ENGLISH PREPOSITIONAL USAGE

AN ATTEMPT TO GIVE A COMPARATIVE ACCOUNT
OF PREPOSITIONAL USAGE IN ENGLISH AND
AFRIKAANS ON THE BASIS OF FREQUENCY
AND RANGE OF USE.

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BY J. A. VENTER, M.A.


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PART I
CHAPTER I

A. PREPOSITIONAL USAGE AS AN OBSTACLE IN THE
STUDY OF ENGLISH AS A FOREIGN LANGUAGE.

*Prepositional usage in all languages contains much
that is peculiar and arbitrary; the relations to be ex-
pressed by prepositions are often so vague and indefinite
that many times one might seem logically just as right as
another and it is only that 'tyrannical, carthick and
utterly inscrutable thing, idiomatic usage' (1) which has
deemed that this preposition must be used in this case
and that in another . . . . . . . . . . The idiosyn
cropy of English, like that of other languages, is perhaps most
strikingly exemplified in the use of prepositions.* (2)

In evolving his system of Basic English as a uni-
versal auxiliary language, C.K. Ogden paid much attention to
the role of prepositions in the language. In fact, the
only way in which it proved possible to achieve the degree
of simplification at which he aimed, was to dispense with
verbs as "prenoptic devices", and to substitute for them
"operators" used in conjunction with "directives" (i.e.
 prepositions). (3)

Although one may not necessarily agree with Ogden's
rather sweeping statement that English is the only language
in which this is possible, (4) the fact that he has applied
the technique with such a remarkable degree of success,
certainly proves the great importance of the prepositions
in the structure of English as a highly deflected (or

3. Basic English, 31, 73, etc.
analytical) language.

L.P. Smith (op.cit.) makes the same point with great force, if from the opposite point of view, as he is concerned with the beauty and power of idiomatic English, rather than with its ability to strip itself to the bare simplicity and austerity required of a world language. H.W. and F.H. Fowler are equally aware of the essential rôle of the proposition in English:

"In an uninflected language like ours these (i.e., propositions) are ubiquitous, and it is quite impossible to write tolerably without a full knowledge, conscious or unconscious, of their uses. Misuse of them . . . results in offences against idiom." (5)

There is no denying the fact that propositional usage is one of the greatest obstacles in the study of English as a foreign language. In terms of the pupil-effort required to master it, it probably ranks second only to the considerations of accent and speech-tune. We find that Ogden, with the peremptory exasperation of the teacher of English to a world of foreigners, refers to "natural and legitimate combinations" (propositional locations) as opposed to "mere capricious usage," (6) Jespersen points out that even in the mother-tongue prepositions cause some difficulty and "are of very late growth in the child's language." (7)

Idioms, as a "manifestation of the peculiar" (8) must of necessity prove difficult to the foreigner. Because of their high frequency of occurrence and the fact that they enter into such "a variety of expressions and with a

5. The King's English, 170.
7. Language, 137.
hailing multiplicity of meaning," (9), propositions constitute an important part of what is generally known as "idiomatic usage." They are so closely intertwined with the very warp and woof of the language that the student cannot avoid them. Metaphorical idiom is an asset when used, but not a condition of correct speech. Propositions must be attempted—"for better or for worse." It is not surprising, therefore, that "perhaps the surest sign of the foreigner whose English is not perfect is his misuse of them." (10)

After claiming that prepositional usage is the element of English which causes foreigners most difficulty, Lindkvist goes on to say: "This difficulty derives partly from the fact that English prepositional usage exhibits a great number of peculiar features and deviates considerably even from the usages of such cognate languages as German and Swedish, and partly, and this is by no means less important, from the fact that there are no far-reaching or completely exhaustive works on the subject." (11) He finds that prepositional usage has been neglected in all languages, but especially in English. The "three great investigators of English Syntax, Foulkes, Jaapraan and Krusinus," have considered it fit to pass over the subject lightly. He considers even the W.E.D.'s lengthy and copious account of the prepositions peremptious, and in his study sets out to supplement it.

Writers on English usage are, in fact, inclined to nibble tentatively at the subject, rather than to attempt the whole problem as such.

Fowler and Fowler write:

"But though the subject of prepositions is thus very important, the idioms in which they appear are so multitudinous that it is hopeless to attempt giving more than the scantiest selection . . . . . Usages of this sort cannot be acquired from dictionaries and grammars, still less from a treatise like the present, not pretending to be exhaustive." (12)

Prof. Kaništan (13) excluded prepositions from his "Spanish Idiom List" because they enter into such "a variety of expressions and with a baffling multiplicity of meaning," that he found them impossible to deal with.

Although much time and effort have been expended on the teaching of English as a second language in this country, the problem of prepositional usage has not been faced up to. Practicing teachers, who cannot spare the time to investigate scientifically every aspect of the subject they teach, have been forced to rely on textbooks which, for the sake of completeness, list a small number of usages selected more or less at random, and on the cumulative wisdom to be gained from many years of trial and error. The Language Committee of the Transvaal Education Department, which has done, and is doing, very useful work on the "basic speech patterns" of English and Afrikaans, does not seem to have realized the full implications of this problem, and has done little constructive work on it. Commenting on the lack of basic research in the field of English prepositional usage, Lindqvist (op.cit.) asks why this is the case "in view of the circumstances that it is one of the

very few fields of English studies where it is still possible to arrive at really new results...

The explanation is probably two-fold. In the first place the subject is difficult and resolves itself into an immense number of details, in dealing with which the risk of error is great, so that to guard as much as possible against such error, a great number of excerpts must be collected and classified before the work proper can begin. This necessitates considerable time being spent; and perhaps the time required may be so considerable as to allow a scholar to finish two works of another type instead of one on prepositions.

In the second place, in this field there are no earlier works which sift the matter to the bottom and give a complete analysis of detail upon which later scholars may model their work.

The scholar who, as the first in the field, has to make an exhaustive analysis of a section of a field of English prepositional usage has therefore been faced with the task of writing a pioneer work.† (15)

The urgent need for basic research in the field of comparative linguistics, especially with reference to bilingualism in our schools, has often been felt and voiced, most emphatically, perhaps, by Dr. T.J. v.H. Faurie, who discusses the matter at length in his Fundamentals of Second Language Teaching. (15) At a Conference of University English Teachers, (16) Prof. R.S. Davies suggested special research councils to undertake "a systematic con-

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sideration of . . . . specific problems arising from the teaching of English in South African schools.\(^{17}\) This is in keeping with the suggestion made in the Interim Report that "a study of cognate relationships between English and other languages" be made.\(^{18}\)

According to Lindquist,\(^{19}\) the only existing inaugural dissertation on prepositions in Present-day English is a. Grauß's Studier über de engelske Prapositioner,\(^{20}\) which approaches the problem psychologically, and will be discussed in the next section of this chapter.

No comprehensive comparative survey of prepositional usage in English and Afrikaans has, to my knowledge, ever been undertaken. The treatment of the prepositions in existing bilingual dictionaries is, of necessity, sketchy and incomplete, and quite inadequate for purposes of foreign language teaching.\(^{21}\) And the dictionaries naturally give no indication of the frequency of any usage in either language.\(^{22}\)

E. THE NATURE OF THIS STUDY

The purpose of this study is to provide a systematic account of English prepositional usage with special reference to the difficulties of the Afrikaans-speaking learner.

\(^{17}\) Quoted from Nourse, p. 14.


\(^{20}\) Copenhagen, 1919.

\(^{21}\) Cf. The King's English, p. 170, as quoted above.

\(^{22}\) This also applies to a number of German studies on English prepositions, e.g. Gustav Rehbock: Syntax der englischen Sprache, vol. IV, Leipzig, 1916; C. Kanz: Die Schreibung der englischen Prepositionen auf der Adventur (Englische Studien, IV-VI, Heidelberg, 1921-3); M. Rechthofen: Grammatik der englischen Sprache, Heidelberg, 1939 (10, 4)
of the language. It is hoped that this thesis will not merely be an academic exercise in linguistic research, but will also have some practical bearing on the problem of bi-lingualism in South African schools and universities. For this reason it has been conducted on a selective basis, concerning itself rather with those locations which distinguish themselves by their high rate of incidence in everyday English usage, than with those which might appeal to the curious mind because of their peculiarity. The study is, in fact, an attempt to assess the relative importance of certain usages in the language.

In his "Idiom List", Prof. Hawoh (1) dismisses much of prepositional usage as "a matter of vocabulary definition". This seems to me to be an unduly simplistic attitude, considering the immense complication of the matter even at the least involved level, i.e., that of spatial relations. This fact is proved conclusively by Lindqvist's study which covers 400 pages in dealing with some aspects of four prepositions. Even so it does not claim to be exhaustive.

Fowler and Fowler (2) suggest "good reading with the linguistic eye open," as the best method of mastering prepositional usage. This is, essentially, what I set out to do, at the same time trying to devise a method of recording my findings systematically. It is unthinkable that large areas of linguistic behaviour should remain vaguely and incompletely charted, for the learner of English to explore painfully by the method of trial and error. Fowler's suggestion is sound as far as it goes, but the linguist and educationist dare not neglect efforts to provide short cuts to knowledge and skill by means of systematisation.

1. E.P. Hawoh: German Idiom List, p.3.
It would seem that there are three main approaches to the study of prepositional usage. The first of these sets out to analyze and define the relations expressed by prepositions (presumably in such languages or groups of languages as have recourse to them), and to devise logical or psychological categories of meaning, into which the linguist then attempts to fit the various usages. He tries to formulate the rules of a "universal grammar" in terms of which to interpret the idiosyncrasies of a particular language.

