere	<DAN> Take an airplane, drive a car, how did you get up there?</DAN>	A-MT-100393-08.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
take (VB)						
	6. to study a particular subject in school or college for an examination	Students taking French as a major or joint subject are required to spend their third year in a French-speaking country.	B3C 2277 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL DESIDERATIVE MINOR 8/17
	7. to do an examination or test	<PAS>Were you board certified at the time that you ... well on May 31st, 1991?</PAS> <DKU>No. You cannot take the boards until after you've completed your residency.</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
	8. to collect or gather something	<PAS>[...] So she went over there to take the report from the little girl and basically get her to the hospital for a rape exam and that's what she did. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA25 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	9. to react to someone or something or consider them in a particular way, e.g. I was joking, but he took me seriously	<OCC>[...] You have to take them as they are and lay them out, attempt to get them on the slide. You cannot pick up one end and put it down. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	10. to get possession or control of something, e.g. Enemy forces have taken the airport	<PAS>[...] <<RDCO>> will take the stand and tell you that he lives at 2187 South Owasso Avenue, that's his house and <<NPJC>> is his daughter. She was 11-years old, 11 years and 3 months, I believe at the time this occurred. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 9/31
	11. to swallow, breathe in or inject, e.g. medication	He has been taking medication and it is believed he may have been able to hide some of the drug.	CBE 610 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
take (VB)	12. to measure the amount, level, rate of something	Shelley said, smiling and coming up to take his pulse. 'Well, señor , what have you been doing to our road?	JYA 2610 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	13. used with a noun instead of using a verb to describe an action.	<JU1>Yeah, this is what we're going to do. Ladies and gentlemen, we'll take our mid-afternoon recess. Some admonishment is in effect. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 9/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	14. take up a suggestion, problem, complaint etc: to start to do something about a suggestion, etc.	<JU1>Okay. Take up the issue on these receipts. When did the defendant furnish these to the State? 10 days, is that correct, before trial?</JU1>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13
	15. take it upon oneself: to decide to do something without getting someone's permission or approval first	<JU1>[...] Also I want to mention that it's important that all of you hear all the questions and all the answers, so please do not take it upon yourselves to leave during the voir dire. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME11 ME14 ME17	MENTAL DESIDERATIVE MINOR 8/17
take (NN)	1. someone's opinion about a situation or idea	Here, incidentally, is my take on the homosexual male.	FYV 1074 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
talk (VB)	1. to say things to someone as part of a conversation	<PAS>[...] One of them was that she was a female officer and that this crime or number of crimes involved sexual things that might be hard for a young girl to talk about to a male policeman. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
talk (NN)	1. a conversation	'Yes, I know, but if you call early we can have a long talk .'	CDM 1295 (W:biography)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
tamper (VB)	1. to touch something or make changes to it without permission, especially in order to deliberately damage it	<PAS>[...] You know, ladies and gentlemen, if I really wanted to tamper with the evidence in this case, I would have said, for you \$1,000, you better get up here and say it's <<NDFT>>. [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
tap (VB)	1. to hit your fingers lightly on something	He tapped her on the shoulder and walked away. With just a little encouragement secondary schools will share their swimming pool, their mini-bus, laboratories and workshops and allow the primary school to tap into specialist knowledge and expertise.	FR0 3285 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make as much use as possible of the ideas, experience, knowledge of others	With just a little encouragement secondary schools will share their swimming pool, their mini-bus, laboratories and workshops and allow the primary school to tap into specialist knowledge and expertise.	AND 1363 (W:commerce)	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to listen secretly to someone's telephone by using a special piece of electronic equipment	CHART star Carl Cox stopped performing at illegal raves after discovering that police had tapped his phone.	CH5 1345 (W:newsp:tabloid)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
tap (NN)	1. an act of hitting something lightly, especially to get someone's attention	She felt a tap on her shoulder.	AOR 2778 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
tape (VB)	1. to record sound or pictures onto a tape	<DAN>Nobody got a video camera and taped you, have they?</DAN> <OAM>I labeled them on the front of each of the envelopes that were taped sealed and initialed exactly what each particular envelope contained. And each particular item I sent, I sent them in separate envelopes.</OAM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to stick something onto something else using tape	<OAM>I labeled them on the front of each of the envelopes that were taped sealed and initialed exactly what each particular envelope contained. And each particular item I sent, I sent them in separate envelopes.</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
tape (VB)	3. to tie a bandage firmly around an injured part of someone's body	When Schellenberg, vent into the small medical room, Eggar was sitting at the desk while the Legation's doctor taped his right hand.	HTW 1295 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
taper (VB)	1. to become gradually narrower towards one end, or to make something become narrower at one end	Margaret Jones: 'I remember David asked me to get my dressmaker to taper his trousers and before long other members of his form were also getting me to taper their trousers, so I suppose in a way I was almost helping them to rebel against Mr Frampton.'	AB5 136 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
task (VB)	1. to give someone the responsibility for doing something	As half of the first full-time two man drug squad in the North-East of England, I was tasked with defining and dealing with the new social aberration of 'flower power', 'the counter culture', and the 'psychedelic trip'.	A0K 997 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
teach (VB)	1. to give lessons in a school, college, or university	<PAS><<MJGL>>, your wife teaches at Union Public School; is that correct?</PAS>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA22 IA25 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL COGNITIVE MAJOR 9/17 VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
teach (VB)	2. to show or tell someone how they should behave or what they should think	If a man has a daughter she must be properly dressed, married at a reasonable age, <u>taught</u> to behave modestly in the presence of strangers.	A6V 90 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME14 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	COMPLEX PROCESS (INTER)ACTION 11/31 MENTAL COGNITIVE MAJOR 10/17 VERBAL MAJOR 11/13
	3. to show someone how to do something	<DCO>To give you a little bit, when <<VPJC>> was 5, she could read probably as well as most adults. We had never <u>taught</u> her to read.</DCO>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME14 ME15 ME16 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	COMPLEX PROCESS (INTER)ACTION 11/31 MENTAL COGNITIVE MAJOR 10/17 VERBAL MAJOR 11/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
teaching (NN)	1. the work or profession of a teacher	<DJU>I was in the nursing program last semester and I had to drop because I got injured, so I'm kind of debating whether or not changing to <u>teaching</u> or psychology.</DJU>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA22 IA25 IA31 ME1 ME7 ME12 ME13 ME15 ME16 ME18 VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 MENTAL COGNITIVE MAJOR 7/17 VERBAL MAJOR 7/13
tax (VB)	1. to charge a tax on something	Since 6th April 1990, married couples have been <u>taxed</u> independently, and each spouse is responsible for paying tax on his/her own income.	A01 290 (W:non_ac:medicine)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to make someone have to work hard or make an effort	Like any actor who has to play many different parts, all Reagan wanted were a few good lines written for him on cue cards that he could quote without having to <u>tax</u> his own abilities.	ANO 1323 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
tear (VB)	1. to damage something such as paper or cloth by pulling it hard or letting it touch something sharp	<DKU>[...] With first penetration, the thin membrane is broken. Hers was <u>tor</u> and rolled up. If you look at a clock, we look at it as a cloak with 12 o'clock up here and 6 o'clock down here. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to run or drive somewhere very quickly	'Run,' roared Tom, and he and Willie <u>to</u> re down the pathway to the cottage.	CAB 1160 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
tease (VB)	1. to laugh at someone and make jokes in order to have fun by embarrassing them, either in a friendly way or in an unkind way	<PAS>You remember making that crack?</PAS> <WSH>Um-hum. I always <u>tease</u> <<VDFT>>.</WHS>	A-MT-110393-12.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
tease (VB)	2. to deliberately annoy an animal or person	He took a sadistic delight in teasing the boy for his nervousness, taunting him because he was so small for his age and very thin.	ACW 58 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS MENTAL EMOTIVE MINOR 9/17 VERBAL MINOR 10/13
	3. tease out: to succeed in learning information that is hidden, or that someone does not want to tell you	Its origins are disguised by its huge cob, and only in the last few years has genetic analysis teased out the whole truth about its humble cereal ancestry.	CR9 3011 (W:pop_lore)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
telephone (VB)	1. to call someone by telephone	<PAS>Okay. He's never telephoned you and you've never spoken directly with him; is that correct?</PAS>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20	NOMINALISATION (INTER)ACTION 10/31
tell (VB)	1. to communicate information, a story, feelings to another person or other people	<PAS>[...] She was 11-years old, 11 years and 3 months, I believe at the time this occurred. He will tell you that when he got in the car, when he got the call to go home and got in the car, he didn't know what he'd find when he got there. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	2. to give information in ways other than talking	<DAZ>And indeed on ... if that was the only test that you had that you had never done any of your previous tests, what would it tell you?</DAZ> <DCO>[...] They asked her about what size he was and she said he wasn't very big. Asked her if he was as large as I am, she said no. And there was an ambulance driver in the hallway and he was kneeled down and he said was he about the size of him and she said well I can't tell for sure. [...]</DCO>	A-MT-100393-06.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to know something or be able to recognize something because of certain signs that show this		A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
tell (VB)	4. to have an effect on someone, e.g. These late nights are really beginning to tell on him	This addiction to self-abuse began to tell on me.	FR3 774 (W:fict:prose)	NEUTRAL	IA1 IA6 IA8 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
telling (NN)	1. when you tell a story	And on each telling she found, intuitively, an unforgettable symbol around which to weave her material.	AEA 1392 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE13 VE14	NOMINALISATION VERBAL MINOR 7/13
tend (VB)	1. to be likely to happen, e.g. People tend to need less sleep as they get older	<OBY>[...] Some people tend to perspire quite profusely; other people, like myself, very little perspiration on my hands. My hands stay real dry. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA5 IA8 IA9 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to look after someone or something	They were now tending to the Frenchman as he lay on the ground.	A61 1757 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to have one particular quality or feature more than others, e.g. Charles tends towards obesity	As a result, most of the advice on business ethics offered by academic papers (and by much business-school teaching) tends towards moral absolutism.	CR8 2058 (W:pop_lore)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to move or develop in a particular direction	<DAZ>[...] Now remember that he testified that he separates those basically because the cells that characteristically are with the female portion tend to lyse easily. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA4 IA5 IA9 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
term (VB)	1. to use a particular word or expression to name or describe something	Rush, later to be carried off with what Mr Bonds termed a 'bad groin injury', also had a shot turned aside by Flowers, who later flung himself to keep out a stinging shot by Allen.	AKM 596 (W:newsp:brdsht_nat:misc)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16 RE17 VE1 VE3 VE4 VE5 VE6 VE7 VE11 VE13	COMPLEX PROCESS RELATIONAL (ATTRIB) INTENSIVE 7/21 VERBAL MINOR 8/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
terminate (VB)	1. to end	A smack terminates the child's naughty behaviour, thus bringing relief to the harassed parent.	B10 1243 (W:non_ac:soc_science)	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20	(INTER)ACTION 13/31
termination (NN)	1. the act of ending something, or the end of something	<JU1>[...] Then we have another type of evidence called clear and convincing. That's used in termination of parental rights and fraud cases where it's considered a little more important, so it's, the degree of proof is a little higher. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA4 IA8 IA9 IA14 IA15 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 10/31
terrify (VB)	1. to make someone extremely afraid	His very quietness terrified her.	H7W 2244 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
terrifying (ADJ)	1. extremely frightening	<PAS>[...] When he came in and grabbed her and pushed her further into the kitchen, the most terrifying event of this little girl's life began. How long was she with him? [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
