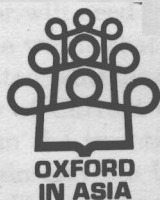


現代高級英漢 雙解辭典

THE
ADVANCED LEARNER'S
DICTIONARY
OF CURRENT ENGLISH
WITH CHINESE TRANSLATION



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PREFACE TO THE SECOND EDITION

THIS is a completely revised and reset edition of the Dictionary that was first published in Tokyo, under the title *Idiomatic and Syntactic English Dictionary*, for the Institute for Research in English Teaching¹ in 1942 and reprinted photographically by the Oxford University Press from 1948 onwards for publication outside Japan.

The Dictionary was written in the years 1937–40, when the three compilers were teaching in Japan. The new edition has made it possible to bring the Dictionary up-to-date and to increase considerably the number of entries. Since the first edition appeared two smaller dictionaries have been compiled for foreign learners of the English language: *The Progressive English Dictionary* and *An English-Reader's Dictionary* (both by A. S. Hornby and E. C. Parnwell). Because these two books are designed for learners in the earlier stages of study, this new edition has been adapted to meet more directly the special requirements of advanced students and teachers of English.

A large number of new words has entered the language since 1940. Many words that occur in the first edition are now used in new senses and enter into new compounds. The compilers, aware of the wide range of books, from publishing houses in the U.S.A. besides those in Great Britain, that are likely to be read by advanced students of English, have readily admitted new words and phrases.

The words and phrases given in this Dictionary are those that are likely to be needed by persons who use English for general purposes. This is not a Dictionary of 'Modern English' if this term is used in its usual accepted sense, English since the time of Chaucer. The student of Chaucer will need specially annotated editions. It does not include all the words that occur in Shakespeare's plays. For these, too, annotated editions are needed.

This is a Dictionary of Current or Contemporary English, the kind of English used in the twentieth century by well-educated persons in Great Britain and the U.S.A. It includes also certain archaic words that are likely to be met with in literary, especially poetic, contexts. It admits scientific and technical words that occur commonly in ordinary periodicals, but not those that rarely

¹ Now the Institute for Research in Language Teaching.

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occur outside advanced textbooks and specialist periodicals. Colloquial and slang words and phrases are included if they commonly occur in modern fiction and drama. Warnings about these will be found in the Notes on the Use of the Dictionary. Foreign words and phrases widely adopted by English writers are also recorded, together with common Latin phrases.

Because many users of this Dictionary are likely to welcome help in the composition of English, the guidance on syntax, in the form of references to verb patterns, has been reprinted in the new edition. Verb entries are supplied with references to the 25 verb patterns set out in the Notes. Students who would like fuller information on these and on other questions of syntax and usage are referred to *A Guide to Patterns and Usage* (O.U.P.). The references to verb patterns are, in most cases, followed by illustrative phrases and sentences that show the patterns in use.

Definitions have been made as simple as possible consistently with accuracy. Many words defy definition in simple terms. The commonest structural words (for example, the finites of *be* and *have*, the articles, such prepositions as *up*, *down*, *in*, *at*, *by*, and *for*) are dealt with by the provision of very numerous examples. If the user of the book is in doubt about the correct preposition or adverbial particle to use with a noun or verb, he should, in general, turn to the noun or verb entry itself, not to the entries for the prepositions or adverbial particles which he may consider likely or possible. If, for example, he needs to use the noun *duty*, he will, at *duty*, find the examples 'your duty to your parents', 'go on duty' and 'come off duty', 'in duty bound', and 'do duty for'.

This Dictionary contains about 1,000 illustrations and diagrams. In the Appendixes there are other drawings and diagrams for sport and music, and for sailing-ships, aircraft, and motor-cars. Anyone reading, for example, the novels of Conrad or other authors concerned with the sea, will meet with many technical words connected with sails and rigging. It would be uneconomical of space to enter all such words in the body of the Dictionary. Some of them are not easily defined, whereas a drawing is simple to understand. Information on weights and measures and on ranks in the Armed Forces is also given in the Appendixes.

Conventional or traditional grammatical terminology is far from satisfactory. There is no agreement among grammarians on how words should be named as parts of speech. In this Dictionary the terms are, for the most part, those sanctioned by usage and likely to be familiar to readers. In a few cases terms used in the first edition, introduced by Dr. H. E. Palmer, first Director of the

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Institute for Research in English Teaching, have been retained. The terms *anomalous finite* and *adverbial particle* have been accepted by many writers on grammar. They are used in this Dictionary and are explained in the Notes (pp. ix-xiv).

ACKNOWLEDGEMENTS

I AM indebted to correspondents in many parts of the world for calling attention to errors and omissions in the first edition. Their names are too numerous to list, but I make this grateful acknowledgement to them. I look forward to receiving further help of this kind.

For this new edition I also wish to acknowledge my debt to the Delegates of the Clarendon Press for generous permission to make use of the *Concise Oxford Dictionary* and the list of words and quotations now being compiled for a new edition of the *Oxford English Dictionary Supplement*.

The task of revision has been almost entirely my responsibility. Professor Gatenby died in 1955. Mr Wakefield was fully occupied in educational work in Malaya until 1959. On his return to England he became ill, and died in 1962. I was, however, fortunate enough to have the help of Mrs M. Alden, who shared in the preparation of the *Shorter Oxford English Dictionary*. Mrs Alden gave the typescript a thorough scrutiny, and I gratefully acknowledge her valuable services.

I have also had the advantage of being able to use the work done by Mr E. C. Parnwell for the *English-Reader's Dictionary*, and am still further in his debt for checking the final proof of this new edition.

