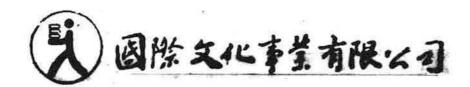# 英英
成語造句辭典

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IDIOMATIC AND SYNTACTIC

ENGLISH DICTIONARY

Compiled by

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國際文化事業有限公司

英英成語造句辭典

IDIOMATIC AND SYNTACTIC ENGLISH DICTIONARY
(略 ISED)

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前言

　　英英成語造句辭典是日本語學教育研究所，針對高中、大專學生，及所有外國人研習英語文者所編著。初版於一九四二年發行，經不斷修正、不斷試驗、不斷增訂，截一九七二年，已發行到第一百一十三版。一九七九年「迷你」版問世，更受歡迎，兩年間竟多達七十九版次。每一位學習英語文的日本人，幾人手一冊，擁有兩冊以上的也大有人在。

　　英英成語造句辭典選字謹嚴，搜自高中課本及最常用字彙；解釋新穎簡潔，例句、成語、圖畫佐以說明。尤其此種「迷你」型，攜帶方便，價格低廉，相信為我國學生及研習英語文的社會人士所喜愛。

FOREWORD

Distribution of Work

For the general design of this dictionary, the Syntax Notes, the system of verb patterns, and the numbered patterns given with the verb entries, I am responsible. Any shortcomings in these matters must be laid at my door.

Mr. E. V. Gatenby undertook the second part of A (from *archipelago*) and the letters C, N, O, P, Q, R, V, X, Y, and Z. Mr. A. H. Wakefield undertook the letters J, S, T, and U. For the rest of the Alphabet, many of the "heavy" words (e. g. *as*, *put*, *pull*, *set*, *so*, *take*) and the chief determinatives, adverbial particles, anomalous finites and prepositions, I am responsible.

Acknowledgments

For many of the special features of this dictionary a great debt is owed to Dr. H. E. Palmer, first Director of the Institute for Research in English Teaching. The verb patterns would have been impossible without his work on sentence construction. As is noted elsewhere the notes on the special features of the adverbial particles and anomalous finites are also based on his work. Without the foundation laid during the years 1923–36 by Dr. Palmer this volume could not have been prepared in its present form.

The compilers are also grateful to Mrs. Kate Goodman Inazawa who has given valuable help with the proof-reading and made numerous useful suggestions concerning American usages.

A. S. HORNBY
January, 1941 (*General Editor*)

indicate this. Two exceptions are *wilful* and *skilful*. These words have only one *l* in English but may have two *l*'s in American.

Notes on Type

Definitions and notes are printed in roman type. Illustrative phrases and sentences are printed in italic type, often with explanations or paraphrases in roman type and within parentheses. Idioms, phrases, collocations and compounds (when these are not main entries) are in small bold-face type. When such a phrase or collocation has more than one meaning these meanings are set out by numerals placed within parentheses. *Go off*, for example, has eight definitions. The semantic varieties of each main entry are indicated by numerals in black circles, ❶, ❷, ❸, etc.

Square brackets indicate alternatives and parentheses possible omissions. Thus, the entry **say [put in] a (good) word for** means that *put in* may be substituted for *say* and that *good* may be omitted. It stands for the following :—

say a good word for,
put in a good word for,
say a word for,
put in a word for.

The asterisk (*) indicates cross-references. Thus, at *minstrel* there is given, in parentheses, *nigger* * *minstrel*. On turning to the entry at *nigger*, the reader will find a picture of a nigger minstrel.

NOTES ON SYNTAX

Terminology

The terms used for parts of speech in this Dictionary are for the most part those which have been sanctioned by usage. In a few cases, terms not yet widely used have been employed. The new terms are *anomalous finite, determinative, adverbial particle,* and *conjunctive.* They were introduced by Dr. H. E. Palmer, the first Director of the Institute for Research in English Teaching, and have since been used by this Institute in its publications. They are retained here because they are considered helpful to foreign students who are learning English.

The Anomalous Verbs

The anomalous verbs are shown in the following table:

	Non-finite forms			Finite forms	
	Infinitive	Present Participle	Past Participle	Present Tense	Preterite Tense
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 very important in English syntax. The grammar mechanisms of Affirmation, Negation and Interrogation cannot clearly be explained without reference to them.

