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A GRAMMAR OF
ENGLISH
WORDS



HAROLD E. PALMER

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A GRAMMAR OF ENGLISH WORDS

ONE THOUSAND ENGLISH WORDS AND THEIR
PRONUNCIATION, TOGETHER WITH INFORMATION
CONCERNING THE SEVERAL MEANINGS OF EACH WORD,
ITS INFLECTIONS AND DERIVATIVES, AND THE
COLLOCATIONS AND PHRASES INTO WHICH IT ENTERS

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BY

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INTRODUCTION

I. What this Book Is

FIRST, as its title indicates, it is a *grammar*. It is not, however, the sort of grammar that contains chapters defining, describing and explaining respectively the noun, pronoun, verb, adjective, etc., in classified order, nor is it a grammar of which each chapter is devoted to some part of the sentence (subject, predicate, direct object, etc.); it contains, as a matter of fact, no chapters at all. Like a dictionary it is a collection of words in alphabetical order, but unlike a dictionary it gives the grammar of each word in detail; it is a *grammar of words*.

Grammar in general may be that of *forms* or that of *words*. A grammar of *forms* treats of *grammatical categories* from the broadest down to the narrowest subdivision: such are the best-known and most popular grammars. The *New Method Grammar* is a book of that type. A grammar of *words* treats of the grammar pertaining to single words. *A* and *the*, for instance, are words which are traditionally and universally difficult on account of their grammatical peculiarities. *Some* and *any*, *shall* and *will*, *do* and *have*, and most of the prepositions and conjunctions are words that are difficult not only on account of their varied *meanings* but because each one is bound up with its particular *grammatical usages*. When the foreign student of English complains that English grammar is "difficult," or composes ungrammatical sentences and constructions, it is usually not because he is ignorant of the grammatical categories (noun, verb, subject, complement, interrogative, etc.), but because he is not aware of the grammatical peculiarities pertaining to individual words.

This book goes beyond what is indicated by its concise title. It might also be entitled: *A Grammatical Dictionary of English Words*. It is a manual of the usage of those English words that have been found by experience to constitute the bulk of learning-effort on the part of the student of English as a foreign language.

English contains about 20,000 words in fairly current use. Of these about 1000 present considerable difficulty to the foreign student of English; the remainder (apart from pronunciation) present little or no difficulty. It is in connection with these 1000 words that the great majority of mistakes in grammar and composition are made; it is these 1000 words that prevent the foreign student in the early stages from using English correctly and effectively.

These words are "difficult" for various reasons—reasons that are not apparent to those to whom English is the mother-tongue:

(1) each word may belong to two or more "parts of speech";¹

(2) each word may have two or more meanings and "stretches of meaning," in some cases the number is very considerable;²

(3) each word may enter into two or more "sentence-patterns" occupying its own particular place in the sentence (among the verbs alone nearly 30 distinct "patterns" are to be found);³

(4) each word may have several inflected forms and derivatives, many of them being irregular in form and meaning;⁴

(5) each word may enter into a large number of *collocations* and *phrases* (successions of two or more words the meaning of which can hardly be deduced from a knowledge of their component words);⁵ some of these, again, may each have two or more meanings and stretches of meaning;⁶

(6) each word may be a component part of one or more "compounds" (or "compound words") the meaning of which can hardly be deduced from a knowledge of the component words;⁷

It follows, therefore, that a vocabulary of 1000 *head-words* (*caption-words*, or words printed in bold type at the head of a paragraph in a dictionary) may represent 5000 or more "learning efforts" on the part of the student of English as a foreign language.

Contrary to popular belief, the solutions of these problems of word-learning are set out neither in the dictionary nor the ordinary grammar book. The dictionary treats in a more or less summary manner a vocabulary of from 25,000 to 100,000 words, generally giving examples only of abnormal, quaint or rare expressions, and leaving problems of sentence-building to the grammarian. On the other hand, the ordinary grammar book treats (often with a wealth of technical terms) only those aspects of vocabulary that are of interest to the grammarian; they are elaborate in details of theory, but

¹ Thus the word *since* is a preposition, an adverb, and a conjunction.

