

DEPARTAMENTO DE FILOLOGÍA INGLESA Y ALEMANA

# **Verbs of ‘preparing something for eating by heating it in a particular way’: a lexicological analysis**

Grado en Estudios Ingleses

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## 1. Abstract

In this final degree project we will analyse a specific group of verbs in order to arrive at a final list of English verbs which share this core-meaning: “to prepare something for eating by heating it in a particular way”, taking the verbs *cook*, *fry* and *roast* as the principal representatives of this group.

This project seeks to analyse the existing relations between syntax and semantics as a way to comprehend the overall grammatical behaviour of our group of verbs. Through a syntagmatic and paradigmatic analysis of the verbs we will show how the semantic and syntactic characteristics of the verbs can modify their meaning.

The theoretical part of this study is based on the Principle of Lexical Domain Membership found within the Functional Lexematic Model (FLM) proposed by Faber and Mairal (1999), and Levin’s seminal work *English Verb Classes and Alternations: A Preliminary Investigation* (1993). Levin’s research is crucial for our study as it is based on the concepts of “diathesis alternations” and “constructions”, which are going to play an important role in our research.

The fourth section of this project illustrates the process of corpus selection according to the basic meaning of the verbs, which will divide our group of verbs into two subdomains: verbs of *cooking using hot liquids* and verbs of *cooking using dry heat*. Then, we will analyse the existing lexical relations proposed by Saeed (2003) between the selected verbs in the fifth section.

The sixth section will show us the syntagmatic analysis of the verbs taking into consideration Levin’s seminal work, which will guide us to the different alternations and constructions in which our verbs may appear. In addition, the analysis will be explained with examples taken from *English Verb Classes and Alternations: A Preliminary Investigation* (1993), the *Longman Dictionary of Contemporary English* (1987), the British National Corpus (2015), the Corpus of Contemporary American English (2012), and the online dictionary WordReference (2015).

Finally, the last section is dedicated to the main results of this research in which we will see how the paradigmatic and syntagmatic analyses have helped us to arrive at the final list of verbs.

**Key words:** *Alternation, Construction, Paradigmatic, Syntagmatic and Verb Class.*

## 2. Introduction

The main objective of this project is a study of the grammatical and semantic characteristics of a specific group of verbs which share the same core meaning “to prepare something for eating by heating it in a particular way”, taking the verbs *cook*, *fry* and *roast* as the main representatives of this group.

At the beginning of the degree, I did not have any idea about my final degree project, I did not even know if it would be about literature or linguistics; nonetheless, when I was in the second year, I was very keen on grammar with subjects such as: *Gramática I* and *Gramática II*, so I came to the conclusion that my final degree project would be related to the field of grammar and linguistics. *Estudios del significado en lengua inglesa* and *Modelos y paradigmas en lingüística inglesa* also helped me to take this important decision.

The analysis developed in this final degree project is based on the assumption that the behaviour of a verb, in relation to the expressions and interpretations of its arguments, is determined by its meaning. As Levin (1993, p. 1) states, the lexical meaning of verbs can be considered as crucial in order to analyse their syntactic behaviour. Therefore, following Levin’s seminal work *English Verb Classes and Alternations: A Preliminary Investigation* (1993) based on the investigation of the syntactic and semantic properties of English verbs, the Principle of Lexical Domain Membership proposed by Faber and Mairal (1999) within their Functional Lexematic Model (FLM), and taking into account the lexical relations suggested by Saeed (2003), the main aim of this project is to reflect how the English verbal lexicon can be organised, taking as example our list of selected verbs, in relation to their paradigmatic and syntagmatic characteristics, and demonstrating that this organization is relevant to contribute to the explanation of how these verbs behave in different contexts.

The structure of this final degree project is as follows: section 3 will provide a description of the principal theoretical and methodological features used in order to analyse the group of verbs under study in several ways. This will lead us to take into consideration some concepts and theories of lexicological investigations as proposed by Levin (1993), Faber and Mairal (1999) and Saeed (2003), among others.

In section 4, the main analysis of this project is developed, as it shows the process of the corpus selection that will be the subject of our study. This selection has been done by looking for the verbs that Levin (1993), the online corpus FrameNet (2012) and the *Longman Lexicon of Contemporary English* (1981) include as belonging to the domain of our study.

The verbs are defined according to the definitions provided by: the *Longman Dictionary of Contemporary English* (1987), the *Collins COBUILD English Language Dictionary* (1987), the *Oxford Advanced Learner's Dictionary* (2010), and the online dictionary *WordReference* (2012).

Section 5 is dedicated to the analysis of the paradigmatic relations existing among the verbs selected in the previous section. This analysis offers us an organized structure of our group of verbs by following first the semantic components and a lexematic analysis in which we will investigate the meaning of the selected verbs in relation to their semantic components, and secondly a description of the lexical relations will tell us the main similarities and differences existing among these verbs.

The syntagmatic analysis of the selected verbs is developed in section 6, in which we will examine the syntactic behaviour of the verbs under analysis showing how these verbs differ depending on the context in which they can appear, following the types of alternations in which Levin (1993) situates them. Furthermore, the results obtained in section 6 will help us to improve the lexematic analysis carried out in section 5, as they will show us the relation between the lexical meaning and the syntactic behaviour of the verbs under study. These results are described in section 7.

We can find the references and sources used in this final degree project in section 8; and, finally, section 9 compiles the complete list of verbs with their definitions.

### 3. Theoretical perspective

The Functional Lexematic Model (FLM) proposed by Faber and Mairal (1999) offers a complete method for the lexicological study of English verbs, which may be considered essential for further grammatical studies. This final degree project seeks to show the analysis of the selected verbs following some of the methods and theories stated in Faber and Mairal (1999). For instance, the lexical description proposed in the Functional Lexematic Model (FLM) depends on the notion of onomasiological structure, which helps to organise words in groups in relation to their semantic similarities. According to Faber and Mairal (1999, p. 58), this onomasiological structure is also implicit in Dik's description of *Stepwise Lexical Decomposition*, which is based on the following notions:

- Lexical domain: In the FLM the term lexical domain is used because “the concept of semantic field has been and still is the object of much imprecision.” (Faber and Mairal, 1999, p. 79). Lexical domain takes into consideration both paradigmatic and syntagmatic knowledge as criteria for membership, and it is defined as: “the set of lexemes which together lexicalize all or part of a conceptual domain.” (Faber and Mairal, 1999, p. 59).
- Lexical subdomain: is defined by Faber and Mairal (1999, p. 59) as: “a subdivision of a lexical domain which is a meaningful set of lexemes within a lexical domain and forms the basis of its internal structure.” Furthermore, lexical subdomains focus on a precise area of meaning, and are different specifications of its content.
- Paradigmatic relations: Among the many definitions provided of paradigmatic analysis, Chadler (2014) gives the following: “paradigmatic analysis seeks to identify the various paradigms (or pre-existing sets of signifiers) which underlie the manifest content of texts”.
- Definition based on Genus and Differentiae: according to Riemer (2010, p. 67) the strategy of definition by genus and differentiae, which was developed by Aristotle, is described as:
 

definition involves specifying the broader class to which the definiendum belongs (often called the definiendum's **genus**), and then showing the distinguishing feature of the definiendum (the **differentia**) which distinguishes it from the other members of this broader class.
- Principle of Lexical Domain Membership: this principle is found within the Functional Lexematic Model (FLM), and Faber and Mairal (1999, p. 87) defend it as: “lexical domain membership is determined by the genus, which constitutes the nucleus

of the meaning of a lexeme”, the genus, therefore plays an important role in the description of a verb, because it contributes to the assignment of the predicate to its semantic area, as well as telling us if the verb is part of a specific lexical domain.

- Stepwise Lexical Decomposition: according to Dik (1978), Stepwise Lexical Decomposition establishes a semantic hierarchy within each lexical domain, in which “the definition of a lexical unit L must contain only terms that are semantically simpler than L” (Mel’cuk, 1988; in Faber and Mairal, 1999, p. 88).
- Lexical Relations: the different possible existing relations between words that can be of various types: homonymy, synonymy, antonymy or opposites, hyponymy, meronymy, etc. (Saeed, 2003, p. 79).
- Syntagmatic analysis: As Faber and Mairal (1999, p. 114) state: “the syntagmatic axis specifies the complementation patterns for each verb”. In addition, the syntagmatic axis “illustrates the extent to which semantic information on the paradigmatic axis is relevant to the form and function of verb complementation when it is analyzed within the larger framework of a lexicon” (Faber and Mairal, 1999, p. 115).

On the other hand, the terms construction and alternation have been introduced in order to improve the syntagmatic analysis of verbs. This approach to verbal classification is defended by Levin in her seminal work *English Verb Classes and Alternations: A Preliminary Investigation* (1993). This work offers an extensive analysis of the relation between the syntactic and semantic properties of the English verb lexicon, based on the concept of “diathesis alternations”. An alternation involves two structural form-meaning pairs, two constructions. Verbs can appear or not in a given construction as a symptom of the presence or absence of certain semantic characteristics in their meaning (Levin, 1993, pp. 2 – 3). For instance:

- a. The window broke. (inchoative variant)
- b. The little boy broke the window. (causative variant)
- c. A rabbit appeared out of the magician’s hat.
- d. \*The magician appeared a rabbit out of his hat.

In examples (a, b, c and d), we can see how Levin (1993) compares the behaviour of the verbs *break* and *appear*, which are inside the type of alternation called *Causative/Inchoative Alternation*. In addition, she shows how the verb *break* participates in

this type of alternation which involves “verbs with transitive and intransitive uses, where the transitive use of a verb V can be paraphrased as roughly “cause to V-intransitive”” (Levin, 1993, pp. 26 – 27), while in contrast the verb *appear* cannot be used as transitive, and for this reason, this verb does not participate in the cause construction.