This method generally proves to be a veritable Procrustean bed. Usage straddles the various categories in such a capricious and unpredictable fashion that it often reduces these categories to obstacles rather than aids to comprehension. If the definition of categories is sufficiently vague, they can be stretched to cover most prepositions in their primary local sense, but such a classification can be of little real significance except in the very initial stages of language learning. Deutschheim's (3) category division may be said to be of this kind.

When one tries to be more explicit and to bring all prepositional usage into the fold of classification by psychological categories of approach, the result proves to be disastrous. Brøndes's (4) study is a case in point. Lindqvist writes of it:

"... the author's treatment of the subject results in nothing but a tangle of simple facts, and an attempt to fit the most disparate things into the arbitrary scheme framed by the author." (5)

Of a somewhat different nature from above, is C.K. Ogden’s (6) simplified account of English prepositional usage. What he has in mind is the use of English as an international auxiliary language, and for this purpose he has evolved his “Basic English”, a form somewhat in the nature of a synthetic language. He does not accept English as he finds it, but dismantles it and then rebuilds it in the image of his logically ordering mind. No doubt his rather ingenious technique is perfectly legitimate for his specific and restricted purpose, but notwithstanding the narrow limits within which he operates, he has to make quite a number of reservations.

After defining by illustration what he considers to be the basic local signification of each of twenty “directives”, he has to deal separately with _of_ and _till_, and the “pro-preposition” _for_. It is perhaps significant that _of_ is one of the two most frequently used prepositions and exceptionally prolific of meaning, and that _for_ is semantically the most elusive. In addition he lists 500 idiomatic usages “which would not be clear to e.g., a Japanese learner who had mastered the sense of the single words” (7) Even so equipped, the foreigner is bound to be much bewildered by rapid conversational English.

Whatever one’s views on the likelihood of eventual success for Ogden’s experiment, one has to admit the important contribution his analysis has made to our understanding of the language. We find, however, that even for the study of English as a foreign language at high schools and colleges, Basic is generally considered to be too limited in scope. For purposes of acquiring the second language as

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   Also: _The A.B.C. of Basic English_, etc.
7. _Basic English_, (3).
we know it, Basic is of little help. Osoda appears to be mainly concerned with a passive understanding of the language. It is important to note that active proficiency in a language requires a much pricier knowledge of usage than do the receptive phases, in which an intelligent guess, prompted and helped by inference from the context, will often suffice. In productive use of the language the workings of analogy are apt to be misleading. This is also the view of Jespersen: "But learning a language implies, among other things, learning what you may not say in a language, even though no reasonable ground can be given for the prohibition." (8)

The second main type of approach is that which Lindquist, after some initial hesitation, finally adopted:

"A subject of this kind may be treated in different ways according as different starting-points are chosen or different sides of the subject emphasized. I had no plans for forcing the details of the subject into the frame of a category division as restricted as possible, trying thereby to "explain" the most disparate phenomena by recourses to a few wide-embracing definitions of categories, which would have amounted to the same thing in most cases as to have left the reader to look for facts in the darkness in which he stood at the outset. The right method seemed to me to be the strictly linguistic one, viz. to start from the linguistic expressions themselves, to bring together such linguistic expressions as are related in some and contain the same proposition, and then to classify the various kinds of expressions according to the physical reality they serve to express.

(8) Language, 139.
This method of procedure has the obvious advantage that one is working with completely tangible phenomena; on the one hand, the linguistic expression, which has the form bestowed on it in a given text by an English writer; and on the other hand, the physical reality to which the expression refers and whose form and qualities are also clearly apparent." (9)

This approach is certainly more reliable and scientific than that of Brahde, but it appears that Lindkvist was inclined to overrate the positive results to be obtained by it. He set out to deal, once for all, with the four prepositions of his choice, and refer with disparagement to books which are "little more than collections of examples." (10) Yet, although he was obviously on his guard against categories based on "consistently operating logical or psychological factors," we find that at the conclusion of his study a note of disillusion creeps into his tone:

"(The) method has been applied on exactly the same lines in dealing with all four prepositions and . . . . the category division has often proved to turn out very similar in the case of in, at and on; and also has much in common with the former prepositions. Thus, for instance, the phenomena arranged under the heading Relative Position recur in largely identical forms under in, at, on and to, and the sense distinction between the different prepositions is sometimes non-existent.

The vagueness of the sense proper of a preposition also facilitates the ease of a certain preposition to express the most varied relations, for an existing proposi-

tional usage, which in a category division of the kind used in this thesis may seem illogical (from the point of view of the physical reality it expresses), does not appear in that way to the human mind.

The most one may do is as I have done in the present thesis, to show what physical reality corresponds to a certain expression in the language, and, in connection with this and as an attempt at elucidating the background of the usage, to indicate how the Englishman seems to apprehend the phenomenon; but it should be allowed to stop there and no attempt should be made, either to enter upon a division of the phenomena on strictly logical lines, or to trace the usage back to psychological "laws" thought of as determining it in detail. *(11)*

No doubt he was wise in not allowing himself to be tempted into defining logically the precise semantic interrelation of the various propositions he studied. Yet that is exactly what one is led to expect by his rather contemptuous reference to certain earlier works as "mere collections of examples." *(12)*

If we now turn to the bearing of his study on the learning and teaching of English — one of the considerations which prompted him to undertake it — we find that he writes:

"Since the physical reality expressed in a prepositional phrase must be assumed to be known by the person who is to use the expression, and since the nature as such of this reality is, of course, not affected by the different forms of apprehension, he will easily recognize (even if he is a foreigner) the physical reality to which he wishes to

give expression.* (13)

Although this view of the usefulness of his work might hold good for the receptive use of the language, matters are less simple when it comes to writing or speaking. The student who wishes to refer to a situation does not turn to language with the physical reality, but with his apprehension of it. Although the precise nature and order of events are still issues at stake among psychologists, it would seem that when an idea arises in the mind, it is generally accompanied from its very inception by auditory and speech-motor images, which naturally belong to a language. Although Linkevist appears to be well aware of the relation between habits of apprehension and linguistic form, he does not pursue the argument to its logical conclusion, and fails to show sufficiently for the extent to which our mother-tongue, in its interpretive function, interposes between us and the physical reality of a situation, especially when we are getting set to use language with reference to this situation. The speech-habits of the foreigner inhibit his ability to apprehend, in terms of English, the reality he wishes to refer to. This he will do only when he has developed "Sprechformen" for the language, when he has learned to "think in it". For this reason the teacher (or writer on usage) has to take into account not only the physical reality and the pattern of linguistic behaviour it evokes, but also the extent to which this pattern differs from its nearest equivalent in the mother-tongue, in order that appropriate preventive action to forestall mistakes may be taken. (14)

To arrive at these areas of difference by the process of superimposing a logical abstract of the various usages

of a certain preposition in the one language on a similar abstract obtained by an independent study of the other language, seems to be to be a needlessly cumbersome method of procedure. For these two constructs to coincide, one has to presuppose a common meeting ground, a "universal grammar" in terms of which each of them can be defined. Each separate explanation will, in the nature of things, be conditioned by the language in which it is conceived and expressed. Alternately, one would have to resort to extra linguistic symbols, such as drawings. This is the device adopted by C.K. Ogden to explain the basic local signification of his twenty "directives", but it is not feasible in the case of preposition in formal and idiomatic use. (15)

Up to this point we have been considering Lindqvist's account of prepositional usage in his chosen field, where "both the linguistic expression . . . . and the physical reality it serves to express, have independent existence in themselves and do not exist merely in an individual mind." (16) When it comes to the rampant, tangled growth of idiomatic and formal prepositional usage, we find that Lindqvist's second "tangible phenomenon" often tends to be volatile and elusive, slipping through our fingers like quicksilver. At the higher levels of abstraction usage often proves itself to be a will-o'-the-wisp which it is immensely difficult to pin down in terms of semantic function. Although a location of this kind is generally derived from an existing or possible physical relation, we may find that in a particular configuration, it is dependent on the peculiar internal logic of the language itself, or on some

accident of its historical development. Yet without two sets of comparatively stable referents, of tangible phenomena, to compare and equate, to bring into relation with each other, a comparative study can hardly be consistent or significant.

Consequently I decided in each case to begin with a usage as encountered in an English text. This I allocated to a category by equating it with the Afrikaans locution which would be substituted for it in a competent translation into Afrikaans. As a large number of usages were collected by the scanning of texts, they naturally fell into groups, patterns of linguistic behaviour, the range of applicability of each usage being restricted by the emergence of patterns divergent from the customary or most common pattern, which, by their existence, define its limits and those of each other mutually. It will be noted that this procedure gave us the two "tangible phenomena" I required.

Naturally the semantic or formular function of each of the two usages comes into operation in linking them with each other, serving as a third, "positioning" referent, without, however, requiring full definition in terms of abstract logic.

At the same time I treated the usages under consideration as a separate semantic (or formular) entity. In this way I avoided the common, if obvious, fallacy of treating a word, the acoustic or graphic symbol, which may serve to clothe many different concepts, as a unit of meaning. It is, for instance, of little importance to know the utility rating of the word for, if we do not know in which of its sometimes contradictory meanings it is used.
At the Seventh International Congress of Linguists (17) the nature of a dictionary of usage was defined as follows:

"... obviously, there can be no exhaustive treatment of such questions, and, to obtain some kind of completeness, limitations of one sort or another must be adopted. Such are, e.g., ..., in a bilingual dictionary, distinguishing words or constructions of one language from nearly equivalent ones of another. Such limitations and especially the latter, allow us to ignore large areas of clear difference or clear agreement in usage, and in the case of partial agreement, to state only differences."

In the case of this study it has not proved feasible to ignore the "large areas of clear difference or clear agreement." I know of no adequate treatment of even these in any existing bi-lingual dictionary. I had, in the first place, to establish the primary, or most frequent use of each preposition.