A. S. HORNBY

October 1962

NOTES ON THE USE OF THE DICTIONARY

本字典用法說明

PRINTING CONVENTIONS

印刷體例

COMPILERS and printers of a dictionary face the difficulty of setting out a mass of detailed text economically and clearly. If they use too many contractions and symbols the dictionary may prove to be too complicated for easy use; if they are too extravagant of space the dictionary may become too large and expensive. A balance has to be struck between these two considerations. The user of this Dictionary will be helped to grasp its simple printing conventions if he will study the following explanations.

一本字典的編輯者和印刷者總要遭遇這項困難：就是如何把一堆瑣碎的材料編排得又省篇幅又清楚。如果他們用太多的縮寫字和符號，字典可能顯得太複雜不易使用；如果他們太浪費篇幅，字典也許變得太大，價錢也太貴。他們必須在這兩種考慮之間定下一個折衷的辦法。使用本字典的人如果先把下面的說明細讀一遍，將會對他瞭解其中一些簡單的印刷慣例有所裨益。

1. Headwords and Derivatives 首字及轉化字

A headword and its derivatives are printed in bold roman type, thus:

首字及其轉化字皆用黑羅馬字體排印，例如：

am pli fy, am pli fi ca tion, am pli fi er

Words of more than one syllable have spaces to indicate the separate syllables. If a headword is written and printed with a hyphen, the hyphen is printed in the headword, as **riff-raff**. When a headword functions as more than one part of speech and when a single article covering these would be too long, each is given a separate entry and each such headword is numbered (e.g. **cover**, v. & n.). Similarly, words with the same spelling but unrelated in meaning are treated in separate articles under numbered headwords, thus:

多於一個音節的字，內有空格指示音節的劃分。如果一個首字在普通書寫和印刷時內需要一個連字號，這連字號就印在首字內，如 **riff-raff**。當一個首字有多於一種詞類的功用，而同時容納在一條之內又嫌太長時，則每一詞類單列一條，並於每條之首字前標以號碼以示連繫（例如 **cover**, v. & n.）。同樣地，拼法相同而意義無關的字分別列於標有號碼的首字下，例如：

row, *row, *row (see p. 940 of this Dictionary). (見本字典第九四〇頁)

If derivatives can be dealt with briefly (e.g. most adverbs in *-ly* after the adjective) they are not entered as headwords. If, however, such a word has a meaning not closely related to the word to which a suffix is added (e.g. **hardly** meaning 'scarcely'), it is entered as a headword.

如果轉化字可以簡單地處理（例如大多數由形容詞後加 *-ly* 轉成的副詞），就不另列為首字。不過，假使這個字與末加字尾前之字在意義上無密切關係（例如 **hardly** 意義為 'scarcely'），則即列為另一首字。

2. Part of Speech 詞類

This is printed in bold italic type, thus: **v.r. & i.** See the List of Abbreviations, pp. xxvi-xxviii.

詞類用黑斜體字排印，例如：**v.r. & i.** 參看第 xxvi 頁至第 xxviii 頁之略語表。

3. The tilde (～) 波浪號

When a headword of more than three letters is repeated in the article, for example in illustrative phrases, it is usually represented by a tilde to save space. The tilde is not used in derivatives (when printed in bold roman type) if this would be misleading for syllable division. Thus, in the article on **adopt**, the derivatives **adoption** and **adoptive** (with syllable division *a dop tion* and *a dop tive*) are printed in full, without the tilde, though the forms with the tilde (*～ion* and *～ive*) are used in the examples.

當一個多於三個字母的首字在文內重複出現時，例如在舉例的片語中，為了節省篇幅通常用一個波浪號代表。在轉化字裡（當其為黑羅馬字體時），若使用波浪號就會影響正確的音節劃分，就不使用波浪號。例如在 **adopt** 一條內，其轉化字 **adoption** 和 **adoptive**（其音節劃分為 *a dop tion* 和 *a dop tive*）就是全字印出，不用波浪號，惟帶波浪號的形式（即 *～ion* 和 *～ive*）仍用於舉例中。

4. Pronunciation 讀音

The pronunciation of each headword (see the Key to Pronunciation on pp. xxix-xxx) is printed immediately after it in square brackets. If, in derivatives or compounds, there is a change in the position of the stress that causes a change in the pronunciation, the pronunciations are given; otherwise they are not. Thus:

每一首字的讀音（參見第 xxix 頁至第 xxx 頁之讀音說明）緊跟隨其後置於方括弧中。如果在轉化字或複合詞中，重音位置有變化，因而引起讀音的變化，即注出其讀音；否則不注。例如：

a dore [ə'dɔː*, ə'dɔə*], ad o ra tion [ˌædə'reɪʃən].

5. Definitions 定義

These, and also any explanation or paraphrase of any example or usage, appear in ordinary (roman) type.

定義及任何解釋例句或用法之文字，一律用普通(羅馬)字體排印。

6. Illustrative Phrases and Sentences 說明用法的片語和句子

These are printed in ordinary italic type. If an explanation or paraphrase or a part of such a phrase or sentence occurs within the phrase or sentence it is enclosed in parentheses; if it follows, it is preceded by a comma and parentheses are not used.

說明用法的片語和句子用普通斜體字排印。如果在這些片語或句子內有一部份需要解釋，則解釋之文字置於圓括弧內；如果解釋之文字係在例語或例句之末尾，則以逗點分開，不用圓括弧。

7. Compounds 複合詞

These, when they do not appear as headwords, are printed within the entry in bold italic type, with or without the tilde, as may be appropriate. Thus, under *back*, the following, among others, appear:

複合詞若非作為收錄的單字出現，則以黑斜體字排在字條之內，用不用波浪號，視情形而定。例如在 *back* 之下的許多複合詞中有：

~bencher, ~blocks, ~bone, ~ground

In such compounds the hyphen is printed if it is normally used. If the tilde is joined to the second element of the compound (as in ~bone), this indicates that a hyphen is not normally used. In the use of hyphens, for which there is seldom an invariable rule, this Dictionary usually follows the *Concise Oxford Dictionary*.