Thus, the analysis of the alternations and constructions in which our selected verbs can appear will be useful to show not only the semantic characteristics shared by these verbs, but also the syntactic properties existing within our verbs.



#### 4. Analysis: verbs of to prepare something for eating by heating it in a particular way: cook, fry and roast.

##### 4.1. Corpus selection

The main purpose of this project is to analyse a specific group of verbs related to the following semantic domain “to prepare something for eating by heating it in a particular way”, of which the verbs *cook*, *fry* and *roast* are the main representatives, and to arrive at a final list of English verbs which share this meaning of *cooking by applying heat in a particular way*.

Firstly, taking into consideration Levin’s seminal work *English Verb Classes and Alternations: A Preliminary Investigation* (1993), the online corpus *FrameNet* (2012), and the *Longman Lexicon for Contemporary English* (1981), we will create three different lists of verbs, in accordance with the classification that each of these sources offers of the verbs that belong to the domain under study. These three lists will constitute the first step in the corpus selection (see appendix 1 for the complete list of verbs and their definitions).

The list of “verbs of creation and transformation” offered by Levin (1993) includes all those verbs which share a similar syntactic behaviour to the three main verbs of our domain: *cook*, *fry* and *roast*. Levin (1993) separates this class into seven subclasses: *build*, *grow*, *preparing*, *create*, *knead*, *turn*, and *performance* verbs; nonetheless, we have to keep in mind, that we are only going to deal with the verbs related to *cooking by applying heat*, and that is why we will only take into account the following three groups in which we find verbs of our domain:

- *Build* verbs

*arrange, assemble, **bake**, blow (bubbles, glass), build, carve, cast, chisel, churn, compile, **cook**, crochet, cut, develop, embroider, fashion, fold, forge (metal), grind, grow, hack, hammer, hatch, knit, make, mold, pound, roll, sculpt, sew, shape, spin (wool), stitch, weave, whittle.*

- *Preparing* verbs

***bake** (cake), blend (drink), **boil** (egg, tea), brew (coffee), clean, clear (path), **cook** (meal), fix (meal), **fry** (egg), **grill**, **hardboil** (egg), iron, light (fire), mix*

(*drink*), **poach** (*egg*), *pour* (*drink*), *prepare* (*meal*), **roast** (*chicken*), *roll*, *run* (*bath*), **scramble** (*egg*), *set* (*table*), **toast**, *toss* (*salad*), *wash*.

- *Knead* verbs

*beat*, *bend*, *coil*, *collect*, *compress*, *fold*, *freeze*, *knead*, **melt**, *shake*, *squash*, *squish*, *squeeze*, *twirl*, *twist*, *wad*, *whip*, *wind*, *work*.

Secondly, another list was elaborated based on the verbs that appear in the online lexical database “FrameNet”, in which the verbs *cook*, *fry* and *roast* are included in the following frames: *absorb heat*, *apply heat* and *cooking creation* (FrameNet, 2012):

- **Absorb heat.** An ENTITY (generally food) is exposed to a HEAT\_SOURCE whose TEMPERATURE may also be specified. Generally, the ENTITY undergoes some sort of change as a result of this process.

*bake*, *barbecue*, *blanch*, *boil*, *braise*, *broil*, *brown*, *char*, *coddle*, *cook*, *deep fry*, *fry*, *grill*, *parboil*, *poach*, *roast*, *sauté*, *scorch*, *sear*, *simmer*, *singe*, *sizzle*, *steam*, *stew*, *toast*.

- **Apply heat.** A COOK applies heat to FOOD, where the TEMPERATURE\_SETTING of the heat and DURATION of application may be specified. A HEATING\_INSTRUMENT, generally indicated by a locative phrase, may also be expressed. Some cooking methods involve the use of a MEDIUM (eg. milk or water) by which heat is transferred to the FOOD. A less semantically prominent FOOD or COOK is marked CO-PARTICIPANT.

*bake*, *barbecue*, *blanch*, *boil*, *braise*, *broil*, *brown*, *char*, *coddle*, *cook*, *deep fry*, *fry*, *grill*, *melt*, *microwave*, *parboil*, *plank*, *poach*, *roast*, *sauté*, *scald*, *scorch*, *sear*, *simmer*, *singe*, *steam*, *steep*, *stew*, *toast*.

- **Cooking creation.** This frame describes food and meal preparation. A COOK creates a PRODUCED\_FOOD from (raw) INGREDIENTS. The HEATING\_INSTRUMENT and/or the CONTAINER may also be specified.

*bake*, *concoct*, *cook up*, *cook*, *fix*, *fry*, *grill*, *make*, *prepare*, *put together*, *roast*, *whip up*.

Finally, a third list was composed by analysing in the *Longman Lexicon of Contemporary English* (McArthur, 1981) the verbs that are associated with the concept of *cooking by applying heat*. In this dictionary, we found two different subgroups of verbs: *cooking using hot liquids* and *cooking using dry heat*, which are the following:

- Verbs of *cooking using hot liquids*:

*boil, braise, cook, curry, fry, poach, scramble, simmer, steam and stew.*

- Verbs of *cooking using dry heat*:

*bake, barbecue, baste, cook, grill and roast.*

#### **4.2. Verb selection**

In order to organise and assign the verbs that will be classified into a concrete and precise group, we have used the model Functional Lexematic Model (FLM) proposed by Faber and Mairal (1999).

Within their Functional Lexematic Model (FLM) Faber and Mairal (1999, p. 87) defend the Principle of Lexical Domain Membership as: “lexical domain membership is determined by the genus, which constitutes the nucleus of the meaning of a lexeme.” The genus therefore plays an important role in the description of a verb, because it not only contributes to the assignment of the predicate to its semantic area, but it also tells us if the verb is part of a specific lexical domain. In contrast, the seminal work of Levin (1993) provides an extensive analysis of the interaction between the semantics and syntax of English verbs based on the concept of “diathesis alternations”, described as: “alternations in the expressions of arguments, sometimes accompanied by changes of meaning” (Levin, 1993, p. 2) in which verbs may participate. As we explained earlier, these alternations involve two constructions, which are meaning-form pairings, in which the verb can appear or not depending on some semantic aspects.

In line with the FLM approach, in our analysis we start by specifying the core meaning of our group of verbs, and discarding those verbs that do not share the principal genus of our domain (i.e.: *clean, develop, run, wash, weave, etc.*), which as stated previously is “to prepare something for eating by heating it in a particular way”. This lead us to the following list of verbs which will constitute the corpus of this study.

- Bake

- Barbecue
- Boil
- Braise
- Broil
- Brown
- Coddle
- Cook
- Deep fry
- Fry
- Grill
- Melt
- Microwave
- Parboil
- Poach
- Roast
- Sauté
- Scald
- Scramble
- Simmer
- Steam
- Stew
- Toast

Furthermore, the differentia of the verbs in question will be analysed to obtain the specific characteristics that define each verb in order to distinguish it from the rest of the verbs sharing the same genus. In order to do this, it is necessary to search for these verbs in various dictionaries to see whether these verbs are connected or not.

## 5. Paradigmatic relations

In order to show the lexical relations between the selected verbs, we are going to follow a paradigmatic analysis. Among the many definitions provided of paradigmatic analysis, Chadler (2014) gives the following: “paradigmatic analysis seeks to identify the various paradigms (or pre-existing sets of signifiers) which underlie the manifest content of texts.”

As Saeed (2003) states, there are several types of lexical relations, which “represent characteristic examples of the networking of the vocabulary that a semantic description must reflect” (Saeed, 2003, p. 79), in which a verb can simultaneously participate such as: homonymy, synonymy, antonymy or opposites, hyponymy, meronymy, etc. In our analysis we will study the relations which exist among our list of verbs.

To continue with the analysis of the selected verbs previously presented, and following the structure suggested by McArthur in the *Longman Lexicon of Contemporary English* (1981) the list of verbs will be separated in two subdomains. The first one is the group of verbs which belong to the meaning of *cooking using hot liquids* (i.e.: water, oil, fat, sauce, etc.), and the second group belongs to the meaning of *cooking using dry heat*. As a result, we obtain this division:

- **Verbs of *cooking using hot liquids*:** *boil, braise, brown, coddle, cook, deep fry, fry, parboil, poach, sauté, scald, scramble, simmer, steam and stew.*
- **Verbs of *cooking using dry heat*:** *bake, barbecue, broil, cook, grill, melt, microwave, roast, and toast.*

### 5.1. Semantic components and lexematic analysis

Semantic components play an important role as a contrastive part of the meaning of a lexical unit. These components are part of each member of a group of words, and serve to distinguish one lexical unit from another (i.e.: “female” is the contrastive semantic component which differentiates *woman* from *man*; nevertheless, “human” is a shared component for *woman* and *man*) (SIL International, 2003). Throughout this section, we will examine the semantic components that the selected verbs share or not in their meaning.

Before starting with the analysis itself, the definition and clarification of some relevant concepts must be done in order to be able to comprehend and follow it appropriately. We

refer to terms such as: *seme*, *sememe*, *lexeme*, *archilexeme* and *archisememe*, which are going to be fundamental in our study.

Seme (*sème*) is defined by Allan (2009, p. 113) as the values of the oppositional dimensions (i.e.: S1, S2, S3, S4, etc.), and the sememes (*sémème*) as the meaning of a lexeme, which is a lexical unit. Geeraerts, Grondelaers and Bakema (1994, p. 117) define the terms archilexeme (*archilexème*) and archisememe (*archisémème*) as: “the categorical feature that all items in a field share is called the *archisémème*; an item such as *skirt*, whose lexical meaning coincides with the archisememe, is called an *archilexème*”.

