1. Introduction

In recent years there has been an increasing interest in the study of verb-plus-particle sequences in present-day English, both in the United Kingdom and the United States. Especially during the last decade or two, remarkable progress has been made in applying techniques of modern linguistic methodology to scientific investigation which focuses on the dynamic aspects of linguistic behaviour.

Scholars in English linguistics, both native and non-native speakers, have felt the necessity for clarifying the structure of the English verb sequences for the purpose of improving language skills. They seek for a means of facilitating mutual understanding as well as more accurate communication in the use of English as an international language.

1.1 Previous Work in This Field

There has been some notable work done in this sphere of linguistic study on both sides of the Atlantic Ocean.

A. Kennedy has a pioneering study of this field in his book *The Modern English Verb-Adverb Combination*. It is a difficult task for him to make a clear-cut presentation of verb+particle sequences since the particle in the sequence may be interpreted as adverb in one form of structure and as preposition in other form.

K. Anastasijević describes verb-plus-particle sequences in her thesis *Adverbial Modifiers Up, Down, In, Out, On, Off, in Contemporary English*, with special emphasis on (1) the semantic effect of such modifiers upon the verb which they accompany, (2) their distribution according to level of usage, and (3) the syntactical patterns in which verbs and their modifiers fit.

---

1 “Particle” is used in this paper to cover both preposition and adverb occurring after a verb form.


T.F. Mitchell mentions similar sequences in his paper "Syntagmatic Relations in Linguistic Analysis", handling verb-particle combinations in English as colligational relations.

A.K. Taha discusses verb-plus-particle sequences in his paper "The Structure of Two-Word Verbs in English", using in his investigation a structural approach, which relies upon the spoken form of English.

B.M.H. Strang treats the same problem in her book Modern English Structure, distinguishing: (1) prepositional verb, consisting of verb+preposition, (2) phrasal verb, being either verb+preposition or verb+adverb, and (3) prepositional-phrasal verb, combining characteristics of the first two.

The volume Two-Word Verbs in the Collier-Macmillan "Key to English" Series rather thoroughly discusses and classifies verb-plus-particle sequences, especially with a view to the problem of the language learner. It is perhaps the most comprehensive and practical book of its kind available.

F.R. Palmer treats of the same problem in his book A Linguistic Study of the English Verb, establishing four classes of verb-plus-particle sequences: (1) phrasal verb without object, (2) phrasal verb with object (3) prepositional verbs, and (4) phrasal prepositional verbs.

A related study in regard to the use of the particle is that made by S.J. Kim in his book A Study of Concurrent Collocations of Noun, Adjective, Adverb plus Preposition/Adverb in Contemporary English, with a structure-collocation approach in the sequences of: (1) noun+preposition (2) adjective+preposition, and (3) adverb+preposition/adverb.

1.2 Problems for Korean Learners

Much of this previous work has contributed greatly to a fuller understanding of the problems involved in this knotty area of English syntax, and valuable analysis and suggestions have been made toward a satisfactory solution. It may be said, however, that we still need a more comprehensive and suitable study of verb-plus-particle sequences, particularly for the benefit of Korean students of English, with some explanation based on a contras-
tive analysis between Korean and English.

Since the problem of verb-plus-particle sequences occurs in the teaching of English, I would like to present this paper as a means of making a step towards a solution. The kind of problems that occur will be illustrated in the following examples.

They talked over the matter. \(\text{(1)}\)

They looked over the fence. \(\text{(2)}\)

The first problem that presents itself is whether talk over in sentence (1) is a combination of "verb+adverb (= verbal particle)" or a sequence of "verb+preposition (= nominal particle)". In sentence (2) a similar question arises, involving real ambiguity of meaning. The crucial point is whether the particle over is added to the verb as an adverb look over (i.e. "inspect"), or is used as a preposition with the noun which follows (over the fence).