² Thus the word *think* has about eight chief meanings, and so far as we know, each may be represented in the student's mother tongue by a different word.

³ Thus the verb *wish* may be found in such combinations as *wish something*, *wish for something*, *wish to do something*, *wish somebody to do something*, *wish that something* (would happen).

⁴ Thus under *think* we find *thought*, *thoughtful(ly)*, *thoughtless(ly)*, *unthinkingly*, etc., while *wake* provides *woke*, *awake*, *awakening*, etc., and *just* covers (in) *justice*, *justify-fication*, (un) *just(ly)*, etc. While an *officer* may or may not be in charge of an *office*, a *prisoner* is certainly not in charge of a *prison*.

⁵ Thus *at last*, *give up*, *let alone*, *go without*, *carry on*, *as a matter of fact*, *all at once*, *to say the least of it*, *give somebody up for lost*, *throw away*, *how do you do*, *let us make it do*, etc., etc., must each be learnt as one learns single words.

⁶ Thus *all at once* may mean *everyone at the same time* or *suddenly*, and *take off* may mean *removal*, *start* or *caricature*.

⁷ Thus a *blackboard* is often neither *black* nor a *board*, and a *next-door neighbour* does not live *next* to a *door*, while a *warrior* is not the current interpretation of a *man-of-war*.

give few practical "directions for use" and neglect precisely those points that puzzle the foreign student of elementary present-day English. It is to be noted, moreover, that grammar books are generally written for the benefit of those who already know the language. It has been said that there is "a vast uncharted territory lying between the respective domains of the dictionary-maker and the grammarian," a sort of no-man's land in which reside the great majority of those points that perplex those to whom English is a foreign language.

Now the problems and perplexities that have always been the despair of the foreign student lose much of their difficulty when they are analysed, set out in systematic and orderly form, explained by means of a small but rational terminology, and illustrated by an abundance of common examples. The object of this Grammar is precisely to do this in connection with the thousand or so words¹ which experience has shown to be the chief source of perplexity to all who learn English as a foreign language.

II. Certain Advantages of this Grammar

RICHNESS AND ABUNDANCE OF EXAMPLES

Many students of foreign languages, especially those who have little aptitude for theory, make progress in a language by dint of memorizing examples of the use of that language. Their material for memorizing is generally any or every sentence or phrase that they happen to meet with or that attracts their attention, regardless of its real value or degree of commonness. As a result we find them using rare, odd, quaint expressions unknown to present-day usage—many of them indeed furnished by those who have insufficient knowledge of the language. We find them at the same time, more often than not, ignorant of some of the commonest and most useful forms.

This *Grammar of Words* contains, among other features, a wealth of phrases, expressions and sentences typical of modern English in both its spoken and written forms. The foreign student of English may take any of these and commit it to memory in the knowledge that it is useful and productive. Moreover, each example memorized may serve as a key to many others, for the book has been composed as a co-ordinated whole.

VALUE IN CORRECTION OF COMPOSITION

The great majority of mistakes in composition by foreign students of English are made in connection with the words treated here. In correcting compositions, the teacher usually refers the student

¹To be precise: groups of words, a single word together with its inflected and derivative forms and all its meanings.

to some book of reference ("See Rule so-and-so") and the more conscientious teacher may spend a considerable time in making explanatory notes in the margin. Now, by referring the student to the appropriate word or words in this volume he can show him the nature of the mistake and enable him to correct it.

The student, for instance, may have written "I waited **him** since a long time." The teacher may usefully note in the margin "See *wait, since* and *for*." Or the student has written "I am sorry of what happened," and a reference to *sorry* will show him what is wrong with the sentence.

This particular grammatical dictionary contains practically all the information necessary for the correction of the average composition of the average student.