The following table presents a list of the semes or semantic components considered relevant to the investigation, in relation to the definitions and the division provided by the *Longman Lexicon of Contemporary English* (1981). Each of the symbols (+, - and ±) shows the role they play in the word meaning. For example, verbs with the symbol “+” include the marked semantic component in their definition; whereas, verbs with the symbol “-” do not contain the indicated seme in their meaning. Finally, verbs with the symbol “±” may have the marked semantic component in their meaning or not as, in this case, it depends on the dictionary in which you look for the verb.

	S1 (to prepare something for eating by using heat)	S2 (using hot liquids)	S3 (using dry heat)	S4 (using a set of kitchen pots and pans)	S5 (adding an special ingredient)
<b>cook</b>	+	+	+	+	+
<b>bake</b>	+	-	+	-	-
<b>barbecue</b>	+	-	+	-	±
<b>boil</b>	+	+	-	+	-
<b>braise</b>	+	+	-	+	-
<b>broil</b>	+	-	+	-	-
<b>brown</b>	+	+	-	+	-
<b>coddle</b>	+	+	-	+	-
<b>deep fry</b>	+	+	-	+	-

<b>fry</b>	+	+	-	+	-
<b>grill</b>	+	-	+	-	-
<b>melt</b>	+	-	+	+	-
<b>microwave</b>	+	-	+	-	-
<b>parboil</b>	+	+	-	+	-
<b>poach</b>	+	+	-	+	-
<b>roast</b>	+	-	+	-	-
<b>sauté</b>	+	+	-	+	+
<b>scramble</b>	+	+	-	+	±
<b>simmer</b>	+	+	-	+	-
<b>steam</b>	+	+	-	+	-
<b>stew</b>	+	+	-	+	-
<b>toast</b>	+	-	+	+	-

In the table above, we can observe five different semes. Seme S1 “to prepare something for eating by using heat” is the genus of the list of verbs under analysis, as all of them have this characteristic in common, whereas the rest of the semes S2 (“using hot liquids”), S3 (“using dry heat”), S4 (“using a set of kitchen pots and pans”) and S5 (“adding an special ingredient”) are not shared by all the verbs. Therefore, seme S1 is considered the archisememe of this subdomain of verbs. Furthermore, *cook* is the only one of the group that includes in its meaning all the suggested semantic components, and for this reason, it may be considered the archilexeme of the list of verbs.

Once the semes, sememes, archisememe and archilexeme of the list of verbs have been explained, it is important to emphasise that apart from S1, which is shared by all the verbs, S2, S3, S4 and S5 are also relevant in the study of these verbs, as they show the differentiae, the way in which we prepare something for eating, which can be crucial in relation to the behaviour of the verbs.

## 5.2. Lexical relations

As stated before, the lexical relations between words can be of various types: homonymy, synonymy, antonymy or opposites, hyponymy, meronymy, etc. In the analysis of the lexical relations that exist between the verbs under study, we will follow the model proposed by Saeed (2003).

### 5.2.1. Hyponymy and hypernymy

Taking into consideration the variety of definitions and sources used in this project, we came to the conclusion that the verb *cook* would be the hypernym or superordinate, a word whose meaning includes the meanings of other words (Saeed, 2003, p. 68), of the selected group of verbs, since its core meaning is “to prepare (food) by using heat”. Therefore, the meaning of this verb would be direct or indirectly present in the definition of the rest of the verbs that appear in the list.

On the other hand, the rest of the verbs under analysis would be the hyponyms, a word which includes the meaning of a more general word (Saeed, 2003, p. 68), of *cook*. So, following the model of Stepwise Lexical Decomposition proposed by Dik (1978), a semantic hierarchy within a lexical domain in which “the definition of a lexical unit L must contain only terms that are semantically simpler than L” (Mel’cuk, 1988; in Faber and Mairal, 1999, p. 88), and where the differentiae will tell us the relation between lexemes of a given domain or subdomain (Faber and Mairal, 1999, p. 88), the verbs would be organized as follows:

- **Verbs of *cooking using hot liquids*:**

***Cook***: to prepare (food) by using heat.

***Boil***: to cook in water at 100 °C.

***Steam***: to cook (food) in steam.

***Parboil***: to cook partially by being boiled.

***Coddle***: to cook an egg in water below boiling point.

***Poach***: to cook (esp. eggs or fish) in gently boiling water or other liquid.

***Simmer***: to cook slowly in a liquid just below the boiling point in a closed dish or pan.



**Scald:** to heat milk or other liquid to near boiling point

**Stew:** to become boiled slowly or by simmering heat.

**Braise:** to stew slowly after being lightly fried.

**Fry:** to cook or be cooked in hot fat or oil.

**Sauté:** to fry food in a fatty substance.

**Deep fry:** to fry in an amount of hot oil or fat that is enough to cover the food being cooked.

**Brown:** to fry, sauté, roast, etc., to a brown colour.

**Scramble:** to cook (eggs) by beating then heating in a saucepan with butter and milk.

- **Verbs of cooking using dry heat:**

**Cook:** to prepare (food) by using heat.

**Bake:** to cook (food) by using direct heat in an oven.

**Roast:** to cook (food) by using heat in or from a fire.

**Grill:** to cook under or over direct heat.

**Barbecue:** to roast or grill.

**Broil:** to cook by being subjected to intense heat; to grill.

**Melt:** to liquify through warmth or heat.

**Microwave:** to cook in a microwave oven.

**Toast:** to cook by exposure to radiant heat.

### 5.2.2. Synonymy

According to Saeed (2003), synonyms are “different phonological words which have the same or very similar meanings.” (Saeed, 2003, p. 65). One important point to mention is

that complete synonymy between two or more lexemes is almost impossible, as they never signify exactly the same in all the contexts in which they can be used, basically because they tend to be different in, at least, one aspect.

Once the Stepwise Lexical Decomposition of the two existing subdomains (verbs of *cooking using hot liquids* and verbs of *cooking using dry heat*) is done, the possible synonyms the selected verbs may have, must be clarified. The first group represents the verbs of *cooking using hot liquids*, in which *fry* and *deep fry* could apparently occupy the position of the other without changing its meaning drastically, as we can see in the following examples<sup>1</sup>:

(1) **H83 802** Mrs McGill *fries* bread for breakfast, takes Chas to be, cooks supper, lights oil lamp and nurses Nana.

(2) **KCY 1299** oh you're *deep frying* them are you?

At first sight, the verbs *deep fry* and *fry* seem to be synonyms; nevertheless, they cannot be replaced by the other because with the verb *deep fry* an amount of hot oil or fat that is enough to cover the food is needed, while in contrast the verb *fry* does not specify the amount of oil or fat it needs. The same happens with the following verbs: *boil* and *parboil*.

(3) The soup is *boiling* already.

(4) *Parboiled* and then sautéed the new potatoes.

In the case of examples (3) and (4) it is showed that *boil* and *parboil* have not got an identical meaning, so they cannot occupy the position of the other. *Boil* means to change from liquid to a gas by heating, whereas *parboil* is to boil partially for a short time, so we do not obtain the same result from *boil* and *parboil*.

Inside the group of verbs of *cooking by using dry heat*, the verbs *barbecue*, *broil* and *grill* are apparently synonyms as all of them include in their meaning “to cook by direct heat”; nonetheless, if we look for these verbs in a dictionary we find that *barbecue* is usually outdoors, *broil* means to be cooked under intense heat and that *grill* is to cook under or over direct heat, so they are not complete synonyms as they are different in at least one aspect.

(5) A pig pickin is most generally a party where someone *barbecues* a whole pig.

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<sup>1</sup> The examples shown in this project are taken from *English Verb Classes and Alternations: A Preliminary Investigation* (1993), the *Longman Dictionary of Contemporary English* (1987), the British National Corpus (2015), the Corpus of Contemporary American English (2012) and the online dictionary Wordreference (2015).

(6) The meat is *broiling*.

(7) He *grilled* a trout, prepared a butter sauce, boiled three potatoes of equal size, and a modest serving of fresh peas.

### 5.2.3. *Homonymy and polysemy*

Homonyms are defined by Saeed (2003) as “unrelated senses of the same phonological word.” (2003, p. 63), thus they not only have different meanings, but they also have a different etymological origin. Polysemy is the capacity of a word to have multiple meanings. Neither homonymy nor polysemy were relevant in relation to the verbs under study.

## 6. Syntagmatic analysis

According to Faber and Mairal (1999), syntagmatic axis “specifies the complementation patterns for each verb” (Faber and Mairal, 1999, p. 114). In this section we will examine the syntactic behaviour of the verbs under analysis showing how they differ depending on the context in which they appear.

As we explained before, alternations are “alternations in the expressions of arguments, sometimes accompanied by changes of meaning” (Levin, 1993, p. 2) in which verbs may participate. According to Levin (1993) the selected verbs can appear in the following three groups of alternations: *Transitivity Alternations*, *Alternations Involving Arguments Within the VP* and “*Oblique*” *Subject Alternations*.

It is also important to accentuate that the verbs *barbecue*, *braise*, *broil*, *coddle*, *deep fry*, *microwave*, *parboil*, *sauté*, *simmer* and *stew* do not appear in the following examples, as they are not included by Levin (1993) in her classifications.

Once the three main groups of alternations in which Levin (1993) situates the verbs have been exposed, we are going to proceed to explain the different types within each group in which the verbs can appear:

1. ***Transitivity Alternations***: which involve an alteration in the transitivity of the verb (Levin, 1993, p. 25), for instance:

- (8) a. The butcher cuts the meat.
- b. The meat cuts easily.

Within this group we are only going to take into account the subgroups in which the selected verbs appear: *Causative/Inchoative Alternations*, *Substance/Source Alternation*, *Unspecified Object Alternation*, *Characteristic Property of Instrument Alternation* and *Instructional Imperative*.