To distinguish between the two is extremely difficult for a non-native speaker of English who is learning the language, as it is for one who is in the position of teaching English as a second language.

A further problem involving idiomatic usage of the sequence is discussed by Frederick Wood in his book English Verbal Idioms, as follows:

Any foreign students with a knowledge of the normal meaning of put and up, or fall and out, would be able to understand, 'put up your hand', or 'the baby fell out of the perabulator'... But a knowledge of the meaning of the individual words will give him no clue to such expressions as 'to put a person up for the night', 'to put up with something', 'to fall out with someone'. \(^{10}\)

A sequence of verb-plus-particle is a collocational unity which combines a verb with a particle or particles. In the sentence

His wife set out the meal on the table. \(\text{(3)}\)

the verb set has its customary meaning of "to lay down what one is carrying" and out has its customary meaning of "away from". However in the sentence

They set out to take charge of him... NB 59 \(\text{(4)}\)

set and out together have quite a different meaning: "to begin a journey". \(^ {11}\)

\(^{10}\) Frederick T. Wood, English Verbal Idioms, St Martin's Press, Inc., New York, 1964, p. v. (some italics are mine)

\(^{11}\) This paper does not directly enter into the "semantic" meaning of verb-plus-particle sequences. We will limit our attention to the "structural" meaning.

NB 59 and similar numbers refer to works listed in the appendix from which the author complied examples used as data for this study.
2. Verb-plus-Particle Sequence

The verb-plus-particle sequence is a unique linguistic unit which is used extensively in all forms of communication. It is worthwhile to make a study in this particular field of the verb phrase, which has deep roots in the original form and historical development of English.

2.1 Historical Background of Verb-plus-Particle Sequence

It would be a significant investigation for us to look into the background of this verb-sequence structure. The original shape of this kind of construction has to be traced back to the forms of the Germanic language which came to England from the northern part of the Continent in the Anglo-Saxon era. According to the historical description by George C. Curme, "certain adverbs had also prepositional force, so that they were not only stressed as adverbs but governed a case like a preposition: 'God him com to', now 'God came to him'." 12

Even in the contemporary era, Germans are fond of using a great number of particles, more than are used in English. As a result, as Stephen Ullmann notes, "Germans will more often make use of the adverb and proposition to specify every aspect of an action, to trace the whole trajectory of a movement". 13 The following example will demonstrate this:

We sailed from the bank (here) over the river (there) (on) towards the island. 14

2.2 Structure of Particle

The term "particle" has been differently defined by different scholars. According to Henry Sweet, it is called a "form word" which does not have any independent meaning as opposed to a "full word". 15 Stephen Ullmann agrees with the conception of Henry Sweet with the same notion of "no independent meaning proper". 16 Charles C. Fries, on the other hand, calls it a "function word", "a word that has little or no meaning apart from the grammatical idea it expresses". 17

I would like to call such words as we indicated earlier in this paper "particles", in a broad sense, for the following two reasons:

---

13 Ullmann, op. cit., p. 122.
14 Loc. cit.
(1) This follows exactly the same notion of categorization as that of E. Krusinsinga, who says that “There are a number of words whose meaning and function are difficult to define logically.... Such words are conveniently grouped together as particle”;

(2) The term particle can easily serve as a cover term for (a) prepositional use (b) adverbial use and (c) overlapping or neutral use—three uses we will distinguish later.

A verb-plus-particle sequence is, then, a unit consisting of a verb with an added particle or particles, with or without object, which may show, as a whole, a unique meaning which is other than the combined meaning of the parts together.

Consider the following example:

What time did you get off today? LN 39

get frequently has the meaning of “to obtain” and off has ordinarily the meaning of “no longer on”. However, in the above example (5), get off as a lexical unit has its special meaning of “to leave work”. It is, therefore, safe to say that such a sequence of verb-plus-particle has its own meaning which is quite apart from the sum total of the two (or more) parts together.

