THE
ADVANCED LEARNER'S
DICTIONARY OF
CURRENT ENGLISH

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SECOND EDITION

ACKNOWLEDGEMENTS

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 Teaching[1] 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.

occur outside advanced textbooks and specialist periodicals. Collo-
quial 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 infor-
mation 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 adver-
bial 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 preposi-
tions 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 dia-
grams. 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

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).

NOTES ON THE USE OF THE DICTIONARY

PRINTING CONVENTIONS

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.

1. Headwords and Derivatives

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

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:

¹row, ²row, ³row (see p. 863 of this Dictionary).

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.

2. Part of Speech

This is printed in bold italic type, thus: *v.t. & i.* See the List of Abbreviations, pp. xxix–xxx.

3. The tilde (∼)

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.

4. Pronunciation

The pronunciation of each headword (see the Key to Pronunciation on pp. xxxi–xxxii) 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:

a dore [ə'dɔː*, o'dɔɔ*], **a do ra tion** [ˌædə'reiʃən].

5. Definitions

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

6. *Illustrative Phrases and Sentences*

These are printed in ordinary italic type. If an explanation or paraphrase of 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.

7. Compounds

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:

   ~-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*.

8. Semantic Varieties

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*).

9. Structural Words

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.

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

   all [ɔːl] *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.

10. Idiomatic word groups, or collocations

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.

11. Asterisks

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

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

SPELLINGS

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*.

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.

STYLISTIC VALUES

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.

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 school-boy 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.

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 ⚠, 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*.

PRONUNCIATION AND STRESS

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. xxxi–xxxii. Where variants are in one syllable only, they are shown thus: **threnody** ['θriːnədi, 'θren-]. This indicates that the two pronunciations ['θriːnədi] 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'vəːtismənt, (U.S.A.) ˌædvə'taizmənt], **fertile** ['fəːtail, (U.S.A.) 'fəːtil].

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. xxxii.

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

TERMINOLOGY

Anomalous Verbs

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.

	Non-finite forms			Finite forms	
	Infinitive	*Present Participle*	*Past Participle*	*Present Tense*	*Past 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 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 expanded 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 in many European languages) is inversion of subject and finite.

Thus, *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.

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.

Never before *have I* heard such fine singing.

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.

> 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, *did*n'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*!

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.

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 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. *Down with the tyrant! Up with the Republic!*
Off with his head! Away with him!

Nouns: Singular and Plural

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*).

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.

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.*

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 VP 1, 10, 18, 21, 23), do give guidance.

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

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.

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.

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

Verb Pattern 1

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).

NOTES ON THE USE OF

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.

Verb Pattern 2

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. be, happen, come) followed by to × Infinitive see VP 25. Cf. VP 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 today ?
7	Would you care	to go for a walk ?
8	He pretended	not to see me.

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

Verb Pattern 3

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.)

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.

Note the passive construction:

    3. The servant was told to open the window.

    7. He was warned not to be late.

Verb Pattern 4

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.

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 VP 11:

    1. They believed (that) he was innocent.

    2. Do you consider (that) she is honest?

Verb Pattern 5

Verbs marked VP 5 are used in a way similar to that in which verbs marked VP 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 VP 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?

* Cf. examples 9 and 4 in VP 3.

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, VP 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'

Verb Pattern 6

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

	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.

Verb Pattern 7

Verbs marked VP 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.

Verb Pattern 8

Verbs marked VP 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.

Verb Pattern 9

Verbs marked VP 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 or state named by the past participle may or may not be in accordance with the will of the subject.

Verb Pattern 10

Verbs marked VP 10 may be followed by an object and an adverb or an adverbial phrase (including adverbial infinitives meaning *in order to* ...). See also the notes on the adverbial particles (pp. xiii–xiv) for the alternative position of the particle (preceding the object).
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.