*Causative/Inchoative Alternations* “involve verbs with transitive and intransitive uses, where the transitive use of a verb V can be paraphrased as roughly - cause to V-intransitive -” (Levin, 1993, pp. 26 – 27). In the case of the causative constructions, there is always a cause that obliges the entities to change their state or position, while, in contrast, in the inchoative constructions the cause is not necessarily depicted. As the following examples show, *brown* and *melt* can appear in this type of alternation:

(9) a. The author – a longtime authority on Nordic food in America – ***browns*** a chicken in butter, then simmers it in a flavourful broth with sherry or lemon juice.

b. The fish ***browned***.

(10) a. He ***melts*** the chocolate.

b. The chocolate ***melted***.

In examples (9a) and (10a), there is a causer (the author, he) who produces a change of state in the entities which function as direct object, the chicken in (9a) and the chocolate in (10a), whereas in sentences (9b) and (10b) the cause of the change of state is not shown.

*Substance/Source Alternation* is only detected by verbs that emit a type of substance, for instance: *steam*. The verbs belonging to this group take two arguments (a source (emitter) and what is emitted (substance)) which are present in both their transitive and intransitive use. Nevertheless, when the verb is transitive, the source occupies the position as subject, whereas it appears as the object of the preposition *from* in the intransitive use (Levin, 1993, pp. 32 – 33).

In the case of the verb *steam*, it is almost impossible to find examples according to the presented type of alternation, as all the examples found do not have the meaning of *cooking by applying heat*, Levin (1993) may have included this verb in this group because it shares similar characteristics with the rest of the verbs of the group.

In the case of *Unspecified Object Alternation*, this variant is understood to have as an object something that it is qualified as characteristic of the verb, whereas in the intransitive form, there is not any object (Levin, 1993, p. 33). The verbs that appear in this type of alternation are the following: *cook* and *bake*.

(11) a. She ***cooked*** the chicken.

b. **HGL 1671** Larry did guest shots on it occasionally, but mostly, he ***cooked***.

(12) a. **H98 57** In the kitchen Maude was singing softly as she ***baked*** bread.

b. **KP8 3814** Says he ***baked***.

Examples (11a) and (12a) show us that the words “chicken” and “bread” are qualified objects, as they represent something that someone usually *cooks* or *bakes*, which is

characteristic of these verbs. In examples (11b) and (12b) we can see how the verb can appear without an object.

The verb *cook* is also a member of the *Characteristic Property of Instrument Alternation*, in which the verb contains the instrument's ability in its intransitive variant, although as Levin (1993) points out, it is not as easy as it seems to select the verbs having this alternation (Levin, 1993, p. 40):

(13). This oven *cooks* well.

In example (13) we can see through the verb *cook* that the ability of an instrument – in this case an oven –, can be expressed when the verb is intransitive.

To conclude with the group of *Transitivity Alternations*, the *Instructional Imperative* type of alternation must be explained. This variant needs the verb to be in the imperative form without exception, thus verbs that do not allow the imperative form would not be found in this subgroup. Furthermore, the understood object in the intransitive variant depends on the context. The following verbs appear in this type of alternation: *bake*, *boil* and *cook*.

(14) a. *Bake* the cake for 30 minutes.

b. *Bake* for 30 minutes.

(15) a. *Boil* the eggs for three minutes.

b. *Boil* one minute; cover, remove from heat, and let stand an hour.

(16) a. **CB8 2875** *Cook* onion and mushrooms gently in pan for 5 mins, stirring regularly.

b. **G2D 949** *Cook* for about 2 minutes, shaking the pan until the yams are lightly browned.

All the examples previously presented (14a, 14b, 15a, 15b, 16a and 16b) clearly demonstrate that the verbs *bake*, *boil* and *cook* have the specific characteristics to belong to this type of alternation, as they can be used in both transitive and intransitive variant maintaining the imperative tense.

2. *Alternations Involving Arguments Within the VP*: these alternations do not involve a change in transitivity and are characteristic of transitive verbs which take more than one

internal argument that, at the same time, can be expressed in more than one way (Levin, 1993, p. 45), for example:

(17) a. Bill sold a car to Tom.

b. Bill sold Tom a car.

The subgroups that compose this group are: *Benefactive Alternation*, *Material/Product Alternation (transitive)* and *Total Transformation Alternation (transitive)*.

*Benefactive Alternation*: it is similar to the dative alternation but involves the preposition *for* instead of *to*. It is found in verbs defined as verbs of obtaining and verbs of creation. The verbs that appear in this type of alternation are: *bake*, *boil*, *cook*, *fry*, *grill*, *poach*, *roast* and *scramble*.

(18) a. She **bakes** a cake for her Al-Qaeda informant.

b. She **bakes** me a cake.

(19) a. She had **cooked** a chicken for them. Apparently they liked it.

b. My daughter has loved every minute of her Japanese lessons especially when Ayako has **cooked** them a chicken curry.

(20) a. And he **fried** a chicken for the traveller man one morning at one o'clock.

b. **AN4 2437** And **fry** her pancakes...like a queen.

(21) a. Another year he **grilled** a whole slab of bacon for them.

b. They **grilled** me a cheese, all the way, with grilled onions and animal fries.

(22) a. He **roasted** vegetables for me.

b. He **roasted** her a chicken and took her out on the town for drinks.

(23) a. He allowed the news media into his home while he **scrambled** eggs for his wife and daughters.

b. He **scrambled** her eggs promptly, sprinkled them with onions, red and green peppers, to make her a flavourful omelette.

As we can see through the examples above, it is important to emphasise that some of the verbs under analysis appear in the list proposed by Levin (1993), as they seem to fit in the *Benefactive Alternation* characteristics. These verbs can be associated to each other in this type of alternation because they share similar features in relation to syntax, and it could be the reason why Levin (1993) grouped them in the same variant; nevertheless, verbs like *boil* or *poach* do not present the characteristics of *Benefactive Alternations*. In contrast, and as exposed in examples (18a, 18b, 19a, 19b, 20a, 20b, 21a, 21b, 22a, 22b, 23a and 23b), we can see how these verbs represent the benefactive variant.

In the *Material/Product Alternation*, the raw material and product arguments may be expressed as the direct object or the object of a preposition, normally the preposition *into* for the product, and *out of* or *from* for the raw material (Levin, 1993, p. 56). In this subgroup, we can find the following verbs: *bake*, *cook* and *melt*, as stated in the following examples:

- (24) a. For revenge, Chole ***baked*** a cake out of oleander leaves, which are poisonous.  
b. The black and white seeds are ***baked*** into a brittlelike candy called palanquetas.
- (25) a. When I was younger, my mom once ***cooked*** a dish out of a really fancy cookbook written by a chef who had a television show.  
b. Apples can be ***cooked*** into sauce.
- (26) The hot banana pieces ***melted*** the chocolate into a hot fudge-like sauce.

As shown in examples (24a, 25a and 26) the raw material and the product (a cake, a dish, and the chocolate) are expressed as the direct object or the object of the preposition. In the case of the examples (24b) and (25b), the raw material and the product are shown as the object of the preposition *into*.

In the group of *Alternations Involving Arguments Within the VP*, there is also another subgroup composed by transitive verbs and called *Total Transformation Alternation*. Levin (1993) points out that verbs belonging to this type of alternation have three VP-internal arguments, where the entities change completely from their initial state (“source”) to their final state (“goal”) (Levin, 1993, p. 58). The selected verbs that appear are: *bake*, *cook* and *melt*.



Examples (24b, 25b and 26) are also useful to show us *Total Transformation Alternation* characteristics. With the verbs *bake*, *cook* and *melt*, we can see how the entities change from their initial to their final state (i.e.: from apples to sauce, from chocolate to hot fudge-like sauce, and from black and white seeds to palanquetas).

3. **“Oblique” Subject Alternations:** Levin (1993, p. 79) defines this type of alternation as typical of verbs which take “agent” subjects but that in some constructions may also present a noun phrase, which in the “agent” subject construction appeared as a prepositional phrase, as subject, for example:

(27) a. The world saw the beginning of a new era in 1492.

b. 1492 saw the beginning of a new era.

Inside this group, we can find the subgroup of *Raw Material Subject Alternation*, in which the raw material argument found with certain verbs can appear as subject when the product appears as the object (Levin, 1993, p. 83). Taking into account this explanation, the verbs that appear in this type of alternation are: *bake* and *cook*.

(28) a. She ***baked*** wonderful bread from that whole wheat flour.

b. That whole wheat flour ***bakes*** wonderful bread.

(29) a. The chef ***cooked*** a soup from meat.

Levin (1993) includes the verbs *bake* and *cook* as alternating verbs in this particular type of alternation; nonetheless, we cannot confirm that *cook* belongs to this group, because there are not enough examples to verify it. In the case of the selected verb *bake*, we can see in example (28b) how the raw material (the whole wheat flour) appears as subject, whereas the product (wonderful bread) appears as the object. But we have not found examples for this type of construction with the verb *cook*.

## 7. Conclusions

As we have seen throughout the development of the different sections of this final degree project, we have tried to arrive at a final list of English verbs related to the semantic domain of “to prepare something for eating by heating it in a particular way”, in which the verbs *cook*, *fry* and *roast* are the main representatives.

Firstly, we took into consideration Levin’s seminal work *English Verb Classes and Alternations: A Preliminary Investigation* (1993), the online corpus FrameNet (2012), and the *Longman Lexicon of Contemporary English* (1981), in order to create three different lists of verbs, in accordance with the classification that each of these sources offers of the verbs that belong to the domain under study. As a result, we obtained a single list composed by the verbs taken from the sources previously mentioned, in which the verbs share this meaning of *cooking by applying heat*. This list was further divided according to two subdomains: *cooking using hot liquids* and *cooking using dry heat*: *bake, barbecue, boil, braise, broil, brown, coddle, cook, deep fry, fry grill, melt, microwave, parboil, poach, roast, sauté, scald, scramble, simmer, steam, stew and toast*.