Negative

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

Thus, *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 compound tense, thus introducing *do, does* or *did* (anomalous finites).

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

Interrogative

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

Thus, *I am → am I? you ought → ought you? they used → used they?*

In modern English only the anomalous finites are normally placed before the subject. (*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.

Thus, *he comes → he does come → 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.

E. g. Not only *did they* expect us but ...
In no other way *can the matter* be explained.
I was late and so *was the other man.*

The 24 anomalous finites are constantly 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.

E. g. Have you read that book? Yes, I *have.* (Instead of *have read that book.)*
Shall you be seeing him soon? Yes, I *shall.* (Instead of *shall be seeing him soon.)*
Who discovered America? Columbus *did.* (Instead of *discovered America.)*

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

(a) In Disjunctive Questions :—
You can't come, *can* you?
You can come, *can't* you?
He arrived late, *didn't* he?

(b) In constructions expressing *also* and *also not* :—
I can go there and so *can* you.
I went there and so *did* you.
I can't go; nor *can* you.
I didn't go; nor *did* you.

(c) In comments which confirm or contradict :—
You told us that yesterday. Oh, yes, so I *did!*
Why didn't you tell us that yesterday? But I *did!*

Although the term *anomalous finite* is not yet widely used, it is desirable to have a special name for a group of finites which are so important in syntax. The term *irregular verb* is not possible because it is applied to such verbs as *go, come* and *write.* The term *defective verb* is unsuitable because three of the verbs in this group (*be, have* and *do*) are not defective. The term *auxiliary verb* is not possible because many of these 24 finite verbs are only occasionally auxiliary. In *He was writing, was* is auxiliary. In *He was asleep, was* is not auxiliary. In *He did not go, did* is auxiliary and anomalous. In *He did the work well, did* is neither auxiliary nor anomalous. In *He has gone, has* is auxiliary and anomalous. In *He has red hair, has* is anomalous (because the interrogative is *has he*) but is not auxiliary. An examination of the entries for *do* and *have* will show how much simpler it is to give useful syntactical information by means of this classification into anomalous and non-anomalous forms. How otherwise could the differences between *have you* and *do you have, need you* and *do you need,* be shown clearly?

For a full description of these and other important functions of the 24 anomalous finites, the reader is referred to Dr. Palmer's pamphlet " The 24 Anomalous Finites " or to his " New Method Grammar " (Longmans, Green & Co., London).

Determinatives

The term *determinative* is used of such words as *a, an, the, this, these, that, those, some, any, no, none, many, much, first, second, next, last, his, her, hers, their* and *theirs.*

It is a convenient term for all those words which usually come under such headings as the articles, demonstrative adjectives and pronouns, possessive adjectives and pronouns, adjectives of indefinite quantity, cardinal and ordinal numbers, etc.

The term *determinative* indicates a word which may be used to modify nouns (as *this* book, *two* books, *some* books) or pronominally (as in 'Give me *that;* I want *two;* We have *some*). Many of the determinatives are identical in form whether they are used as modifiers or in place of nouns (e.g. *this, his*). A few differ in form (e.g. *no, none; her, hers*). The word *déterminatif* is used in French grammar for words of this kind. Briefly, a determinative is a word which determines something about the word which it modifies or for which it stands, but does not describe it.

In this Dictionary most words of this kind are indicated as determinatives (abbreviated to *det.*) and also by the more usual term. In the case of numerals, only *det.* has been used. Thus *three* is marked *det.* In *three boxes, three* is a determinative used as a modifier or an adjec-

tive; in *three and three make six, three* and *six* are determinatives used pronominally.

Adverbial Particles

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.

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).

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.

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

E. g. *Come in. Do not give up, whatever happens.*

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

E. g. *I cannot make it out. Put them on. Throw him out.*

(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.

E. g. *Put your coat on. He put on his coat.*

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.

E. g. *He gave away every book that he possessed.*
   (Cf. *He gave his books away.*)

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

E. g. *In you go! Away they went! Off went John!*

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

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

E. g. *Up with the King! Down with the Republic!*
   Off with his head! Away with him!

These special usages are sufficient reason for giving this class of adverbs a special name.