test (VB)	1. to examine someone or something	<DGI>[...] One can test DNA to determine the source of a particular DNA specimen or in case of a paternity situation, you can determine if a child has been fathered by a potential, alleged father.</DGI>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to ask someone spoken or written questions, or make them do a practical activity, to discover what they know about a subject	To help the reader test his or her understanding there should be several problems at the end of chapters, and worked examples in the text where a general law or difficult point is discussed.	B7G 1809 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13
	3. to use something for a short time to see if it works in the correct way	<DGI>[...] Those have been tested on thousands of individuals. So it would be very unusual if a particular [sic] location deviated significantly from those numbers.</DGI>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
testify (VB)	1. to make a formal statement of what is true, especially in a court of law	<PAS>[...] I have tried to caution this little girl about any knowledge she may have about the former convictions, she should not testify to in court, but I just want to make a record on that. [...]</PAS>	A-MT-100393-07.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to show clearly that something is the case	<OBY>The only thing I can testify to are the latent prints that were submitted to me. Other than that, I have no idea what happened at the scene or where the scene even is at.</OBY>	A-MT-090393-02.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
testimony (NN)	1. a formal statement saying that something is true, especially one a witness makes in a court of law	<JU1>[...] That means the parties who are witnesses in this case are admonished by the Court not to discuss their testimony in the presence of other witnesses or allow anybody to discuss the case in their presence. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
text (VB)	1. to send someone a written message on a mobile phone		NO EXAMPLE	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	COMPLEX PROCESS (INTER)ACTION 10/31 VERBAL MAJOR 10/13
thank (VB)	1. to tell someone that you are pleased and grateful for something they have done	<DAN>[...] This has been long for you and it has been long for everybody involved in this case. I want to thank you. <<FDFT>> wants to thank you, but remember <<FDFT>> is on trial. [...]</DAN>	A-MT-120393-16.txt	POSITIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
thieve (VB)	1. to steal something from someone or from somewhere	And now you say I've thieved from you?	FPK 2028 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 RE3 RE5 RE7 RE11 RE12 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
theft (NN)	1. the act of stealing something	<PAS>What type crime?</PAS> <DJB>It was car theft and breaking into a car, also.</DJB>	A-VD-080393-01.txt	NEGATIVE	IA1 IA8 IA14 IA15 IA18 IA20 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
thicken (VB)	1. to become thick	Strain the liquid into a bowl and place in a refrigerator until it begins to thicken .	CDR 848 (W:misc)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18 IA21 RE2 RE4 RE7 RE10 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) INTENSIVE 7/21
	2. to make something thick	Brian had been handsome before alcohol had thickened his face, and she herself had good features, high cheekbones and deep-set eyes.	CCM 1308 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
think (VB)	1. to have a particular opinion or to believe that something is true	<DCO>I was most concerned about her and she said that he had slapped her around some, but otherwise she didn't think she was too badly hurt. And then I asked her what he looked like and she said that he was close shaven. [...]</DCO>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 6/17
	2. to use your mind to solve something, decide something, imagine something	<OBI>No, not at all on the description. She looked confused in the sense as to what was going to happen, but she answered our questions directly and promptly without having to stop and think about it.</OBI>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
think (VB)	3. to have words or ideas in your mind without telling them to anyone	<PJC>He opened the door and I don't know, he might have been thinking about putting me in there or something. But he saw it was a broom closet, too small or something, and he closed the door and ...</PJC>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	4. to remember something	<WVL>[...] Because when I saw him I thought of his mother and dad and I walked right up to him instead of turning right to go in to register. [...]</WVL>	A-MT-110393-11.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	5. to admire someone, e.g. think a lot of someone	But he thought a lot of her; he seemed to want her around.	G01 2411 (W:fict:prose)	POSITIVE	ME2 ME6 ME8 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 6/17
think (NN)	1. have a think: to think about a problem or question	You need to have a think about those things as well.	F7R 452 (S:classroom)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
thinking (NN)	1. your opinion or ideas about something, or your attitude towards it	And my goal was to bring him around to my way of thinking ; there's no question that I stopped fooling around when he agreed with me.	ASK 902 (W:non_ac:humanities_arts)	NEUTRAL	ME1 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 5/17
	2. the process of thinking about something	Mala, who had been doing some thinking of her own, looked at me uneasily.	G3G 1618 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
thought (NN)	1. a person's ideas or opinions about something	'You have a habit of ill-humour' — his thoughts spoke themselves before he could stop them.	A0N 917 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
threaten (VB)	1. to say that you will cause someone harm or trouble if they do not do what you want	<PAS>Did he threaten to hurt you or make any other comments to you at that point in time?</PAS>	A-MT-100393-06.txt	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE10 VE12	VERBAL MAJOR 11/13
	2. to be likely to harm or destroy something, e.g. Poaching threatens the survival of the rhino	The tremendous increase in our powers of destruction brought about by modern science and technology, however, has made aggression a very dangerous quality, one that threatens the survival of the whole human race.	FYX 1895 (W:non_ac:nat_science)	NEUTRAL	IA5 IA9 IA10 IA12 IA13 IA14 IA18 IA20 RE1 RE6 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 8/31 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
threatening (ADJ)	1. when you believe that someone intends to harm you	'What the hell are you staring at me like that for, you ungrateful bugger?' shouted the old man, thrusting his powerful frame forward in a threatening gesture.	FPK 756 (W:fict:prose)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE10 VE12 VE14	NOMINALISATION (ADJ) VERBAL MINOR 8/13
throw (VB)	1. to make an object such as a ball move quickly through the air by pushing your hand forward quickly and letting the object go	A child threw a stone at the horse, which bolted.	HXV 899 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
	2. to put something or someone somewhere	<DAN>[...] If you write <<NDFT>>, they're probably going to throw you in jail and you write the dad's name. [...]</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to push someone or something roughly and violently	They threw him to the ground and beheaded him in front of his son.	H89 1664 (W:misc)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to make someone feel very confused	This threw me, but only for a minute.	H9Y 2098 (W:biography)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
throw (VB)	5. throw in: to say something suddenly and not necessarily thinking carefully beforehand	<JU1>Well why don't you not throw in the dressing up like a woman. Ask him anything about changing his appearance and if he says no, that's it.</JU1>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. throw someone off/out: to make someone leave a place, school, or organization, especially because they have done something that is against the rules	<JU1>Have you ever sit on a criminal jury case before?</JU1> <DJQ>I got thrown off of 1 year before last.</DJQ>	A-VD-090393-03.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. throw a stink about: to complain very strongly	<PAS>[...] Remember the guy with the red hair driving the black car that <<FDAN>> threw such a stink about?</PAS>	A-MT-110393-10.txt	NEGATIVE	VE1 VE2 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
tidy (VB)	1. to make a place look tidy	They put the parcels on the table and tidied the room while Frankie and I sat on the sofa and watched.	CDM 869 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
tie (VB)	1. to fasten things together or hold them in a particular position using a piece of string, rope	Richard wrapped one vest around each foot and tyed the corners tightly.	APU 1966 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to finish a game with an equal number of points for both teams, e.g. they tied the football match	Miami, who tyed the game inside the final three minutes after Bobby Humphrey's one-yard touchdown run, gave coach Don Shula the 300th win of his career.	CBG 3062 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA12 IA15 IA18 IA25	(INTER)ACTION 7/31
	3. to be related to something and dependent on it	<DLT>[...] The thing I had to be sure to tie them to was the date. Initially, if I didn't have the records, I would have had difficulty in defining that date. [...]</DLT>	A-MT-100393-07.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. tie up: to do the things that are necessary in order to finish a piece of work	<DAN>Object to the relevancy.</DAN> <PAS>I'll tie it up.</PAS> <JU1>All right.</JU1>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
time (VB)	1. to arrange that something should happen at a particular time	In fact, I saw from the station clock that I had timed my arrival just about perfectly.	AOF 2807 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to measure how fast someone or something is going	I hadn't timed the fifty yards but it had been no sprint.	ADY 2646 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
tip (VB)	1. to move into a sloping position, so that one end or side is higher than the other	The helmet had tipped forward and the boy pushed it back.	ABX 8 (W:fict:prose)	NEUTRAL	IA1 IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 14/31
	2. to pour something from one place or container into another	She tipped the fish into the sink and began to clean them.	AOR 2458 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to give an additional amount of money to someone such as a waiter or taxi driver	'We can't tip her after that,' said Felicity.	BMU 276 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 7/21
	4. to be considered likely to succeed in doing something, e.g. he is the man tipped to become the next President	Among those tipped to become the new party chief is Mr Wolfgang Berghofer, Dresden's reformist mayor.	A8X 643 (W:newsp:brdsh_t:report)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME14 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
tip (VB)	5. tip off: to give someone such as the police a secret warning or piece of information, especially about illegal activities	<PAS>I'm not trying to do anything, Judge. I'm trying to show that he had reason to believe, One, he didn't ask for the arrest warrant to issue because it wasn't ... didn't want to tip the suspect off which isn't uncommon. [...]</PAS>	A-MT-090393-03.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	6. to give a slight advantage to someone or something	<JU1>[...] In a civil case, the burden of proof is what they call a preponderance of the evidence of the proposition that it's more probable than not. In other words, just they use the example of whatever it takes to tip the scale. Then we have another type of evidence called clear and convincing. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	COMPLEX PROCESS (INTER)ACTION 10/31 MENTAL COGNITIVE MINOR 8/17
tire (VB)	1. to start to feel tired	He raged at the futility of it, and shouted for help as his blade hissed and crunched, but his arms were tiring and he could feel blood running down inside his tunic.	GWF 2862 (W:fict:prose)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 7/31
	2. to make someone feel tired	And there's no reason for Elinor to see any of this if it tires her.	FPB 1256 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to become bored with someone or something	It's a view I never tire of looking at.	AN7 412 (W:fict:prose)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
tiring (ADJ)	1. making you feel that you want to sleep or rest	They tend to be used sparingly, because they are tiring and distracting to read.	ABG 3125 (W:pop_lore)	NEUTRAL	IA7 IA9 IA15 IA16 IA29 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
title (VB)	1. to give something a title	The two are now completing an album they've titled 'Intercourse'.	ACN 1159 (W:pop_lore)	NEUTRAL	RE1 RE4 RE7 RE11 RE15 RE16 RE17	RELATIONAL (ATTRIB) INTENSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
toll (VB)	1. to keep ringing slowly to show that someone has died (a bell)	When people heard the tolling of the local church bell, they would go outside and ask 'for whom the bell <u>tolls</u> '?	ALH 2350 (W:non_ac:soc_science)	NEUTRAL	IA4 IA8 IA9 IA10 IA11 IA12 IA13 IA15 IA18 IA20 IA21	(INTER)ACTION 11/31
top (VB)	1. to be higher than a particular amount, e.g. Their profits have reportedly topped £1,000,000 this year	It's the only certain way to pay off an overdraft which he expects by then to have <u>topped</u> £1,000.	A8K 506 (W:newsp:brdsh_t_nat:report)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	2. to be in the highest position in a list because you are the most successful, e.g. The Tower of London tops the list of London's most popular tourist attractions	Although London's Oxford Street <u>topped</u> the list when it came to spending on fashion and footwear, Aylesbury beat both Oxford and the West End as far as spending on food, furniture, electrical goods and D I Y items was concerned.	KRT 3883 (S:brdcast:news)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to do something better than before	Korn then <u>topped</u> his previous triumph by transmitting a picture of Pope Pius XI by radio from Rome to Bar Harbor in Maine.	HSG 132 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