Once the corpus had been selected, we started to analyse the paradigmatic relations of the verbs under study. In this paradigmatic analysis, we followed the lexical relations proposed by Saeed (2003) such as: homonymy, synonymy, antonymy or opposites, hyponymy, meronymy, etc. We also analysed the semantic components of these verbs as they play an important role as a contrastive part of the meaning of a lexical unit. As a result of these analyses, we came to the conclusion that some S1 “to prepare something for eating by using heat” is the genus of the list of verbs under analysis, as they all share this core meaning. S1 is, therefore, considered the archisememe of this subdomain of verbs. The verb *cook* may be considered as the archilexeme of the list of verbs, as it is the only verb which includes all the suggested semantic components (S1, S2, S3, S4 and S5) in its meaning. Nevertheless, we also discovered that the semantic components S2, S3, S4 and S5 are key factors in the study of the selected verbs, as they show us the differentiae, the way in which we prepare something for eating, which can be crucial in relation to the behaviour of the verbs.

In the case of the lexical relations, we followed the model proposed by Saeed (2003) as stated before. Concerning the lexical relations of hyponymy and hypernymy, we arrived at the conclusion that the verb *cook* would be the hypernym or superordinate of our group of

verbs, as its core meaning (“to prepare (food) by using heat”) includes the meaning of all the other verbs under study.

In relation to synonymy, we saw that verbs which apparently seemed to mean the same such as: *deep fry* and *fry*, *boil* and *parboil*, and *barbecue*, *broil* and *grill*, were not in fact synonyms, as they do not signify exactly the same. For example, *deep fry* means to fry in an amount of hot oil or fat that is enough to cover the food being cooked, while in contrast the verb *fry* does not specify the amount of hot oil or fat it needs.

The syntagmatic analysis proved that there are some verbs that do not comply with the requirements of the alternations proposed in Levin (1993), as they seem to fit in the characteristics of certain type of alternations, but when we look for examples, it is almost impossible to find instances, as in most cases they are not used in accordance with the meaning of *cooking by applying heat*. For example, the verb *steam* in the *Substance/Source Alternation*, the verbs *boil* and *poach* in the *Benefactive Alternation*, and *cook* in the *Raw Material Subject Alternation*.

Finally, it is necessary to highlight the importance of combining both a syntagmatic and paradigmatic perspective in the analysis of the verbs, since the syntagmatic approach allows us to discover the syntactic behaviour of the verbs and the different constructions in which they may appear, whereas the paradigmatic perspective shows the lexical relations that exist between the verbs.

It is, therefore, clear that a combination of both perspectives renders a much more complete analysis of the verbs of our domain.

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## 9. Appendix

### Appendix 1:

In this appendix we can see the full list of verbs – previous to our selection – that Levin (1993), the online lexical database FrameNet (2012) and the *Longman Lexicon of Contemporary English* (1981) include in the domain of “to prepare something for eating by heating it in a particular way”.

Levin (1993) *Verb Classes and Alternations: A Preliminary Investigation*

#### Verbs of creation and transformation:

- *Build* verbs
  - Arrange: 1. [T] to put into a correct, pleasing, or desired order. 2. [I + **about, for**; T] to make preparations (for); plan or settle in advance. 3. [T (**for**)] to set out (a piece of music) in a certain way, e.g. for different instruments.
  - Assemble: 1. [I; T] to gather or collect together into a group or into one place. 2. [T] to put (something) together.
  - Bake: 1. [I; T] to (cause to) cook using dry heat in an oven. 2. [I; T] to (cause to) become hard by heating.
  - Blow: 1. [I] to send out a strong current of air. 2. [I +*adv/prep*; T +*obj +adv/prep*] to move by the force of a current of air. 3. [I; T] to (cause to) sound by blowing. 4. [T] to make or give shape to (glass) by blowing. 5. [I; T] **a** (of an electrical fuse) to suddenly stop working because a part has melted. **b** to cause (a fuse) to do this. 6. [T] *sl* to lose (a favourable chance) as the result of foolishness; bungle. 7. [T (**on**)] *sl* to spend (money) freely or wastefully. 8. [I] *sl* to leave suddenly and quickly. 9. [T] *euph sl* for damn. 10. **blow hot and cold (about)** *infml* to be changeable in one’s opinions, esp. by seeming sometimes interested and at other times not interested in a plan. 11. **blow one’s nose** to clean the nose by forcing a sudden current of air through it into a handkerchief. 12. **blow one’s own trumpet/horn** *infml., usu, derog* to praise oneself. 13. **blow one’s top/stack** *sl* to explode with anger, lose one’s temper. 14. **blow someone a kiss** to kiss one’s hand and then wave or blow over it towards the person one would like to receive the kiss. 15. **blow someone’s brains out** *infml* to

kill someone by a shot through the head. 16. **blow someone's mind** *sl* to fill someone with wonder; amaze. 17. **blow something sky-high** to destroy something completely with an explosion. 18. **blow the gaff** *BrE old-fash* to let something secret become known. 19. **blow the whistle on** *sl* to cause something undesirable to stop, esp. by bringing it to the attention of the public. 20. **blow town** *AmE sl* to leave a town suddenly. 21. **there she blows!** (supposed to be said on a ship by the first person who sees a whale)

- Build: [I; T] 1. to make (a structure) by putting pieces together; construct. 2. [(up)] to (cause to) develop; form. 3. **build bridges** to try to establish a connection or friendly relationship, esp. between opposing groups or ideas. 4. **built** formed in a stated way.
- Carve: 1. [T] to cut (usu. wood or stone) into a special shape or make (something) by cutting wood or stone. 2. [I; T] to cut (cooked meat) into pieces or cut (pieces) from cooked meat, esp. at a meal. 3. [T (out) ] to make or gain (esp. a position or advantage) by long effort.
- Cast: [T] 1. *esp. lit or old use* to throw or drop. 2. [+obj +adv/prep] to throw off; remove; get rid of. 3. to turn or direct. 4. [ (as, in) ] to give an acting part to (a person) or choose actors for (a play). 5. to make (a vote) in an election. 6. to make (an object) by pouring (hot metal or plastic) into a shaped container (mould). 7. to calculate (a horoscope) 8. **cast one's net wide** to spread one's efforts in all directions when trying to find someone or something.
- Chisel: [I; T +obj +adv/prep] to cut or shape with a chisel. 2. [T (out of) ] *old-fash sl* **a** to trick; deceive. **b** to obtain by deceit.
- Churn: 1. [T] to make (milk) into butter or make (butter) from milk using a churn. 2. [I; T (up)] to (cause to) move about violently.
- Compile: [T] to make (a report, a book, etc.) from facts and information found in various places.
- Cook: 1. [I; T] to prepare (food) for eating by using heat; make (a dish). 2. [I] (of food) to be prepared in this way. 3. [T] *infml* to change (facts, numbers, etc.) dishonestly for one's own advantage; falsify. 4. **cook someone's goose** to ruin someone's plans or chances of success. 5. **cook shtg. up** *phr* [T] *infml* to invent falsely; concoct.

- Crochet: [I; T] to make by means of crochet.
- Cut: 1. [I; T] to make a narrow opening in (something) with a sharp edge or instrument, accidentally or on purpose. 2. [T +*obj* +*adv/prep*] to remove from the main part of something with a sharp instrument. 3. [T (up)] to divide or separate with a sharp edge or instrument. 4. [T] to make by using a sharp instrument. 5. [I +*adv*] to be able to be separated, divided, or marked with a sharp instrument. 6. [T] to shorten with a sharp instrument **a** in order to improve the appearance. **b** before gathering a crop. 7. [T] to make less in size, amount, value, etc.; reduce. 8. [T] to put (a film or recording) into completed form by rearranging it, removing unwanted parts, etc.; edit. 9. [T (off)] to interrupt (a supply of gas, electricity, etc.) 10. [I] to stop photographing a scene when making a film. 11. [T] to grow (a tooth). 12. [T] to hurt the feelings of, esp. by saying something nasty. 13. [T] *infrm* to be intentionally absent from (a class, school, etc.). 14. [I; T] to divide (a pile of playing cards) in two before starting to play. 15. [T] to cross. 16. [T] (in some sports, such as golf or cricket) to make (a ball) spin by hitting it with a downward movement. 17. [T] to make (a record).
- Develop: 1. [I; T (**from, into**)] to come or bring gradually to a larger, more complete, or more advanced state; (cause to) grow or increase. 2. [T] to study, think out, or talk about in detail; elaborate. 3. [T] to bring out the full possibilities of (esp. land or natural substances). 4. [I] *fml* to begin to be seen or become active. 5. [T] *fml* to come to have gradually; acquire. 6. [I; T] (in photography) to (cause to) appear on a film or photographic paper.
- Embroider: 1. [I; T (**with**)] to make a decorative needlework picture or pattern (on or of). 2. [T (**with**)] to improve (a story or account of events) by adding details from the imagination; embellish.
- Fashion: [T (**out of, from, into**)] *fml* to shape or make, usu. with one's hands or with only a few tools.
- Fold: [T (up)] to turn or press back one part of (something, esp. paper or cloth) and lay it on the remaining part; bend into two or more parts. 2. [I] to be able to be bent back; close up. 3. [T] to press (a pair of limbs) together. 4. [T +*obj* +*adv/prep*] to wrap; cover. 5. [I (up)] (esp. of business) to fail and close.