There is a structural marker to distinguish one type of verb-plus-particle sequence from another: the marker in the construction consists of “stress and juncture signal” in the verb phrase. This is well demonstrated in the following examples:

The horse pulled down | the hill. 19

The horse pulled | down the hill. 20

In (6) and (7) we note two possible sequences which were discussed earlier in this paper. When two strong stresses fall on both full and down in sentence (6) with the possibility of a slight break, we have an indication of verb + adverb sequence, whereas, when a strong stress falls on pull and a weaker stress on down in sentence (7) with the possibility of a break between the two, it shows verb + preposition sequence.

T.F. Mitchell agrees with A.K. Taha in this point of view regarding stress and juncture in the analysis, saying that “stress and intonational features strongly support the analysis the particle component of the phrasal verb can and usually does bear a full stress”. 21

There are three types of particles in the sequence of verb-plus-particle:

---

19 Confer Taha, op. cit., p. 133. I have changed somewhat and simplified his stress markings. Stress symbols stand: / / for “strong” and / / “weaker”; vertical bar / / stands for a “slight break” which can be made at the places indicated.
20 Loc. cit.
(1) a particle following a verb and closely related to it structurally (and semantically as well) may be called a post-verbal particle (abbreviated \( P_v \)).

\[
\text{Verb + Verbal Particle(=adverb) (+Noun):} \\
V + P_v ( + N )
\]

He turned \textit{on} \( \) the light. \hfill (8)

The structural signal for this close verb-particle relation is the strong stress on both words. Where a noun follows, it answers the question:

\textit{What} did he turn \textit{on}?

(2) a particle preceding a noun object and closely related to it may be called a prenominal particle (abbreviated \( P_n \)).

\[
\text{Verb + Nominal Particle(=preposition) + Noun:} \\
V + P_n + N
\]

He walked \textit{on} \( \) the beach. \hfill (9)

The weak stress on the particle \( \) (\textit{on}), along with the slight break after \textit{walked}, suggests a prepositional use, which is clearly verified, since the phrase \textit{on the beach} answers the question:

\textit{Where} did he walk? (Other phrases answer to: \textit{when}, \textit{how}, etc.)

(3) a particle which has overlapping characteristics, i.e. either those of a verbal particle (=adverb) or of a nominal particle (=preposition), may be called an overlapping particle (abbreviated \( P_o \)).

There are many examples of such overlapping characteristics, as the following:

He came down \( \) the hill. \hfill (10)

The above sentence is ambiguous since \textit{came down} in the sentence can be pronounced either with two strong stresses or a strong stress on \textit{came} and a weaker stress on \textit{down}. Thus, depending upon the pronunciation of the sentence, the particle \textit{down} can be either an adverb or preposition.

In such examples as the above, F.R. Palmer believes that \textit{we cannot make the distinction between} \( \) verbal particle and nominal particle. It is, therefore, necessary, I think, to posit a unit such as overlapping or neutral particle which may be interpreted either as (1) or (2) above.

We must mention also at this point phrases such as following:

\footnote{Palmer, \textit{op. cit.}, p. 186.}

\footnote{Loc. cit.}
He called on the man. (11)

Since a strong stress does not fall on on in the sentence, it might be considered a verb + preposition. Since, however, the above sentence does not answer

Where did he call?

but rather

Whom did he call on?

it is not a verb preposition after all. On in this phrase shares characteristics of both adverb and preposition. Therefore, we may call it also an overlapping particle, but in a different sense than the earlier type since this phrase can be pronounced only one way.