在這種複合詞中，若在正常的情形下使用連字號，就加入連字號。如果波浪號直接與複合詞的第二部份連在一起，這就表示在正常的情形下不用連字號。關於連字號的使用與否，本無顛撲不破的規則，本字典通常跟隨簡明牛津字典。

8. Semantic Varieties 字義

The various senses of a headword are marked off by numerals in bold roman type: (1, 2, 3, etc.). If a compound, phrase, or phrasal verb is used in more than one sense, each is introduced by a letter of the alphabet in italic type within parentheses, thus: (a), (b), (c).

一個收錄的單字的各種意義用黑羅馬體數字 (1, 2, 3, 等) 標識。如果一個複合詞，一個片語，或一個片語動詞有一個以上的意義，每一義用一個斜體字母置於圓括弧內標識，例如：(a), (b), (c)。

9. Structural Words 結構字

Important structural words (for example, *some, any, all, one, on, off, only*) are often best dealt with by means of illustrative phrases and sentences. Many of them function as more than one part of speech.

重要的結構字(例如 *some, any, all, one, on, off, only*) 常以舉例方式處理為最佳。其中並有許多有一種詞類以上的功用。

Each part of speech is, in such cases, preceded by a roman numeral in bold type, thus:

在這種情形下，每一詞類冠以黑體之羅馬數字，例如：

all [ɔ:l] *adj., pron., adv., & n.* **I. adj.** **II. pron.** **III. adv.** **IV. n.**

These may be further divided by the use of arabic numerals in bold type.

若需再細加區分，則用黑體阿拉伯數字。

10. Idiomatic word groups, or collocations 成語或習用語

These are printed in bold italic type, thus: (in the article on *all*) *on all fours, all in all, once (and) for all*; (in the article on *answer*) *~ the door (the bell), ~ (sb.) back*. A parenthesis in such entries indicates an alternative usage. Thus, the entry (under *back, adv.*) *go ~ upon (from) one's word* indicates that *go back upon one's word* and *go back from one's word* are both in use.

成語或習用語用黑斜體字排印，例如：(在 *all* 一條內) *on all fours, all in all, once (and) for all*; (在 *answer* 一條內) *~ the door (the bell), ~ (sb.) back*。其中有些圓括弧表示變用法。例如：在 *back, adv.* 下之 *go ~ upon (from) one's word* 表示 *go back upon one's word* 和 *go back from one's word* 皆可用。

11. Asterisks 星號

Asterisks refer the user to entries elsewhere. Thus, under *take*, def. 28, there are references to numerous collocations of *take* and a noun:

星號表示請讀者參考別的地方。例如在 *take* 之第 28 義下，有極多習用語需要參考 *take* 後面之名詞：

~ the *chair, ~ *pains, ~ *heart, ~ (holy) *orders.

SPELLINGS

拼 字

Alternative spelling forms that are commonly used in Great Britain are given. Thus *tire* and *silvan* are entered, but are dealt with at *tyre* and *sylvan*. Alternative spelling forms usual in the U.S.A. are given. Thus, *theatre* (U.S.A. *theater*); *honour* (U.S.A. *honor*). In dealing with verbs of which the final consonant may be doubled, both British and American usage is indicated. Thus *travel* (-ll-, U.S.A. also -l-), showing that British usage is *travelled*, *traveller*, and U.S.A. usage *traveled*, *traveler*.

凡適用於英國的變式拼法一律列出。例如 *tire* 和 *silvan* 均予收載，不過係附在 *tyre* 和 *sylvan* 之下處理。適用於美國的變式拼法亦予列載。例如 *theatre* (美國 *theater*); *honour* (美國 *honor*)。遇着動詞之最後一個子音可以重覆的，英美不同用法予以指出。例如 *travel* (-ll-, 美國亦作 -l-)，表示英國用法是 *travelled*, *traveller*，美國用法是 *traveled*, *traveler*。

When, in the comparative and superlative of adjectives and adverbs in -y, -ier and -iest are used, this is indicated. Thus, *lively* (-ier, -iest). Such indications should not be taken as rules, however. The use of *more* and *most* is often equally possible, the choice depending upon sentence rhythm and other factors.

當以 -y 收尾的形容詞和副詞其比較級和最高級字尾變化為 -ier 和 -iest 時，本字典均予載明。例如，*lively* (-ier, -iest)。不過，不可以此為定規。用 *more* 和 *most* 時常同樣可能，究竟以何者為佳應視全句的律調及其他因素而定。

STYLISTIC VALUES

字 格 標 準

The foreign student of English often has difficulty in judging the stylistic values of words. It would be helpful to indicate these values in the Dictionary. Unfortunately it is almost impossible to do this. It is simple in many cases to label a word as slang, archaic, literary, or poetic, but there are many borderline cases. Is *lousy*, for example, an ordinary colloquial word, safe to use in conversation in polite circles, or should it be marked slang? It has been ruled by the Speaker of the House of Commons as 'unparliamentary'. Many words that are seldom used in conversation by the majority of English people are commonly used in speech by the well-educated classes. They might be labelled 'high-level colloquial'. But he would be a rash person who dared to make such distinctions.