- Forge: [T] 1. to make a copy of (something) in order to deceive. 2. to form by heating and hammering.
- Grind: 1. [T (up)] to crush into small pieces or into powder by pressing between hard surfaces. 2. [T] to rub (esp. the teeth) together so as to make a crushing noise. 3. [T] to make smooth or sharp by rubbing on a hard surface. 4. [T +*obj* +*adv/prep*] to press down hard on (something) with a strong, twisting movement. 5. [I +*adv/prep*] *infml, esp. AmE* to study hard, esp. for an examination; swot.
- Grow: 1. [I] (of a living thing) to increase in size by natural development. 2. [I +*adj/prep*] (of a plant) to exist and be able to develop, esp. after planting. 3. [T] to cause or allow (esp. plants and crops) to grow. 4. [I] to increase in amount, size, or degree. 5. [L +*adj*] *esp. fml or lit* to become (gradually). 6. [I + *to* -*v*] to begin gradually. 7. **grow on trees** [*usu. in negatives*] *infml, esp. BrE* to be very common or easy to get.
- Hack: [I +*adv/prep*; T +*obj* +*adv/prep*] to cut (up), esp. roughly, violently, or in uneven pieces. 2. [T] *sl* to do successfully.
- Hammer: [I; T +*obj* +*adv/prep*] to use a hammer on (something), esp. so as to force it into a desired position. 2. [I (away, **at**); T] to hit repeatedly. 3. [T] *infml* to defeat beyond any doubt, by fighting or in a game. 4. [I (away, **at**)] to keep working at something.
- Hatch: [I; T (out)] **a** (of an egg) to break, letting the young bird out. **b.** to cause (an egg) to hatch. 2. [I; T (out)] **a** (of a young bird) to break out though an egg. **b.** to cause (a young bird) to hatch. 3. [T] to form (a plan) secretly, esp. to do something bad.
- Knit: [I; T] 1. to make (things to wear) by joining woollen threads into a close network with long needles. 2. *tech* to use a plain stitch in making (something) in this way. 3. [(together)] to join (people or things) closely.
- Make: 1. [T (**from, of, out of**)] to produce by work or action; cause to exist. 2. [T] (used with nouns, often instead of a related verb, to show the doing of an action) to perform the actions connected with. 3. [T] to put into a certain state, position, etc.; cause to be. 4. [T +*obj* +*to·v*] to force or cause (a person to do something or a thing to happen). 5. [T +*obj* + *to·v*] to represent as being, doing, happening, etc.; cause to appear as. 6. [T] *infml* to arrive at or reach. 7. [T] to earn, gain, or get. 8. [T] to calculate (and get

- as a result). 9. [L + *n*] to be when added together. 10. [L + *n*] to be counted as (first, second, etc.). 11. [L (+*obj*) +*n*] to have the qualities of (esp. something good). 12. [T] *infml* to give the particular qualities of; complete. 13. [T] to tidy (a bed that has just been slept in) by straightening the sheets, pulling over the cover, etc. 14. [T] *esp. old use* to travel (a distance). 15. [T + to·*v*; ~~*obj*~~] *lit or old use* to be about (to).
- Mold: 1. to work into a required shape or form; shape. 2. to shape or form in or on a mold. 3. to produce by or as if by shaping material; form. 4. to have influence in forming, as of the character of someone or something.
  - Pound: 1. [T (up)] to crush into a soft mass or powder by hitting repeatedly with a heavy object. 2. [I; T] to beat or hit repeatedly heavily, and noisily. 3. [I +*adv/prep*] to move with heavy quick steps that make a dull sound.
  - Roll: 1. [I] to move along a surface by turning over and over. 2. [T] to move or be moved on wheels. 3. [I] to (cause to) flow with a continuing or swaying motion. 4. [I] to extend in waves, as land. 5. [I] to move along or elapse, as time. 6. [I] to make or have a deep, continuing sound, as thunder. 7. [I] (of the eyes) to turn around in different directions. 8. [T] to curl, cover, or fold up so as to form a rounded object. 9. [T] to trill. 10. [T] to spread out flat, as with a rolling pin. 11. [T] (in certain games, as craps) to throw. 12. [I] *infml* to rob, esp. by going through the pockets of a victim who is asleep or drunk.
  - Sculpt: [T] 1. to make by shaping. 2. to make a figure of (a person or thing) in sculpture.
  - Sew: *AmE* [I; T +*obj+adv/prep*] to join or fasten (esp. cloth) by stitches made with thread; make or mend (esp. pieces of clothing) with needle and thread.
  - Shape: [T] 1. to make or form, esp. to give a particular shape or form to. 2. to influence and fix the course or form of. 3. [*usu. pass.*] to make (a piece of clothing) fit the body closely.
  - Spin: 1. [I; T] to (cause to) turn round and round fast. 2. [I; T] to make (thread) by twisting (cotton, wool, etc.). 3. [T] to produce in a threadlike form. 4. [I +*adv/prep*] *infml* to move fast on wheels.
  - Stitch: [I; T(up)] to sew; put stitches on to fasten together of for decorative effect.

- Weave: 1. [I] to form threads into material by drawing one thread at a time under and over a set of longer threads stretched out on a loom. 2. [T] to make by doing this. 3. [T +*obj* +*adv/prep*] to twist or wind. 4. [T] to form by twisting parts together. 5. [I +*adv/prep*; T +*obj* +*adv/prep*] to move along or make (one's way) by turning and changing direction frequently.
- Whittle: [T (down, away)] 1. to cut (wood) to a smaller size by taking off small thin pieces. 2. to reduce by a continuous and gradual process.
- *Preparing* verbs
  - Bake: 1. [I; T] to (cause to) cook using dry heat in an oven. 2. [I; T] to (cause to) become hard by heating.
  - Blend: 1. [T] to mix together thoroughly, esp. So that the different parts can no longer be separated. 2. [T] to produce (tea, coffee, whisky, etc.) out of a mixture of several varieties. 3. [I (IN, into, with)] to become combined, esp. so as to produce a pleasing effect.
  - Boil: [I; T] 1. **a** to cause (a liquid or its container) to reach the temperature at which liquid changes into a gas. 1. **b** (of a liquid or its container) to reach this temperature. 2. to cook in water at 100°C. 3. **boil dry** to (cause to) become dry because the liquid has changed into gas by boiling. **boil away** *phr* [I] to be reduced to nothing (as if) by boiling. **boil down** [I; T (= boil sthg. down)] to reduce in quantity by boiling. **boil down to** sthg. *phr* [T] *infml* (of a statement, situation, argument, etc.) to be or mean, leaving out the unnecessary parts. **boil over** *phr* [I] (of a liquid) to swell as it boils, and flow over the sides of a container. **boil up** *phr* [I] (of troubles) to develop and reach a dangerous level.
  - Brew: 1. [T] to make (beer). 2. [I; T (up)] **a** to mix (tea or coffee) with hot water and prepare for drinking **b** (of tea or coffee) to become ready for drinking. 3. [T (up)] to prepare (esp. something bad); plot. 4. [I] (esp. of something bad) to be in preparation or ready to happen; develop.
  - Clean: 1. [I; T] to (cause to) become clean, esp. by rubbing and often without water. 2. [T] to cut out the inside parts of the body from (birds and animals that are to be eaten).
  - Clear: 1. [I; T(**of**)] to (cause to) become clear. 2. [T (away, **from**, **off**)] to remove (anything that blocks, covers, or prevents movement) from (a place). 3. [T(**of**)] to show or declare to be free from blame or guilt. 4. [T

- (**with**)] **a** to give or get official permission to or for. **b** to satisfy all the official conditions of. 5. [T] to pass by or over (something) without touching. 6. [T] to repay (debt) in full. 7. [I; T] **a** to pass (a cheque) from one bank to another through a clearinghouse. **b** (of a cheque) to pass in this way. 8. [T] *infml* to earn (more than the stated sum of money). 9. [T] *tech* to discover the meaning of (a message in a secret language); decode. 10. **clear the air** to remove doubt and bad feeling by honest explanation. 11. **clear the decks** *infml* to get ready for action.
- Cook: 1. [I; T] to prepare (food) for eating by using heat; make (a dish). 2. [I] (of food) to be prepared in this way. 3. [T] *infml* to change (facts, numbers, etc.) dishonestly for one's own advantage; falsify. 4. **cook someone's goose** to ruin someone's plans or chances of success. 5. **cook** shtg. **up** *phr* [T] *infml* to invent falsely; concoct.
  - Fix: [T] 1. [+obj+adv/prep] to fasten firmly in position. 2. [(up)] to arrange and establish (an exact time, place, price, etc.), esp. through agreement. 3. to repair. 4. *esp. AmE* to cook or prepare (*esp. food or drink*) 5. **a** to arrange the result of (something) dishonestly. **b** *infml* to influence dishonestly, esp. by bribery. 6. *infml* to deal with someone who has harmed you); get even with. 7. *Tech* to protect (colours or photographic film) from the effects of light by chemical treatment.
  - Fry: 1. [I; T] to cook or be cooked in hot fat or oil. 2. [I] *infml* to have the skin burnt.
  - Grill: 1. [I; T] *BrE* || **broil** *AmE-* to cook (something) under or over direct heat. 2. [T] *infml* (*esp. of the police*) to question severely and continuously.
  - Hardboil: 1. [I; T] (of an egg) to boil until the yellow part is hard. 2. *Infml* (of a person) not to show feelings or influenced by feelings, esp. because of bitter experience.
  - Iron: 1. [I; T] to make (clothes) smooth with an iron. **iron** shtg. **out** *phr* [T] 1. to remove by ironing. 2. *Infml* to remove or find an answer to.
  - Light: 1. [I; T (up)] to (cause to) start to burn; ignite. 2. [T] to give light to. 3. [I; T (up)] to (cause to) become bright with pleasure or excitement. 4. [T +obj+adv/prep] *old-fash* to show the way with a light. 5. **light up** *phr* [I; T (= **light** sthg. **up**)] 1. to make or become bright with light or colour. 2. to cause (lamps) to begin giving out light.