NOT ONLY A REFERENCE BOOK

It will be noticed, too, that unlike a dictionary or grammar book this book may be used not only as a reference book but as an actual text-book. Pupils may profitably be assigned such lessons or homework as the study of some complicated form-word as *shall* or *some*, which will form the subject of a subsequent test. Such procedures as these may advantageously replace the old-fashioned memorizing of rules and exceptions.

III. Special Grammatical Categories

In addition to the grammar- and word-categories that are usually provided in books of reference and language textbooks, a few novel and much-needed categories have been marked in the present volume. Among these are :

1. "**Countables**" and "**Uncountables**." One of the greatest difficulties encountered by foreign students of English is to know when a noun refers to a thing that can be counted (e.g. a book, a house, a moment, an advantage, etc.), or to something that cannot be counted (e.g. water, snow, weather, bread, wisdom, dryness, etc.). For it is not enough (nor is it true) to say that the names of material substances and abstract things are used without *a* or *an*, and that they are not used in the plural. There are many cases in which the noun stands for things countable or uncountable often according to the sense in which it is used, but often quite arbitrarily. Thus, for instance, the word *wood* refers to something uncountable in *made of wood*, but something countable in *a hard (sort of) wood*, and in *the fields and woods*. The problem may be stated in a long series of rules and exceptions, but in this book cases are marked specifically *Countable* or *Uncountable*, often with explanations, and generally with examples.

2. Verb-Patterns. Another of the fundamental difficulties encountered by the foreign student of English is the nature of the "pattern" or "patterns" in which a verb occurs. We *see* people, *meet* people, etc., but we do not *wait* people or *look* people; for *wait* and *look* are not of the same pattern as *see*, *meet* or *miss*. We *ask*, *tell*, *like*, *expect*, *want* or *mean* somebody to come, but we do not *think*, *say*, *doubt* or *hope* somebody to come. We *think*, *believe*, *expect* or *hope* that somebody will do something, but we do not *want*, *like*, *prefer* or *force* that somebody will do something. We *give*, *lend*, *send* or *sell* people things, but we do not *explain* or *say* people things. Thus we find that there are at least 27 ways in which a verb may be used in a sentence: 27 verb-patterns, 27 possibilities of putting the right verb (and the right form of it) into a wrong construction. In this book many notes are given showing into which pattern or patterns various verbs may enter. So far as we know, such information is given in no other reference book or textbook.

3. Adverbial Particles. To the student of English as a foreign language there is much difficulty in finding the right place and function of adverbs like *in*, *out*, *away*, *back*, *up*, *down*, *on*, *off*, and some of these are frequently confused with prepositions. We can *take our hat off* or *take off our hat*, but we do not *take off it*. We *ring our friend up* or *ring up our friend*, but we do not (as many students say or write) *ring up him*, although a fly may *crawl up him*. Grammar-books written for English children naturally give little or no space to explanations of these problems (which are no problems for the English child), and in most grammars and textbooks written for foreign students little help is given in overcoming difficulties of this type. In this book full explanation and exemplification is given of these puzzling words.

4. The "Anomalous Finites." The 24 finite-forms of anomalous verbs (*am*, *is*, *are*, *was*, *were*, *have*, *has*, *had*, *do*, *does*, *did*, *shall*, *should*, *will*, *would*, *can*, *could*, *may*, *might*, *must*, *ought*, *need*, *dare* and *used*) occur (actually or potentially) in every English sentence. They are the despair of the student of English in the earlier (and even later) stages. He is not allowed to say *I come not* or *You come not*, but he must say *I am not* or *I must not*. *Come you* or *want you* are forms that he is forbidden to use, but he is allowed (and obliged) to say *can you* or *need you*. *Isn't it*, *don't you* and *couldn't he* are approved, but *wan'tn't you* or *gon't you* are forbidden. To give the student rules about "auxiliary verbs" (and these are not "verbs" and most of them are not "auxiliary") is of little help to him, nor is it of any help to give him the old (and incidentally untrue) rule that "negative and interrogative sentences are conjugated with the verb *to do*." In this book each of these 24 words is set out in full, with its uses and peculiarities exemplified by clear and adequate examples.