total (VB)	1. to find the total number or total amount of something by adding	<DGI>[...] What I am saying is that if we take the 1.1, which is a typing which I observed in the male fraction on the third attempt, and pair it with any of the other possible types that we got from that, that is the 1.2 or the 2 or additionally the perpetrator could have been a 1.1/1.1 and we <u>total</u> the frequency of those people in the population, that is about 10 percent of the population, that would say that we can exclude 90 percent of the population as having contributed the sperm in that particular specimen. [...]</DGI>	A-MT-100393-06.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to reach a particular total	OCEAN Transport & Trading has expanded its environmental services with investments <u>totalling</u> £12m.	A26 195 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE1 RE6 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	3. to damage a car so badly that it cannot be repaired	and I did a handbrake turn, yeah, and it didn't work and I went whizzing into a tree [unclear] <u>totalled</u> the car.	KP4 3577 (S:conv)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA14 IA18 IA20	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
touch (VB)	1. to put your hand, finger on someone or something	<PAS>[...] Count 4: <<NDFT>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of lewd molestation, a felony, by unlawfully, feloniously, intentionally, designedly and knowingly look upon, touch and feel of the body and private parts of one <<NPJC>>, a female child under the age of 16 years in a lewd and lascivious manner by then and there feeling the vaginal area of <<NPJC>> with his fingers [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to reach each other so that there is no space between two things	His lips touched hers like a butterfly brushing its wings against the sweet, soft petal of a flower.	JY6 1001 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to affect someone's emotions, e.g. his words touched me yesterday	<DAN>Okay. Is there anything about this type of crime that touches you so deeply that you feel that you couldn't be fair?</DAN>	A-VD-090393-03.txt	NEUTRAL	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	4. to briefly mention something	<PAS>There may be ... <<FDAN>> already touched on it briefly. There's a report of a black car in the area. Remember the guy with the red hair driving the black car that <<FDAN>> threw such a stink about?</PAS>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	5. to reach a particular amount or level	Dixons, which had a gloomy message last week, fell 2p to 140p after touching 138p.	A1S 110 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
touch (NN)	1. the action of putting your hand, finger, or another part of your body on something or someone	Within this first week he has learned the difference between the touch of a finger and the touch of his nurse's body.	AN8 2186 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
touching (ADJ)	1. making you feel pity, sympathy, sadness etc	He wrote me a touching letter of thanks.	EFU 461 (W:misc)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
touched (ADJ)	1. feeling happy and grateful because of what someone has done	Lisa felt touched by the girl's unexpected kindness.	H97 1923 (W:fict:prose)	NEUTRAL	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
toy (VB)	1. to think about an idea or possibility, usually for a short time and not very seriously	I did actually toy with the idea of calling myself Coma Toes or something for my last album.	ED7 2698 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	2. to keep moving and touching an object or food	As the courses came and went, she could only toy with her food.	CEY 2722 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
	3. to lie to someone or trick them, for example saying that you love them when you do not	He had been toying with her that day on the river, playing games to satisfy some peculiar quirk of his character.	HA6 1119 (W:fict:prose)	NEGATIVE	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
trace (VB)	1. to find someone or something that has disappeared by searching for them carefully	Despite the odds against her, she would have persevered if that had been the only hope of tracing her sister.	HA5 2139 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
	2. to copy a drawing, map by putting a piece of transparent paper over it and then drawing the lines you can see through the paper	Adam traced the design with his finger.	CEX 492 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
track (VB)	1. keep/lose track: to pay attention to someone or something, so that you know where they are or what is happening to them, or to fail to do this	<WLI>I vaguely ... well I remember meeting the <<SDFT>>'s early in the 60's, but then we kind of lost track of him or of the <<SDFT>>'s until '87 when we started shooting skeet again.</WLI>	A-MT-100393-08.txt	NEUTRAL	ME1 ME5 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
trade (VB)	1. to buy and sell goods, services as your job or business	After settling in Madeira they began trading in flour, sugar and leather.	CA7 762 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to operate as a business	The company only began trading in 1988 for the refurbishing of high voltage equipment and its installation and commissioning.	K4T 8413 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to exchange something you have for something someone else has	Although he traded in Australian citizenship for an American passport for business reasons, he still has a stranglehold on 60 per cent of Australia's main newspapers.	A57 4 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA25	(INTER)ACTION 10/31
trading (NN)	1. the activity of buying and selling goods or services	Coupled with Sunday trading and later hours, this attracts the frequent customer rather than the weekly shopper.	AJA 962 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
train (VB)	1. to teach someone the skills of a particular job or activity	<DAN>Okay. Now you're a welder by trade, and other than that if I were to say that 6 o'clock on last Friday, who would you have as a witness besides yourself and your co-workers? Thank you. <<UJMK>>, how many people do you work with training palominos?</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME7 ME8 ME9 ME10 ME12 ME14 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
	2. to prepare for a sports event	He went to Eastern Infants School where the playing field was a concrete yard and you trained for football by being slammed against a brick wall.	CL2 474 (W:biography)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
train (VB)	3. to prepare someone else for a sports event	He concentrated on training me to become an Olympic athlete.	CA9 789 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to develop a natural ability or quality	The brain machine is a device you use to train your mind to do certain things.	HWX 660 (W:pop_lore)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
training (NN)	1. the process of teaching or being taught the skills for a particular job or activity	<DAZ>Okay. And in your training , you've certainly worked with dyes; is that not correct?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31 ME1 ME7 ME12 ME14 ME15 ME17 ME18 VE1 VE2 VE7 VE8 VE10 VE13 VE14	NOMINALISATION COMPLEX PROCESS (INTER)ACTION 6/31 MENTAL COGNITIVE MINOR 7/17 VERBAL MINOR 7/13
	2. physical exercises that you do to stay healthy or prepare for a competition	Where a programme calls for aerobic work, weight training should not be considered an aerobic exercise.	AHU 937 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (INTER)ACTION 6/31
transfer (VB)	1. to move from one place to another	<OBY>[...] It covers the ridge lines and when you touch an item, you know, ideally you transfer the ridge detail or the outline of that ridge on to that item creating a latent fingerprint. [...]</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to sell a sports player to another team	Don Goodman, later to be transferred for £1 million to Sunderland, netted the only goal.	K4W 7850 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to connect the call of someone who has telephoned you to someone else's telephone so that that person can speak to them	Hold on one moment while I transfer your call.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
transfer (VB)	4. to pass something on to someone else, e.g. a disease	It is unlikely that the disease will be transferred from animals to humans.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA4 IA9 IA12 IA15 IA18	(INTER)ACTION 5/31
transfer (NN)	1. the process by which someone or something moves or is moved from one place, job etc to another	The 'space race', then, is a combination of arms race, competition in telephones and data transfer , plus a contest in television and show business.	EF6 228 (W:commerce)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
transference (NN)	1. the process of moving someone or something from one place, position, job etc to another	It is this capacity to which RE must seek to relate, enabling transference of skills from the general to the religious sphere of enquiry.	HYB 1547 (W:ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
transition (NN)	1. when something changes from one form or state to another	<DAZ>[...] He testified, well my eye-balling it, it was a little darker. And that's when we discovered that we made that transition from science to art. [...]<DAZ>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 9/31
translate (VB)	1. to change written or spoken words into another language	Because words have ares of meaning rather than points of meaning you must be alert for mismatch in meaning when you translate from your own language to another.	H0J 1326 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to happen as a result of something else, e.g. A small increase in local spending will translate into a big rise in property tax	As a result, a small increase in local spending will translate into a big rise in council tax.	AK2 286 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	3. to mean the same as something else	Regulatory frameworks and obligations do not in themselves translate into good programming.	CMB 1430 (W:ac:polit_law_edu)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	4. to change something from one thing into another, e.g. It's amazing how well the play has been translated to film	'Gone are the days of large blueprints, maps and drawings as all of this information is now computerised and the originals have been translated to microfilm to keep on record for posterity,' said Phil.	HBD 255 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
translation (NN)	1. the process of translating something, or something that has been translated	He proffered a modern translation of Hamlet's 'To be, or not to be'.	AA5 152 (W:newsp:brdsh_t_nat:report)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
translation (NN)	2. the process of changing something into a different form	The words of the songs, even given the fact that much is lost in translation , are disappointing; such is the passion and power of the voices that you feel they must be singing about life and death matters.	ARW 711 (W:pop_lore)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
transmit (VB)	1. to send or pass something from one person, place or thing to another	<DAN>[...] Any form of memorandum, report, record or data, complication of acts, events, conditions, opinions or diagnosis made at or near the time, by or from information transmitted by a person with knowledge, if kept in the regularly conduct of business activity and it was the regular practice of that business activity to make the memorandum, report, record or data [...]</DAN>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 9/17 VERBAL MINOR 10/13
transpire (VB)	1. to happen	<DAN>Less than 30 seconds transpired from you saying that to her signing it?</DAN>	A-MT-090393-03.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA17 IA23	(INTER)ACTION 8/31
transpiration (NN)	1. the process of passing water through the surface of a plant's leaves	They have abandoned leaves to reduce loss of water by transpiration , and their stems are swollen with stored water.	AMS 1269 (W:non_ac:nat_science)	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 7/31
transport (VB)	1. to take goods, people from one place to another in a vehicle	<PAS>Is that the common method of transportation when you are transporting evidence of this kind?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22	(INTER)ACTION 10/31
transportation (NN)	1. a system or method for carrying passengers or goods from one place to another	<PAS>Is that the common method of transportation when you are transporting evidence of this kind?</PAS>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA22 IA31	NOMINALISATION (INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
traumatise (VB)	1. to shock someone so badly that they are affected by it for a very long time	<PAS>[...] Children don't lie. Children who have been brutalized and traumatized can't be persuaded one way or the other if it happened to them. [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
traumatising (ADJ)	1. traumatic, shocking and upsetting and leaving a person affected for some time	<PAS>[...] Do you think if you were in a traumatizing situation that you would be more likely to focus on various things and notice them? Of course. Of course you would. [...]</PAS>	A-MT-120393-16.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MINOR 7/17
travel (VB)	1. to go from one place to another, or to several places, especially ones that are far away	Though they stay at good hotels (\$2,150 a year), Britons prefer not to travel abroad.	ABG 3218 (W:pop_lore)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31
	2. to be passed quickly from one person or place to another	News travels fast in Navan, and next day there were twice as many children as before, all demanding Mickey Mouse.	ADM 2088 (W:non_ac:soc_science)	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA18 VE1 VE4 VE5 VE7 VE8 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 6/31 VERBAL MINOR 7/13
	3. to move at a particular speed or in a particular direction	Its principle is simply that light travels faster than sound.	B7J 2260 (W:non_ac:nat_science)	NEUTRAL	IA5 IA9 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	4. to take more than three steps while you are holding the ball in basketball		NO EXAMPLE	NEUTRAL	IA1 IA8 IA12 IA15 IA18	(INTER)ACTION 5/31
travel (NN)	1. the activity of travelling	<JU1>Right. You have to check in everyday [sic], so they can tell you, you know, about your travel , all that stuff, but then come up here.</JU1>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALSATION (INTER)ACTION 5/31
travelling (NN)	1. the act or activity of going from one place to another, especially places that are far away	You know, I've been to the sights, but I just feel like I want to go travelling . I don't want to go skiing again.	KPV 2291 (S:conv)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALSATION (INTER)ACTION 5/31