學習英文的外國學生常覺難以判斷字的格調。在字典中若能指出字的格調自然很有幫助。可惜這幾乎是不可能的。在許多情形下，要把一個字標為俚語，古語，文語，或詩語是很簡單的，但是卻有許多左右為難的情形。例如 *lousy* 這個字，算它是可以安全地用於上流社會的談話中的一個普通的俗字呢，還是應把它標為俚語？它曾經被下議院議長列為“不可入國會”之字。有許多字在大多數英國人的談話中很少使用，而在受有良好教育人士的談話中卻很常用。這些字很可以標為“高級俗語”。可是誰敢作如此區分，未免有點幽默。

Indications in this Dictionary, therefore, are given only when stylistic values can be stated without much doubt. Slang uses are given. The foreign student of English is advised to avoid the use of slang. He needs a recognition knowledge of these words and phrases, for he may hear them, and he will meet them in fiction and drama. But slang is usually the possession of a class. There is schoolboy slang, army slang, technical jargon. Nothing more quickly dates than slang. To use slang that is out of date, or to use it in a wrong situation, is to betray oneself at once as one to whom English is still an unfamiliar element.

是故在本字典中，關於字格問題，只有在無大疑問的情形下，方予指出。俚語用法均經指出。學習英文的外國學生應避免使用俚語。對於這種字或詞，他需要有瞭解的知識，因為他可能聽見別人說這些字或詞，也可能在小說和戲劇中遇到它們。但是俚語通常是屬於某一階層的。有學童俚語，陸軍俚語，專門術語。別的再沒有比俚語的壽命更短的。使用已過時的俚語，或者用在不恰當的場合，立即顯示出自己對於英文還是一個不夠熟悉的人。

A small number of words in this Dictionary are marked 'taboo'. This is a warning that they should in no circumstances be used, even though they may be encountered in print. Other words and phrases are marked by the sign 仝, which is, to pedestrians and drivers of vehicles, a warning of danger and the need for caution. Any word or phrase marked by this sign should also be avoided. The sign is a warning that the word or phrase is either vulgar or incorrect. *Ain't* occurs in print, but its use is normally confined to dialect or to the illiterate and uneducated. Words marked *liter.* (for literary) or *poet.* (for poetic) are better avoided in conversation. *Lonely* and *sad* are preferable to *forlorn*; *enemy* is preferable to *foe*, and *soldier* or *fighter* to *warrior*.

在本字典中有少數的字被標着“禁忌”。這是一個警告，表示無論在何種情形下不可使用這些字，即使它們可能出現在印刷物中。另有些字和片語標着一個特殊的記號仝，這個記號對於行路人及駕汽車的人是一種警告，表示有危險和需要小心。標有這個記號的任何字或片語亦應避免使用。這個記號是一種警告，表示這個字或片語，不是粗鄙就是不正確。例如 *ain't* 出現於印刷物中，但是它的使用範圍正常情形僅限於方言或文盲

和未受教育的人。標着 *liter.* (文) 或 *poet.* (詩) 的字，在會話中最好也要避免。在會話中用 *lonely* 和 *sad*，勿用 *forlorn*；用 *enemy*，勿用 *foe*；用 *soldier* 或 *fighter*，勿用 *warrior*。

PRONUNCIATION AND STRESS

發音及重讀

The symbols used in this Dictionary for indicating pronunciation are those of the International Phonetic Association and the transcription is a broad one, as used by Professor Daniel Jones in his *English Pronouncing Dictionary*. Only the most commonly used variants are given. A key to the symbols is given on pp. xxix-xxx. Where variants are in one syllable only, they are shown thus: **threnody** ['θri:nədi, 'θren-]. This indicates that the two pronunciations ['θri:nədi] and ['θrenədi] are used. If usage in the U.S.A. differs considerably from British usage, the two pronunciations are given (as for **advertisement** [əd'vɜ:tismənt, (U.S.A.) ,ædvə'taizmənt], **fertile** ['fɜ:tail, (U.S.A.) 'fɜ:til]).

本字典所用以指示發音的符號，即是萬國語音學會的符號，並採用但尼鍾斯教授在其“英語發音字典”所用之寬式注音法。歧異讀音僅列其最常見者。關於音標的說明，請看第 xxix 頁至第 xxx 頁。若歧異讀音僅在一個音節內，表示法如此：**threnody** ['θri:nədi, 'θren-]。這樣表示 ['θri:nədi] 和 ['θrenədi] 都可用。如果美國讀法與英國讀法相差甚大，二者兼注（例如 **advertisement** [əd'vɜ:tismənt, (美) ,ædvə'taizmənt], **fertile** ['fɜ:tail, (美) 'fɜ:til])。

For foreign words and phrases two pronunciations are, in many cases, given. The first is an anglicized pronunciation and the second the pronunciation likely to be heard from careful British speakers who know how the words are pronounced by native speakers of the language. If no anglicized pronunciation is given, this means that there is no accepted anglicized pronunciation for the word or phrase. The symbols used for non-English sounds are printed with the key on p. xxx.

外來字或片語，有許多情形注兩種讀音。第一種是英語化的讀音，第二種是模仿該字原有的讀音（有些仔細的英國人，因為曉得這些字在原來語言中的讀音，往往用這種讀音）。如果未注英語化的讀音，這表示該字或片語尚無大家所接受的英語化讀音。代表非英語語音的音標列在“發音及重讀說明”之後，見第 xxx 頁。

Stress marks and notes on their use will also be found in this key.

重音符號及其用法亦見於此說明。

TERMINOLOGY

術語

Anomalous Verbs

變則動詞

Some of the verb entries in this Dictionary are followed by *anom. fin.*, short for *anomalous finite*. The anomalous verbs and their finites are set out in the table below.

在本字典中有些動詞後面跟隨着 *anom. fin.*，這是 *anomalous finite* 的簡式。茲將所有變則動詞及其定式列於下表。

	Non-finite forms 無限式			Finite forms 有限式	
	Infinitive 不定詞	Present Participle 現在分詞	Past Participle 過去分詞	Present Tense 現在式	Past Tense 過去式
1	be	being	been	am, is, are	was, were
2	have	having	had	have, has	had
3	do	doing	done	do, does	did
4	—	—	—	shall	should
5	—	—	—	will	would
6	—	—	—	can	could
7	—	—	—	may	might
8	—	—	—	must	—
9	—	—	—	ought	—
10	—	—	—	need	—
11	—	—	—	dare	—
12	—	—	—	—	used

The 24 finite forms on the right-hand side of this table are important in English syntax. The grammar mechanisms of Affirmation, Negation, and Interrogation cannot clearly be explained without

reference to them.

在此表右邊的二十四個定式動詞，在英文造句法上是很重要的。諸如肯定，否定，疑問等的文法構造，不借重它們就不能解釋得清楚。

Negative

否定

The negative sentence is made by placing the adverb *not* after the anomalous finite.

否定句的作法就是把副詞 *not* 放在變則定動詞的後面。

Thus, 例如, *I am* → *I am not*; *you can* → *you cannot*; *they ought* → *they ought not*. If an affirmative sentence contains no anomalous finite, the non-anomalous finite must first be replaced by using the corresponding expanded tense, thus introducing *do*, *does*, or *did* (anomalous finites).

如果一個肯定句子不包含變則定動詞，則此非變則定動詞必須先變成相當的展開時式，而引入 *do*, *does*, 或 *did* (變則定動詞)。

Thus, 例如, *I go* → *I do go* → *I do not go*; *he went* → *he did go* → *he did not go*.

Interrogative

疑問

The chief mechanism for expressing the formal interrogative in modern English (and in many European languages) is inversion of subject and finite.

在現代英文(及許多歐洲語文)，表示正式疑問的主要構造法，就是顛倒主詞和定動詞。

Thus, 例如, *I am* → *am I*? *you ought* → *ought you*? *they must* → *must they*?

In modern English only the anomalous finites are normally inverted with the subject to form the interrogative. (*Went you* is archaic or biblical, and such constructions as '*Yes*', *said he* are exceptional.) If an affirmative sentence contains no anomalous finite, the procedure described above for the negative is followed.

在現代英文，只有變則定動詞在正常的情形下與主詞顛倒以構成疑問句。(Went you 是古語或聖經文法，又如 '*Yes*', *said he* 是例外的情形。)如果一個肯定句子不包含變則定動詞，變化程序同上述之否定法。

Thus, 例如, *he comes* → *does he come*? *they came* → *they did come* → *did they come*?

Other examples of subject and finite inversion (always with one of the 24 anomalous finites) may be seen in sentences which contain a front-shifted adverbial.

主詞與定動詞顛倒(總是與二十四個變則定動詞之一顛倒)的其他例子，可見於含有前移副詞的句子中。

E.g. 例如: *Not only did they expect us but ...*

他們不但期待著我們，而且...

In no other way can the matter be explained.

沒有其他的辦法可以解釋此事。

Never before have I heard such fine singing.

我從來沒有聽見過這樣美妙的歌唱。

The 24 anomalous finites are used to avoid repetition. This is seen clearly in answers to questions requiring a *yes* or *no* in the answer, and answers in which the subject is the essential part.

這二十四個變則定動詞可用以避免重覆。這可以清楚地見於需要 *yes* 或 *no* 作答之問句的回答中，以及以主詞為重心的回答中。

E.g. 例如: *Have you read that book?* *Yes, I have.* (Instead of 代替 *have read that book.*)

Shall you be seeing him soon? *Yes, I shall.* (Instead of 代替 *shall be seeing him soon.*)

Who discovered America? *Columbus did.* (Instead of 代替 *discovered America.*)

The 24 anomalous finites are used in other ways, e.g.

這二十四個變則定動詞還有其他的用法，例如：

(a) In Disjunctive Questions:

用於反意問句中：

You can't come, can you?

你不能來，是嗎？

You can come, can't you?

你能來，是不是？

He arrived late, didn't he?

他遲到了，是不是？

(b) In constructions expressing *also* and *also not*:

用於表示 *also* 和 *also not* 的構造中：

I can go there and so can you.

我能够去那裏，你也能够。

I went there and so did you.

我去那裏了，你也去了。

I can't go; nor can you.

我不能去；你也不能。

I didn't go; nor did you.

我未去,你也未去。

- (c) In comments which confirm or contradict:

用於證實或反駁的話中:

You told us that yesterday. Oh, yes, so I did!

你昨天告訴我們的。啊,是的,我是告訴了。

Why didn't you tell us that yesterday? But I did!

你昨天為什麼不告訴我們?但是我告訴了!

For a further description of the functions of these finites, the reader may consult *A Guide to Patterns and Usage in English*, pp. 1—15.

關於這些定動詞之功用的較詳細說明,讀者可參考“英文類型及用法指南”一書,第一頁至第十五頁。

Adverbial Particles

副詞接語

The term *adverbial particle* is used to designate an adverb of a particular class differing in many ways from other adverbs. In most cases these adverbs (e.g. *about, by, down, in, off, on, over, round, through, up*) are also used as prepositions.

副詞接語一詞用以指示一類特殊的副詞,它與其他副詞有許多不同之點。在多數的情形,這些副詞(例如 *about, by, down, in, off, on, over, round, through, up*)也都作介系詞用。

They are important because they enter into combinations with verbs to form collocations such as *blow up* (explode), *leave off* (stop), *go on* (continue), *give in* (yield), *give up* (abandon), *make out* (understand).

副詞接語是重要的,因為它們能與動詞聯合構成一些特殊的造詞,例如 *blow up* (爆炸), *leave off* (停止), *go on* (繼續), *give in* (屈服), *give up* (放棄), *make out* (瞭解)。

Another important feature of the adverbial particles is their position in the sentence. The following points should be well known to all learners who wish to write good English.

副詞接語之另一重要的特點,就是它在句中的位置。下列各點應為所有欲學習英文寫作的人所熟記。

1. When there is no direct object in the sentence, the adverbial particle follows the verb immediately.

當句中沒有直接受詞的時候,副詞接語緊跟在動詞的後面。

E.g. 例如: *Come in.* 進來。 *Do not give up, whatever happens.* 無論發生什麼事都不要放棄。

2. When there is a direct object which is a personal pronoun, the adverbial particle is placed after, not before, the personal pronoun.

當直接受詞是人稱代名詞的時候,副詞接語放在人稱代名詞的後面,非前面。

E.g. 例如: *I cannot make it out.* 我不瞭解它。 *Put them on.* 把它們穿(戴)上。 *Throw him out.* 把他趕出去。

3. When there is a direct object which is not a personal pronoun, the adverbial particle may be placed either before or after the direct object.

當直接受詞不是人稱代名詞的時候,副詞接語置於直接受詞之前後均可。

E.g. 例如: *Put your coat on.* 穿上你的上衣。 *He put on his coat.* 他穿上他的上衣。

In sentences where the direct object is long (e.g. when it is a noun clause), it is preferable to place the adverbial particle with the verb, and before the direct object.

在直接受詞較長(例如當它是名詞子句的時候)的句子裡,副詞接語以置於動詞之後直接受詞之前為佳。

E.g. 例如: *He gave away every book that he possessed.* 他把他的每一本書都給別人了。

(Cf. 參較: *He gave his books away.* 他把他的書給人家了。)

4. The adverbial particles may be placed at the beginning of exclamatory sentences.

副詞接語可置於感嘆句之首。

E.g. 例如: *In you go!* 你(們)進去吧! *Away they went!* 他們走開啦! *Off went John!* 約翰去啦!

Note that in sentences of this kind subject and verb are inverted if the subject is a noun but not inverted if the subject is a personal pronoun.

注意在這種句子裡面,如果主詞是名詞則主詞與動詞顛倒位置,如果主詞是人稱代名詞則主詞動詞不顛倒。

5. The adverbial particles are compounded with the preposition *with* in verbless exclamations.

副詞接語與介系詞 *with* 聯合用於無動詞之感嘆句中。

E.g. 例如: *Down with the tyrant!* 打倒暴君! *Up with the Republic!* 擁護共和國!

Off with his head! 殺掉他的頭! *Away with him!* 把他帶走!

Nouns: Singular and Plural

名詞: 單數與複數

There are some language problems which are adequately treated neither in dictionaries nor in the

majority of textbooks on grammar. For those to whom English is a foreign language the problem of whether (and when) a noun may be used in the plural is often difficult. In some languages little or no distinction is made between singular and plural. In other languages nouns that may have plural forms (as French *nouvelles*) are, in English, used only in the singular (as English *news*).

有些語言問題，既未在字典裡予以適當的處理，多數的文法書籍也未講到。對於以英語為外國語學習的人而言，一個名詞是否可以（以及何時）用於複數常常是很困難的。在有些語言中，單數與複數或無大分別，或根本沒有分別。在別的語言中可以有複數形式的名詞（如法文之 *nouvelles*），在英語中只用於單數。（如英文之 *news*）。

In order to help the student of English to avoid such errors as *interesting informations*, *useful advices*, *an interesting news*, *a valuable furniture*, indications are supplied in this Dictionary with most noun entries. These show which nouns, and which semantic varieties of nouns, may be used in the plural, and which may not, except with a change or extension of meaning. If a noun entry is followed by [C], or if [C] is placed after one of the numerals marking semantic varieties, it is a noun standing for something that may be counted. It may, therefore, be used with the indefinite article, or with *many*, numerals, and the plural form. If [U] is used, the noun stands for something (a material, quality, abstraction, etc.) that cannot be counted, though it may be measured. Such a noun is not normally used with the indefinite article and has no plural form.

爲了幫助學英文的人避免像 *interesting informations*, *useful advices*, *an interesting news*, *a valuable furniture* 一類的錯誤，在本字典中大多數的名詞條都有指示。這些指示說明那些名詞，以及名詞的那些定義，可以用於複數，那些不可用於複數（除非有意義上的轉變或引伸）。如果一個名詞條後面跟着 [C]，或者在某一定義號碼之後置有 [C]，那麼這個名詞就代表可以數的事物。因此，它也就可以與不定冠詞，或與 *many*，數目字，以及複數式連用。如果用 [U]，這名詞就代表不可數的事物（物質，性質，抽象事物等），雖然可以度量它。這種名詞在正常的情形下，不與不定冠詞連用，並且沒有複數形。

Difficulty may be taken as an example. Definition 1 is marked [U] and there are examples to illustrate its use: *with difficulty*; *without any (much) difficulty*. Definition 2 is marked [C], with examples of the plural: *be in difficulties*; *the difficulties of Greek syntax*.

Difficulty 可以作爲一個例子。定義一標着 [U]，並有例子說明它的用法：*with difficulty*（有困難）；*without any (much) difficulty*（無任何（大）困難）。定義二標着 [C]，附帶複數的例子：*be in difficulties*（在困難中）；*the difficulties of Greek syntax*。（希臘語文造句法上的種種困難）。

Verb Patterns

動詞類型

The verb patterns in this Dictionary supply information concerning syntax. They enable the learner to use verbs in the ways that are in accordance with correct usage. If the learner will spend a few hours studying these verb patterns, he will be able to avoid numerous errors.