IV. How the Vocabulary is Set Out

CAPTION WORDS

"Caption Words," or words representing the head of a word-group, are printed in bold type capitals, thus **VARY—VARIOUS—VARIETY** are not in themselves either verb, noun, adjective, adverb, or other part of speech, but the paragraph-heading—the label on the container. Under this heading are arranged the several members of the word group: *vary, varied, varying, various, variously, variation, variety, variable, invariable.*

When two caption words are spelt and pronounced in the same way but differ so considerably in meaning and use that they may conveniently be looked upon as two "different" words, they are presented as two separate caption words and numbered (1) (2) respectively, thus **MIND** (1) covers, e.g. *body and mind*, while **MIND** (2) covers, e.g. *mind the children*. Again **PRESENT** (1) includes *make a present (gift)*, while **PRESENT** (2) includes *the present moment*.

WORKING UNITS

The word considered not as a caption word (or paragraph-heading) but as a "working unit" with its specific grammatical function (noun, verb, etc.) is printed in bold type, followed by its pronunciation (in phonetic symbols enclosed between square brackets) and the indication of its part of speech. Thus under the caption word **YESTERDAY**, we find:

yesterday ['jestədi], *adv.*

INFLECTED FORMS

The plural of nouns, the inflected comparative and superlative of adjectives, and the parts of the verb are shown throughout, thus under the respective caption words **BOOK, LONG** and **WAIT** are found:

book [buk], books [bʊks], *n.*

long [lɒŋ], longer ['lɒŋgə], longest ['lɒŋgɪst], *adj.*

wait [weɪt], waits [weɪts], waited ['weɪtɪd], waiting ['weɪtɪŋ], *v.*

When the preterite and the past participle have the same form, one entry only is made for the two.

Irregular inflected forms are shown in bold type, thus:

take [teɪk], takes [teɪks], **took** [tʊk], taken [teɪkən], taking ['teɪkɪŋ], *v.*

child [tʃɪld], **children** ['tʃɪldrən], *n.*

GRAMMATICAL FUNCTIONS

When the word under consideration has more than one grammatical function (e.g. can act as both verb and noun, preposition and

adverb, adjective and adverb, etc.), each of its functions is set out in a separate paragraph preceded by the Roman Numerals I, II, III. Thus, under the caption-word ANSWER we find :

- I. answer ['ɑ:nsə], answers ['ɑ:nsəz], answered ['ɑ:nsəd], answering ['ɑ:nsəriŋ], v.
- II. answer(s) ['ɑ:nsə(z)], n.

Thus also under the caption word SINCE we find :

- I. since [sɪns], adv.
- II. since [sɪns], prep.
- III. since [sɪns], conn.

The change of grammatical function more often than not is accompanied by a change of form, thus.

- I. serve.
- II. service.
- III. servant.

* When the derived word is considered to be more useful or frequent than the word from which it is derived it is put first. Thus, e.g., *dirty* and *foolish* precede respectively *dirt* and *fool*.

REGULAR DERIVATIVES

When, however, the change of grammatical form is made by means of such regular affixes or prefixes as *-ly* (*happy—happily*), *-ness* (*happy—happiness*), *-er* (*sing—singer*), *un-* (*happy—unhappy*), etc., in short, when the meaning and function of the derivative word may easily be deduced, or otherwise is hardly worth an entry under I, II, III, etc., the derivative is marked by the conventional sign Δ Thus :

- happy ['hæpi], happier ['hæpiə], happiest ['hæpiɪst], *adj.*
- Δ happily ['hæpiɪli], *adv.*
- Δ happiness ['hæpinɪs], *n.*
- Δ unhappy [ʌn'hæpi], *adj.*
- Δ unhappiness [ʌn'hæpinɪs], *n.*

Thus also :

- read [ri:d], reads [ri:dz], read [red], reading ['ri:diŋ], *v.*
- Δ reader(s) ['ri:də(z)], *n.*

DEFINITIONS

When the word is without semantic varieties (or shifts of meaning) no definition is usually given, it being assumed that the sense is made sufficiently clear by the examples (or the examples of the word from which it is derived).