The report continues: "Exhaustiveness is nevertheless impossible and selection, being always of typical uses, will be determined by frequency." The scholar is often a collector of rare specimens. This is natural and human, besides reflecting credit on the acumen of the collector. However, the essential nature of a language is not dependent upon the rare jewels of linguistic capacity, but on the work-a-day elements which go to make up its general texture.

In discussing the value of phonemic analysis in defining the distinctive differences between related sounds,

Bloom and Trager very forcibly make the point that the linguist's task is to sort out the significant features of a language. The scholar who refuses to do this "not only is not a linguist, but denies the very purpose of linguistic science." (18)

For purposes of learning and teaching a language, the grading of vocabulary and speech patterns according to some reliable scale of validity, is indispensable. Knowledge of a language is always relative. Few native speakers and very few foreigners can claim to know practically all of a language. If then our knowledge is to be partial, it follows that we should know the most useful elements of the language. In such a scale of utility rating, frequency and range of use must always be preponderant considerations. Furthermore, it is imperative that they should be established objectively and scientifically. The subjective assessments of even learned scholars and experienced teachers of language have been proved unreliable and erratic.

The fact that this study is essentially bi-lingual in nature undoubtedly limits its general validity. Because it refers specifically to Afrikaans, its applicability is, to a great extent, limited to areas where Afrikaans is spoken either as a first or a second language. If, on the other hand, I had not done this, the study would have suffered from the disability of not being specific and consistent enough to be of any great practical use. My choice was dictated by the belief that there is much justification for our relating the study of the English language to our local problems.

18. A. Bloch and Geo. Trager: "Outline of Linguistic Analysis", p.39
CHAPTER II
LINGUISTIC FORM AND MEANING

A. THE WINTER OF PROPOSITIONAL USAGE

In Chapter I reference was made to the fact that propositional usage is often irrational, inconsistent and capricious, that much of it comes under the heading of idiom — "a manifestation of the peculiar." As it would obviously be impossible to cover the whole field of propositional usage here in depth, I propose to consider mainly one English preposition, as typical of the category, in detail. In addition I shall, for the time being, consider it synchronically in its manifold contemporary uses, with reference to the fact of physical reality it serves to express, without concurrently attempting to advance historical or psychological reasons for the usage, in accordance with Rantham's injunction:

"In language are to be considered
1. The ideas designated;
2. The signs employed in the designation of these ideas." (1)

In the following discussion, then, it is my purpose to demonstrate how involved propositional usage really is, considered (a) unilingually, when an attempt is made to define it in logical terms, as in Lindqvist's study and the N.E.D.; and (b) bilingually, as it strikes the foreign (in this case Afrikaans) learner, bearing in mind not only the relatively simple matter of passive comprehension, but also the more difficult problem of selecting the correct expression in productive use of the language, as well as

Jespersen's dictum about knowing what not to say. (2)

Because it is immensely difficult to rid ourselves of the habits of thought of our mother-tongue, a bilingual survey may serve the purpose of providing another dimension in which to view English usage, to show up the extent to which the logical standards with which we approach the object of our study are conditioned by the word-usage of that very language. Concerning the contributions to English grammar of the two eminent Dutch scholars, Peutzema and Kruisings, Prof. Potter writes:

"Their own language was closely enough related to ours to enable them to feel and know English perfectly; at the same time, it was sufficiently different from ours to enable them to examine the complicated structure and organism of English from the outside and to discern subtleties and peculiarities which had eluded native observers." (3)

The usefulness of Afrikaans for this purpose is limited by the fact that as a cognate language it often tends to follow patterns of usage similar to those of English, but it will on occasion serve to point the fact that the inner logic of a language may have no validity outside that language, and can be matched by an equivalent and equally convincing system in another language. In this connection Fowler and Fowler write:

"It is often impossible to convince a writer that the proposition he has used is a wrong one, because there is no reason in the nature of things, in logic, or in the principles of universal grammar (whichever way it may be put)."

2. Chapter I, footnote 6.
3. Prof. S. Potter: Our Language, 1st.
why that proposition should not give the desired meaning as clearly as the one that we tell him he should have used. Idioms are special forms of speech that for some reason, often ineradicable, have proved congenial to the instinct of a particular language. To neglect them shows a writer, however good a logician he may be, to be no linguist—condemns him, from that point of view, more clearly than grammatical blunders themselves." (4)

The Oxford English Dictionary repeatedly stresses the difficulty of classifying and defining the meanings of certain prepositions, e.g.: "At is used to denote relations of so many kinds, and some of these are so remote from its primary local sense, that a classification of its uses is very difficult. Only a general outline can be given here..." It then proceeds to list forty-one major usages.

Lindqvist's painstakingly thorough study provides a more detailed classification of the uses of the preposition in its local senses. We find that he writes: (5)

"At is the preposition most often used to indicate relative position. The relative position indicated by at may be of three kinds: (a) . . . . . . . . . . . . . . . . . .

(b) The second kind is where at indicates the direction in which, or the side on which something is in relation to an object. (c) The third case occurs in expressions of distance where at indicates the relation of remoteness between two objects." The extent to which these uses overlap with those of other prepositions, will appear from the following:

"To is used to define the position of an object in relation to another object by indicating the quarter or side where the one object is situated in relation to the other, or by indicating the relation of remoteness between two objects."

"On is used to define the position of an object by indicating the side or quarter where the one object is situated in relation to the other."

"In is used with certain complements to define the position of an object in relation to another object... by indicating the relation of remoteness between the two objects."

Examples of three of the above uses, quoted by Lindkvist, are:

"At the north-west of each (of the twin continents of North and South America), lies a great cluster of islands;... St. James Park station, on the south side of the park; "The railway extends to Elephant and Castle in the south," to which we might add:

"To the north-west of Iceland lies the land mass of Greenland," and also:

"The building behind the hotel."

If we accept the "categories of meaning" as defined by Lindkvist, we find that the following prepositions are used to denote "the side or quarter on which something is in relation to an object": at, in, on, to, behind. Four of these can also be used to express "the relation of remoteness between two objects," e.g. in the phrases "at..."
a distance," "in the distance," "adjacent to," "thirty yards behind."

The same process could be repeated with many of the meanings of each pair of prepositions. The possibilities of complication are well-nigh endless, as most prepositions have a variety of meanings and each of these, again, can be expressed by a number of other prepositions.

According to Lindqvist's classification, we can also denote the following physical relations:

1. **Relative position between two objects of which one is apprehended as turned towards the other**, e.g.: She sat with her back to him (Afrikaans: maat keer rug na hom gekoeier).

2. **Relative position in geometrical expressions**: Parallel to (Afrikaans, met); perpendicular to (Afrikaans loodreg op).

3. **A relation of immediate nearness**: Say it to his face (Afrikaans in).

4. **Motion directed towards and reaching a goal**: Walk to the door (ne - toe).

5. **Motion reaching a goal, i.e., with reference to the act of reaching, and not to the motion**: Hansel came to a house in the woods (uitkom by).

6. **Motion entering into the interior of an object**: He carried the chair down to the hall (Afrikaans ne - toe of in - in).

   A blush came to her cheeks (Afrikaans op).

7. **Extension in space**: The dress reached to her knees (tot by).

8. **Application, attachment, addition**: Add this to your collection (veer by).
9. A surface with which something is brought into contact:
   Press your hand to your forehead (teen).

10. Adherence: Glue to, fasten to (op, san).

11. Joining: Join the island to the mainland (fut).

12. Motion not reaching a goal: The boat sailed far out
to sea (op, in - in).

13. Direction: A ship bound from Southampton to Durban
   (me - toe).

14. The direction of a turning movement: She turned her
    back to him (teekor).

15. Direction of leaning: Socrates inclined his head to
    the speaker (me - toe).

16. Direction of pointing: Point to the door (m).

17. Direction of different kinds of articulation: Beken
to, nod to (vir).

18. Sail to him (vir).

19. Lateral direction in relation to a central point: He
    parted his hair much further to the side than most men
did (me - toe, san).

20. Motion or direction combined with purpose or intention:
    To the hayfield! (me - toe, toe).

   I have never been to the dentist, a dense, Paris (by,
   op, in).

21. Motion into contact: He raised his trembling hand to
    the button and pushed it.

The arrangement of the other uses in which to appears,
is largely determined by one’s approach to the problem.
The M.E.D., which is partial to the historical angle,
writes: "The senses and uses of to may be arranged in
various ways, every way having its peculiar difficulties
owing to cross-currents of history and usage." (6)

6. M.E.D: To, prep., A.
If one considers the matter semantically and wishes to avoid well-nigh endless enumeration, the problem resolves itself into finding points of resemblance between groups of widely divergent and often quite disparate phenomena. Let us consider the classification the eminent linguist Deutschbein (7) advances, leaving out of account the local sense of the preposition, which we have already considered. In the list below, each usage of to is followed by (a) some of the other English prepositions with the same or a similar meaning, and (b) by its nearest Afrikaans equivalent. To is used to denote:

22. Relations in time, denoting the ultimate point in a stretch of time (Zeitraum): Ten minutes to five/but five minutes before this/(Afrikaans voor), from 1937 to 1947 / till, / afrikans tot/. Look to the future for redress / look at, towards / hoop op.

23. The ultimate point, the end of a series: To count from one to ten / up to / tot, tot by, faithful to the end / unto death / until / tot op, tot en, tot in. What does the answer come to? / waarop. To my knowledge / in my experience, Armed to the teeth / tot aan. Fight to a finish / uitweg.

24. To is also used figuratively to denote the notions of direction or purpose: To call his attention to her faults / direct his gaze at / op. To the heart's desire / na. To promote him to sergeant / tot.