2.3 Structure of the Sequence

There is a basic difference between a sequence of verb-plus-particle where the verb has an object and where it has none. According to the examples which I collected, I have found at least three types which I will describe below. These types of structure may be explained, in traditional terms, as transitive and intransitive verb. Their structure is as follows: (detailed examples are given on the following pages)

I. Verb + Verbal Particle without Object: V + Pv

II. Verb + Verbal Particle with Noun Object: V + Pv + N

III. Verb + Noun Object + Nominal Particle + Noun: V + N1 + Pn + N2

These three types may be further illustrated as follows:

TYPE ONE: Verb + Verbal Particle + {Free Modifier}

Thus, in TYPE ONE, there are at least three SUB-TYPES found in the examples collected. Structural characteristics of these sub-types are seen in the following examples:

Type I Sub-Type 1: V + Pv + φ

Structure: Illustrative Examples:

got off #: ... he got off. DF 147
set off #: What time are we setting off? DIII 61
take off #: I wasn't wearing my stripes before the commission so there were none to take off. CS 8
get out #: It means somebody wants you to get out. DCR 28
set out #: All this was clearly set out. DC 20
take out #: ... have been taken out DIV 97
get up #: Get up. DIV 30
set up #: ... [that] this firm has set up. AM 69
take up #: I could take up. SC 116

Type I Sub-Type 2: V + Pv + Free Modifier

get off F: If you're going, Ramforth, you'd better get off now. DIII 71
set off F: Accordingly, they set off privately by boat for a lonely place. NB 65
take off F: I'm ready to take off right now. HRG 18
get out F: ... whole morning trying to get out there. DIV 49
set out F: When Jesus learned this, he left Judea an set out once more for Galilee. NB 148
get up F: He gave a fake yawn and got up again. HD 44
set up F: They had a couple of heavy machine guns set up strategically ... HA 24
take up F: Can you imagine taking up if you had a free choice? SC 72

Type I-Sub-Type 3: V + Pv + VP

get up V: Bolahan got up to dance. BL 32
set up V: We'll be set up to rebuild the m, then we can sell them again. BA 47
set off V: When we set off to see Larry perform his feat... DF 182
set out V: Milt ran to the stable, hitched up a horse and set out to get the doctor. DD 51

TYPE TWO: Verb + Verbal Particle + {φ
Nominal Particle} + Noun:

V + Pv + {φ Pn} + N

Thus, in TYPE TWO, there are at least two SUB-TYPES found among the examples collected. Structural characteristics of these sub-types are illustrated in the following examples:

Type II-Sub-Type 1: V + Pv + N

get off N: But you off the track right away. HR 37
set off N: It was interesting to set off the clam colony's burglar alarm. DF 168
take off N: Sighing again, he began taking off his clothes. TG 39
get out N: She said, getting out her key turning the lock. LN 70
set out N: He brought them into his house, set out a meal... NB 218
take out N: They stood up and arched their backs to take out stiffness. MS 10
get up N: ... now and then they get up a fight among themselves in the
set up N:  
Harry Herts had set up as assembly line in reverse. BA 51

take up N:  
Taking up the money, the chief priests argued... NB 50

Type II Sub-Type 2:  \( V + P_v + P_n + N \)
Sub-type 2 has two further sub-types:
(a)  \([ V + P_v + P_n ] [ + N ]\)
(b)  \([ V + P_v ] [ + P_n + N ]\)
In (b)-type sentences the \( P_n+N \) will answer to the question Where? (When? How? etc.)
It is a true adverbial phrase.
E.g. They caught up in the race.
But in (a), \( P_n+N \) will not answer the question Where? N taken alone will answer the
question What? or Whom?
E.g. They caught up with the Jones.

Type II Sub-Sub-Type 1:  \([ V + P_v + P_n ] [ + N ]\)
get off Prep N:  Michael got off to a bad start. DF 120
set out Prop N:  As the boats were setting out from a concealed village up there
... MR 23

... Clea had been taken up to the Jewish hospstal. DC 254

Type II Sub-Sub-Type 2:  \([ V + P_v ] [ + P_n + N ]\)
set off Prep N:  ... and set off in the back yard to amuse the kiddies. HA 24
get out Prep N:  you'd better get out in the air. DIV 178

TYPE THREE:  \( V + N + P_n + N_2 \)
put N to N:  The committee will put your proposal to a vote...