- Mix: 1. [I; T (up, **with**)] to combine so that the parts no longer have a separate shape, appearance, etc. or cannot easily be separated. 2. [T (**for**)] to make by combining substances. 3. [I (**with**)] (of a person) to be, or enjoy being, in the company of others. 4. [T] *tech* to control the balance of (sounds in a record, film, etc.). 5. **mix it** *infml*, esp. *BrE* to fight or behave in a rough threatening way. 6. **mix** sthg. **in phr** [T] to combine (a substance) thoroughly with other substances.
- Poach: [T] to cook (esp. eggs or fish) in gently boiling water or other liquid.
- Pour: 1. [T +*obj+adv/prep*] to cause (something) to flow (out of or into a container). 2. [I +*adv/prep*] to flow steadily and rapidly. 3. [I] *infml* to fill cups of tea, coffee, etc., and serve them to others. 4. [I +*adv*] (of a container) to be suitable for pouring. 5. [I (down)] (of rain) to fall hard and steadily.
- Prepare: 1. [T (**for**)] to put into a suitable state for a purpose, event, or experience. 2. [T (**for**)] to put together or make, e.g. by combining things. 3. [I; T (**for**)] to get ready or make by collecting supplies, making necessary arrangements, planning, studying, etc. 4. [I; T (**for**)] to put (oneself) into a suitable state of mind for something.
- Roast: [I; T] to cook (esp. meat) or be cooked by dry heat, either in front of an open fire or in an oven.
- Roll: 1. [I +*adv/prep*; T +*obj +adv/prep*] to turn over and over or from side to side, or move by doing this. 2. [T (up)] to form into a tube or other (stated) shape by curling round and round. 3. [I] to move steadily and smoothly along (as if) on wheels. 4. [I; T] to move or cause (the eyes) to move round and round. 5. [I; T] to throw (dice). 6. [I] (of a ship) to swing from side to side with the movement of the waves. 7. [T] to make flat by pressing with a roller or rolling pin. 8. [I] to make a long deep sound like that of a lot of quick strokes. 9. [I] (of a machine, esp. a film camera) to work or begin working. 10. **rolled into one** (of something with different parts or qualities) in a single thing, activity, etc. 11. **roll in the aisles** (esp. of people at the theatre) to laugh uncontrollably. 12. **roll one's r's** to pronounce the sound /r/ with the tongue beating rapidly against the roof of

the mouth, as is common e.g. in Scotland. 13. **roll one's own** *BrE infml* to make one's own cigarettes instead of buying them.

- Run: 1. [I] (of people and some animals) to move on one's legs at a speed faster than walking. 2. [T] **a** to move (a distance) by running. **b** to do or compete (as if) by running. 3. [T] **a** to take part in (a race) by running. **b** to cause (an animal) to take part in a race. 4. [I + *adv/prep*; T +*obj+adv/prep*] to (cause to) move quickly or freely. 5. [I; T] **a** (of a public vehicle) to travel as arranged. **b** to cause (a public vehicle) to travel. 6. [I + *adv/prep*; T +*obj+adv/prep*] *infml* to go or take in a vehicle. 7. [I] (of liquid, sand, etc.) to flow freely. 8. [T] to cause (liquids, sand, etc.) to flow, esp. from a tap. 9. [I] (esp. of a container) to pour out liquid. 10. [I] to melt and spread by the action of heat or water. 11. [I; T (**on, by**)] to (cause to) work or be in operation. 12. [T] to control (an organization or system); be in charge of and cause to work. 13. [I + *adv/prep*; *not in progressive forms*] to pass or continue in the stated direction, way, etc. 14. [I + *adv/prep*, esp. **for**] to have official force during a period of time; remain valid. 15. [I + *adv/prep*] to continue without interruption. 16. [I (**at**) *usu. in progressive forms*] to be or remain at the stated level. 17. [L + *adj*] to develop or pass into the stated (*usu. undesirable*) condition. 18. [T] to give in a newspaper, magazine, etc.; print. 19. [I (**against, for, in**)] *esp. AmE* to be or become a candidate (=a person trying to get elected) in an election; stand. 20. [T] to bring into a country illegally and secretly. 21. [I] *esp. AmE* (of a hole in woven cloth) to spread; ladder. 22. [T *usu. in progressive forms*] to have an unusually high (body temperature). 23. **run a mile** *infml* to run away quickly to avoid someone or something.
- Scramble: 1. [I + *adv/prep*] to move or climb quickly, esp. over a rough or steep surface. 2. [I + *adv/prep*, esp. **for**] to struggle or compete with other eagerly or against difficulty. 3. [T] to mix the white and yellow parts of (an egg) together while cooking with butter or milk. 4. [T] to change the order of the signals in (a radio or telephone message) with a machine (a **scrambler**) so that it cannot be understood without being received on a special instrument. 5. [T (up)] to mix (*esp. words or things on a flat surface*) together without order; jumble. 6. [I] (of a military aircraft) to take off quickly.

- Set: 1. [T +*obj+adv/prep*] to put (something) in the stated place or position, esp. so that it remains there. 2. [T +*obj+adv/prep; usu. pass.*] to show the action of (a story, play, etc.) as happening in the stated place and time; give a setting. 3. [T +*obj+adj/adv/prep*] to cause to be in a stated condition. 4. [T +*obj+v-ing*] to cause to start. 5. [T (**for**)] to put into correct condition for use. 6. [T (up)] to arrange for printing. 7. [T] to fix or establish (a rule, time, standard, number, etc.). 8. [T] to fix (a precious stone) into (a piece of jewellery). 9. [I; T] **a** (of a broken bone) to mend in a fixed position **b** to put (a broken bone) into a fixed position so that it will mend. 10. [T] to arrange (hair) when wet so that it will be in a particular style when dry. 11. [T] **a** [+*adv/prep*, esp. down] to place (esp. oneself) in or on a seat; sit. **b** to fix (a part of the body) firmly, esp. to show strong feelings, determination, etc. 12. [T] to give (a piece of work) for (someone) to do. 13. [T] to write or provide music for (a poem or other words to be sung). 14. [I; T] **a** to cause (a liquid, soft material, etc.) to become solid. **b** (of such materials) to harden or become solid. 15. [I] (of the sun, the moon, a star, etc.) to pass downwards out of sight below the horizon. 16. [I] *tech* (of a plant) to form and develop seed or fruit. 17. [I; T] *tech* (of a dog) to point out the position of (an animal or bird) with its nose while keeping still.
- Toast: [T] 1. to make (bread, cheese, etc.) brown by placing it close to heat. 2. *infml* to warm thoroughly. 3. To drink a toast.
- Toss: 1. [T (**to**)] to throw esp. in a careless or aimless way. 2. [I; T (about)] to (cause to) move about continuously in an aimless or violent way. 3. [I; T (up, **for**)] to throw or flip (a coin) in the air in order to decide something, according to which side lands face upwards. 4. [T] to throw (a pancake) into the air from a frying pan so that it turns over in the air and lands back in the pan. 5. [T (**in, which**)] to mix or shake lightly. 6. [T] to move or lift (part of the body) rapidly.
- Wash: 1. [T] to clean with liquid. 2. [I] also **wash up** *AmE-* to clean oneself or a part of one's body with liquid. 3. [I + *adv/prep*] to be able to be cleaned with liquid without damage. 4. [T +*obj+adv/prep*, esp. away] to carry by the force of moving water. 5. [I (**against, over**); T] esp. *lit* to flow against or over (something) continually. 6. [I (**with**) *usu. in questions and negatives*] *infml* to be able to be believed. 7. **wash one's dirty linen (in**

**public)** to make unpleasant subjects public which ought to be kept private.

8. **wash one's hands of** *infml* to refuse to have anything more to do with or accept responsibility for.

- *Knead verbs*

- **Beat:** 1. [I +*adv/prep*; T] to hit again and again esp. with a stick or other hard instrument. 2. [T (up)] to mix with regular movements of a fork, spoon, etc. 3. [I; T] to move regularly. 4. [T] to defeat; do better than. 5. [T (**to**)] to reach a place or succeed in doing something before (someone else).
- **Bend:** 1. [T] to force into a curve, angle, or sloping position, away from a straight or upright position. 2. [I] to have or take on a curved shape or sloping position. 3. [T +*obj +adv/prep*] to direct (one's efforts).
- **Coil:** [I + *adv/prep*; T (up)] to (cause to) wind or twist round and round to form a ring or spiral.
- **Collect:** 1. [I; T (up)] to come or bring together in one place so as to form a group or mass; gather. 2. [T] to gather (objects) over a long period of time, as a hobby, for study, etc. 3. [T] to come to take away. 4. [I (**for**); T] to ask for or obtain payment of (money, taxes, rent, etc.) 5. [T] to get control of (oneself, one's senses or feelings, etc.)
- **Compress:** [T (**into**)] 1. to force (a substance) into a less space; press together. 2. to put (thoughts, ideas, etc.) into fewer words.
- **Fold:** 1. [T (up)] to turn or press back one part of (something, esp. paper or cloth) and lay it on the remaining part; bend into two or more parts. 2. [I] to be able to be bent back; close up. 3. [T] to press (a pair of limbs) together. 4. [T +*obj +adv/prep*] to wrap; cover. 5. [I (up)] (esp. of a business) to fail and close.
- **Freeze:** 1. [I; T (up)] to (cause to) harden, esp. into ice, as a result of extreme cold. 2. [I; T (up)] to (cause to) be unable to move or work properly as a result of ice or very low temperatures. 3. [it+I] (of weather) to be at or below the temperature at which water becomes ice. 4. [I; T] *infml* to (cause to) be, feel, or become extremely cold. 5. [I; T] **a** to preserve (food) by means of very low temperatures. **b** (of food) to be able to be preserved by freezing. 6. [I; T] to (cause to) stop suddenly or be unable to move (because of fear, etc.). 7. [T] to fix (prices or wages) officially at a particular level for