Indifferent to pain / greedy for honour / vir.
Take a fancy to him / develop a liking for / a dislike of / take pleasure in / angestrocke tot.
Refer to / hint at / re.
Say claim to / op.
To be attentive to an old lady / friendly with, in love with / teemoor.
Work yourself to death / delude yourself into a belief / jou (----) doodwerk.

25. To is used with adjectives and nouns which express a relation, an attitude:
To be kind to somebody / across with / friendly with / vir.
To be blind to the truth / unaware of / set on / impetuous for / vir.
Faithful to / aan.
Polite to inferior / teemoor.
His achievement is a credit to his family / strak hulle tot oor.

26. To is used with verbs indicating connection, adhesion, limitation,
Confess to sins / admit of / (---) bier.
Paste to / on / aan, tees, op.
Set words to music / op, (---) teemoor.
Listen to me / m, vir.
Married to a wife / in love with / set.
Confine to / incarcerate in / in, tot.
Take to wife / for a fool / tot.

27. To is used with verbs indicating a turning towards somebody:
Write to somebody / correspond with / aan.
Sing to somebody / dance for / vir.
Trust to God / in God / op.
Apply to the secretary / by.
Speak to somebody / chat with, dance with / met.

25. To is used with verbs and nouns expressing possession, interest, right:
Have a room to yourself / for your own use / to one's best liking.
Hair to the Duke / of / yen.
I have no key to that door / for / where is the key of that door? / vir, yen.
To belong to a group / with your equals / in certain company / am.
What happened to him? / met.

29. To is used in expressions of agreement or disagreement:
To have an aversion to / from something / a dislike of / 'm afkeer hê in.
To object to a plan / protest against / disagree with / have doubts, a dislike of / disapprove of / campaign against / (dear) teen.
To agree to a proposal / teasteen daartoe / it is to my liking / dit wêl in my week.

30. To is used in expressions of comparison:
Equalize to / with / am.
Compare to / equate with / met.
Prefer to / verkiez by.
A car does 30 miles to the gallon of petrol / ox.
The chances are 4 to 5 / teen.
Four is to six as two is to three / met.

31. It is used to indicate the person in whose interest, or to whose advantage or disadvantage, something is conceived to be:
A report is favourable / unfavourable to a person / disapproving of / discriminates against / vir.
It is a pleasure to me / for me / vir.
Courage is natural to a lion / surprising in a hyena / by.
32. It is used as a genitive substitute:
   Secretary to the President / of the Board / engine
   a secretary for him / for.
33. It is used in elliptical sentences expressing a wish:
   The same to you! / vir, (cock so).

   The extent to which prepositions have come to domi-
   nize for lost case-inflections will be fully discussed in
   a later section of this chapter. Here I propose to list
   only a few examples, selected more or less at random from
   a long list.

34. To is used as a dative substitute or to express relations
   in which the sense of direction tends to blend with
   that of the dative:
   To ears / To fall to digging.
   To bow to the King / a lady / voer, vir.
   Obedience to orders / aan.
   To answer to a man / or.
   To stand four-square to the wind / in, teem.
   What is Hecuba to him? / vir.
   To you the price is five pounds / vir.
   Allude to, refer to something / en, (deer) - veer.
   Devote time to / aan.
   Accessible to / vir.
   Known to me.

   Used to treatment / aan.

35. In addition we have to list expressions which must be
   considered as idiomatic, or strike the foreigner as
   being so. As no real classification of these colloca-
   tions is feasible, only a few examples will be given:
   As to him . . . .
   To be born to poverty.
   To come to hurt.
To fall to (i.e., to start eating),
I would to God that . . . . .
To take to your heels,
Honest-to-God,
To make up to a girl,
To be hard put to it,
To put to the test,
What do you say to a nice cup of tea?
To let, so to speak / te.
Your letter to hand / ter.
A function comes to an end / loop ten kwind.

36. To be used with the infinitive: In a considerable
number of cases English usage diverges from the Afri-
kaners, e.g.: He tries to run / hy probeen hardloop.
He is going to win / hy guun wen.
I have to do it / moet.
He seems to float / dit lyk of hy sweef.
I want to / wish to / sk wil.
You are to do it / jy moet dit doen, etc. For a full
list, see Chapter V, to.

In most cases to with the infinitive is rendered by on
to, or te in Afrikaners. It is interesting to note here,
that this usage, although entirely devoid of semantic force,
serving merely as a formal grammatical device to indicate
the infinitive, has the highest frequency but one.

From our list it appears that English to can be ren-
dered in Afrikaners by: aan, be, by, in, in-in, te, set,
on te, op, in, te too, te, ten, teen, teener, toe,
van, vir, voor, uit, uit by, tot, tot aan, tot by, tot in.
Moreover, these prepositions do not seem to appear in any
definable pattern in any of the logical categories of
meaning into which we have classified the uses of to.
In addition we have to take into account all the many
collocations in which Africans dispense with the use
of any preposition to render to, and those in which to
is used as an integral element of an idiom. If we con-
sider the problem unilingually, in terms of logical cate-
gories of meaning, we find a number of prepositions which,
although usage may decree their being employed in a parti-
cular context instead of to, are of such a nature that it
is difficult to find and define any appreciable distinc-
tion in sense between them and to in certain uses. The
following list of these prepositions lays no claim to
being exhaustive: against, at, before, for, from, in,
into, of, off, on, towards, unto, upon, up to, with.

On considering this veritable welter of semantic
signification - and lack of it - one is involuntarily
prompted to inquire into the reasons for this state of
affairs. In general terms the answer would be that the
meanings and usages of a word are determined not by any
consistently operating logical or psychological principles,
but by the accidents of history and the vagaries of the
corporate linguistic consciousness of the speech-community,
influenced, apparently, by the analogies which happen to
be apprehended between pairs of phenomena, either in the
nature of things or of linguistic units. Attempts to
find specific answers in other ways - "by appeals to
psychology, philosophy, or abstract logic - may seem
esthetically more satisfying, but are never anything bet-
ter than guesses, unprovable and fruitless." (3)

(8) Bloch and Trager, op. cit., p.9.
Deutschbein claims that reference to the primary spatial sense of a preposition is a great help in mastering it in its other uses. (9) This may be true in some cases, but considered purely in their contemporary local signification, the relational words in the following sentence are bound to get the unwary foreigner into an unholy spatial tangle: "It depends upon the circumstances under which this happens." (10)

On the preposition for Deutschbein writes (p. 242):
"Die Grundbedeutung ist: von Ausgangspunkt einer Bewegung aus gesehen, ein bestimmtes Ziel anzugeben," i.e., the basic meaning is that of "to set out for Lydias." Considered etymologically this may, or may not, be true, but the extent to which this "basic meaning"—and Deutschbein's sketch—will be helpful to a foreigner, is negligible. It is one of the most infrequent of the major uses of this polysemantic word.

Jespersen protests vigorously against Deutschbein's, and, in fact, any attempt to interpret usage in terms of a generally valid hypothesis of "national psychology," an approach which he calls "fundamentally unsound and unnatural." (11)

The only approach that can be at all fruitful, is the historical. Although it cannot explain usage in absolute terms, it can help us to understand certain phenomena by tracing the course of their development. The use of to with what Sweet (12) calls the "supine infinitive," and

Mason (13) the "gerundial infinitive" as a meaningless sign without any trace of adverbial relation, would be a case in point. The origin of this use is to be traced to the Old English dative form of the infinitive ending in ane or ane and generally denoting a relation of purpose. The locative colouring of the dative can still be sensed in a sentence such as: "He proceeds to speak," i.e., to speaking, i.e., to speech, i.e., from one condition to another.

In O.E., the dative form of the infinitive was originally rigidly distinguished from the simple (accusative) form which ended in an, and was strictly limited in use. There were, however, several verbs such as meaning and meaning which were construed with either the accusative or the dative infinitive. In course of time the distinction between the two was forgotten and to came to be used with nearly all infinitives, irrespective of meaning. The feeling for the dative force of to before the infinitive appears to have been lost by the 13th century.

The O.E.D. writes: "From these beginnings, the use of the infinitive, helped by the phonetic decay and loss of inflexions, and the need of some mark to distinguish it from other parts of the verb and from the cognate substantive, increased rapidly during the late O.E. and early N.E. periods, with the result that in Modern English the infinitive with to is the ordinary form, the simple infinitive surviving only in particular connexions where it is very intimately connected with the preceding verb." (14)

14. To, 8, History.
In form, then, the infinitive to speak is the
descendant of O.E. to speakan (ative) and in sense partly
of O.E. speakan (accusative).

The high frequency of prepositions, and the multitudi-
nous meanings in which they occur, are mainly due to two
factors, viz., the loss of inflexion, and the metaphorical
use of prepositions to extend their meanings far beyond the
spatial relationships which most of them denote in their
original, primary sense. These two factors we must now
proceed to consider.
B. THE ORIGIN OF THE PREPOSITION.

Proto-Indo-European had eight (possibly nine) case-forms on which it rolled to denote relations which in modern English are rendered mainly by prepositions and word-order in so far as these relations still find separate expression in the language. Some present-day languages are equipped with elaborate case-systems, e.g., Finnish has a full system of local cases, while Georgian is said to have twenty-three cases in all.

It seems that in emerging from the primitive amorphous stage, some languages, such as North Caucasian, obtained greater definiteness by multiplying their number of cases. In the Indo-European family of languages the tendency was to add another word when it was found that the case-marking was too vague to convey the meaning intended, i.e., prepositions were originally adverbs specialized to define in closer detail the direction of an action expressed by a verb. This process was accompanied or preceded by the phonetic decay of the case-inflexions and a loss of feeling for their functions. In course of time the prepositions attached themselves more intimately to the remains of case-forms with local signification and became adnominal in character.