When, however, there are one or more shifts of meaning (under 1, 2, 3 . . .), a definition, paraphrase or other clue to the meaning is given. These are intended for the use of the teacher or for the student whose recognition vocabulary is already fairly extensive, for in many cases the definition or paraphrase contains words much

rarer than the word to be defined. This is, of course, inevitable in a book of this nature, in which the vehicular language is the language being taught.

For the sake of simplicity, however, two procedures are used which are not in the nature of definition or paraphrase. The first is the one in which the definition of the word contains the word itself, and the second is the simple mention "as in the following examples."

SEMANTIC VARIETIES

When the word under consideration has more than one "meaning" (or "stretch of meaning"), each of these is set out in a separate paragraph preceded by the *Arabic Numerals* 1, 2, 3 . . . together with a paraphrase, definition or other indication of its meaning. Thus the entry

1. **low** [lou], lower [ˈlouə], **lowest** [ˈlouɪst], *adj.*, is followed by

1. = not high.
2. = less than normal height.
3. = not loud.
4. *Of social position.*

Thus also the entry

make [meɪk], **makes** [meɪks], **made** [meɪd], **making** [ˈmeɪkɪŋ], *v.*, is followed by

1. = create, cause to exist, construct, produce, form, prepare, *with figurative uses.*
2. = cause to become [be].
3. = force or persuade.
4. = be counted as.
5. = come to be, result in being.

COLLOCATIONS

When a word forms an important element of a "collocation" (a succession of two or more words that may best be learnt as if it were a single word) the collocation is shown in bold type and preceded by the conventional sign ¶. In many cases the pronunciation of the collocation and an indication of its part of speech is also given, as well as, occasionally, an indication of its meaning. Thus under **last** will be found

¶ **at last** [ət ˈlɑːst], *adv.* = in the end, after a long delay.

The collocations are entered so far as possible under the appropriate semantic variety of the word, thus ¶ **make up** is entered under

1. = create, cause to exist, construct, produce, form, prepare;

whereas ¶ **make a fool of** is entered under

2. = cause to become.

When, however, the meaning of the word in the collocation (or group of collocations) differs considerably from any of the meanings listed under 1, 2, 3, etc., an independent paragraph is provided.

Thus **do**, I. 2 is entitled "With certain particular nouns, adjectives, etc.," and contains such entries as *do one's best, do business with, do good, do good to, do better, do right, do one's duty, do harm, etc.* Thus also **fall**, I. 2 is entitled "With adverbial particles, etc., various meanings," and contains such entries as *fall back, fall behind, fall through, fall in with, etc.*

In a few cases the word in the collocation is treated as a semantic variety, thus under **ask** we find

1. ¶ ask about.
2. ¶ ask for.

For the sake of conciseness two or more collocations are occasionally printed in one line, in which case the sign ¶¶ is used, thus

¶¶ a good [great] many.

PHRASES

Phrases are distinguished from collocations. While collocations are comparable in meaning and function to ordinary single "words" (and indeed are often translated by single words in the student's mother-tongue), phrases are more in the nature of conversational formulas, sayings, proverbs, etc. In this book phrases are marked *Phr.*, and are printed sometimes in bold type and sometimes in ordinary type. Thus under **do** we find

Phr. **How do you do?**

CONSTRUCTION-PATTERNS

Such entries as

take sg. or sy. in [out, away, back, up, down, etc.],
I don't know [Tell me, etc.] what to do [say, take, ask for, etc.],
¶ leave word [a message] (with sy.) (for sy.),

where the *square brackets* enclose alternatives and the *round brackets* optional omissions, show in a concise way the "construction-patterns" (or models for sentence-building), and replace much explanatory matter and terminology.