2.4 Transformational Sequence vs Non-transformational Sequence
Under TYPE TWO, Sub-Type 1, we find two alternate forms of certain particle se-
quences occurring:

(1) Verb+Verbal Particle+Noun Object:
\( V + P_v + N \)
E.g. The Pot reached in his pocket and took out a nickel. FB 12 (14)

(2) Verb+Noun Object+Verbal Particle:
\( V + N + P_v \)
The Structure of Verb-Particle Relations in English 91

E.g. The Pot reached in his pocket and took it out. (14')

This transformational phenomenon is sometimes referred to as separable and inseparable examples of the sequence. In calling this a transformational phenomenon, we are implying that one form of the sequence can be considered basic and the other form, a transformation of this basic form. Thus sentences (14) and (14') can be considered, respectively:

(a) Non-transformational sequence of verb-plus-particle
(b) Transformational sequence of verb-plus-particle.

Some examples which show this transformational operation are as follows:

We look up the words. 〈—〉 We look the words up. 25

I put on my hat. 〈—〉 I put my hat on. 26

There are quite a large number of such transformational pairs of sequences in contemporary English. These verb phrases are peculiar in allowing either a noun or a pronoun object. But if a pronoun object is used, the verb and adverb must be separated. For example: I put it on. (*I put on it.)

On the other hand, there are some sequences which allow no transformation of this kind: the noun object never comes before the verbal particle. The following example will demonstrate this: Yes, I ran into her yesterday. 27 (*Yes, I ran her into yesterday.)

It is very difficult for a non-native speaker to distinguish between the transformational sequence and the non-transformational sequence in English. We fully agree with the statement: "While great efforts have been made by grammarians to classify these expressions according to logical and formal criteria, not much has been learned that is of use to the student of English. 28

3. Problems of Learning Verb-plus-Particle Sequence

Korean students have great difficulty in learning to use the English verb-plus-particle sequence. Though, unfortunately, no thorough contrastive analysis of Korean and English has been made in regard to the verb-plus-particle sequence, we know, after a lengthy investigation of the Korean language, that no similar structure exists in Korean. Hence, the problem that arises for Korean students learning English.

25 Ibid., p. 18.
26 Ibid., p. 50.
27 Ibid., p. 19.
28 Ibid., pp. 18-19.
Let us consider the following example:

They set out the next day. WL 34

(16)

A Korean equivalent of “set out” or “leave” is “choolbal”, but there are no two-word equivalents. Thus the Korean student will have little difficulty in substituting “choolbal” for a single English verb (“leave”), but he will be quite confused when he discovers or has to produce the two-word alternative (“set out”). The equivalence of these words may be illustrated as follows:

```
"set out" (a)  "choolbal" (c)
     ↓
"leave" (b)
```

To put the same thing algebraically: we know from English that

\[ a = b \]

From our understanding of Korean and English, we also know that

\[ a = c, b = c, \]

therefore

\[ a = b = c. \]

Ullmann points out similar relationships between English and French as follows:

- come in \( \rightarrow \) entrer
- go out \( \rightarrow \) sortir
- run over \( \rightarrow \) écraser

In the examples I have cited in this paper, I have generally limited myself to nine verb-plus-particle sequences out of the examples (over 15,000) that I have collected from present-day English. They are as follows:

- get off
- get out
- get up
- set off
- set out
- set up
- take off
- take out
- take up

Each of nine sequences may be used in each of environments indicated above (\( \phi, F, N, VP, Pn+N \)). Examples follow:

\[ ^{29} \text{Ullman, op. cit., p. 108.} \]
The Structure of Verb-Particle Relations in English

GET OFF:

get off #: ... he got off. DF 147
get off F: If you're going, Ramforth, you'd better get off now. DIII 71
get off N: But you got off the track right away. HR 37
get off Prep N: He had as good as promised me that if I pleaded guilty I would get off with a fine. AL 48