It would appear that in its most primitive form language consisted of what Gray (15) calls epithetologues, or descriptive words, in which the adjectival element probably predominated. Later these words were differentiated into nouns and adjectives. Adverbs arose as specialized case-forms of the adjective.

The origin of inflexional endings is an open question. If we are to judge by the Dravidian and Tibetan groups of languages, it seems that they are the remains of autonomous words originally used to qualify root-words, and finally agglutinated to their stronger yoke-fellows. In course of time they were emptied of independent meaning by persistent use in conventionalized subsidiary function, and partly worn down by semantic decay, probably due to lack of stress. This process may be observed in the origin of the Hungarian formative -vál-, denoting the instrumental, which is derived from an old autonomous word "vagy" or "vagd", meaning "by force of", "by means of".

It is not unlikely, then, that case-inflexions represent the debris of words which may have been adverbial or prepositional in origin and that the prepositions we encounter in historical times may represent a second or later wave of formations. In present-day English we notice the tendency of certain particles to attach themselves firmly to verbs and continue to be drained of their original signification, e.g., off, up, to, out, in usages such as: "Can you put me up for the night?" "I was much put off/out;" "a ship heaves to".

Some of our prepositions seem to be pre-inflexional in origin, representing primitive base-forms, e.g., of (off)<C.E. of (af), derived ultimately from Proto-Indo-European *apo (a from), and cognates with Afrikaans, Dutch, Icelandic, Swedish, Danish and Gothic af, German ab, Old High German ab, Latin ab, Greek apo, Sanskrit apā.

Some prepositions appear to have been adnominal from the outset, e.g., Sanskrit apā (distant, without) in collocations such as "in the distance."
The functions of the various cases do not seem to have been sharply defined at any stage. The vocative is no true case and falls away in this discussion because it has merged with the base-form without leaving any appreciable residue in Modern English. In Proto-Indo-European, the nominative may be conceived of as having denoted the agent, centre or originator of action. The accusative was the case in which the noun stood when it was directly and wholly affected by the verb - the object of action. The genitive was rather vague and fluid in its meanings, which might perhaps be defined as mainly expressive of belonging together, being connected with (something). It is also defined as the generic case. The ablative in its basic sense indicated a point out of which or away from which action took place. Since the earliest known stages it has tended to overlap with the genitive (of origin, etc., cf. of/off). The dative was the case of sharing, interest, advantage or disadvantage. The locative was used to denote the area (section of space, "Room") in which an action took place or into which it was directed. The instrumental denoted accompaniment, instrument, or manner of accomplishment, i.e., the thing or person with which or accompanied by whom, an activity was conducted.

It is usual to divide these cases into two groups, viz., the grammatical and the relational cases. (16) This classification is not absolute, because the two kinds tended to shade into each other. The nominative, traditionally regarded as the primary case from which the others "fell away," i.e., departed - from which metaphor we derive our name for "case" (cf. German Fall, Afr. mawell) - was

purely grammatical in Indo-European. The accusative sometimes had relational signification in that it could indicate the terminative or illative aspect of a motion or action, i.e., the sense rendered by Modern English to in: "He came to a hut in the woods," "He was sentenced to death," as in the Latin sacrificium, i.e. "to go to sacrifice." This phenomenon is also found outside the Indo-European group of languages, e.g., in Hebrew, Chinese and Japanese, and it has been contended that this directive function may indicate the ultimate origin of the case.

In so far as the drift towards the levelling of case-inflections, so characteristic of the Indo-European languages, has affected the nominative and the accusative, the function of inflection has fallen to fixity of word-order rather than to the proposition, although there are some cases in which the partitive, which is usually identified with the genitive, has invaded the domain of the accusative as the object-case, e.g., "I partake of bread," and of the nominative as the subject-case, e.g., the French "on ne sait des salons." (17)

Afrikaans has in this respect undergone an interesting development in that it has propositional reinforcement of the direct object (accusative) in sentences of the type of "Ek sal vir jou eet!". It is likely that this form arose by analogy of "Ek sal vir jou eet ons," in which sentence vir jou is the indirect object, and probably because Afrikaans, like English, does not distinguish inflectionally, not even in the pronouns, between the active and accusative forms of the common or oblique case. In Syriac we find a comparable phenomenon in that the proposition /Q. is sometimes used to denote the direct object.

The function of the old inflected dative fell partly to
word-order and partly to the prepositions.

At one end of the scale, then, we find the nominative
and accusative cases which are mainly grammatical in func-
tion. At the other extremity are the locative and abla-
tive, which are concerned primarily with local, spatial
relations. The dative, genitive and instrumental fell
somewhere between these two fairly well-defined groups.
Jespersen has advanced an interesting classification
of the cases into three ranks, viz.:

I. Cases standing as primaries:
   Subject-case.
   Object-case. This might be divided into the case of
direct, and the case of indirect object.
   Predicative-case.

II. Adjust-case. Genitive.

III. Subjunct-cases. These might be divided into time-
cases (time when, time how long); place-cases (place
where, whither, from where); measure-case, number-
case, instrument-case." (18)

Although these functions were not distributed among
the inflexional forms in any consistently rational way, we
may, on the whole, say that the drift towards substituting
prepositions for case-inflexions affected the subjunct-cases
first and most radically, extending from these to the
adjust-case and the indirect object-case, hardly touching
the direct object-case, and not affecting the subjunct-case
at all.

In English the old locative was replaced by a group
of prepositions, mainly in, inside, within, outside, on.
at, by, under, over, beneath.

18. Ibid. p. 185-6.
For Sanskrit "śvā ānā vardhataḥ" we say, "In his own house he prospered", for "parvate", "on the mountain", for "dvī", "in the heavens", and for "usetā", "in the morning." From originally being adverbs modifying the verb, in, inside, etc., case to be attached to the noun-concept, at first reinforcing and gradually replacing the case-ending, possibly because they were more precise and expressive.

Similarly the old ablative case was displaced by of (or "off"), from, out of, etc.:

Sanskrit "śvāśād" is rendered in Modern English as "from the meadow", and "śekata" as "out of the house".

The instrumental case was also replaced fairly early on in the history of the language, persisting as an inflexionally differentiated case-form only in more or less rudimentary form in Old-English. In English we say, "The water flowed along [at] speed", for Sanskrit, "śvāśā śprām jēvēsā", and for O.E. "swon faran fleehtēge" we substitute, "He approached with a fleet."

Although it had other functions as well, the dative, having coalesced with the locative in Primitive Germanic times, also indicated direction towards, giving rise to constructions such as:

Old Saxon "In swa mē an angel", (To his case an angel),
6. INFLEXIONAL PREPOSITIONS.

Up to this point we have been considering the extent to which prepositions superseded case-endings with concrete, mainly local signification. It is contended that this change was motivated by the urge towards greater precision and clarity in defining the relations existing between things, but the impetus of the drift towards deflexion seems to have been so strong that prepositions were also pressed into service to denote relations which have no necessary counterpart in physical reality, but exist mainly in the habits of thought of the speech community. In this way prepositions came to be used in purely formal sense, with structural rather than independent semantic value. Chinese grammar employs a useful and expressive term for these - "empty" words, as opposed to semantically "full" or charged words. Prof. Vendryes (1) suggests the terms "morphemes" and "constituents" and Palmer "structural words" and "content words". (2) Perhaps one might usefully think of prepositional morphemes as catalytic in nature, promoting meaning without themselves being imbued with independent semantic force.

Of morphemes, Prof. Vendryes writes, perhaps with some exaggeration:

"It is impossible to translate these words in a dictionary; they have no concrete meaning, but are coefficients, exponents, algebraic values, rather than words, nor can they ever stand by themselves. They only acquire meaning in context with some other linguistic unit with

which they form one whole, such as the mind can realize in its entirety." (3)

Although one may not necessarily agree with Vendryes' soaring statement about the impossibility of at all translating these words, it is a fact that they do give the lexiconographer such trouble, witness the copious treatment accorded them in the M.R.D., which nevertheless disclaims exhaustiveness, and comments on the fact that the relations expressed are "of the vaguest and most intangible." (4)

Fowler and Fowler (5), even though pressed for space in their Pocket Dictionary, are generally very precise and exact in their definitions, were betrayed into stating that the proposition with in the collocation to quarrel with somebody, expresses antagonism, whereas, obviously, its function is to point the direction of the antagonism expressed by quarrel.

Jespersen speaks of propositions which lose their local or temporal signification "and descend into the category of empty or colourless (pale) words or auxiliaries, quoting as examples "the father of the boy", "all of them", "the City of London", and to as passive equivalent.

These "inflexional particles", as Curew (6) calls them, constitute a numerically important element of English usage, notwithstanding - or perhaps because of - their vacuity of semantic signification. To be the sign of the infinitive and the passive of -adjunct head the frequency list of English propositional usage. On the other hand, these form-words are often quite rigid in adhering to a

particular structural environment, i.e., usage insists on
distinctions which are hard to apprehend, define and dis-
tinguish notionally, e.g., "to have sympathy with, fellow-
feeling for and a love of one's people."

The preposition of has had a very chequered career in
English. It is very ancient in origin, having probably
had independent existence in pre-inflective Proto-Indo-
European as *ago (= from, away from, out of), a meaning
it has in Modern English times delegated to off, except in
the rare use of "ten minutes of five", i.e., "it lacks, is
ten minutes away from 5 o'clock", and collocations such as:
"That is what comes of playing with fire", deliver of, rid
of, etc., with their appreciable ablative colouring. From
being ablative in force, of has come to be pre-eminent
the genitive adjunct, although the genitive generally ex-
presses connexion, identification with, "Zusammengehörig-
keit."

In Afrikaans we find that van, which, in conjunction
with of and certain adverbs, is the essentially ablative
preposition, unites this function with that of the genitive.
This apparent contradiction can thus be observed in what
is, diachronically, probably the youngest, as well as in
the oldest member of the Indo-European family, for Sanskrit
has a meeting of the two ideas in the ablative jathāśṛddhā
"out of the body", "born of", suggesting the genitive,
which did, in fact, partly coalesce with the ablative in
Primitive Germanic and apparently also in Proto-Italic-
Celtic.

The original meaning of of led to its use to express
the notions of removal, separation, privation, derivation,
origin, instrument, etc.
"But", writes the N.E.D., "even in Old-English this native development was affected by the translational character of the literature, and the employment of of to render Latin ab, de, or ex, in constructions where the native idiom would not have used it. Of far greater moment was its employment from the 11th century as the equivalent of French de, itself a substitute for the Latin genitive case. The great intrusion of of upon the old domain of the genitive, which speedily extended to the supersession of the Old-English genitive after adjectives, verbs, and even substantives, was mainly due to the influence of French de."

By this configuration of circumstances of has, in Modern English, some to be used in constructions which may be regarded as the analytical equivalents of what in Old-English and some contemporary cognate languages is, or may be synthetically expressed by the genitive case — inflexion. In addition, this function of of has, by the workings of analogy, been extended to cases not corresponding to actual inflexional constructions, but closely resembling them.

I. The functions of of as genitive-equivalent, may be listed as follows:

A. The genitive of origin, e.g., "the poetry of Dylan Thomas", "the result of your action".

B. The possessive genitive, e.g., "the lord of the manor", "the owner of the house".

C. The subjective genitive, e.g., "the reign of Elizabeth".

D. The objective genitive, e.g., "the defeat of Germany", "the signing of the document".

7. Cf. History (p. 57.)
E. The genitive of composition, e.g., "a bundle of rags", "a flock of birds".

F. The genitive of description.
   (i) The genitive of characteristic, e.g.,
       "a man of few words",
       "the behaviour of a dictator".
   (ii) The genitive of measure, e.g.,
       "a walk of ten miles",
       "the work of a lifetime".

G. The genitive of apposition or closer definition,
   e.g., "the city of London",
   "dolusions of grandeur",
   "a mountain of a man",
   "a devil of a temper".

It is hard to establish a consistent pattern of behaviour for the genitive-substitute construction as between English and Afrikaans, because usage tends to weave in and out of national categories in the most erratic fashion. The most refractory cases seem to be the appositive and the partitive genitive, e.g., the four examples of the former, given above, would be rendered in Afrikaans in four different ways, viz.:

"die stad Londen", (acute)
"grooteheidswansin", (compounding)
"n berg (vark) van 'n kôrrel", (van of)
"n duivelse kunsuur", (as = 's).

H. The partitive genitive with of, is partly a restitution. In the period of decay of the old inflexions, the appositive genitive was more widely used than now, e.g., Chaucer has "no morsel bred", and "a bêrêl ale", usages which are parallel to their Afrikaans equivalents and English usage.
such as:

"a few hours",

"a dozen eggs", (cf. "a round dozen of eggs").

Partitive occurs in constructions such as:

1. "half of the world",
   "a part of my property";

2. after definite numerals, e.g.,
   "seven of them";

3. after plural indefinite numerals, e.g.,
   "some of them";

4. before the numeral all, accompanied by a 
   superlative, e.g.,
   "worst of all";
   also where the superlative is implied,
   "you of all men";

5. with the indefinite pronouns anything, every-
   thing, something, etc., e.g.,
   "Have you heard anything of her yet?"

6. before the indefinite it, e.g.,
   "She had a bad time of it in hospital";

7. after a superlative before a noun modified 
   by any, e.g.,
   "He had the most beautiful wife of any man 
   in Greece";

8. before a genitive as in
   "It was all a mistake of his employer's";

9. before an absolute possessive pronoun, e.g.,
   "It was all a mistake of mine";

10. after interrogative what, e.g.,
    "that of the future?"

No doubt this discussion could, with some ingenuity, 
be further elaborated. At all events, as Jespersen points 
out, the special meaning of the collocation dopita 'not
on the use of the genitive in itself, but on the intrinsic meaning of each of the two words connected, and is therefore in each case readily understood by the hearer." (8)

II. The Old-English genitive was also used to modify verbs and adjectives. Today we think of it as mainly adjectival in character, although the use of the simple genitive object has led to collocations such as

"worthy of love",

"the bottle is full of wine",

"fruitful of controversy",

"prolific of", "certain of", "sure of",

representing a sizable group of adjectives "governing" the proposition of. In some cases of has been superseded by other propositions, such as on, in "dependent on". (9)

III. Certain adverbial word-groups which today strike us as illogical constructions, owe their origin to the Old English genitive inflexional form, e.g., of right < O.E, ryht, of a truth < O.E, se < se. (10)

Other examples of this kind are: of certainty, of a surety.

The influence of French constructions, e.g., "de grand satin" (see above) probably led to usages such as "of a morning", "of a Saturday evening" (cf. Afrikaans "sandrous", "samus", "bedage", which have retained the inflexional genitive).

IV. In O.E, the genitive was sometimes dependent on verbs. This has resulted in usages such as: "admit of", "allow of", "conceive of", "approve of", representing the old

10. S. Sweet (op. cit), 1504, 1507.
V. The preposition of is also used in the formation of the passive voice, mainly in certain set idiomatic phrases, e.g., "born of wom..." This usage has its parallel in Afrikaans "van Lotjie getik wees", and in German von — often translated by English of — which is usual with the passive voice.

THE DATIVE.

If we now turn to consider the influence of the O.E. dative on modern prepositional usage, we find that this has been very considerable.

In O.E., the dative was mainly the case of the indirect object, but also existed singly, unaccompanied by the accusative direct object, in cases where the activity directed towards a person was designed to affect him in an inner, immaterial sense. In the thirteenth century this kind of dative began to merge with the accusative, but it has left a residue in modern English in the form of collocations such as "to preach to", "to bow to", "to yield to".

Although to was the main heir to the old dative, other prepositions have also been involved, e.g.,

"He is hostile to me", but "angry at me," and "cross with me," or again, "He gave the book to me", but "he threw it at me", and "She is good to him, but not good for him". Also: "to tell it to him, but withhold it from her"; "to turn your back to him, on him or upon him".

Although English has long ceased to use the dative case as such, its prepositional equivalent may still be identi-
filed in the following usages:

(a) The dative of reference:

"What is Nasband to him?"

"Those shoes are too big for you."

(b) The dative of interest:

"Give it to him."

"Do it for him, his sake."

"Blame it on him."

"(The horse) Nilesis Pride won from Lenin."

(c) The ethical dative, denoting the person who is expected to respond sympathetically or at least emotionally to a statement:

"There was a pretty pickle for you."

As to was the proposition to which the functions of the dative mainly fell in so far as they were not taken over by fixity of word-order, we might profitably subject to a somewhat closer scrutiny those uses of to in Modern English which derive from the dative, and are still represented in some cognate languages by it. In doing so, I propose to follow the classification of the P.K.D.:

To denotes:

I. The indirect object, the recipient of a gift, etc.,

6.e.

"Send to," "give to," "write to."

Also in immaterial sense:

"What is that to you?"

To in this use dates from the end of the 13th century.

II. A relation of interest; the person at whose disposal something is; the object of conduct, e.g.,

"To have the car to yourself."

"To you the price is five shillings."
III. To is used with many intransitive verbs in the sense of "as regards," e.g., "allude to," "swear to,"

IV. To is used with many transitive verbs, e.g.,
"to devote time to,"
"to admit somebody to a building,"

V. To is used with adjectives to define their application, e.g.,
"accessible to,"
"agreeable to,"
"blind to (the truth),"

VI. To also appears after the past participles of verbs of perception, e.g.,
"He has been known to me for many years,"

The following cases reflect the dual function of the dative-locative as the sense of direction tends to blend with that of the grammatical dative:

VII. "He took the whip to his wife," i.e., expressing impact or attack (on, against something).

VIII. To is used after words denoting application, etc., e.g., "to fall to digging, eating."

IX. To may denote the object of action, e.g.,
"to erect an altar to their gods."

X. To refers to response, etc., in:
"obedience, disobedience to orders,"

XI. and denotes a relation (of exposure) in "to stand four-square to the wind."

XII. To with the infinitive has been discussed in a previous section.
The simple dative has not disappeared from the language yet, i.e., its functions are still carried on by inflected forms as in "to give him a present," but it has been progressively superseded since the late 9th century when to in the function of dative-equivalent began to appear. Usage has been stabilized by the influences of schools, the press and the radio, books and learning generally, but even now there seems to be a drift towards levelling the dative-accusative (or oblique) case with the nominative, as witness the loss of feeling for case-forms instanced by usages such as "it's me."

In conclusion we also have to mention the use of to in what may be called the function of a genitive-substitute, as in "Secretary to the Treasury."

After to, for was the main heir to the function of the old inflexional dative. Usage sometimes wavers between the two prepositions, as in: "Something is disagreeable to/for somebody, convenient to/for him," and "it is a pleasure to/for me." For used as dative-equivalent mainly indicates interest, e.g.,

"to die for one's country."

"to win fame for oneself."

"to live for each other."

It occurs fairly frequently in this use, although by no means as frequently as the Afrikaans vir which generally combines the functions of to and for as the substitute for the dative of interest.

For has also shown a tendency to intrude itself into the spheres of other prepositions, e.g., it has superseded of in the function of the old genitive of goal, as in "hope for," "yearn for," "thirst for," "wait for,"
It has also intruded itself into sentences such as: "It is not good for the man to be alone," rendered in the Authorized Version as: "It is not good that the man should be alone," and by Wyclif as: "It is not good man to be alone." It seems that man came to be understood as a native object to good and was consequently construed with for. By analogy this construction has been greatly extended.

By used in the passive voice to denote the agent of an action is one of the most frequently used of structural prepositions. Semantically it derives from by as expressive of proximity, which usage led to a transference of meaning to indicate instrumentality. Through shares this function with by.

(1) Cf: Jespersen: "Progress in Language", 166.-
Most prepositions, in their root-meanings, are firmly imbedded in physical reality. As such they denote mainly position or direction of movement with reference to a point, an area, a series, etc. This applies neither to of in most of its uses, except in so far as we identify it with off, nor to for as distinct from before. Its use to denote destination is not very common. With in the meaning of "accompanied by," "near to" is, of course, spatial, and even in instrumental function it is primarily physical in reference. A few prepositions such as till and during are, in current usage, essentially temporal in sense.

By a simple and uninvolved analogical transference of meaning from the primary spatial significations, arose the use of prepositions to denote relations in time. It is probably true that we do not generally apprehend the use of prepositions in temporal sense as metaphorical, because these collocations have established themselves so firmly that we are inclined to regard them as representing a facet of the essential, primary meaning of the preposition. Nevertheless, as has been pointed out by philosophers of language, such as Cassirer, (1) most of our words for time-relations are ultimately spatial in origin, and our very notion of time is a projection of our notion of space, because the mind is primarily equipped to cope with the spatial relations which furnish the actual structural elements of objective experience. When we say that it is ten to twelve, we represent twelve o'clock as a goal in time.

to be reached after having traversed ten units of measurement. In the phrase "within a month," the month is envisaged as an area of time-space (a "Zeitraum") within the limits of which an event will take place.

It is a characteristic of language that signs tend to transfer themselves from one object to another. (2) Without this ability language, as an instrument of communication, would be stultified, because it has to cope with a ceaseless stream of dissimilar situations. Effective communication is made possible by the essentially mobile, transitive nature of the linguistic signs we employ, by the fact that a word, or unit of expression, can be carried over from one object to another, standing in a certain analogical relation to the first.

In a way the use of the word "transfer" tends to be misleading, because it suggests loss of meaning with regard to the first referent from which the meaning is "transferred." This is not necessarily, or even usually, the case. What generally happens is that the meaning is extended to the second referent without ceasing to operate for the first. This metaphorical extension of meaning makes possible the use of language at the higher levels of thought and discourse. The mind cannot grasp and hold relations other than material, except by transposing them into terms of the observable world, the nomenclature of which has to be stretched to accommodate these derivative concepts.

Aristotle distinguished four types of transference of meaning, viz.,

"A metaphorical word is a word transferred from its proper sense; either from genus to species, or from species to genus, or from one species to another, or in the way of analogy." (3) It is this last type of transfer, metaphor proper or "radical metaphor," that is particularly important to us, especially with regard to its function of creating mass for concepts for which there are no "proper terms," as Aristotle puts it in discussing the use of "sowing in the lines:"

"(The sun) sowing abroad His heaven-created flame."

In terms of the relatively uninvolved example of the proposition to in temporal sense, mentioned above, we may analyse the workings of analogical metaphor as follows: When moving in space, we indicate our position relative to a point at some distance from us by using the proposition to, e.g., the distance from us to the door is ten yards. Because we conceive of movement in time as analogous to movement in space, we indicate our distance from a point in time by saying that the time-distance from the point at which we find ourselves to the point we wish to refer to, is ten minutes.

In such the same way we speak of having something in mind; of being out of one's mind, on one's best behaviour; of doing something against one's will; through an agency; of something being beyond one's power, under control; of being at daggers drawn, and of thinking something over, etc.

To Jeremy Bentham (4) we are indebted for a penetrating analysis of the metaphorical function of propositions, the

part of speech which he considered to constitute, with other particles, "the obscure, the transcendental, the mysterious part of the art and science of universal grammar."

According to Bentham, then, entities are real, fictitious or fabulous, the latter being things such as fairies, dragons, etc. Fictitious entities are those referring to concepts such as quality, relation, power, obligation, duty and right. For these a sort of verbal reality has to be supposed, otherwise they could not be referred to in language. Thus a quality is spoken of as being in a thing or person, i.e., the thing or person is spoken of as a receptacle and the quality as being contained in it, or again, the earth, or any ball, is referred to as being in motion, motion here being represented as the receptacle.

Generally, the fiction is based on a real entity, the use of the fiction being analogical to the way the real entity is spoken of.

The names of these fictions are used in the same manner as the names of real substances. Consequently, the nature and properties of substances are attributed to these, and grammatically they are "noun-substantives."

"That the properties belonging to substances, to bodies in general, are attributed to them - that they are spoken of as possessed of such properties - appears from the propositions by which the import of their respective names is put, in connexion with the import of the other words of which the sentence, the grammatical sentence, is composed."

He then proceeds to analyse the various kinds of fictions, which may be either physical or psychical, and finds:

Motion: "In the physical world, in the order of approach to real existence, next to matter comes motion, but motion itself is spoken of as if it were matter; and in truth, because, in no other way - such is the nature of language, and such is the nature of things - in no other way could it have been spoken of." By way of illustration he quotes "the ball is in motion" (above): "the notion of a body," i.e., motion is a substance belonging to the body.

He further distinguishes fictions of quantity, quality, form or figure and relation, involving the use of the prepositions of, in, into, to, from, between, among; but, in the nature of things, all or nearly all relational words are used with reference to fictitious entities. This theory seems to explain the facts of usage satisfactorily. Whether we should think of language as having actually developed from a stage of being able to refer to physical realities only, to one in which states of being, as "fictitious entities", can be cope with, depends on the view we take of the origin and development of language. It is rather disconcerting to find that the extremely primitive Aranda language of Central Australia can only express notions and states of being. Things can only be denoted by "fictionalizing" them into notions or states, i.e., the reverse of the process described by Bentham. (6)

It is perhaps useful to distinguish between metaphor of the kind we have been discussing, and the conscious "concepts" of the poet, in which the analogical leap to

comprehension is mostly calculated to excite by a sensation of difficulty, but not to frustrate the reader by requiring an excessive effort, i.e., to cause a timely and pleasant release of energy. We should rather think of an unconscious groping for a vehicle of meaning, at an early and unsophisticated stage of the language. A speaker picks a word which he feels to be appropriate. It may not be good and may even be based on a false analogy, but this does not really matter in the triadic language situation as long as he is understood. This particular use of the word may be perpetuated because the speaker carries authority in his speech community, or because the word fills a very actual need in the language, or again because it happens to be in accordance with the general drift of the language which is not necessarily dependent on logic in the sense of a universal grammar.

The initiation of a usage is dependent on there being, at a particular juncture, a certain configuration of circumstances in the language. By such use the collocation becomes an accepted feature of the language, "dead metaphor," and the analogy which prompted it may not at all be obvious to later generations. Because it has become a mere formula, the feeling for its metaphorical force is blunted or lost, and it comes to be used in contexts which result in a middle of analogy, without, however, the speakers of the language sensing it. This process makes possible a sentence such as, "It depends upon circumstances." Depend is derived via O.F. from Latin pendere, to hang, suspend, and circumstances meant, originally, standing around. If we remem the sentence somewhat superficially in the light of the above information, we find that we have the idea of something hanging from a surface on top of which it rests.
and which is also conceived of as standing around it, or the speaker. The explanation of our unexplaining acceptance of this essay in contortionism, together with the further complication of perhaps finding ourselves also under (7) these circumstances, is, of course, that the metaphors involved have become wholly petrified into formulae, thus ceasing to be apprehended in spatial significance.

Another factor we have to bear in mind, is the expansion and contraction of the meaning attaching to a particular preposition, the shifting sands of semantic mutation. So we find that in the 15th century the preposition of (in the sense of off, of. Afr. hang of van) was used with the verb depend, e.g., "The work that he worketh dependeth of fortune and not of him (Filer, Swale, V, XIV).

From, which we might be tempted to substitute for of or on, arose from O.E. fram (Gothic fram, of Sanskrit param = beyond), which developed in meaning from forward, via onward > on the way > away into its present-day sense.

The Afrikaans preposition af in "hang af van" is a cognate of the English of/off, derived ultimately from Proto-Indo-Germanic *apo, meaning from. In Old Saxon am/on (cognate with O.E. on, an), was affixed to af, resulting in afamo/afom, afan/afon. Eventually the initial a was dropped, leading to Afrikaans and Dutch van and German von, often equivalent to Modern English from. In historical analysis, then, Afrikaans of van means something like off, off-on.

7. V.S. Leader = and other people after him - have in fact tried to prescribe the use of the preposition under with circumstances. Cf. R.S. Davies: Crammer without Tears, p. 112 ("Leader's latinised tellies").
If we now return to depend upon, we find that upon has come to be equivalent to on, except when there is a particular reason for indicating that the object referred to is above a surface, resting on it, in fact up on it. Even this distinction is not rigid. (8)

Since the earliest times on has been used in the Tentonic languages not only in reference to the upper surface, but also to the front or any surface of an object. This latter use persists in Afrikaans on (German an) as in, "Iets hang aan die muur," the language having found a substitute, op (German auf), to indicate position on top of a horizontal surface.

At one stage there was, in English, a strong tendency towards using on also in the sense of in. (9) This development was later reversed, and today we tend to restrict the use of on primarily to an upper surface, although it is quite usual with any vertical supporting surface, and is even used with reference to the under side of a surface, as in: "The fly walks on the ceiling," in which meaning Afrikaans uses teen (= against).