Conjunctives

The term conjunctive is used of interrogative pronouns and adverbs when they are used as connectives. In "Who is that man?", *who* is an interrogative pronoun. In "Can you tell me who that man is?", *who* is a conjunctive. In "the man who came yesterday", *who* is a relative pronoun. See the entries for *how, what, when, where, which, who, whom, whose,* and *why. Whether* is also listed as a conjunctive because it has the same function in the sentence.

Nouns: Singular and Plural

There are many language problems which are adequately treated neither in the dictionary nor in the grammar-book. For foreign students of English the problem of the plurals of nouns is one of the most difficult. In some languages (e.g. Japanese) little or no distinction is made between singular and plural. In other languages words that may be in the plural have English equivalents which must be used in the singular only (as French *nouvelles* and the English singular noun *news*).

In order to help the foreign student of English to avoid such errors as *interesting informations, useful advices, an interesting news, a valuable furniture,* a simple plan has been devised by means of which indications are supplied as to which nouns, and which semantic varieties of nouns, may be used in the plural. The sign [C] placed after a noun, or after

the numbers **❶**, **❷**, **❸**, etc. by which semantic varieties are indicated, means that this noun, or this semantic variety of the noun, stands for something which may be counted. It may, therefore, be used with the indefinite article and in the plural. The sign Ⓤ is a warning that the noun, or one or more of its semantic varieties, stands for a material, quality, etc. that is uncountable. The noun, therefore, may not be used with the indefinite article and must not be used in the plural.

Difficulty may be taken as an example. What is the difference between *much difficulty* and *many difficulties*? In the first definition there is the sign Ⓤ; in the second there is the sign Ⓒ. These indications, with the definitions and the illustrative sentences, should make the difference clear.

The Ⓒ and Ⓤ signs have been supplied liberally but it has not been considered necessary to add them in every case. No learner needs to be told that *book*, *tree*, *box* and similar words may be used in the plural. The student soon learns, moreover, that many material nouns may be used in the plural to indicate varieties or kinds, as when we distinguish between *hard and soft woods*, although *wood* is a material noun not usually occurring in the plural (except, of course, with its other meaning of "land covered with growing trees"). It is worth noting, too, that abstract nouns may occasionally, usually in literary style, be used in the singular with the indefinite article. Thus we do not usually speak of "*a bravery*". But we might come across the sentence, "They fought with a bravery that surprised everyone." This is a kind of literary shorthand. The meaning is "a degree of bravery". Similarly an abstract noun such as *indiscretion* is marked Ⓤ. But it may occur in the plural meaning "indiscreet acts or utterances". The more important of such possibilities, but not all, are noted and marked.

The brief notes below will guide the learner in this difficult problem of using nouns correctly in the singular and plural.

If the sign Ⓒ appears, the noun may be used in the singular with the indefinite article and in the plural with numerals, *many*, (*a*) *few*, *a large number of*, etc. If the sign Ⓤ appears, the noun may normally be used in the singular only and without the indefinite article; it may be used with *much*, (*a*) *little*, *a large amount* [*quantity*] *of*, etc.

A coin, *three coins*, *many coins*, (*a*) *few coins* are good English; *a money*, *many moneys* are not English; *money*, *much money*, (*a*) *little money* are good English.

There are numerous nouns which need special annotations. These have been supplied. *Clothes*, for example, is used in the plural only, but not with numerals. *Snow* and *rain* are normally Ⓤ. But the plural forms occur with specialized meanings, *snows* meaning "falls or accumulations of snow" and *the rains* meaning "the rainy season". In many cases the indications Ⓒ and Ⓤ have been placed together and the definitions combined. Thus *toddy* is defined as "(a drink made of) spirits, esp. whisky, with sugar and hot water". When meaning "spirits" it is Ⓤ. When meaning "a drink of spirits with sugar and hot water" it is Ⓒ. Such combined definitions, made to economize space, will readily be understood.

Verb Patterns

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.