SET OFF:

set off #: What time are we setting off. DIII 61
set off F: Accordingly, they set off privately by boat for a lonely place. NB 65
set off V: ... When we set off to see Larry perform his feat. DF 182
set off N: It was interesting to set off the clam colony's burglar alarm. DF 168
set off Prep N: I set off at a brisk trot. DF 74

TAKE OFF:

take off #: I wasn't wearing my stripes before the commission so there were none to take off. CS 8
take off F: I'm ready to take off right now. HRG 18
take off N: Sighing again, he began taking off his clothes. TG 39
take off Prep N: As the plane took off from the ground... WM 108

GET OUT:

get out #: It means somebody wants you to get out. DCR 28
get out F: Get out here and do it again. GS 10
get out N: She said, getting out her key turning the lock. NL 70
get our Prep N: You'd better get out in the air. DIV 178

SET OUT:

set out #: All this was clearly set out. DC 20
set out F: When Jesus learned this, he left Judea and set out once for Galilee. NB 148
set out V: Milt ran to the stable, hitched up a horse and set out to get the doctor. DD 51
set out N: He brought them into his house, set out a meal... NB 218
set out Prep N: As the boats were setting out from a concealed village up there...

TAKE OUT:

 TAKE OUT:

 take out #: ... have been taken out. DIV 97
 take out N: They stood up and arched their backs to take out stiffness. MS 10

GET UP:

 GET UP:

 get up #: Get up. DIV 30
 get up F: He gave a fake yawn and got up again. HD 44
 get up V: Bolahan got up to dance. BL 32
 get up N: ... now and then they get up a fight among themselves in the style of Ireland...

set up #: ... this firm has been set up. AM 69
set up F: I'm set up so that I can handle at least ninety per cent of all the work I get by myself. AM 57
set up V: We'll be set up to rebuild them, then we can sell them again. BA 47
set up N: Harry Hertz had set up an assembly line in reverse. BA 51
set up Prep N: "I've got Irene set up for Thursday night", he told Gordon. BA 33

TAKE UP:

 TAKE UP:

 take up #: I could take up. SC 116
 take up F: Can you imagine taking up if you had a free choice? SC 72
 take up N: Taking up the money, the chief priests argued... NB 50
 take up Prep N: ... Clea had been taken up to the Jewish hospital. DC 253

In order to simplify our presentation of these verb-plus-particle sequence, we may reduce
The Structure of Verb-Particle Relations in English

this, in algebraic notation, to the following:

\[
\begin{align*}
\text{get} & \quad (a) \\
\text{set} & \quad (b) \quad \rightarrow (x) \quad \text{off} \\
\text{take} & \quad (c)
\end{align*}
\]

then

\[
\begin{align*}
a & \quad \rightarrow \\
\rightarrow & \quad b \quad \rightarrow x \quad \rightarrow \\
\rightarrow & \quad c
\end{align*}
\]

so that

\[
\begin{align*}
ax & \quad (= \text{get off}) \\
bx & \quad (= \text{set off}) \\
cx & \quad (= \text{take off})
\end{align*}
\]

In applying this same method (using \(y=\text{out}\), and \(z=\text{up}\)), we get

\[
\begin{align*}
ay & \quad (= \text{get out}) \\
by & \quad (= \text{set out}) \\
cy & \quad (= \text{take out})
\end{align*}
\]

and

\[
\begin{align*}
az & \quad (= \text{get up}) \\
bz & \quad (= \text{set up}) \\
cz & \quad (= \text{take up})
\end{align*}
\]

Some of these sequences have more than one meaning. For example “take up” has at least three different meanings, which may be translated into three different Korean equivalents. This is illustrated as follows:

\textbf{Examples:} 

\textbf{Meaning:}

The Padre wanted me to \textit{take up} mission work. UM 59 

“accept” (Korean equivalent: \(Q_1\))