treat (VB)	1. to behave towards someone or something in a particular way	<PAS>[...] He said, "Do you want me to hurt you? Get back down there." Nobody deserves to be treated like that. Some of the officers that came in and talked to you told you to the best of their memory, this is what happened. [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
treat (VB)	2. to deal with something in a particular way	<DAZ>[...] He knows at that time that the suspect and the victim share one of those. It was pointed out to them that his male and female fractions were the same that time. Yet the female was treated as it always had been, it should have looked like it always had. [...]</DAZ>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to regard or consider something in a particular way	As soon as the contamination was confirmed, he was told to treat the information as confidential.	AM4 582 (W:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	4. to try to cure an illness or injury by using drugs, hospital care, operations	<PAS>Does he treat you or anything like that? Does he treat you? Is he your doctor?</PAS>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	5. to put a special substance on something or use a chemical process in order to protect, clean, or preserve it	<OCC>[...] The known hairs were all chemically treated from about 1 to 2 inches from the root.</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	6. to buy or do something special for someone that you know they will enjoy	She'd treated herself to the new dress, from the boutique recommended by Anneliese.	GUE 3147 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA18 IA20 IA22	(INTER)ACTION 11/31
	treatment (NN)	1. something that is done to cure someone or something	They are used in medicine for the treatment of cancer and to detect thyroid gland disorders.	HSB 991 (W:misc)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31
2. a particular way of behaving towards someone or of dealing with them		In other words, the less-eligibility argument should never be used to justify deliberate neglect or harsh treatment of prisoners.	CRT 507 (W:ac:soc_science)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31
3. a particular way of dealing with something or talking about something		<PAS>We'll get to the rest of it in just a minute. Let me ask you as far as the general treatment of the head hairs, the known and the unknown [...]</PAS>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
try (VB)	1. to attempt to do or get something	<PAS>[...] It was assigned to him. He will indicate to you that part of his job in this case was to try and locate a suspect. He'll indicate how he did that. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA15 IA17 IA18 IA20 IA23	(INTER)ACTION 12/31
	2. to do or use something for a short while to discover if it is suitable, successful	<PAS>Did you go and try the phone at any point in time?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to taste food or drink to find out if you like it	I think I'll try some of their ice cream.	A0F 2672 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	4. to examine and judge a legal case	<JU1>[...] There is an oath that you take to try the case and this oath will essentially contain nothing different than what we've previously discussed, that is you'll give both parties a fair trial and you'll reach a verdict based on the law and evidence.</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	COMPLEX PROCESS (INTER)ACTION 9/31 MENTAL COGNITIVE MINOR 8/17
try (NN)	1. an attempt to do something	I know we all get a bit stuck in our ways once we're over thirty, but for Heaven's sake, isn't it worth a try ?	ASD 829 (W:fict:prose)	NEUTRAL	IA1 IA8 IA14 IA15 IA17 IA18 IA20 IA23 IA31	NOMINALISATION (INTER)ACTION 9/31
trigger (VB)	1. to make something happen very quickly, especially a series of events	The granting of Indian land rights triggered a wave of complaints from white settlers, who staged blockades of several forest roads in protest.	J37 812 (W:misc)	NEUTRAL	IA5 IA9 IA10 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 9/31
	2. to make something such as a bomb or electrical system start to operate	Burglars fled empty-handed after triggering the alarm as they tried to break into Garforth's office in Burbank Street, Hartlepool.	K4W 10358 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
trim (VB)	1. to reduce a number, amount, or the size of something, e.g. to make it look neater	<PAS>Had it been trimmed or manicured in anyway?</PAS>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
troop (VB)	1. to walk together somewhere in a way that indicates the group is tired or bored	She always paid for their meals during rehearsals and they would troop off to the Express Dairy cafeteria opposite.	B34 1792 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
trouble (VB)	1. to make you feel worried or upset	The fact that it was a man's bike didn't trouble her too much.	HGD 3296 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to bother someone	She was elderly and although she went to church on a Sunday, I didn't feel that I could trouble her with my religious affairs.	B19 267 (W:religion)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/17
	3. to cause pain or problems	He was especially troubled by pain in his kidneys, which he believed was due to kidney stones 'occasioned by unsuitable diet in my youth'.	ALK 122 (W:biography)	NEGATIVE	IA5 IA9 IA10 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 8/31
troubled (ADJ)	1. worried or anxious	For a moment Joanna looked troubled .	JYE 1822 (W:fict:prose)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
trust (VB)	1. to believe that someone is honest or will not do anything bad or wrong, e.g. I just don't trust him	<PAS>Don't you trust him?</PAS> <DAN>Judge, I object, that's improper.</DAN>	A-MT-110393-10.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to strongly believe that something is correct or right	<DAZ>[...] He agreed that it was a good test. He knew going in that whatever I get out of this, I can ... I can trust . I can present. [...</DAZ>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
trust (NN)	1. a strong belief in the honesty, goodness etc of someone or something	A lack of trust in the parents because of a worrying secret can undermine the child's sense of security at home.	CGT 89 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
trustworthiness (NN)	1. the quality of being trustworthy	<DAN>[...] unless the source of the information of the method of circumstances of preparation indicate lack of trustworthiness . [...]</DAN>	A-MT-110393-10.txt	POSITIVE	ME1 ME6 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE15 RE16 RE21	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
trusting (ADJ)	1. willing to believe that other people are good and honest	Pulled between a trusting wife and a beautiful young lover, David Parkin had decided to delay an unpleasant confrontation with Nicola as long as possible.	G1W 484 (W:fict:prose)	POSITIVE	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
turn (VB)	1. to move something so that it is looking in a different direction	<PAS>Would you hold up your hands for the ladies and gentlemen of the jury and will you turn them over? You don't have any rings today, do you?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to go in a new direction when moving	Because when I saw him I thought of his mother and dad and I walked right up to him instead of turning right to go in to register. I remember walking right straight up to him and saying, "Hi, <<VDFT>>. Is your mother and dad here?"</WVL>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
	3. to start to have a different quality, e.g. In October the leaves turn orange and yellow	<DJQ>The only thing that would affect me, if the roads turn icy, that would affect me.</DJQ>	A-VD-090393-03.txt	NEUTRAL	RE2 RE4 RE7 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 7/21
	4. to make something start to have a different quality	<PAS>Did you maintain custody and control of those until they were turned in to a latent print number?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20 IA24	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
turn (VB)	5. to become a particular age or reach a particular time, e.g. My brother will turn 28 this August	<WJD>I guess <u>turning</u> 30 is not too big a deal, is it?</WJD>	A-MT-110393-10.txt	NEUTRAL	RE2 RE6 RE7 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	6. to cause a change in what is happening	<OCC>I <u>turn</u> off all the air vents so that there's no air movement in the air itself. And as I said, the paper is quite large. [...]</OCC>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	7. to become sour, e.g. milk turns		NO EXAMPLE	NEUTRAL	RE2 RE6 RE7 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 7/21
	8. turn something over to someone: to give someone the right to own something, or to make someone responsible for dealing with something	<PAS>And then did you together <u>turn</u> the rape kit over to the officers at the scene?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA22 RE3 RE5 RE7 RE11 RE12 RE15 RE16 RE17	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 8/21
tutor (VB)	1. to teach someone privately, as a tutor	Up until two years ago, he had been <u>tutored</u> at home.	FNT 1993 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE3 VE4 VE5 VE6 VE7 VE8 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 8/13
twist (VB)	1. to turn a part of your body around or change your position by turning	He fumbled for a kiss as she unlocked the car but she <u>twisted</u> her cheek away.	G15 2478 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA15 IA16 IA18 IA20 IA21	(INTER)ACTION 11/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
twist (VB)	2. to bend or turn something, such as wire, hair, or cloth, into a particular shape	<OCC>[...] So therefore, it's fairly easy mount because when you twist it around, it stays mounted fairly easy. However, this one was fairly hard to mount, because instead of just being oval, it had a slight roundish character to it. [...]</OCC>	A-MT-100393-04.txt	NEUTRAL	IA1 IA8 IA10 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 9/31
	3. twist someone's arm: to persuade someone to do something they do not want to do	The reunion is held every two years and although this year's was intended to be the last, organiser John Gray of Plymouth, said: 'Every time I say I'm not going to do it again, they twist my arm to plan another.'	A67 903 (W:misc)	NEUTRAL	ME1 ME7 ME8 ME9 ME12 ME14 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
type (VB)	1. to write something using a computer or a typewriter	<DAN><<FPJC>>, you need to answer yes or no, because she can't type um-hum very good, okay?</DAN>	A-MT-100393-07.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to find out what group something such as blood, cells, or a disease belong to	<DGI>Basically, we try to do gene amplification on the hairs and we received inconclusive results. We were not able to type the DQ Alpha typing on those hairs.</DGI>	A-MT-100393-05.txt	NEUTRAL	ME1 ME6 ME8 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
typing (NN)	1. the activity of using a computer or a typewriter to write something	Well, anyway, thought Julia, she couldn't be worse at waiting than she was at typing , so she'd asked what the rate of pay was.	H8B 1014 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
typewrite (VB)	1. to use a machine to write letters of the alphabet and print onto paper	<WES>Handwriting analysis comprises approximately 80 to 90 percent of my work. The remainder being typewritten comparisons, copy machine comparisons or business machine comparisons. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
unaware (ADJ)	1. not noticing or realizing what is happening	<WLI>Well like I say, I cannot remember the date and like I say, he caught me totally unaware .</WLI>	A-MT-100393-08.txt	NEUTRAL	ME3 ME5 ME6 ME12 ME13 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE13 RE15 RE16	NOMINALISATION (ADJ) MENTAL PERCEPTIVE MAJOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 8/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
unbelievability (NN)	1. the notion that something is unbelievable	<PAS>Could that affect the believability or the unbelievability of their testimony?</PAS>	A-VD-090393-03.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 7/17
unbelievable (ADJ)	1. very difficult to believe and therefore probably untrue	<DAN>[...] I mean she's started out be [sic] saying aren't you afraid of him and now since she's intimating that he's been incarcerated all this time, because he's been unbelievable to be in the home and she's trying to ...</DAN>	A-MT-110393-10.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 7/17
uncover (VB)	1. to find out about something that has been kept secret	'Ten years on, I am quite sure that the biggest issue we have uncovered is the issue of neglect,' Ms Reeves says.	A31 86 (W:newsp:brdsht_nat:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	2. to remove the cover from something	Uncover and pour off the liquid and whisk in a pint of cream and a bottle of liqueur whiskey.	CBC 2636 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
underestimate (VB)	1. to think or guess that something is smaller, cheaper, easier than it really is	Do not underestimate the time required to prepare a cocktail party — a four-course dinner often takes less time!	ABB 2462 (W:instructional)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to think that someone is not as good, clever, or skilful, as they really are	'Don't underestimate yourself,' he said darkly.	JY6 3330 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
undergo (VB)	1. to happen to you, usually something unpleasant	She refuses to undergo any medical checks because she 'has no need of further proof.'	A1X 147 (W:newsp:brdsht_nat:social)	NEUTRAL	IA1 IA8 IA9 IA12 IA13 IA15 IA16 IA18 IA21	(INTER)ACTION 9/31
underline (VB)	1. to draw a line under a word	Underline the title of a book, and put an article's title in single quotation marks.	HXH 569 (W:ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
underline (VB)	2. to indicate that something is important, e.g. This tragic incident underlines the need for immediate action.	Nonetheless, the high incidence of illness and disability, especially among the most elderly, underlines the need for positive health care and treatment.	B01 686 (W:non_ac:soc_science)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE12	VERBAL MAJOR 8/13
undermine (VB)	1. to gradually make someone or something less strong or effective, e.g. economic policies that threaten to undermine the health care system	It would also be an offence to cause suspicion or undermine the confidence of the people.	AAT 253 (W:newsp:brdsht_nat:report)	NEUTRAL	IA5 IA6 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 10/31
understand (VB)	1. to know the meaning of what someone is telling you	<PAS>And could she understand what you were asking her?</PAS> <OBW>Yes.</OBW>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	2. to realize how someone feels and why they behave the way they do	<DJM>Not totally fair.</DJM> <JU1>I appreciate that and I certainly understand that, so I'm going to excuse you for cause and ask that you return to the jury assembly room. [...]</DJM>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
	3. to believe or think that something is true because you have heard it or read it	<JU1>[...] So that saves you having to decide whether it is true or not and also expedites the matters sometime. I understand this particular person is ill or somebody in his family is, but <<NA57>>, is that his name?</JU1>	A-MT-110393-13.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME16	MENTAL COGNITIVE MAJOR 7/17
understanding (NN)	1. knowledge about something, based on learning or experience	<DCO>[...] She was rather distraught, said that <<FPJC>> had been attacked at home and that it was my understanding from our conversation that they had the person ... that the police were there, that they had the person in the basement, trapped in the basement.</DCO>	A-MT-090393-01.txt	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	2. an unofficial or informal agreement	We will come to an understanding about the steps on the road to German unity with an East Germany that emerges from free elections.	HKR 1268 (W:non_ac:polit_law_edu)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17
	3. the ability to understand people's behaviour and to forgive them when they do something wrong	Many people say that sex is most fulfilling when it expresses the commitment, care, security and understanding of an exclusive friendship.	A01 147 (W:non_ac:medicine)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL COGNITIVE MAJOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
understanding (ADJ)	1. sympathetic and kind about other people's problems	She must also be a very tolerant and understanding person.	HHA 3101 (W:fict:prose)	NEUTRAL	ME1 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 6/17
understudy (VB)	1. to be an understudy for a particular person	<WES>I understudied <<NA54>> at the Oklahoma State Bureau of Investigation, <<NA55>> of the U.S. Postal Lab in Washington D.C. and <<NA56>> of the Secret Service Laboratory. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA12 IA13 IA14 IA18 RE1 RE4 RE8 RE11 RE18 RE19	COMPLEX PROCESS (INTER)ACTION 6/31 RELATIONAL (IDENTIFYING) INTENSIVE 6/21
undertake (VB)	1. to accept that you are responsible for a piece of work, and start to do it	As another example, and totally unrelated to science, a couple of years ago we undertook a project to look into the organisation of a charitable trust.	KRH 832 (S:brdcast:discussn)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	2. to promise or agree to do something	Alice undertook to provide filling but cheap food.	EV1 2412 (W:fict:prose)	NEUTRAL	VE1 VE4 VE6 VE7 VE10 VE13	VERBAL MINOR 6/13
undertaking (NN)	1. an important job, piece of work, or activity that you are responsible for	So why didn't you just look for another job, instead of involving yourself in such a risky undertaking ?	H97 665 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
	2. a promise to do something	Coaches are generally asked to give an undertaking that their entries all comply with age ceilings.	A0M 92 (W:misc)	NEUTRAL	VE1 VE7 VE10 VE13 VE14	NOMINALISATION VERBAL MINOR 5/13
undisputed (ADJ)	1. known to be definitely true	'What this study showed,' said Dr Jamal 'is undisputed evidence of peripheral nerve damage.	K5E 167 (W:newsp:other:science)	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME16 ME18 VE1 VE2 VE7 VE9 VE12 VE14	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL COGNITIVE MAJOR 7.17 VERBAL MAJOR 6/13
	2. accepted by everyone	<JU1>All right. Ladies and gentlemen, that's a fact that the parties have agreed to, so you can consider that as it's undisputed as to.</JU1>	A-MT-100393-07.txt	NEUTRAL	ME1 ME5 ME6 ME11 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
undo (VB)	1. to open something that is tied, fastened or wrapped	Turn these off, disconnect its power supply and undo the couplings so you can lift the pump out.	AM5 607 (W:instructional)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to reverse the effects of something you have just done	There wasn't any way Evelyn could undo the damage.	AEB 1787 (W:fict.prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
undress (VB)	1. to take your clothes off, or take someone else's clothes off	<DKU>That she had been sexually attacked by an intruder. He had placed her [sic] hand over her mouth, had her undress , touched her on her breasts, her vaginal area and then tried penial penetration which hurt and then he put her down in the basement. [...]</DKU>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 8/31
undulate (VB)	1. to move or be shaped like waves that are rising and falling	Also this particular margin here can be straight and very distinct as it is in this picture or it can be undulating in various shapes and everything.	A-MT-100393-04.txt	NEUTRAL	IA4 IA9 IA12 IA13 IA15 IA16 IA18	(INTER)ACTION 7/31
unforeseen (ADJ)	1. to describe a situation that you did not expect to happen	<JU1>[...] If something unforeseen should occur, which we hope does not happen but occasionally does, somebody becomes ill, personal problem could develop, someone said something about ice, we've had jurors from time to time occasionally fall on ice and become injured. [...]</JU1>	A-VD-090393-04.txt	NEUTRAL	ME1 ME5 ME6 ME12 ME13 ME16 ME18	NOMINALISATION (ADJ) MENTAL COGNITIVE MAJOR 7/17
uniqueness (NN)	1. the characteristic only of one particular category or entity	<PAS>[...] Ladies and gentlemen, she also talked about the uniqueness of the 2 questioned hairs and the 24 known pubic hairs of <<MDFT>>. What was it about them that said there's something odd about this? [...]</PAS>	A-MT-120393-16.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE15 RE16 RE21	NOMINALISATION RELATIONAL (ATTRIB) INTENSIVE 7/21
unlatch (VB)	1. to open or loosen something by lifting a latch	<PJC>[...] There's no knob but I did unlatch the lock and I was doing that to let the dog out to go get him.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
unload (VB)	1. to remove a load from a vehicle, ship etc	<WJD>I unloaded the car, put our luggage in the bedroom that we use and <<FDFT>> put his luggage in the bedroom that he used.</WJD>	A-MT-110393-09.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
unload (VB)	2. to get rid of something	What has been distorting the diesel/petrol cost equation is the deep discounting by dealers desperate to unload stocks.	AKM 783 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	3. to express strong feelings, especially anger, to someone when you are extremely upset	The results are often appalling if we are not able to unload stress as we receive it by letting our feelings out.	B21 268 (W:misc)	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 9/13
unlock (VB)	1. to unfasten the lock on a door, box etc	<PJC>Because the front door was bolted and chained and I didn't have a key to unlock it.</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. unlock secrets/a mystery: to discover important facts about something	According to the Umlands, scientists in the USA and USSR are currently competing to decipher the secrets of the Mayan script in order to unlock the secrets of the universe.	CET 433 (W:non_ac:nat_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
unpack (VB)	1. to take everything out of a box, bag, suitcase	<WDM>Thursday night, after we got unpacked , visited awhile, we decided we would go out to eat. [...]</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
	2. to make an idea or problem easier to understand by considering all the parts of it separately	Observers from other periods attempting to make sense of such discourse have to understand the conventions and to unpack the ideology.	EA3 380 (W:ac:soc_science)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
unresponsive (ADJ)	1. not reacting to something or not affected by it	<DAN>Excuse me, Your Honor, that's unresponsive .</DAN>	A-MT-090393-01.txt	NEUTRAL	RE1 RE4 RE7 RE9 RE11 RE15 RE16 VE1 VE2 VE7 VE8 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 6/13 RELATIONAL (ATTRIB) INTENSIVE 7/21

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
unzip (VB)	1. to unfasten the zip on a bag, piece of clothing etc	<PAS>When you say he unzipped his pants, what kind of pants did he have on?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
update (VB)	1. to add the most recent information to something	An average of 90 items need updating each month.	B0N 1030 (W:non_ac:soc_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to make something more modern in the way it looks or operates	More than 100 development groups throughout the world are working on the technology, many of them attempting to update old designs to work with modern engines.	B78 1481 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to tell someone the most recent information about a situation	Can you update me on what's been happening?	LONGMAN ONLINE DICTIONARY	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
uphold (VB)	1. to defend or support a law, system, or principle so that it continues to exist	She said the support of other world leaders 'would give a great morale boost to those soldiers who are fighting — they have to bear the brunt of the battle to uphold democracy.'	AAC 353 (W:newsp:brdsht_nat:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
upset (VB)	1. to make someone feel unhappy or worried	'It takes a lot to upset him but I should imagine he gets very angry when anything does get to him.'	AT1 1983 (W:biography)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
	2. to change a plan or situation in a way that causes problems	It may be that long experience of minorities encouraged them to feel that they could cope better with an absentee ruler than one who upset the balance of power at home.	AE4 676 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	3. to push something over without intending to	Sara upset a skillet of boiling milk on her husband's foot, and left him so lame that he was prevented for days from joining his friends on their lengthening excursions into the Quantock countryside.	B0R 817 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
upset (VB)	4. to defeat an opponent who is considered to be much better than the person who beat him	In 1924, the United States <u>upset</u> the heavily-favoured French 17–3 in Paris in the last rugby match in the Olympics.	CKA 1639 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
upset (NN)	1. worry and unhappiness caused by an unexpected problem	It is often triggered by an emotional <u>upset</u> of some kind, such as moving house or starting playgroup.	G2T 215 (W:non_ac:medicine)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL EMOTIVE MINOR 7/17
upset (ADJ)	1. unhappy and worried because something unpleasant or disappointing has happened	<OBW>Some, but not a great deal. She was, you know, she was little girl and hurt. She was <u>upset</u> .</OBW>	A-MT-090393-01.txt	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
	2. angry and annoyed	Please remember that I will not get angry or <u>upset</u> with you.	K96 978 (W:non_ac:soc_science)	NEGATIVE	ME2 ME7 ME12 ME13 ME15 ME17 ME18 RE1 RE4 RE7 RE9 RE11 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MINOR 7/17 RELATIONAL (ATTRIB) INTENSIVE 7/21
urge (VB)	1. to strongly suggest that someone does something	<PAS>[...] Repeatedly, I <u>urged</u> you and asked you to please listen to all the evidence and to listen very carefully and to observe the demeanor of the witnesses and what they tell you and what they don't tell you by their actions, their reaction, their facial expressions, etcetera. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE12	VERBAL MAJOR 10/13
	2. to make someone or something move by shouting, pushing them	She <u>urged</u> him out of the chair, and when he was on his feet, she began to undress him.	FPX 139 (W:fict:prose)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA19 IA23	(INTER)ACTION 12/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
urge (NN)	1. a strong wish or need	If you have an urge to go for a walk in the moonlight, do it!	CA5 701 (W:non_ac:soc_science)	NEUTRAL	ME4 ME7 ME12 ME13 ME15 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 7/17
use (VB)	1. do something with a particular tool	<PAS>[...] He didn't use his radio. He hollared, "<<FOBI>>, I've got her. She's down here." <<NOBI>> continued to look through the house for a suspect, but he didn't locate one. [...]/<PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	2. to take an amount of something from a supply of food, gas, money	About one-fifth of the world's people live in the developed world, yet they use about 85 per cent of all fertiliser for their own crops.	B71 1181 (W:non_ac:nat_science)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to make someone do something for you in order to get something you want	<JU1>[...] You know, we had a little bit of ice yesterday, that sometimes that causes a problem. But it didn't and we're glad we didn't have to use you, but we really appreciate your service.</JU1>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA17 IA18 IA20 IA23	(INTER)ACTION 11/31
	4. to take advantage of a situation, e.g. She used her position as manager to get jobs for her friends	<DAZ>All right. But you can't use that to account for the differences. Is that what you're testifying to?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	5. to regularly take illegal drugs	Many people who use drugs regularly find it difficult to exist in a drug-free world.	A01 114 (W:non_ac:medicine)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
use (NN)	1. the action or fact of using something	<PAS>[...] Count 5: <<NDFT>>, on or about May 31st, 1991, in Tulsa County, State of Oklahoma and within the jurisdiction of this Court did commit the crime of forcible sodomy, a felony, by unlawfully, feloniously and willfully, with the use of force and violence and by means of threats of immediate and great bodily harm to one <<NPJC>> commit the detestable and abominable crime against nature with the said <<NPJC>> [...]/<PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 6/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
usher (VB)	1. to show someone how to get from one place to another	At the restaurant they were ushered into a small, extremely hot cocktail lounge.	AOR 2313 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE13	COMPLEX PROCESS (INTER)ACTION 9/31 VERBAL MINOR 10/13
utilise (VB)	1. to use something for a particular purpose	<WES>[...] Basically because many times a capital, you can emulated [sic] easier than the small letters which are written. And when they're written with speed, they're hard to emulate by another person utilizing the same speed. [...]</WES>	A-MT-110393-13.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
vacuum (VB)	1. to clean using a vacuum cleaner	<PAS>Why did you vacuum the floor and the couch?</PAS>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA20 IA25	(INTER)ACTION 10/31
value (VB)	1. to think that someone or something is important	Even after his stroke, he still had a charismatic presence, and people valued his company.	AS0 1113 (W:non_ac:medicine)	NEUTRAL	ME2 ME6 ME8 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 6/13
	2. to decide how much money something is worth	Julian Lakin, Smith New Court, suggested the offering could value the restaurants at more than £150 million.	K59 871 (W:newsp:other:commerce)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17 RE1 RE6 RE7 RE11 RE12 RE15 RE17 RE18	COMPLEX PROCESS MENTAL COGNITIVE MINOR 8/17 RELATIONAL (ATTRIB) CIRCUMSTANTIAL 8/21
vandalise (VB)	1. to damage or destroy things deliberately, especially public property	<DJR>Just a car. It got broken into in the window and vandalized .</DJR>	A-VD-090393-04.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
vandalism (NN)	1. the crime of deliberately damaging things, especially public property	<PAS>Have you ever been the victim of a crime?</PAS> <DJR>Just vandalism .</DJR>	A-VD-090393-04.txt	NEGATIVE	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
vary (VB)	1. to be different from something else or other things	<OCC>[...] But hairs do vary in their special configuration and this particular ... these particular hairs were oval to round and that's what caused this problem with the being hard to mount.</OCC>	A-MT-100393-04.txt	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to change	They are designed to work the various muscle groups from slightly different angles, and will enable you to vary your routines according to your requirements.	AOW 379 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA25	(INTER)ACTION 10/31
verify (VB)	1. to discover whether something is correct or true	<DAN>Can you verify , by looking at the way that the print is, not the contents but what is printed on it that that has come from a Target store?</DAN>	A-MT-110393-12.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
	2. to confirm that something is true	<DAN>[...] And I'm even going to bring in, to lay the predicate for this testimony, the City of Tulsa's handwriting expert to verify that this is <<DFDT>>'s handwriting. [...]</DAN>	A-MT-100393-07.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME16 VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE12	COMPLEX PROCESS MENTAL PERCEPTIVE MAJOR 8/17 VERBAL MAJOR 8/13
verification (NN)	1. the act of checking something	If the word is not found then it is said to be misspelled, so either correction is attempted, or it is returned to the user for verification .	CHF 1181 (W:ac:tech_engin)	NEUTRAL	ME3 ME6 ME11 ME13 ME16 ME18	NOMINALISATION MENTAL PERCEPTIVE MAJOR 6/17
veto (VB)	1. to refuse to allow something to happen	The president vetoed the bill — and the Senate failed by a single vote to override his veto.	ABG 985 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA15 IA18 IA25 VE1 VE3 VE4 VE6 VE7 VE9 VE13	COMPLEX PROCESS (INTER)ACTION 8/31 VERBAL MINOR 7/13

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
veto (VB)	2. to refuse to accept a particular plan or suggestion	Leith vetoed the idea before he could voice it — though she had to admit that the idea of living and working in London did have tremendous appeal.	JY1 26 (W:fict:prose)	NEUTRAL	VE1 VE3 VE4 VE6 VE7 VE9 VE13	VERBAL MINOR 7/13
vex (VB)	1. to make someone feel annoyed or worried	It was also beginning to vex Hal, who was treated badly by those wider than him.	KA1 694 (W:essay:school)	NEGATIVE	ME2 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 8/13
video(tape) (VB)	1. to record a television programme, film, or a real event on a video	He said: 'I got family and friends to video the match for me because it was my great chance to make a name for myself in front of millions on TV — and I blew it.'	CBG 6443 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
view (VB)	1. to think about something or someone in a particular way	<ORH>I'm something of an optimist. I view things from the scene often in poor light and I view them with more optimism than the experts apparently do at times.</ORH>	A-MT-090393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	2. to look at something	<PAS>Did you wait outside the courtroom with me and some other individuals before you went in to view him after he'd shaved off his beard?</PAS>	A-MT-100393-07.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
	3. to watch a television programme or film	<JU1>[...] Do not read or view or listen to any news report of this trial. This case must be decided solely upon the evidence presented to you in this court free from any outside influence. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 7/17
view (NN)	1. what you think or believe about something	Most women had strong views on EC membership, with 45 per cent saying it cut the chance of war.	CH6 7576 (W:newsp:tabloid)	NEUTRAL	ME1 ME6 ME12 ME13 ME17 ME18	NOMINALISATION MENTAL COGNITIVE MINOR 6/17
	2. what you are able to see or whether you can see it	<ORH>This is a view inside the doorway that goes down to the stairs to the basement of the house showing the top landing.</ORH>	A-MT-090393-02.txt	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
violate (VB)	1. to disobey or do something against an official agreement, law, principle etc	<DAN>So you admit to this jury that you <u>violated</u> standard police procedure by not having her sign it the first time, right?</DAN>	A-MT-090393-03.txt	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to do something that makes someone feel that they have been attacked or have suffered a great loss of respect	What I have told you here I have told you in confidence, whether I exacted any promise from you or no, and you cannot <u>violate</u> my trust.	HGG 250 (W:fict:prose)	NEGATIVE	ME1 ME7 ME8 ME9 ME12 ME13 ME15 ME17	MENTAL COGNITIVE MINOR 8/17
	3. to force a woman to have sex	She was probably left for dead by her attacker after he had <u>violated</u> her.	HHC 963 (W:fict:prose)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
visit (VB)	1. to go and spend time in a place or with someone	<WJD>[...] And when you run into people that you've known in skeet, you normally stop and <u>visit</u> them which I did. [...]</WJD>	A-MT-110393-09.txt	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 IA28	(INTER)ACTION 10/31
	2. to go to see a doctor, lawyer in order to get treatment or advice	Rose, now 66, explained that she used to <u>visit</u> the doctor regularly as her thighs would continually rub against each other and actually bleed because they were so big.	BN5 261 (W:misc)	NEUTRAL	IA3 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25 IA28	(INTER)ACTION 10/31
	3. to look at a website on the internet	Over 1,000 people <u>visit</u> our site every week.	LONGMAN ONLINE DICTIONARY	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
visit (NN)	1. an occasion when someone goes to spend time in a place or goes to see a person	<WJS>I don't even know when they let us know that they were going to be there. They usually ... whenever they come to Dallas to a skeet shoot, they usually stay with us and we just get to have a <u>visit</u> with them.</WJS>	A-MT-110393-11.txt	NEUTRAL	IA3 IA8 IA15 IA18 IA25 IA28 IA31	NOMINALISATION (INTER)ACTION 7/31
visualise (VB)	1. to see something or someone in your mind	<DAZ>And in that letter, did you tell <<UPAS>> that although sufficient sperm were <u>visualized</u> to provide DNA for PCR amplifications?	A-MT-100393-05.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
voice (VB)	1. to tell people your opinions or feelings about a particular subject	By contrast, Mrs Thatcher leads from the front, has views on most issues, and is quick to voice them.	A6F 705 (W:ac:polit_law_edu)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
	2. to produce a sound with a movement of the vocal cords as well as the breath	All this Kathleen Lavender told herself, knowing that it would never be voiced aloud, but even the thoughts were some small comfort.	AD1 2915 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
void (VB)	1. to officially say that an agreement is not legally valid	It also has threatened to void all business contracts signed by Hong Kong without China's blessing.	K5M 2431 (W:newsp:other:report)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA16 IA18 IA25	(INTER)ACTION 10/31
volunteer (VB)	1. to offer to do something without expecting any reward	<PAS>Did you all volunteer to check your records?</PAS>	A-MT-100393-08.txt	NEUTRAL	VE1 VE2 VE4 VE5 VE6 VE7 VE10 VE13	VERBAL MINOR 8/13
	2. to tell someone something without being asked	An inspired listener, he seldom volunteered information about himself.	CA0 2168 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
	3. to offer to join the army, navy, or airforce	A few ex-soldiers volunteered for the White Army, an unsuccessful venture designed to strangle the Russian Revolution at birth.	A6C 449 (W:misc)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE13	VERBAL MINOR 7/13
vote (VB)	1. to show by marking a paper, raising your hand etc which person you want to elect or whether you support a particular plan	<DAN>[...] It's the State with that burden of proof has shown you nothing, have they? Right now if you had to vote , heard <<UPAS>> say that he's been charged with all these heinous crimes, right?</DAN>	A-VD-080393-02.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 ME4 ME6 ME8 ME9 ME10 ME11 ME13 ME16	COMPLEX PROCESS (INTER)ACTION 8/31 MENTAL DESIDERATIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
wait (VB)	1. to stay somewhere or not do something until something else happens	<JU1>Everybody get checked in okay? Very good. Where is our District Attorney? We'll wait for her. The record reflect the jury is present and the parties are present. [...]</JU1>	A-MT-100393-04.txt	NEUTRAL	IA1 IA2 IA8 IA11 IA12 IA13 IA15 IA18 IA26	(INTER)ACTION 9/31
	2. to be very excited about something	He had to admit he could hardly wait to see her again.	B3J 2148 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME12 ME14 ME17	MENTAL DESIDERATIVE MINOR 6/17
	3. to work in a restaurant serving food and drink to people at their tables	<WDM>Thursday night, after we got unpacked, visited awhile, we decided we would go out to eat. And we went around 7:30, I would say, to the Italian place there where we ate. We had to wait 40 to 45 minutes to be waited on.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
wait (NN)	1. a period of time in which you wait for something to happen, someone to arrive etc	He said: 'It's been a long wait but anything worth having takes time.	CBG 10219 (W:newsp:other:sports)	NEUTRAL	IA1 IA2 IA8 IA15 IA18 IA26 IA31	NOMINALISATION (INTER)ACTION 7/31
waive (VB)	1. to state officially that a right, rule etc can be ignored	And so I believe that is everything that I want to do. You all waive the reporter taking the reading of the instructions?</JU1>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
walk (VB)	1. to move forward by putting one foot in front of the other	<PAS>Did you just walk from here down the entrance hall through here to the back door?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to take a dog for a walk for exercise	Daisy, 57, of Hindon, near Salisbury, Wilts, was hit as she walked the dog to a nearby village.	HAF 474 (W:misc)	NEUTRAL	IA1 IA6 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA19	(INTER)ACTION 10/31
walk (NN)	1. a journey that you make by walking, especially for exercise or enjoyment	For exercise and air, go for a walk on the dunes.	A5X 72 (W:newsp:brdsh_t_nat:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 8/31
walking (NN)	1. the activity or sport of going for walks, especially in the countryside or mountains	In the evening they went walking , hand in hand, as if it were the first love for each of them.	FSF 429 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
want (VB)	1. to have a desire for something	<JU1>[...] My bailiff will make you some coffee, don't know how good it is, but if you want some coffee, we'll furnish you some in the morning. We'll continue this case at 9:30. I don't think we'll finish tomorrow and ... yes sir?</JU1>	A-MT-090393-03.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME12 ME13 ME14 ME17	MENTAL DESIDERATIVE MINOR 8/17
want (NN)	1. for the want of something: when you do not have or cannot find what you need in a particular situation	The only thing he and Rangers lacked was a goal, but it was not for the want of trying.	CEP 8649 (W:newsp:other:sports)	NEUTRAL	ME4 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION MENTAL DESIDERATIVE MINOR 7/17
wanted (ADJ)	1. being looked for by the police	In his native Australia, he was the country's most wanted man, photographed with American mafia bosses and hitmen.	K1D 1742 (W:news_script)	NEGATIVE	ME4 ME6 ME11 ME13 ME17 ME18	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MINOR 6/17
	2. someone who is loved and cared for	He issues an encyclical saying hard drugs should be made cheaply available to addicts to cut out the mobsters, and insists that every child ought to be a wanted child.	AKJ 360 (W:newsp:brdsh_tnat:arts)	NEUTRAL	ME4 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MINOR 7/17
wanting (ADJ)	1. something that lacks or misses something that it needs or something that you expect it to have	The familial links are not wanting in the poetry either.	A0P 1665 (W:biography)	NEUTRAL	ME4 ME6 ME12 ME13 ME14 ME17 ME18	NOMINALISATION (ADJ) MENTAL DESIDERATIVE MINOR 7/17
warm (VB)	1. to make someone or something warm or warmer, or to become warm or warmer	<WJS>He was in my kitchen standing in front of the microwave warming up his spaghetti.</WJS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to begin to like someone you have just met	Roirbak did not look surprised and Ari immediately warmed to him.	AD9 1346 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17
	3. to become more eager, interested, or excited about something	Instead developers warmed to the idea of the luxury golf club.	CBX 1253 (W:commerce)	NEUTRAL	ME2 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
warn (VB)	1. to tell someone that something bad or dangerous may happen, so that they can avoid it or prevent it	But nobody who regularly uses the motorway can say they haven't been warned about the dangers of driver fatigue.	K26 1392 (W:news_script)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE12	VERBAL MAJOR 10/13
	2. to tell someone about something before it happens so that they are not worried or surprised by it	His father had warned him of what might happen, but not about how he would feel.	APU 1823 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE10 VE12	VERBAL MAJOR 10/13
warning (NN)	1. something, especially a statement, that tells you that something bad, dangerous, or annoying might happen so that you can be ready or avoid it	<JU1>[...] I'll give you an estimate and give you some warning when we get ready to finish. But still be semi-prepared to finish today. [...]</JU1>	A-MT-110393-10.txt	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION VERBAL MAJOR 7/13