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—P 1, 10, 18, 21, 23), do give guidance,

Summary of Verb Patterns

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

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P  1.........Vb.×Direct Object
P  2.........Vb.×(not) to×Infinitive, etc.
P  3.........Vb.×Noun or Pronoun×(not) to×Infinitive, etc.
P  4.........Vb.×Noun or Pronoun×(to be)×Complement
P  5.........Vb.×Noun or Pronoun×Infinitive, etc.
P  6.........Vb.×Noun or Pronoun×Present Participle
P  7.........Vb.×Object×Adjective
P  8.........Vb.×Object×Noun
P  9.........Vb.×Object×Past Participle
P 10.........Vb.×Object×Adverbial
P 11.........Vb.×that-clause
P 12.........Vb.×Noun or Pronoun×that-clause
P 13.........Vb.×Conjunctive×to×Infinitive, etc.
P 14.........Vb.×Noun or Pronoun×Conjunctive×to×Infinitive, etc.
P 15.........Vb.×Conjunctive×Clause
P 16.........Vb.×Noun or Pronoun×Conjunctive×Clause
P 17.........Vb.×Gerund, etc.
P 18.........Vb.×Direct Object×Preposition×Prepositional Object
P 19.........Vb.×Indirect Object×Direct Object
P 20.........Vb.×(for)×Complement of Distance, Time, Price, etc.
P 21.........Vb.  alone
P 22.........Vb.×Predicative
P 23.........Vb.×Adverbial Adjunct
P 24.........Vb.×Preposition×Prepositional Object
P 25.........Vb.×to×Infinitive
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Pattern 1

Verbs marked P 1 may be used with a simple direct object which is a noun, pronoun or determinative. (*Cf.* P 17 for the use of gerunds.)

Examples :—

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

Pattern 2

Verbs marked P 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 *be, happen, come*) followed by *to*×Infinitive, see Pattern 25. *Cf.* P 17B.

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 to-day?*
7	*Would you care*	*tq go for a walk?*
8	*He pretended*	*not to see me.*

*See *remember* in P 17A, example 3.

Pattern 3

Verbs marked P 3 may be followed by a noun or pronoun and by (*not*) *to* and an infinitive. (*Cf.* P 10 for sentences in which the *to* × infinitive is short for *in order to* × infinitive.)

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.*

Note the passive construction :—
3. *The servant was told to open the window.*
7. *He was warned not to be late.*
Cf. examples 6 and 4 in P 5.

Pattern 4

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

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.*

Note the passive construction :—
1. *He was believed (to be) innocent.*
2. *Is she considered (to be) honest?*
Note the same sentences in P 11 :—
1. *They believed (that) he was innocent.*
2. *Do you consider (that) she is honest?*

Pattern 5

Verbs marked P 5 are used in a way similar to that in which verbs marked P 3 are used but with the important difference that *to* is omitted before the infinitive. (*Cf.* Allow me to go. Let me go.) Those verbs in this pattern which are called verbs of perception (i. e. verbs of seeing, hearing, etc.) may also be used in P 6.

Examples :—

	Subject × Verb	Noun or Pronoun	Infinitive, etc.
1	I made	him	do it.
2	Let	me	go!
3	We must not let	the matter	rest here.
4	They have never known*	him	behave so badly.
5	I will have	him	do the work.
6	Will you help*	me	carry this box ?
7	Would you have	me	believe that ?
8	I heard	him	come in.
9	We saw	them	go out.
10	They felt	the house	shake.
11	Watch	me	do it.
12	Did anyone notice	the thief	leave the house ?

Note the passive construction :—
1. *He was made to do it.*
4. *He has never been known to behave so badly.*
9. *They were seen to go out.*

In examples 8 to 12 P 6 might also be used. "I saw him go out" means "He went out and I saw him" and "I saw him going out" means "He was going out when I saw him."

*Cf. examples 9 and 4 in P 3.

Pattern 6

Verbs marked P 6 may be followed by a noun or a pronoun and a present participle. In the case of verbs of perception P 5 may also be used. (See the note on examples 8 to 12 above.)

Examples :—

	Subject × Verb	Noun or Pronoun	Present Participle
1	He kept	me	waiting.
2	I found	him	working at his desk.
3	They left	me	standing outside.
4	I heard	him	giving orders.
5	We watched	the train	leaving the station.
6	Do you feel	the house	shaking ?
7	Can you smell	something	burning ?
8	I saw	him	running off.

Note the passive construction :—
1. *I was kept waiting.*
4. *He was heard giving orders.*

Pattern 7

Verbs marked P 7 may be followed by an object and an object complement which is an adjective.

Examples :—

	Subject × Verb	Object	Adjective
1	Don't get	your clothes	dirty.
2	The sun keeps	us	warm,
3	Get	yourself	ready.
4	Don't make	yourself	uneasy.
5	I found	the box	empty.
6	We painted	the door	green.
7	They set	the prisoners	free.
8	Can you push	the door	open ?
9	The cold weather turned	the leaves	red.
10	He wished	himself	dead.

Note the passive construction :—

   5. *The box was found empty.*
   6. *The door was painted green.*
   7. *The prisoners were set free.*

Pattern 8

Verbs marked P 8 may be followed by an object and an object complement which is a noun.

Examples :—

	Subject × Verb	Object	Noun
1	They elected	him	king.
2	The people crowned	Richard	king.
3	They chose	Mr. Smith	chairman.
4	We call	the dog	"Spot."
5	They named	their son	Henry.
6	They made	Newton	President of the Royal Society.
7	They called	them	cowards.

Note the passive construction :—

   1. *He was elected king.*
   6. *Newton was made President of the Royal Society.*

Pattern 9

Verbs marked P 9 may be followed by an object and a past participle.
Examples :—

	Subject × Verb	Object	Past Participle
1	You must get	your hair	cut.
2	Where did you have	them	printed ?
3	She had	a new dress	made.
4	Have you ever heard	Italian	spoken ?
5	His actions made	him	respected.
6	King Charles I had	his head	cut off.
7	The soldier had	two horses	shot under him.

Note that in this pattern, the action named by the past participle may or may not be in accordance with the will of the subject.

Pattern 10

Verbs marked P 10 may be followed by an object and an adverb or an adverb phrase (including adverbial infinitives meaning *in order to*......). See also the notes on the adverbial particles above.

Examples :—

	Subject × Verb	Object	Adverb, Adverb Phrase, etc.
1	Put	it	here.
2	He took	his hat	off.
3	He has given	it	away.
4	Mr. Smith showed	me	to the door.
5	We employed	her	as a cook.
6	They treat	their sister	as if she were only a servant.
7	He brought	his brother	to see me.
8	He took	the medicine	in order to get well.
9	They led	me	to believe that there was no danger.
10	I don't know	her	to speak to.

Note the passive construction :—
4. *I was shown to the door (by Mr. Smith).*
6. *Their sister is treated as if she were only a servant.*

Pattern 11

Verbs marked P 11 may be followed directly by a *that*-clause.
Examples :—

	Subject × Verb	(*that*) × Clause
1	*I hope*	(*that*) *you will come.*
2	*I suppose*	(*that*) *you will be there.*
3	*He explained*	*that nothing could be done.*
4	*Do you think*	(*that*) *it will rain?*
5	*He saw*	(*that*) *the plan was useless.*
6	*I suggested*	(*that*) *he should leave early.*

When a passive construction is used for sentences of this type, *it* may be used to anticipate the clause.
3. *It was explained that nothing could be done.*
5. *It was seen that the plan was useless.*

Note that with some verbs (e. g. *believe, hope, think, say*) it is possible to use *so* in place of an affirmative clause and *not* in place of a negative clause.
E. g. *So I noticed [said, thought, etc.]. I believe so.*
   I hope [think, believe, etc.] not.
When *so* may be used, examples will be found with the verb entries.

Pattern 12

Verbs marked P 12 may be followed by a noun or pronoun and a *that*-clause.
Examples :—

	Subject × Verb	Noun or Pronoun	(*that*) × Clause
1	*I told*	*the man*	(*that*) *he was mistaken.*
2	*I warned*	*you*	(*that*) *he would be late.*
3	*We satisfied*	*ourselves*	*that the plan would work.*
4	*Please remind*	*him*	(*that*) *he must be here early.*

Note the passive construction :—
   Has he been told [warned, reminded, etc.] that....?
   Note the use of *so* in place of a clause (as in P 11).
   E. g. *I told you so! So I told you!*

Pattern 13

Verbs marked P 13 may be followed by the conjunctives (except *why*) and *to* and an infinitive.
Examples :—

	Subject × Verb	Conjunctive	*to* × Infinitive. etc.
1	*I wonder*	*how*	*to do it.*
2	*I do not know*	*what*	*to do.*
3	*He is learning*	*how*	*to swim.*
4	*She was wondering*	*which*	*to buy.*
5	*Will you find out*	*how*	*to get there?*
6	*You must remember*	*when*	*to begin.*
7	*I do not know*	*whether*	*to go or stay.*

Pattern 14

Verbs marked P 14 may be followed by a noun or pronoun, a conjunctive (except *why*), and *to* and an infinitive.

Examples:—

	Subject × Verb	Noun or Pronoun	Conjunctive	*to* × Infinitive, etc.
1	*We showed*	*him*	*how*	*to do it.*
2	*Please tell*	*me*	*which*	*to take.*
3	*Can you advise*	*me*	*which*	*to buy ?*
4	*The patterns show*	*you*	*how*	*to make sentences.*
5	*Tell*	*me*	*whether*	*to come or not.*
6	*They told*	*him*	*when*	*to start.*
7	*Tell*	*her*	*what*	*to do.*

Note the passive construction:—

1. *He was shown how to do it.*
6. *He was told when to start.*

Note that sentences in which this pattern is used may also be constructed in P 16.

E. g. *We showed him how he should do it.*

Pattern 15

Verbs marked P 15 may be followed by a clause introduced by a conjunctive. *If* is sometimes used instead of *whether*.

Examples:—

	Subject × Verb	Conjunctive	Clause
1	*I wonder*	*why*	*he has not come.*
2	*I wonder*	*whether*	*he will come.*
3	*I do not mind*	*where*	*we go.*
4	*Do you know*	*who*	*he is ?*
5	*I do not care*	*what*	*you think.*
6	*Can you suggest*	*where*	*this ought to go ?*
7	*Please say*	*what*	*you want.*
8	*Nobody knows*	*whose*	*it is.*

Pattern 16

Verbs marked P 16 may be followed by a noun or pronoun and a clause introduced by a conjunctive.

Examples:—

	Subject × Verb	Noun or Pronoun	Conjunctive	Clause
1	*Tell*	*me*	*what*	*it is.*
2	*Ask*	*him*	*where*	*he put it.*
3	*They asked*	*us*	*when*	*we should be back.*
4	*Can you tell*	*me*	*how*	*high it is ?*
5	*Can you inform*	*me*	*when*	*the train leaves ?*
6	*Please advise*	*me*	*whether*	*the children should climb the mountain.*

Pattern 17

Verbs marked P 17 may be followed by a gerund. The pattern is

subdivided. In Group A (including compound verbs such as *keep on, go on, give up*), in those cases where the gerund may be replaced by an infinitive, a change of meaning results. In Group B the gerund may be replaced by an infinitive without change of meaning. In Group C the gerund is equivalent to a passive infinitive.

Examples :—

Group A

	Subject × Verb	Gerund, etc.
1	*Please stop*	*talking.*
2	*He enjoys*	*playing tennis.*
3	*I remember*	*doing it.*
4	*Please excuse*	*my being so late.*
5	*Do you mind*	*staying a little longer ?*
6	*Do you mind*	*my staying a little longer ?*
7	*She couldn't help*	*laughing.*
8	*He keeps on*	*coming here.*
9	*They went on*	*working.*
10	*Has it left off*	*raining yet ?*

Notes :—

1. *Cf. We stopped to talk* (i.e. stopped doing something in order to talk).

3. *Cf. He never remembers to post my letters* (i.e. never remembers that he has letters of mine to post). (See P 2.)

5. i.e. *Will you please stay a little longer ?*

6. i.e. *Will you please allow me to stay a little longer ?*

Group B

	Subject × Verb	Gerund, etc.
1	*He began*	*talking* (= to talk).
2	*He likes*	*swimming* (= to swim).
3	*I prefer*	*staying* (= to stay) *indoors on cold winter evenings.*
4	*I hate*	*refusing* (= to refuse) *every time.*
5	*He started*	*packing* (= to pack) *his books and clothes.*

Group C

	Subject × Verb	Gerund (= Passive Infinitive)
1	*It wants*	*doing* (= to be done).
2	*Your work needs*	*correcting* (= to be corrected).
3	*That needs*	*explaining* (= to be explained).

Pattern 18

Verbs marked P 18 may be followed by a direct object, a preposition and a prepositional object (which may be a noun, pronoun, gerund or clause). The pattern is subdivided. In Group A the preposition is *to* or *for* and sentences in which this pattern is used may also be constructed in P 19. In Group B various prepositions are used and sentences made according to this pattern cannot be converted into sentences according to P 19.

Examples :—