Jesus answered, Rise to your feet, \textit{take up} your and walk. NB 151

“lift” (Korean equivalent: \(Q_2\))

And his heart \textit{took up} its regular rhythm. FT 56

“adopt” (Korean equivalent: \(Q_3\))

The possibilities of substitution involved in this may be illustrated as follows:

\[
\begin{align*}
\text{“take up”}(=cz) \quad \langle \quad \rightarrow \quad \rangle \quad \begin{cases}
\text{accept} \quad (=Q_1) \\
\text{lift} \quad (=Q_2) \\
\text{adopt} \quad (=Q_3)
\end{cases}
\end{align*}
\]

In view of the fact that there are other possible meanings for \(cz\), we could indicate its
semantic range as follows. (And so for the other phrases.)

\[
\begin{align*}
&Q_1 \\
&Q_2 \\
&Q_3 \\
&Q_n
\end{align*}
\]

(1) take up
(2) lift (our bed)
(3) adopt (its regular rhythm)

One of the most difficult tasks for Korean students of English in mastering verb-plus-particle sequences is to identify the proper Korean equivalent for each different English use out of the multi-meaning structure of: \(Q_1, Q_2, Q_3, \ldots Q_n\). It is hard to deny that there is a collocation restriction on the occurrence of verb sequence. For example:

\begin{itemize}
  \item accept (mission work)
  \item lift (our bed)
  \item adopt (its regular rhythm)
\end{itemize}

Unfortunately there has been no specific study made of this problem of collocational restrictions on verb-plus-particle sequences nor of the problem of conveying from one language to another.

Another difficulty for Korean students of English is to learn the different usages between the United Kingdom and the United States. F.R. Palmer says that “a rather interesting contrast across the Atlantic is the use in Britain of FILL IN, and in America of FILL OUT. In Britain we fill in a form, in America a form is filled out”. 30

4. Conclusion

One of the most difficult tasks for non-native speakers in learning English is the verb-plus-particle sequence in present-day English. They discover the fact that there are certain combinations of verb and particle which bear little or no relationship to the individual words of which they are composed. They also find out that the sequences do not follow logic in either construction or meaning.

We find such verbs in other language as well. The introduction of Two-Word Verbs, “Key to English” Series, states:

This process of combining individual words into new units having variant meanings is not peculiar to English, of course; similar idiomatic formations exist in all languages. Many such special expressions, in English as well as in other languages, are unpredictable and patternless because they are derived from cultural factors other than languages, from folklore, from famous proverbs, even from politics and current events. 31

30 Palmer, op. cit. p. 178.
The verb-plus-particle sequence occurs in sufficient numbers and with such consistency of structural patterns as to permit us to formulate rules for its use in English verb phrases. Grammarians, it is true, are not in complete agreement upon the description of the sequence. Many call them verb-adverb or verb-preposition combinations. But for Korean students of English, the classification of such types of word combinations, along with certain guides to problems of stress, intonation and word order, is a definite aid in mastering English. It is my earnest hope that a thorough study will be made in order to further clarify the verb-plus-particle sequence. A fully adequate formula to explain all the variations found among such sequences is, I have to confess, beyond the reach of the present paper. I am sure that a complete and elaborate study of the verb-plus-particle sequence can give to Korean learners of English reliable syntactic guidance which will, I trust, contribute to better mutual understanding between the English-speaking nations and the Land of the Morning Calm.

Acknowledgment

I am greatly indebted to Professor Theodore W. Walters, S. J., of Sogang College, Seoul, Korea, for his detailed discussions and criticism as well as helpful suggestions for this paper.

REFERENCES

Curme, George O., Syntax, D.C. Heath, Boston, 1931.
Jespersen, Otto, A Modern English Grammar, on Historical Principles, Parts I–VII, George


APPENDIX

The following is a list of the titles of fiction, non-fiction and scientific writing from which our corpus of examples has been collected, each book being preceded by the abbreviations employed in this paper to refer to it:


