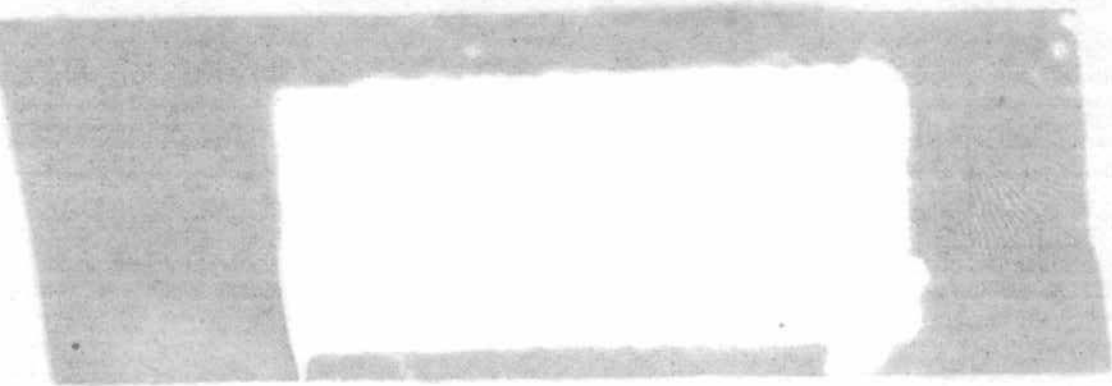


中文字典

CURRENT ENGLISH

Published 1948
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GENERAL EDITOR'S NOTE

THIS Dictionary has been reprinted photographically from the original edition, which was compiled in Tokyo for the Institute for Research in English Teaching and published there in 1942.

Attention is directed to the Addenda on pp. 1513–17, consisting mainly of words which have come into use since then.

For many of the special features of this Dictionary the compilers are much indebted to Dr. H. E. Palmer, first Director of the Institute for Research in English Teaching, Tokyo. For example, the notes on the special features of the adverbial particles and anomalous finites (see pp. vi–x) are based on his work.

A. S. Hornby is responsible for the Introduction and for the definitions of the chief determinatives, adverbial particles, anomalous finites, prepositions, and such 'heavy duty words' as *put*, *pull*, *set*, *take*, *so*, and *as*.

The compilers wish to express their thanks to Mrs. Kate Goodman Inazawa for her valuable help with the proof-reading and for numerous useful suggestions concerning American usage.

A. S. HORNBY

June 1948

PUBLISHER'S NOTE

THE publication of two other dictionaries for learners of the language—*The Progressive English Dictionary* and *An English-Reader's Dictionary*—makes desirable the slight change in the title of the present work, which has hitherto been called *A Learner's Dictionary of Current English*.

The Oxford University Press now offers a series of three English Dictionaries, compiled under Mr. A. S. Hornby's editorship specially for learners at the elementary, intermediate and advanced stages, respectively.

December 1952

INTRODUCTION

This *Idiomatic and Syntactic English Dictionary* has been compiled to meet the needs of foreign students of English. It is called "Idiomatic and Syntactic" because the compilers have made it their aim to give as much useful information as possible concerning idioms and syntax. It is hoped that the dictionary will be of value to those who are learning English as a foreign language, not only throughout the British Empire but also in other countries throughout the world.

Vocabulary

The words selected for inclusion in this volume are those that the foreign student of English is likely to meet in his studies up to the time when he enters a university. After this he will probably need a dictionary with a larger vocabulary for reading purposes, though for writing English he will continue to find this volume useful.

Most archaic words, or those which are likely to occur only in purely scientific and technical contexts, have been excluded. Colloquial and slang words and expressions have been included if they are of the sort likely to be found in books (e. g. modern fiction and drama) read by students. Foreign words and Latin words and phrases of common occurrence in English have also been included.

Definitions

Definitions have been made as simple as possible. Where definition in easy, common words was not practicable or satisfactory, pictures and diagrams have been supplied. A lobster, in the *Concise Oxford Dictionary*, is defined as "a large marine stalk-eyed ten-footed long tailed edible crustacean with large claws formed by the first pair of feet, bluish-black before and scarlet after boiling; its flesh as food". The foreign student of English, if he is a beginner, is likely to be puzzled by certain words in this definition ("stalk-eyed" and "crustacean" for example). The C. O. D. was not written

specially for him. The ordinary user of the *C.O.D.* is likely to be a person who knows quite well what a lobster is and who refers to this word in a dictionary only when he needs exact and scientific information of the kind given in the above admirably concise and complete definition. The foreign student usually needs only to identify the new word. This new dictionary supplies him with a picture, which in itself is probably enough for his purpose, without the brief definition that accompanies it.

No special definition vocabulary has been used. It would have been possible, perhaps, by long experiment, to arrive at a vocabulary of two or three thousand words adequate to define the whole number of words dealt with. But the compilers could have no confidence that the definition vocabulary would be known to the prospective users of the dictionary. It seemed better to make definitions on the general principle (1) that common words should be explained by means of other common words (with the useful addition of synonyms which are less common) or by means of pictures or diagrams, and (2) that less common words (likely to be met with only when the learner has already acquired a vocabulary of several thousand words) should be defined by the use of a wider vocabulary.

Illustrations

This volume contains 1406 illustrations. In the Appendix there are illustrations of words used in sports and music. These have been included because all over the world to-day Western games and music are very popular.

Pronunciation

Pronunciation is shown by means of the symbols adopted by the International Phonetic Association. A key to these symbols appears on page xxvi.

This system has been used in preference to others because it is exact and scientific. Once learnt, these symbols are of value in the learning of other languages. They are essential in any language text-book.

Syllabification has been indicated, partly as a help to pronunciation and partly to guide learners on the

question of how to divide words in writing and typing. A double hyphen (=) indicates that the word is to be hyphenated on all occasions. Unfortunately there are no standards on this question and usage varies greatly. In general the *C. O. D.* has been followed.

Spelling

Where American spelling differs from English, both American and English forms have been given. Thus, *theatre* is entered as *theatre, -ter*. In the case of *-our* words, the *u* has been placed within parentheses to indicate that it is omitted in American spelling. Some words which have double *l* in English (e.g. *traveller*) have only a single *l* in American. The second *l* is placed within parentheses to 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, ①, ②, ③, 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	<i>be</i>	<i>being</i>	<i>been</i>	<i>am, is, are</i>	<i>was, were</i>
2	<i>have</i>	<i>having</i>	<i>had</i>	<i>have, has</i>	<i>had</i>
3	<i>do</i>	<i>doing</i>	<i>done</i>	<i>do, does</i>	<i>did</i>
4	—	—	—	<i>shall</i>	<i>should</i>
5	—	—	—	<i>will</i>	<i>would</i>
6	—	—	—	<i>can</i>	<i>could</i>
7	—	—	—	<i>may</i>	<i>might</i>
8	—	—	—	<i>must</i>	—
9	—	—	—	<i>ought</i>	—
10	—	—	—	<i>need</i>	—
11	—	—	—	<i>dare</i>	—
12	—	—	—	—	<i>used</i>

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*" (I.R.E.T., Department of Education, Tokyo) 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 adjective; 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 proposition *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 \square placed after a noun, or after the numbers ①, ②, ③, 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 \sqcup 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 \sqcup ; in the second there is the sign \square . These indications, with the definitions and the illustrative sentences, should make the difference clear.

The \square and \sqcup 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 liter-

ery shorthand. The meaning is "a degree of bravery". Similarly an abstract noun such as *indiscretion* is marked [U]. 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 [C] 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 [U] 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 [U]. 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 [C] and [U] 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 [U]. When meaning "a drink of spirits with sugar and hot water" it is [C]. 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.

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

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	<i>He kept</i>	<i>me</i>	<i>waiting.</i>
2	<i>I found</i>	<i>him</i>	<i>working at his desk.</i>
3	<i>They left</i>	<i>me</i>	<i>standing outside.</i>
4	<i>I heard</i>	<i>him</i>	<i>giving orders.</i>
5	<i>We watched</i>	<i>the train</i>	<i>leaving the station.</i>
6	<i>Do you feel</i>	<i>the house</i>	<i>shaking?</i>
7	<i>Can you smell</i>	<i>something</i>	<i>burning?</i>
8	<i>I saw</i>	<i>him</i>	<i>running off.</i>

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

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	<i>They elected</i>	<i>him</i>	<i>king.</i>
2	<i>The people crowned</i>	<i>Richard</i>	<i>king.</i>
3	<i>They chose</i>	<i>Mr. Smith</i>	<i>chairman.</i>
4	<i>We call</i>	<i>the dog</i>	<i>"Spot."</i>
5	<i>They named</i>	<i>their son</i>	<i>Henry.</i>
6	<i>They made</i>	<i>Newton</i>	<i>President of the Royal Society.</i>
7	<i>They called</i>	<i>them</i>	<i>cowards.</i>

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

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

Note the passive constructions:—

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>I hope</i>	<i>(that) you will come.</i>
2	<i>I suppose</i>	<i>(that) you will be there.</i>
3	<i>He explained</i>	<i>that nothing could be done.</i>
4	<i>Do you think</i>	<i>(that) it will rain?</i>
5	<i>He saw</i>	<i>(that) the plan was useless.</i>
6	<i>I suggested</i>	<i>(that) he should leave early.</i>

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	(<i>that</i>) × Clause
1	<i>I told</i>	<i>the man</i>	(<i>that</i>) <i>he was mistaken.</i>
2	<i>I warned</i>	<i>you</i>	(<i>that</i>) <i>he would be late.</i>
3	<i>We satisfied</i>	<i>ourselves</i>	<i>that the plan would work.</i>
4	<i>Please remind</i>	<i>him</i>	(<i>that</i>) <i>he must be here early.</i>

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

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

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>I wonder</i>	<i>why</i>	<i>he has not come.</i>
2	<i>I wonder</i>	<i>whether</i>	<i>he will come.</i>
3	<i>I do not mind</i>	<i>where</i>	<i>we go.</i>
4	<i>Do you know</i>	<i>who</i>	<i>he is?</i>
5	<i>I do not care</i>	<i>what</i>	<i>you think.</i>
6	<i>Can you suggest</i>	<i>where</i>	<i>this ought to go?</i>
7	<i>Please say</i>	<i>what</i>	<i>you want.</i>
8	<i>Nobody knows</i>	<i>whose</i>	<i>it is.</i>

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	<i>Tell</i>	<i>me</i>	<i>what</i>	<i>it is.</i>
2	<i>Ask</i>	<i>him</i>	<i>where</i>	<i>he put it.</i>
3	<i>They asked</i>	<i>us</i>	<i>when</i>	<i>we should be back.</i>
4	<i>Can you tell</i>	<i>me</i>	<i>how</i>	<i>high it is?</i>
5	<i>Can you inform</i>	<i>me</i>	<i>when</i>	<i>the train leaves?</i>
6	<i>Please advise</i>	<i>me</i>	<i>whether</i>	<i>the children should climb the mountain.</i>

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

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	<i>He began</i>	<i>talking</i> (=to talk).
2	<i>He likes</i>	<i>swimming</i> (=to swim).
3	<i>I prefer</i>	<i>staying</i> (=to stay) <i>indoors on cold winter evenings.</i>
4	<i>I hate</i>	<i>refusing</i> (=to refuse) <i>every time.</i>
5	<i>He started</i>	<i>packing</i> (=to pack) <i>his books and clothes.</i>

Group C

	Subject × Verb	Gerund (=Passive Infinitive)
1	<i>It wants</i>	<i>doing</i> (=to be done)
2	<i>Your work needs</i>	<i>correcting</i> (=to be corrected).
3	<i>That needs</i>	<i>explaining</i> (=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:—