It will be noted that PATTERNS are distinguished from EXAMPLES by not starting with a CAPITAL letter.

VERB-PATTERNS

In Appendix I (pp. 276-283) will be found duly listed under 27 groups the most important English "Verb-Patterns." Thus verbs that make complete sense without any object or other adjunct will be found listed under *Verb-Pattern 1*. Verbs that may be used with a direct object are listed under *Verb-Pattern 4*; those that may be followed by *to* and an infinitive are listed under *Verb-Pattern 15*, and

so on. In the body of the book will be found such concise entries as (under, e.g. *ask*):

¶ *ask for*. See V.P. 5.

ask for money [information, Mrs. Smith, etc.]

He *asked to go* [to be excused, etc.]. See V.P. 15.

ask sy. to do sg. See V.P. 17.

Ask him to come in [do it, write to me, etc.].

ALTERNATIVE WORDS

The device of the square brackets is used not only in connection with the pronunciation of the word and to mark construction-patterns, but also to indicate alternative words. Thus the entry (under *whenever*),

Whenever [When] I do that, I get into trouble

shows that the word *whenever* may be replaced in this context by *when*.

IDIOMS

In this book no need has been found for the term *idiom*. What are usually called "idioms" are generally nothing other than (a) collocations, (b) phrases and sayings, (c) rarer semantic varieties of words and collocations, (d) peculiar construction patterns and, in short, any word or form of wording that is likely to puzzle a foreign student.

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PRONUNCIATION

KEY WORDS FOR PHONETIC SYMBOLS

<i>Vowels</i>		<i>Diphthongs</i>	
i:	<i>see</i>	ei	<i>day</i>
i	<i>it</i>	ou	<i>go</i>
e	<i>get</i>	ai	<i>fly</i>
æ	<i>cat</i>	au	<i>how</i>
ɑ:	<i>father</i>	ɔi	<i>boy</i>
ɔ	<i>hot</i>	iə	<i>here</i>
ɔ:	<i>saw</i>	ɛə	<i>there</i>
u	<i>put</i>	ɔə	<i>four</i>
u:	<i>too</i>	uə	<i>tour</i>
ʌ	<i>up</i>		
ɜ:	<i>hurt</i>		
ə	<i>china, cathedral</i>		

CONSONANTS

g	ŋ	θ	ð	ʃ	ʒ	j	tʃ	dʒ
<i>give</i>	<i>long</i>	<i>thin</i>	<i>then</i>	<i>ship</i>	<i>measure</i>	<i>yes</i>	<i>chin</i>	<i>jam</i>

NOTES

Stress is shown by the sign ' placed before syllables which are strongly stressed.

Symbols printed in italics represent sounds which may be omitted in speech.