warning (ADJ)	1. to describe an action or thing tells you that something bad or dangerous might happen	Her husband Sid would recognize the warning signs when she turned pale and became anxious, and he would take her out of the room before she passed out.	ASO 1120 (W:non_ac:medicine)	NEUTRAL	VE1 VE2 VE7 VE8 VE9 VE12 VE14	NOMINALISATION (ADJ) VERBAL MAJOR 7/13
wash (VB)	1. to clean something using water and a type of soap	<OCC>[...] But they had ... what they do is they come in and dissolve the mounting media and I don't know which they use the xylene or the toluene, and remove it, wash it very carefully, cut the end off and then [...]</OCC>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to not wash with someone: not believe or accept someone's explanation, reason, attitude etc	The belief that there are no votes in concern for them won't wash with the Bishop.	K1K 779 (W:news_script)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
	3. wash your hands of: to refuse to be responsible for something any more	And if you push me much harder, I'll wash my hands of the whole thing and tell the Committee I can't cope, and make it clear I want you out — out, do you understand?	AN8 1880 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
washing (NN)	1. the process of washing clothes or something else	<OAM>I looked at, from the sexual assault kit, the vaginal washing , the oral washing, the external genitalia swabs and smears, the anal swabs and smears and then the control swabs. And then the swimsuit and a pair of shorts and a T-shirt.</OAM>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
waste (VB)	1. to use more of something such as money than is useful or sensible	<JU1>[...] We appreciate your service. I'm sorry you didn't get to deliberate, but please don't feel you've wasted your time. You know, we had a little bit of ice yesterday, that sometimes that causes a problem. [...]</JU1>	A-MT-120393-16.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	2. to kill someone, severely injure them, or defeat them	To bury and waste him.	H8R 3556 (W:fict:poetry)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
waste (NN)	1. when something such as money or skills are not used in a way that is effective, useful, or sensible	But Mrs Thatcher said it would be a waste of public money and an unjustified invasion of privacy.	A5D 36 (W:newsp:brdsht_nat:misc)	NEUTRAL	IA1 IA8 IA15 IA18 IA25 IA31	NOMINALISATION (INTER)ACTION 6/31
watch (VB)	1. to look at someone or something for a period of time, paying attention to what is happening	<JU1>All right. Glad to have you in court if you want to watch . Okay. I need you to ... you can set your items down if you want. You need to place your left hand on the Bible here and raise your right hand. [...]</JU1>	A-MT-100393-05.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	2. to pay attention to a situation that interests or worries you to see how it develops	Home Office officials are keen to watch the progress of these schemes and in future could include them as a qualification for senior police posts.	G31 624 (W:misc)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL PERCEPTIVE MINOR 8/17
	3. to stay with someone or something so that nothing bad happens to them	Edward had watched over her for hours, even refusing to go down to the lock with his friends for days, though he loved to play there.	BP1 1300 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
watch (NN)	1. when you watch someone or something carefully, or pay careful attention to them, so that you are ready to act if necessary	He sighed with relief, and sat down by the bed to keep watch .	APW 1695 (W:fict:prose)	NEUTRAL	ME3 ME6 ME11 ME13 ME17 ME18	NOMINALISATION MENTAL PERCEPTIVE MINOR 6/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
water (VB)	1. to pour water on something	He needed to water the plants in the garden tubs.	GWG 1534 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to give a human or an animal water to drink	You've been fed and watered just like a new baby.	JYM 164 (S:unclassified)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	3. to have tears come out of your eyes	Was the wind making her eyes water or were they tears?	ACV 471 (W:fict:prose)	NEUTRAL	IA7 IA9 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 7/31
wave (VB)	1. to raise your arm and move your hand from side to side	Beecham simply waved at him and called out, 'Thank you, sir!'	ADP 1683 (W:biography)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA31	(INTER)ACTION 9/31
wave (NN)	1. a movement in which you raise your arm and move your hand from side to side	<PAS>Even if it's just a wave at them or something?</PAS>	A-MT-110393-11.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
wear (VB)	1. to have something such as clothes, shoes, or jewellery on your body	<OCC>[...] And as I said, the paper is quite large. I wear a lab jacket and gloves so that I don't contaminate it and so that nothing is lost.</OCC>	A-MT-100393-05.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to have your hair or beard in a particular style or shape, e.g. She wears her hair loose	<PAS>Does he wear a beard sometimes and shave his beard off sometimes?</PAS>	A-MT-110393-10.txt	NEUTRAL	RE3 RE5 RE7 RE11 RE12 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	3. to become thinner or weaker after continuous use	On a nest of cotton wool, in a little box, my grandmother kept the two wedding rings which had worn thin, then broken, during her married life, because of her handling of corn.	AC7 1668 (W:fict:prose)	NEUTRAL	RE2 RE4 RE7 RE9 RE10 RE11 RE15 RE16	RELATIONAL (ATTRIB) INTENSIVE 8/21
	4. to make something become thinner or weaker after continuous use	You've worn a hole in your sock.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
wear (VB)	5. to have a particular expression on your face	'I dare say,' said Constance, 'that I'd wear a smile on my face if all I had to do was lie around all day and every now and then chase a bit of fluff round a dog track.	G1D 2467 (W:fict:prose)	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
weigh (VB)	1. to have a particular weight	<OBW>[...] He weighed about 145 pounds. She stated that he had red hair. And as far as clothing, she, I believe, said that he was wearing a red, white and blue shirt and blue jeans with white tennis shoes.</OBW>	A-MT-090393-01.txt	NEUTRAL	RE3 RE5 RE7 RE9 RE11 RE15 RE16	RELATIONAL (ATTRIB) POSSESSIVE 7/21
	2. to use a machine to discover how much something or someone weighs	<OGK>It was brought to the doctor's attention. Her mother was up there and they let them know and she was weighing the swimsuit at that time.</OGK>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to consider something carefully so that you can make a decision about it	<DAN>The fact that your government has charged him with a crime, can you forget that fact and not weigh that against him?</DAN>	A-VD-080393-02.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
welcome (VB)	1. to say hello in a friendly way to someone who has just arrived	<JU1>Good afternoon, I'm <<RJU1>>. I'd like to welcome you to District Court. You have been called as prospective jurors in this case. [...]</JU1>	A-VD-080393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE13	VERBAL MINOR 9/13
	2. to be glad to accept something	Most people will welcome advice and guidance before and after retirement.	A10 435 (W:non_ac:soc_science)	NEUTRAL	ME4 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 7/17
	3. to be glad that something has happened because you think it is a good idea	City economists welcomed the decision to raise rates and defend the pound's value, which they expect to subdue inflation more effectively.	A34 72 (W:newsp:brdsht_nat:misc)	NEUTRAL	ME4 ME6 ME8 ME9 ME11 ME13 ME17	MENTAL DESIDERATIVE MINOR 7/17
whack (VB)	1. to hit someone or something hard	She snatched Granny Morkie's walking stick, strode forward and whacked the fox across the nose before it could move.	HTH 2517 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
whack (VB)	2. to put something somewhere	Just whack the joystick in the direction you want to turn.	EB6 166 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
whack (NN)	1. the act of hitting something hard, or the noise this makes	Thompson, 29, said: 'I was feeling tired, suffering from cramp and with only five minutes to go I just decided to give it a whack .	CBG 6594 (W:newsp:other:sports)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA22 IA27	(INTER)ACTION 10/31
whirr (VB)	1. to make a fairly quiet regular sound, like the sound of a bird or insect moving its wings very fast	And then we stood for ages while streams of cars whirred rhythmically past.	K5A 6569 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
whirr (NN)	1. a sound similar to a bird or insect moving its wings very fast	There was a whirr from the box.	HA3 843 (W:fict:prose)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
win (VB)	1. to be the best or most successful in a competition, game, election, e.g. He won the Tour de France last year	Ballesteros won the title in 1981, 1982, 1984 and 1985, and will make a record 14th successive appearance.	A22 41 (W:newsp:brdsh_t_nat:sports)	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA21 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	2. to get something as a prize for winning in a competition or game	Martin Luther King won the Nobel Peace Prize and Nelson Mandela was jailed for life	A6W 1156 (W:pop_lore)	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA21 IA25 RE3 RE5 RE7 RE11 RE15 RE16	COMPLEX PROCESS (INTER)ACTION 10/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
	3. to get something that you want because of your efforts or abilities	<DAN>When you were the prosecutor, did you win ?</DAN>	A-VD-080393-02.txt	POSITIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA21 IA25	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
winning (ADJ)	1. to describe the person or thing that wins or makes you win a competition or game	And after all, every player wants to be in a winning team and they know how much influence Gazza can have on a game to enable them to achieve victory.	CEP 7361 (W:newsp:other:sports)	POSITIVE	IA1 IA8 IA15 IA18 IA21 IA25 IA31 RE3 RE5 RE7 RE15 RE16 RE21	NOMINALISATION (ADJ) COMPLEX PROCESS (INTER)ACTION 7/31 RELATIONAL (ATTRIB) POSSESSIVE 6/21
wind (VB)	1. to turn or twist something several times around something else	To cut the horizontal and vertical strips quickly, wind the ribbon round a piece of cardboard of the correct length and cut through all thicknesses.	ED3 2220 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA21	(INTER)ACTION 10/31
	2. to make a tape move in a machine	Can you wind the video back a little way - I want to see that bit again.	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA21	(INTER)ACTION 10/31
wound (VB)	1. to injure someone with a knife, gun	His crown of thorns wounded him like any other victim of torture.	CCE 508 (W:religion)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	2. to emotionally hurt someone	it was plain from the mixture of resentment and hostility on his face that her words had wounded him.	HNJ 948 (W:fict:prose)	NEGATIVE	ME2 ME7 ME8 ME9 ME10 ME12 ME13 ME15 ME17	MENTAL EMOTIVE MINOR 9/17
windsurf (VB)	1. to sail across water by standing on a surfboard and holding on to a large sail attached to the surfboard	Here you can windsurf and waterski, and there are some excellent sailing dinghies, canoes and pedaloos.	AM0 1469 (W:advert)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
windsurfing (NN)	1. the sport of sailing across water by standing on a surfboard and holding on to a large sail attached to the surfboard	For the sporty, tennis, sub aqua, squash, windsurfing , jet skiing, water skiing, a ski bus and football are all available.	AM0 440 (W:advert)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31
wipe (VB)	1. to rub a surface with something in order to remove dirt, liquid	The barman wiped the counter in silence.	A73 148 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
wipe (VB)	2. to remove all the information that is stored on a tape, video, or computer disk	'I found it unpleasant, his needling you both like that, so I wiped the tape.'	AE0 329 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to dry, plates for example	You wash, I'll wipe .	LONGMAN ONLINE DICTIONARY	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
wipe (NN)	1. a wiping movement with a cloth	Kitchens that were tiled so that they only needed a wipe down the walls and a quick mop of the floor.	CCM 1265 (W:fict:prose)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20 IA27	(INTER)ACTION 10/31
wish (VB)	1. want to do something or want to have something done	<WDM>No. We bought the cake on Saturday. I told <<NWJS>>, "Today is <<FDFD>>'s 29th birthday." "Oh," she said, "I wish I would have known about that." I said, "No bother, we will pick up a cake at the Tom Thumb."	A-MT-120393-14.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL DESIDERATIVE MAJOR 8/17
	2. to want something to be true	<DAN>Do you look the same way you did in 1987?</DAN> <DJF>I wish .</DJF>	A-VD-080393-02.txt	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL DESIDERATIVE MAJOR 8/17
	3. to hope for something for someone	At school next day, even the girls who hadn't been asked to the party wished her a happy birthday.	CCM 147 (W:fict:prose)	NEUTRAL	ME4 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL DESIDERATIVE MAJOR 8/17
wish (NN)	1. a desire to do something, to have something, or to have something happen	As they do it they make a wish , presumably for children.	AJV 934 (W:newsp:brdsh_tnat:arts)	NEUTRAL	ME4 ME6 ME12 ME13 ME16 ME18	NOMINALISATION MENTAL DESIDERATIVE MAJOR 6/17
withdraw (VB)	1. to stop taking part in an activity, belonging to an organization	If you lose consciousness, even for a second, then you have suffered brain damage and must withdraw from further competition.	AOM 1368 (W:misc)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
withdraw (VB)	2. to make someone stop taking part in an activity, belonging to an organization	Tommy Gilmour, Clinton's manager, said last night: 'Pat had tried to go through the pain barrier and keep his injury from me but I have taken the decision to withdraw him after consultation with an orthopaedic surgeon.'	K5A 4127 (W:newsp:other:social)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	3. to change your mind about something one said that they would do	<PAS>So you're saying this is the Target lady?</PAS> <DAN>Yeah.</DAN> <PAS>Okay. I'll withdraw it.</PAS>	A-MT-110393-12.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
	4. to say that what you said earlier was not true	I now challenge him to withdraw his remarks and accept real cuts are taking place in Darlington.	K54 6068 (W:newsp:other:social)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