本字典中的動詞類型供給關於造句法的知識。這些類型幫助學者能夠按照正確的用法使用動詞。如果學者願意花幾小時的時間研究研究這些動詞類型，他將能夠避免無數的錯誤。

One who is learning English as a foreign language is apt to form sentences by analogy. This habit may at times lead him into error. He sees sentences of the type, 'Please tell me the meaning' or 'Please show me the way' (i.e. with an indirect object followed by a direct object). By analogy he makes the incorrect sentence 'Please explain me the meaning'. He sees the sentences 'I intend to come', 'I propose to come', and 'I want to come', and by analogy he makes the sentence 'I suggest to come' (instead of 'I suggest that I should come'). He sees such sentences as 'I asked him to come', 'I told him to come', and 'I wanted him to come' and by analogy he makes the sentences 'I proposed him to come' and 'I suggested him to come' (instead of 'I proposed (suggested) that he should come'). He notes that 'He began to talk about the matter' means almost the same as 'He began talking about the matter' and concludes, wrongly, that 'He stopped to talk about the matter' means the same as 'He stopped talking about the matter'. Such misapprehensions are natural. The ordinary grammar book and dictionary usually fail to supply adequate information on such points. The patterns below, with the numerical indications supplied with the verb entries (thus VP 1, 10, 18, 21, 23), do give guidance.

把英文作爲外國語學習的人，傾向於用類推法造句。這個習慣有時候可能導致錯誤。他看見這一型的句子，'Please tell me the meaning'（請告訴我意義）或 'Please show me the way'（請指給我路）（即間接受詞後面跟直接受詞）。用類推法他就造出這樣錯誤的句子 'Please explain me the meaning'（請解釋給我意義）。他看見 'I intend to come'（我打算來），'I propose to come'（我提議來），和 'I want to come'（我想要來），用類推法他就造出 'I suggest to come'（正確的說法是 'I suggest that I should come'）（我提議我來）。他看見像 'I asked him to come'（我請求他來），'I told him to come'（我告訴他要他來），和 'I wanted him to come'（我想要他來）這樣的句子，用類推法他就造出 'I proposed him to come' 及 'I suggested him to come'（正確的說法是 'I proposed (suggested) that he should come'）（我提議（建議）他來）。他注意到 'He began to talk about the matter'（他開始談論這事）與 'He began talking about the matter'（他開始談論這事）差不多同義。於是他就作出錯誤的結論，認爲 'He stopped

to talk about the matter' (他停下來談論這事)與 'He stopped talking about the matter' (他停止談論這事)也是同義。這些誤解是很自然的。普通的文法書和字典，對於這些問題通常都未能予以適當的說明。下面的這些類型，在各動詞條中均有號碼標示 (如 VP 1, 10, 18, 21, 23) (動詞類型第一、十、十八、二十一、二十三型)，的確可為學者南針。

There are variations of these patterns. These are described in detail in *A Guide to Patterns and Usage in English*, pp. 15-82.

這些類型也有變化。這些變化在“英文類型及用法指南”一書中第十五頁至第八十二頁有詳細的說明。

Summary of Verb Patterns

動詞類型撮要

Patterns 1 to 19 indicate what are usually called *transitive* uses of verbs. Patterns 20 to 25 indicate what are usually called *intransitive* uses.

第一型至第十九型指示通常所謂的及物動詞用法，第二十至二十五型指示通常所謂的不及物用法。

The term *conjunctive* is used in this list for the interrogative adverbs and pronouns (*how, what, when, where, who, whom, whose, why*) and the conjunctions *whether* and *if* (when this is used for *whether*) when they introduce dependent clauses or infinitive phrases.

Conjunctive (連繫詞) 一詞在此表中用以代表引導附屬子句或不定詞片語的疑問副詞和代名詞 (*how, what, when, where, who, whom, whose, why*)，以及連接詞 *whether* 與 *if* (當其用作 *whether* 的意義時)。

VP 1 ... Vb×Direct Object

第一型...動詞×直接受詞

VP 2 ... Vb×(not) to×Infinitive, etc.

第二型...動詞×(not) to×不定詞等

VP 3 ... Vb×Noun or Pronoun×(not) to×Infinitive, etc.

第三型...動詞×名詞或代名詞×(not) to×不定詞等

VP 4 ... Vb×Noun or Pronoun×(to be)×Complement

第四型...動詞×名詞或代名詞×(to be)×補足語

VP 5 ... Vb×Noun or Pronoun×Infinitive, etc.

第五型...動詞×名詞或代名詞×不定詞等

VP 6 ... Vb×Noun or Pronoun×Present Participle

第六型...動詞×名詞或代名詞×現在分詞

VP 7 ... Vb×Object×Adjective

第七型...動詞×受詞×形容詞

VP 8 ... Vb×Object×Noun

第八型...動詞×受詞×名詞

VP 9 ... Vb×Object×Past Participle

第九型...動詞×受詞×過去分詞

VP 10 ... Vb×Object×Adverb or Adverbial Phrase, etc.

第十型...動詞×受詞×副詞或副詞片語等

VP 11 ... Vb×that-clause

第十一型...動詞×that 子句

VP 12 ... Vb×Noun or Pronoun×that-clause

第十二型...動詞×名詞或代名詞×that 子句

VP 13 ... Vb×Conjunctive×to×Infinitive, etc.

第十三型...動詞×連繫詞×to×不定詞等

VP 14 ... Vb×Noun or Pronoun×Conjunctive×to×Infinitive, etc.

第十四型...動詞×名詞或代名詞×連繫詞×to×不定詞等

VP 15 ... Vb×Conjunctive×Clause

第十五型...動詞×連繫詞×子句

VP 16 ... Vb×Noun or Pronoun×Conjunctive×Clause

第十六型...動詞×名詞或代名詞×連繫詞×子句

VP 17 ... Vb×Gerund, etc.