TERMS, SIGNS, AND ABBREVIATIONS

<i>adj.</i>	adjective
<i>adj. subs.</i>	adjective-substitute
<i>adv.</i>	adverb
<i>adv. of deg.</i>	adverb of degree See p. 292
<i>adv. of time</i>	
<i>adv. of place and position</i>	
<i>adv. part.</i>	adverbial participle. See pp. <i>vii</i> , 290, 291
<i>aff.</i>	affirmative
<i>anom. fin.</i>	anomalous finite See pp. <i>vii</i> , 284-286
<i>anom. v.</i>	anomalous verb. See pp. <i>vii</i> , 284-286
<i>append.</i>	appendix
<i>bookish</i>	words or expressions not used in everyday speech or writing
<i>capital letters</i>	see p. <i>xi</i>
<i>caption words</i>	see p. <i>viii</i>
<i>Cf.</i>	compare
<i>Collocation</i>	see pp. <i>iv</i> , <i>x</i>
<i>colloquial</i>	words or expressions used only in familiar speech or writing
<i>comparative</i>	
<i>comp.</i>	compound word
<i>comp. prep.</i>	compound preposition
<i>conj.</i>	conjunction. See p. 293
<i>conjunctive</i>	see p. 293
<i>conn.</i>	connective. See p. 293
<i>construction pattern</i>	see pp. <i>xi</i> , 276-283
<i>countable, uncountable</i>	see p. <i>vi</i>
<i>def. art.</i>	definite article=variety of determinative. See pp. 286, 287
<i>det.</i>	determinative. See pp. 286, 287
<i>det. pron.</i>	determinative pronoun
<i>examples</i>	see p. <i>xi</i>
<i>fig.</i>	figurative use
<i>finites</i>	see pp. <i>vii</i> , 284-286
<i>gerund</i>	
<i>indef. art.</i>	indefinite article=variety of determinative. See pp. 286-287
<i>infin.</i>	infinitive
<i>interj.</i>	interjection
<i>interr.</i>	interrogative
<i>intrans.</i>	intransitive
<i>mid-position adverbs</i>	see pp. 291, 292
<i>neg.</i>	negative
<i>n.</i>	noun

- n. subs.*
part. adj.
particle
past ppl.
patterns
pers. pron.
pers. pron. object.
pers. pron. subject.
Phr.
pl. det.
pl. n.
possessive
pred. adj.
prep.
prep. coll.
pres. t.
pret.
pron.
rare

rel. adv.
rel. pron.
semantic variety
sing.
sg.
sy.
superlative
uncountable, countable
U.S.A.
v.
verbal n.
V.P.
×
Δ

¶

[]

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Roman numerals (I, etc.)
Arabic numerals (1, etc.)
- noun-substitute
 participial adjective
 see p. 290
 past participle
 see pp. *xi, xii*
 personal pronoun

 phrase. See p. *xi*
 plural determinative
 plural noun

 predicative adjective
 preposition. See p. 292
 preposition collocation.
 present tense
 preterite
 pronoun
 words or expressions rarely used in speech
 or writing
 relative adverb
 relative pronoun
 see p. *x*
 singular
 something
 somebody

 see p. *vi*
 United States of America
 verb
 verbal noun.
 Verb Pattern. see pp. *iii, xi, 276-283*
 see p. 276
 regular derivatives of caption words.
 See p. *ix*
 Collocation. See p. *x*
 Pronunciation
 Construction patterns. See p. *xi*
 Alternative words or expressions. See
 pp. *xi, xii*
 Usual uses and optional omissions.
 See p. *xi*
 Functional varieties of caption words.
 See pp. *viii-ix*
 Semantic varieties of caption words.
 See p. *x*

SUMMARY OF 27 VERB PATTERNS.

(See pp. 276-283.)

- V.P. 1. Verb × 0
2. Verb × Subject Complement
3. Verb × Adverbial Complement
4. Verb × Direct Object
5. Verb × Preposition × Prepositional Object
6. Verb × Direct Object × Adverbial Complement
7. Verb × Direct Object × Adjective
8. Verb × Direct Object × (to be) × Adjective
9. Verb × Direct Object × Object Complement
10. Verb × Direct Object × Prep. × Prep. Obj. (3 groups)
11. Verb × Indirect Object × Direct Object (2 groups)
12. Verb × (for ×) Comp. of Distance, Duration, Price, Weight
(4 groups)
13. Verb × Infinitive
14. Verb × Direct Object × Infinitive
15. Verb × "to" × Infinitive
16. Verb × "how to" × Infinitive
17. Verb × Direct Object × "to" × Infinitive
18. Verb × Direct Object × "how to" × Infinitive
19. Verb × Gerund
20. Verb × Direct Object × Gerund
21. Verb × Direct Object × Past Participle
22. Verb × (that) × Clause
23. Verb × Direct Object × (that) × Clause
24. Verb × "so"
25. Verb × "not"
26. Verb × (Direct Object) × Conjunctive and Clause
27. Verb × "as if" × Clause