- a certain length of time. 8. [T] to prevent (business shares, bank accounts, etc.) from being used, esp. by government order.
- Knead: [T] 1. to press (esp. a flour-and-water mixture for making bread) firmly and repeatedly with the hands. 2. to press or make other movements on (a muscle or other part of the body) to cure pain, stiffness, etc.
  - Melt: 1. [I; T] **a** to cause (a solid) to become liquid. **b** (of a solid) to become liquid. 2. [I; T] to (cause to) become gentle, sympathetic, etc. 3. [I (away)] to gradually disappear. 4. [I (**into**)] (of a colour, sound, or sensation) to become lost in another by moving gently.
  - Shake: 1. [I; T] to (cause to) move up and down or from side to side with quick short movements. 2. [I; T] to take and hold (someone's right hand) in one's own for a moment, often moving it up and down, as a sign of greeting, goodbye, agreement, or pleasure. 3. [T (up); *often pass.*] to trouble the mind or feelings of; cause to lose confidence or self-control; upset. 4. [T] to make less certain; weaken.
  - Squash: 1. [T] to force into a flat shape; crush. 2. [I + *adv/prep*; T + *obj +adv/prep*] to push or fit into a small space, esp. with difficulty; squeeze. 3. [T] to force into silence or inactivity.
  - Squish: [I + *adv/prep*] *informal* to make, or move while making, a slight squelching sound.
  - Squeeze: 1. [T] to press firmly together, esp. from opposite sides. 2. [T + *obj +adv/prep*] to get or force out by squeezing. 3. [I + *adv/prep*; T + *obj +adv/prep*] to fit by forcing, pressing, or crowding. 4. [T + *obj +adv/prep*] to provide with a place/or space, esp. with difficulty; find space or time for. 5. [T] to cause money difficulties to, esp. by means of tight controls or severe demands.
  - Twirl: [I; T] to (cause to) turn round and round quickly; (cause to) spin or wind round.
  - Twist: 1. [I; T] to (cause to) change shape by bending, curling, or turning. 2. [T + *obj +adv/prep*, esp. **round**, together] to wind. 3. [I] to move in a winding course. 4. [T] to turn, esp. with a movement of the hand. 5. [T] to hurt (a joint or limb) by pulling and turning it sharply. 6. [T] *derog* to change the true or intended meaning of (a statement, words, etc.)
  - Wad: [T] to form into a wad, as by rolling tightly.

- Whip: 1. [T] to beat with a whip. 2. [I +*adv/prep*; T +*obj +adv/prep*] to move quickly or suddenly. 3. [T (up)] to beat (esp. cream or the white part of an egg) until stiff. 4. [T] *infmtl* to defeat completely; beat. 5. [T] *BrE infmtl* to steal. 6. [T] to cause (a top) to spin by means of a piece of string fixed to a stick.
- Wind: 1. [T] to turn round and round with a number of circular movements. 2. [T (up)] to tighten the working parts of by turning round and round. 3. [T +*obj +adv/prep*] to move by turning a handle. 4. [T +*obj +adv/prep*] to turn or twist (something) repeatedly, esp. round an object. 5. [I +*adv/prep*] to follow a twisting course, with many changes of direction.
- Work: 1. [I (**at, on**)] to do an activity which uses effort, esp. as one's job. 2. [I] (of a plan, machine, or moving part) to operate in the proper way; perform the expected job without falling. 3. [T +*obj +adv/prep*] to make (a person) to do work. 4. [T] to make (a machine) operate. 5. [T +*obj +adv/prep*] to make (one's way) by work or effort. 6. [I +*adv/prep*; T +*obj +adj/adv/prep*] to (cause to) reach a state or position by small movements. 7. [T] to produce (an effect). 8. [T] *infmtl* to arrange, esp. unofficially. 9. [I +*adv/prep*] to produce a particular effect or result. 10. [T *often pass.*] to stitch. 11. [I] *tech for* ferment.

*FrameNet* (2012):

- **Absorb heat verbs:**

- Bake: to be cooked by dry heat, especially in an oven and as food.
- Barbecue: to cook on a grill.
- Blanch: to cook by being immersed for a short period of time in boiling water.
- Boil: to be cooked by immersing in a boiling liquid.
- Braise: to stew slowly after being lightly fried.
- Broil: to cook by being subjected to intense heat.
- Brown: to become brown as a result of cooking.
- Char: to become blacked by absorbing heat.
- Coddle: to become cooked by heating in water below the boiling point.
- Cook: (of food) be heated so as to reach an edible state.
- Deep fry: to be cooked by immersion in heated oil.

- Fry: be cooked in hot fat or oil, or get very hot by exposure to a heat source.
  - Grill: to cook on a grill.
  - Parboil: to cook partially by being boiled.
  - Poach: to become cooked by simmering in liquid.
  - Roast: to be cooked by extended exposure to heat, usually in an oven or over a fire.
  - Sauté: to be fried lightly and quickly in hot oil or fat.
  - Scorch: become burnt and crispy on the surface or edges.
  - Sear: become burned by intense heat, usually from a metal. Heat\_source.
  - Simmer: to cook slowly in a liquid just below the boiling point in a closed dish or pan.
  - Singe: be burnt lightly or superficially, usually by a flame.
  - Sizzle: to make a hissing sound in or as if in roasting or frying.
  - Steam: to become heated as a result of the application of steam.
  - Stew: to become boiled slowly or by simmering heat.
  - Toast: to be cooked by exposure to radiant heat.
- **Apply heat verbs:**
    - Bake: cook by dry heat without direct exposure to a flame, typically in an oven.
    - Barbecue: cook (food) on a barbecue.
    - Blanch: prepare vegetables for freezing or further cooking by immersing briefly in boiling water.
    - Boil: cook by immersing in boiling water.
    - Braise: fry lightly and then stew slowly in a closed container.
    - Broil: cook by exposure to direct heat.
    - Brown: make or become brown by cooking.
    - Char: partially burn so as to backen the surface.
    - Coddle: cook an egg in water below boiling point.
    - Cook: to prepare food by applying heat.
    - Deep fry: to cook immersion in heated fat or oil.
    - Fry: cook or be cooked in hot fat or oil.
    - Grill: cook with a grill.
    - Melt: to liquify through warmth or heat.
    - Microwave: cook in a microwave oven.

- Parboil: partly cook by boiling.
  - Plank: cook on a plank over heat.
  - Poach: cook by simmering in a small amount of liquid.
  - Roast: cook by prolonged exposure to heat in an oven or over a fire.
  - Sauté: to fry food in a fatty substance.
  - Scald: heat milk or other liquid to near boiling point.
  - Scorch: to burn something lightly on the surface or edges.
  - Sear: burn or scorch with a sudden intense heat.
  - Simmer: stay or cause to stay just below boiling point while bubbling gently.
  - Singe: burn superficially.
  - Steam: cook by heating in steam from boiling water.
  - Steep: to (cause to) be soaked in water to soften, cleanse, or extract some component.
  - Stew: cook or be cooked slowly in liquid in a closed dish or pan.
  - Toast: cook or brown by exposure to radiant heat.
- **Cooking creation verbs:**
    - Bake: cook food by dry heat without direct exposure to a flame, typically in an oven.
    - Concoct: make a dish or meal by combining ingredients.
    - Cook up: make something to eat.
    - Cook: prepare food by mixing, combining, and heating the ingredients.
    - Fix: produce meal or part of a meal.
    - Fry: cook or be cooked in hot fat or oil.
    - Grill: cook by direct heat, as on/under grill or over a hot fire.
    - Make: produce a meal or a component of a meal.
    - Prepare: make food ready for cooking or eating.
    - Put together: make food by mixing ingredients; mix ingredients.
    - Roast: cook by prolonged exposure to heat in an oven or over a fire.
    - Whip up: make or prepare something, especially food, very quickly.

McArthur (1981): *Longman Lexicon of Contemporary English*

- **Verbs of *cooking using hot liquids*:**

- Boil: 1. [IØ; D1 (*for*); T1] to cook (food) in water at 100°C. 2. [IØ] (of food, etc) to continue in water at this heat. 3. [Wv5;X7] to cause to reach the stated condition by cooking in water.
- Braise: [Wv5; T1] to cook food slowly in fat and a little liquid in a closed container.
- Cook: 1. [IØ; D1 (*for*); T1] to prepare (food) by using heat. 2. [IØ] (of food) to change by cooking.
- Curry: [Wv5, T1] to stew with hot spices.
- Fry: 1. [IØ; D1 (*for*); T1] to (cause to) be cooked in hot fat or oil. 2. [IØ] to be changed by frying. 3. [IØ] *infrml* to have the skin burnt (by the sun).
- Poach: [Wv5; T1] to cook (eggs, etc) by simmering.
- Scramble: [Wv5; T1] to cook (eggs) by beating then heating in a saucepan with butter and milk.
- Simmer: [T1; IØ] to cook in water which is at or just below boiling heat.
- Steam: [Wv5; T1] to cook (food) in steam.
- Stew: [T1; IØ] to cook in liquid in a covered container over a long(er) period.
- **Verbs of cooking using dry heat:**
  - Bake: [IØ; D1 (*for*); T1] to cook (food) by using direct heat in an oven.
  - Barbecue: [T1] to roast or grill **a** on a framework over an open fire, usu outdoors **b** on a long thin piece of metal which is slowly turned over direct heat **c** in an oven, often basting with a hot sauce.
  - Baste: [T1] to cook by adding fat or oil while roasting or grilling.
  - Cook: 1. [IØ; D1 (*for*); T1] to prepare (food) by using heat. 2. [IØ] (of food) to change by cooking.
  - Grill: [T1; (X7)] to cook under or over direct heat.
  - Roast: [T1; IØ] to cook (food) **a** by using heat in or from a fire **b** by baking uncovered in an oven **c** by burning until dry, under direct heat **d** by cooking on hot coals.