	5. to leave a place	Hodge believed that Jackson wanted American troops to remain in order to protect a long-term UN presence and this could frustrate the American wish to withdraw troops from Korea.	EDP 723 (W:non_ac:humanities_arts)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	6. to take money out from a bank account	Be very careful when you withdraw money from street cash dispensers.	BNL 1533 (W:religion)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 9/31
	7. to remove something from somewhere and take it away	<PAS>May we approach? At this time, I'd make an offer of proof that when <<MDAZ>> attacked <<RDGI>>'s credibility in this regard, there is a government study that came and was immediately withdrawn the next day where the statement concerning the government study and they have in fact been found to be accurate.</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	withdrawal (NN)	1. the act of moving an army, weapons etc away from the area where they were fighting	The withdrawal of forces began on March 13 and was completed by March 19.	HL5 1219 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA14 IA18 IA20 IA31
2. the removal or stopping of something such as support, an offer, or a service		They had to overcome engineering problems, a last-minute change of keel, and the withdrawal of their sponsor.	A52 539 (W:newsp:brdsh_tnat:sports)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
withhold (VB)	1. to refuse to give someone something	'It is an offence, Cameron, to withhold information required in a due process of law.'	AON 2440 (W:fict:prose)	NEUTRAL	VE1 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 8/13
withstand (VB)	1. to be strong enough to remain unharmed by something, e.g. This fabric can withstand steam and high temperatures	But again, do check first to ensure that the fabric can withstand steam and high temperatures, as certain fabrics are not suitable for steam cleaning.	CFT 1030 (W:advert)	NEUTRAL	RE1 RE6 RE7 RE11 RE15 RE16	RELATIONAL (ATTRIB) CIRCUMSTANTIAL 6/21
	2. to defend yourself successfully against people who attack, criticize, or oppose you, e.g. The Chancellor has withstood the criticism and held firm	While there has been criticism of Mr Lamont's performance during the election campaign, Mr Major admires the way his Chancellor has withstood the criticism and held firm to tough economic policies.	AK2 112 (W:newsp:brdsh:nt:misc)	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
witness (VB)	1. to see something happen, especially a crime or accident	<WES>Defendant's Exhibits 16, 17 and 14 were handwriting exemplars which you brought to my office. However, 14 was witnessed by <<NA57>>. </WES>	A-MT-110393-13.txt	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
	2. to experience important events or changes	Arguably, the second half of the nineteenth century and the early decades of the twentieth century witnessed an increase in the power of medical men within medical institutions, and a rise in their social and professional status.	HJ0 5470 (W:ac:soc_science)	NEUTRAL	ME3 ME6 ME8 ME9 ME10 ME12 ME13 ME16	MENTAL PERCEPTIVE MAJOR 8/17
wake (VB)	1. to stop sleeping, e.g. When she woke, the sun was streaming through the windows	When she woke , her husband had gone and outside she could hear horses in the street.	ADS 1467 (W:fict:prose)	NEUTRAL	IA7 IA9 IA11 IA12 IA13 IA15 IA16 IA29	(INTER)ACTION 8/31
	2. to make someone stop sleeping, e.g. I'll wake you when it's time to leave	<PAS>Well did you have to wake <<FDFT>> up? </PAS>	A-MT-120393-14.txt	NEUTRAL	IA7 IA9 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
wonder (VB)	1. to think about something that you are not sure about and try to guess what is true, what will happen	<PAS>[...] Out of curiosity, I wonder if maybe <<MDAN>> blew up Page 42. Do you know why he didn't blow up Page 42? He didn't want you to know what Page 42 says. </PAS>	A-MT-120393-16.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
wonder (VB)	2. to doubt or question whether something is true, e.g. Sometimes I wonder if he's got any sense at all!	She was beginning to wonder if he was right.	AEB 3054 (W:fict:prose)	NEUTRAL	ME1 ME6 ME8 ME9 ME12 ME13 ME17	MENTAL COGNITIVE MINOR 7/17
word (VB)	1. to use words that are carefully chosen in order to express something	Generally, questions are worded so that a simple 'yes' or 'no', or a tick, is all that is required.	CBW 4040 (W:commerce)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
word (NN)	1. the smallest unit of language that people can understand if it is said or written on its own	<DAN>Did she use the word scarring on his face?</DAN> <OBW>Not that I recall.</OBW>	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE9 VE13	VERBAL MINOR 9/13
	2. have a word: to talk to someone quickly, especially because you need their advice about something or you want to tell them to do something	'Lock it, will you, while I have a word with those two.'	ABX 1482 (W:fict:prose)	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE13	VERBAL MINOR 10/13
wording (NN)	1. the words and phrases used to express something	THE Law Society has been forced to reconsider the wording of a £70 million national advertising campaign.	A9F 759 (W:newsp:brdsht_nat:report)	NEUTRAL		NOMINALISATION VERBAL MINOR 7/13
work (VB)	1. to do a job that you are paid for	<PAS>[...] There are some forensic chemists or people who work in the lab at the police department in addition to <<NOBY>> who will testify. [...]</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	2. to spend time and effort doing something	A team works hard and plays hard, ie its members not only achieve challenging objectives but enjoy themselves as they do so.	B2F 1853 (W:commerce)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31
	3. to try continuously to achieve a particular thing	My hands stay real dry. I, therefore, don't leave a good latent print. I have to work at it. If I want to show you what one looked like, I'd probably have to get some oil off the other parts of my body to leave a good print.</OBY>	A-MT-090393-02.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA25	(INTER)ACTION 8/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
work (VB)	4. to be suitable, effective or successful, e.g. the new computer works fine / the theory works	<OBY>My title is Latent Fingerprint Examiner, either or will work .</OBY>	A-MT-090393-02.txt	NEUTRAL	IA4 IA8 IA12 IA13 IA15 IA18 IA21	(INTER)ACTION 7/31
	5. to move, e.g. a part of your body	Kick squats work the muscles of the upper leg.	AOM 408 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
	6. to entertain a crowd of people	I saw him work the crowd at Leeds.	CAF 300 (W:non_ac:polit_law_edu)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
	7. work out: to think carefully about how you are going to do something and plan a good way of doing it	<JU1>Could you throw your stipulation in and work out an agreement he's 5'4"?</JU1>	A-MT-120393-15.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME16	MENTAL COGNITIVE MAJOR 8/17
	8. work up: to develop and improve something such as a project or a piece of writing	<DJU>Well it's ... like maybe found at the scene or it's little bits and pieces that help them work up a theory.</DJU>	A-VD-080393-01.txt	NEUTRAL	ME1 ME6 ME8 ME9 ME10 ME11 ME13 ME17	MENTAL COGNITIVE MINOR 8/17
work (NN)	1. a job or activity that you do regularly, especially in order to earn money	<OGK>[...] The gentleman said that he would like to do some yard work , some lawn work, and wanted to know if her parents were home. She said you'll have to talk to them about it and they're not here, you'll have to come back later.</OGK>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18 IA27	(INTER)ACTION 8/31
working (ADJ)	1. having a job that you are paid for	Whereas 70 per cent of working women rely on relatives to provide childcare support, this option is often unavailable to professional women working full-time in demanding jobs.	AJ9 476 (W:newsp:brdsh_t_nat:commerce)	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31
	2. in relation to the job you do (e.g. hours, etc)	<WDM>Saturday was not a working day ... or pardon me, Friday was not a working day. No, I'm sorry, I'm confused. <<FDFT>> had come to the house and we decided that we would go to Dallas. We said, <<FDFT>>, come on. Go with us.</WDM>	A-MT-120393-14.txt	NEUTRAL	IA1 IA8 IA15 IA18 IA31	NOMINALISATION (ADJ) (INTER)ACTION 5/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
working (ADJ)	3. in working order: working properly and not broken	Keep your front and rear lights in good working order and don't forget to switch them on.	A0J 29 (W:misc)	NEUTRAL	IA4 IA8 IA15 IA18 IA21 IA31	NOMINALISATION (ADJ) (INTER)ACTION 6/31
worm (VB)	1. to move through a small place or a crowd slowly, carefully, or with difficulty	Willie pushed the blanket to one side, wormed his way to the end of the armchair and slid onto the floor.	CAB 38 (W:fict:prose)	NEUTRAL	IA1 IA8 IA12 IA13 IA15 IA18	(INTER)ACTION 6/31
	2. to give an animal medicine in order to remove parasites that live inside it	If we do something pleasant to a horse, like worming it, or giving injection, or something else, we are likely to care and stroke it afterwards, or to reward it in some other way, such as with food.	ADF 787 (W:misc)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
worry (VB)	1. to be anxious or unhappy about someone or something, so that you think about them a lot	<JU1>[...] So if you don't get to see something as long as you like, don't worry about it. Continue on.</JU1>	A-MT-090393-02.txt	NEUTRAL	ME2 ME6 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 9/17
	2. to make someone feel anxious about something	But of course the thought of it worries her.	HH9 1399 (W:fict:prose)	NEGATIVE	ME2 ME6 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 9/17
	3. to annoy or bother someone	This criticism doesn't appear to worry him, and he says that the proof is in the pudding, patting his film case.	HH0 1935 (W:fict:prose)	NEGATIVE	ME2 ME6 ME7 ME8 ME9 ME12 ME13 ME15 ME16	MENTAL EMOTIVE MAJOR 9/17
	4. to try to bite or kill something, e.g. an animal		NO EXAMPLE	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA18 IA20	(INTER)ACTION 9/31
worry (NN)	1. a problem that you are anxious about or are not sure how to deal with	I know the rats are a worry because they are so dangerous and can contaminate food.	BN6 1254 (W:biography)	NEGATIVE	ME2 ME6 ME7 ME12 ME13 ME15 ME16 ME18	NOMINALISATION MENTAL EMOTIVE MAJOR 8/17

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
worried (ADJ)	1. unhappy because you keep thinking about a problem, or about something bad that might happen	<DAN>[...] That's why we're here, we're here for a fair trial. The truth is out. <<UJMK>>, you look a little worried .</DAN>	A-VD-080393-02.txt	NEGATIVE	ME2 ME6 ME7 ME12 ME13 ME15 ME16 ME18 RE1 RE4 RE7 RE9 RE11 RE12 RE15 RE16	NOMINALISATION (ADJ) COMPLEX PROCESS MENTAL EMOTIVE MAJOR 8/17 RELATIONAL (ATTRIB) INTENSIVE 8/21
worrying (ADJ)	1. something that makes you feel anxious or worried	This is a worrying development for publishers, and there is little evidence in the book trade of the establishment of another source from which such a service might otherwise be obtained.	E9Y 370 (W:misc)	NEGATIVE	ME2 ME6 ME7 ME12 ME13 ME15 ME16 ME18	NOMINALISATION (ADJ) MENTAL EMOTIVE MAJOR 8/17
worship (VB)	1. to show respect and love for a god, especially by praying in a religious building	You have to love each of us equally and worship God for His sake, not because it would please me.	EVC 991 (W:fict:prose)	NEUTRAL	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
	2. to admire and love someone very much	I worship the ground you walk on, you must know that by now.	EVC 2411 (W:fict:prose)	POSITIVE	ME2 ME6 ME8 ME9 ME10 ME12 ME13 ME17	MENTAL EMOTIVE MINOR 8/17
wreck (VB)	1. to completely spoil or damage something	VANDALS have wrecked the home and medical supplies of a three-year-old boy who needs a life-saving transplant operation.	CBF 3839 (W:newsp:other:report)	NEGATIVE	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
wreck (NN)	1. something that has been damaged very badly, especially in a crash	<DJO>It was a car wreck . One was a dispute over a dining room table. And I guess that's it.</DJO>	A-VD-080393-02.txt	NEGATIVE	IA1 IA8 IA14 IA16 IA18 IA20 IA31	NOMINALISATION (INTER)ACTION 7/31
write (VB)	1. to produce a new book, article, poem , report	<DAZ>Did you write a report concerning your evaluation of this piece of fabric?</DAZ>	A-MT-100393-05.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
write (VB)	2. to form letters or numbers with a pen or pencil	<PAS>And did you write the names of the various rooms on the first floor of your house?</PAS>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	3. to make a program for a computer to use	You can sometimes you know tell one person writes software in this way and another	HYD 236 (S:tutorial)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA17 IA18 IA23	(INTER)ACTION 10/31
	4. to record data on something, e.g. a computer disk	If no data has actually been written to disk in the meantime, further speed increases are gained.	HAC 9030 (W:pop_lore)	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA15 IA18 IA20 IA25	(INTER)ACTION 10/31
	5. write off: to officially say that a debt no longer has to be paid, or officially accept that you cannot get back money you have spent or lost	<PAS>Don't you ... can't you write that off on your taxes?</PAS> <WJD>I could, except it is not a business expense.</WJD>	A-MT-110393-10.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31
writing (NN)	1. words that have been written or printed	<PAS>With the exception of that, is it basically as you observed it and ... with the exception of the writing on the swimsuit?</PAS>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (INTER)ACTION 7/31
written (ADJ)	1. recorded in writing	<JU1>[...] After that when the evidence is concluded, I will read instructions to you. Written instructions, which you get to take with you when you deliberate. And then we have closing arguments. [...]</JU1>	A-MT-090393-01.txt	NEUTRAL	IA1 IA8 IA15 IA17 IA18 IA23 IA31	NOMINALISATION (ADJ) (INTER)ACTION 7/31
yell (VB)	1. to shout or say something very loudly, especially because you are frightened, angry, or excited	<OGK>[...] She yelled through the door and said I can't hear you. There was a man outside trying to talk to her. She said, I can't hear you, I can't understand you, come to the back door.	A-MT-090393-01.txt	NEUTRAL	VE1 VE2 VE3 VE4 VE5 VE6 VE7 VE8 VE9 VE12	VERBAL MAJOR 10/13
zip (VB)	1. to fasten something using a zip	<PJC>He grabbed my wrist again ... well he put his penis back in his pants and zipped them up. He grabbed my wrist and went back to the doorway of the basement. [...]</PJC>	A-MT-100393-06.txt	NEUTRAL	IA1 IA8 IA10 IA11 IA12 IA13 IA14 IA16 IA18 IA20	(INTER)ACTION 10/31

VERB	Definition	Example	Source	Evaluation	Criteria	Process Category
zip (VB)	2. to go somewhere or do something very quickly	Armstrong <u>zipped</u> through the City with more than usual aplomb, which made me think that Duncan the Drunken had given him a tuning.	HW8 1118 (W:fict:prose)	NEUTRAL	IA1 IA8 IA11 IA12 IA13 IA15 IA18	(INTER)ACTION 7/31