第十七型...動詞×動名詞等

VP 18 ... Vb×Direct Object×Preposition×Prepositional Object

第十八型...動詞×直接受詞×介系詞×介系詞受詞

VP 19 ... Vb×Indirect Object×Direct Object

第十九型...動詞×間接受詞×直接受詞

VP 20 ... Vb×(for)×Complement of Distance, Time, Price, etc.

第二十型...動詞×(for)×補足語(表示距離, 時間, 價錢等)

VP 21 ... Vb alone

第二十一型...單獨動詞

VP 22 ... Vb × Predicative

第二十二型...動詞×敘述詞

VP 23 ... Vb × Adverbial Adjunct

第二十三型...動詞×副詞附加語

VP 24 ... Vb × Preposition × Prepositional Object

第二十四型...動詞×介系詞×介系詞受詞

VP 25 ... Vb × to × Infinitive

第二十五型...動詞×to×不定詞

Verb Pattern 1

動詞第一型

Verbs marked VP 1 may be used with a simple direct object which is a noun or pronoun (cf. VP 17 for the use of gerunds).

標明 VP 1 的動詞可以與一個簡單的直接受詞(名詞或代名詞)連用(參較 VP 17 動名詞的用法)。

Examples:

	Subject × Verb	Direct Object
1	He cut	his finger.
2	We have already had	breakfast.
3	He does not like	cold weather.
4	We always do	that.
5	I want	six.
6	We lit	a fire.
7	They were throwing	stones.
8	A baby cannot dress	itself.
9	He laughed	a merry laugh.
10	She smiled	her thanks.
11	I dug	a hole.

〔例〕

- 他割傷了他的手指。
- 我們已經吃過早飯了。
- 他不喜歡寒冷的天氣。
- 我們一向這樣做。
- 我要六個。
- 我們起了爐火。
- 他們正在擲石頭。
- 嬰兒不能自己穿衣。
- 他笑得開心。
- 她微笑以示謝意。
- 我挖了一個洞。

Verb Pattern 2

動詞第二型

Verbs marked VP 2 may be followed by (not) to and an Infinitive. The to × Infinitive is usually regarded as the object of the verb. For examples of intransitive verbs (e.g. *he, happen, come*) followed by to × Infinitive see VP 25. Cf. VP 17B.

標着 VP 2 的動詞後面可以跟 (not) to 及不定詞。這 to × 不定詞通常被認為是前面動詞的受詞。關於不及物動詞(如 *be, happen, come*)後面跟 to × 不定詞的例子,請參看第二十五型。參較第十七型 B。

Examples:

	Subject × Verb	(not) to × Infinitive, etc.
1	He wants	to go.
2	I have promised	to help them.
3	They decided	not to go.
4	Did you remember*	to shut the windows?
5	He agreed	to pay for it.
6	Have you	to go to school today?
7	Would you care	to go for a walk?
8	He pretended	not to see me.

* See *remember* in VP 17, Group A, example 3.

〔例〕

- 他想去。
- 我已答應幫他們忙。
- 他們決定不去。
- 你記得關了窗戶嗎?

5. 他同意擔負它的費用。
6. 你今天必須上學嗎？
* 參看第十七型，A 組，例 3 remember 之用法。
7. 你有意去散散步嗎？
8. 他假裝沒有看見我。

Verb Pattern 3

動詞第三型

Verbs marked VP 3 may be followed by a noun or pronoun and by (not) to and an infinitive. (Cf. VP 10 for sentences in which the to × infinitive is short for in order to × infinitive.)
標着 VP 3 的動詞後面可以跟名詞或代名詞加上 (not) to 及不定詞。(參較 VP 10 各句，其中之 to × 不定詞係 in order to × 不定詞。)

Examples:

	Subject × Verb	Noun or Pronoun	(not) to × Infinitive
1	He wants	me	to be early.
2	I asked	him	not to do it.
3	I told	the servant	to open the window.
4	Please help*	me	to carry this box.
5	He likes	his wife	to dress well.
6	Your teacher expects	you	to work hard.
7	I warned	him	not to be late.
8	He allowed	the soldiers	to take him prisoner.
9	They have never known*	him	to behave so badly.

* Cf. examples 6 and 4 in VP 5.

- [例] 1. 他想要我早到。
2. 我要求他不要那樣做。
3. 我吩咐僕人打開窗戶。
4. 請幫我攜帶這箱子。
5. 他喜歡他的太太穿得漂亮。
6. 你的老師希望你用功讀書。
7. 我曾警告他不要遲到。
8. 他允許那些兵把他俘虜。
9. 他們從來不知道他的行為如此惡劣。
* 參較第五型例 6 及 4。

Note the passive construction:

注意被動構造：

3. The servant was told to open the window.
僕人被吩咐打開窗戶。
7. He was warned not to be late.
他被警告不要遲到。

Verb Pattern 4

動詞第四型

Verbs marked VP 4 may be followed by a noun or pronoun, to be (often omitted), and a complement. Sentences in VP 4 may also be constructed in VP 11.

標着 VP 4 的動詞後面可以跟名詞或代名詞，to be (時常省略)，及補足語。用第四型動詞的句子也可以用第十一型動詞構造。

Examples:

	Subject × Verb	Noun or Pronoun	(to be)	Complement
1	They believed	him	(to be)	innocent.
2	Do you consider	her	(to be)	honest?
3	I consider	it	(to be)	a shame.
4	Tom's teacher thinks	him	(to be)	the cleverest boy in the class.
5	We proved	him	(to be)	wrong.

- [例] 1. 他們相信他是無罪的。
2. 你認為她誠實嗎？
3. 我認為這是一種恥辱。
4. 陶姆的老師認為他是班裏最聰明的孩子。
5. 我們證明了他是錯的。

Note the passive construction:

注意被動構造：

1. He was believed (to be) innocent.
他被相信是無罪的。