The conclusion all this leads to is obvious: To deduce any psychological principles of apprehension from the metaphorical use of prepositions in a language is a hazardous undertaking, because all the semantic possibilities of the words at the time when the usage originated would have to be taken into consideration. This is hardly feasible after centuries have elapsed. The matter is further complicated by the influence of each of the various dialects from which the language arose, and by the influence

8. E.g., "... bent upon the wall" – In dorc of Gross, W.B. Yeats.
of foreign languages, especially on the literate. The fact remains, nevertheless, that one facet of a situation may strike a speech-community as significant and analogous to some other situation, while a different feature or aspect of a similar situation may lead to a different metaphor in the same or another language. It is therefore likely that usage as between two cognate languages will diverge more widely at the more abstract level of fictions and metaphor than at the physical. At each progressive level of abstraction mutations of usage are apt to appear.

Let us, by way of illustration, consider a few instances of prepositions in metaphorical use in English and Afrikaans:

A mannequin poses in an attitude, but a soldier stands at ease and comes to attention.

Afrikaans: In 'n houding/steam 'n houding en gang steen in rus, maar kom op staan.

If, in time, they feel run down, they go on holiday or into retirement.

Afrikaans: Uitwondeling/metertyd, op of net vakansie, treed af.

Although it is possible to point out fairly consistently used Afrikaans equivalents of the English prepositions when used in spatial sense, no such pattern is evident here.

When a language has become the vehicle of an advanced and sophisticated culture, philosophers and other writers who deal in ideas, may consciously continue the process of creating fictional entities, which then enter into relations with each other as concrete nouns do, or may concern
themselves with finding new ways of relating existing con-
cepts to each other. Let us consider a few sentences
from Prof. Jodl:

"At first sight consciousness appears to consist of
a succession of psychic states, each of which is a single
and independent entity, these states being strung together
along something which is called the 'ego' . . . . . . But
reflection soon shows this conception to be erroneous
. . . . My mental state, as it advances on the road of
time, is continually swelling with the duration it accu-
mulates." (10)

Huxley writes: "Even faith hangs on the warm
caverns of perforated flesh," and "..... the personality,
as a mental structure, may be all in bits, grew down to
Hamlet's heap of saw-dust." (11)

The relations denoted by the propositions are, in the
nature of things, in no way new. The element of novelty
depends upon the configuration of fictions, generally em-
bedded in words which have come to adhere to a conventional
linguistic environment which dictates a specific pattern of
propositional usage. Existing usage is simply stretched
to accommodate concepts which are analogical to the physi-
cal realities propositions primarily serve to link by de-
fining the relations between them. In fact, the proposi-
tions often serve to anchor reality the fictions to
which they refer, helping to make them acceptable by inter-
preting them in terms of spatial dimension. It is in this
function that propositions come to inhabit the rarefied
atmosphere of abstract discourse, where the foreigner is
often startled by the company they keep.

E. TOWARDS AN IDEAL LANGUAGE.

Among primitive peoples a superstitious belief in the power of words is common. Not only do they identify words with their meanings, but they also attribute magical powers to language. To some extent this attitude persists even in modern society. No wonder early thinkers such as Socrates and Plato were much concerned with the proper meaning of words, and with analysing the relation between word and referent. In ancient India the relation of language to thought did not go unconsidered. In the Upanishads we are instructed to meditate on speech because "if there were no speech, neither right nor wrong would be known, neither true nor false, neither pleasant nor unpleasant. Speech makes us understand all this." (1)

If we regard language as meaningful sound in function of communication, we cannot avoid the principle of what Cassirer (2) calls the "Prinzip des Sinnes" - the primacy of meaning. This view of language leads to the study of meaning as the essence of language, in relation to the reality it expresses, and proceeds from the meaningful polyphonic unit of speech as a whole to an analysis of the elements which compose it. That is also the approach adopted in this study which is concerned with the proposition as a vehicle of meaning. Although it deals mainly with usage as a problem of practical bilingualism, and does not in the first place set out to take a normative view of language, some aspects of propositional usage prompt certain reflections.

The student of a foreign language is generally well-advised to take it as it stands. He is naturally inclined to find certain aspects of it absurd in terms of the habits of thought of his mother-tongue, which he is all too apt to regard in the light of some sort of "universal grammar." On further inquiry he is likely to find that even "notional grammar," in so far as it can be said to exist except in very general terms, will suffice to interpret the language. He has to steep himself in it, accepting its conventions and idiosyncrasies, its superstitions and atavisms. "Except . . . ye become as little children, ye shall not enter [therein]."

The study of a foreign language serves to "broaden one's view," as Jespersen (1) puts it, and the student comes to realize the idiosyncrasies of his own language more vividly. If he should find that he disapproves of certain aspects of the language, he would find himself in good company. Hobbes disapproved strongly of the ubiquitous metaphorical element in language. He "abuse words," he writes, "when we use them metaphorically, that is in other senses than they are ordained for, and thereby deceive others." (2)

So this we may oppose the attitude of not only accepting with complacency the irregularities and irrationalities of language, but also of glorying in its excescent asymmetry. This frame of mind perhaps finds its most felicitous expression, although not necessarily with regard to language, in the lines of the poet Gerard Manley Hopkins:

2. Quoted from Urban, op. cit.
"Glory be to God for dappled things -

Landscape plotted and placed - fold, fallow and plough;
And all trades, their gear and tackle and trim,
All things counter, original, spare, strange;
Whatever is fickle, freakled (who knows how?)
With swift, slow, sweet, sour; adazzle, dim; . . . ."

(Fried Beauty).

Even though one might disclaim any intention of being grouped with Ballard's third type of grammarian who "would remodel the language by artificial means," (5) one cannot accept the view mentioned above. If we regard language functionally and anthropocentrically as primarily an instrument of communication, the cumbersome and illogical nature of the languages we know leads us to define our view of what a language ought to be, our notion of an ideal language.

This has been attempted by many philosophers, scientists and linguists. Both Locke and Hobbes found occasion to consider the problem. The mathematician P.E. Halmos defined the ideal as having a name for each thing so that "if in the sense of a sentence a certain object occurred, it would also be shown visibly by the occurrence in the sense of the name of that object...... In a perfect language, then, all sentences or thoughts would be perfectly clear." (6) Lord Bertrand Russell writes:

"A logically perfect language has rules of syntax which prevent nonsense, and has single symbols which always have a definite and unique meaning . . . . the whole function of language is to have meaning, and it only

fulfils this function as it approaches to the ideal language which we postulate." (4)

Otto Jespersen states that "that language ranks highest which goes farthest in the art of accomplishing much with little means, or, in other words, which is able to express the greatest amount of meaning with the simplest mechanism." (7) He justifies this distaste by pointing out the effort that always accompanies the learning and speaking of even the mother-tongue. In the last chapter of his book (8) he amplifies his definition as follows: "... an ideal language would always express the same things by the same means; any irregularity or ambiguity would be banished; sound and sense would be in perfect harmony; ... the human spirit would have found a garment combining freedom and gracefulness, fitting it closely and yet allowing full play to any movement."

For language to serve its purpose of communication, it must avoid ambiguity, but even if having "a distinct name for every particular thing" would have improved language - which Locke doubted - (9) it would have been an ideal impossible of achievement. A limited number of words must of necessity come with an infinity of meaning. Language must be mobile and flexible enough to express any and all concepts, otherwise it cannot fulfill its function as the vehicle of thought and the repository of knowledge. All languages are forever hovering between the two poles of pure notation and unlimited expressiveness.

What we can, I believe, reasonably demand of an ideal language, is that it should achieve this indispensa-

8. p. 442.
9. Locke, Essays, IV, III, Ch. III.
+ Bertrand Russell: Introduction to L. Wittgenstein's "Tractatus Logico-Philosophicus".
able fluidity not by arbitrarily multiplying the meanings of a word to cover a variety of unrelated and even contradictory meaning-situations, but that it should group cognate significations logically round a word with a root-meaning common, in greater or lesser degree, to all of them; that it should not dissipate its potentialities on clusters of redundant synonyms, or emasculate its limited stock of sound symbols in purely constructional function in which they serve no useful semantic purpose.

Measured against our conception of an ideal language, most languages probably fall sadly short of perfection. The ease of English prepositional usage serves to illustrate Jespersen’s finding that the progress of language is accompanied by such “muddling along,” much bumbling and blundering. If one accepts the view that language is forever striving towards greater ease, precision and power of expression, one is compelled to wonder at the forces which inhibit this process, and to reflect on the vagaries, the tortuous and capricious workings of the collective linguistic consciousness which produces the language.

It would seem that a free, unshackled and unplanned growth must of necessity get itself into a tangle. The geometrically precise patterns of logical perfection are apparently foreign to things of organic growth, and as such we have to regard language in this context. Thus, then, is also the reason why the scientific description of a language is such a laborious task. One might compare it to the process of defining the shape of a living thing — such as the female face and figure — in exact geometrical terms.
The advent of prepositions as a factor of importance contributed considerably to the flexibility of the English language. P.B. Ballard writes: "Precisely the same changes - the supercession of case-inflections by prepositions - took place in our own language...... The great purifying period of the English language was the first 300 years after the Conquest. It was then that it shed its hard grammatical shell, and became the supple and beautiful language we now know." (10) He distinguishes two stages in the emergence of the parts of speech from the primitive amorphous sentence: "In the first stage the sentence became vertebrated; in the second it became articulated. In the first stage it ossified into noun, pronoun, verb and adjective." In the second stage "the sentence became more firmly hinged and jointed by the use of certain words which functioned as adverbs, prepositions and conjunctions."

Ballard also notes that "those who wish to express themselves with great precision, or those who wish to express ideas which are not common currency among the masses, make frequent use of prepositional phrases." (11) He even approves the use of prepositions as a "simple and reliable criterion of difficulty" in assessing the suitability of school books.

In scanning texts, I found the classification of usages encountered in technical works, such as scientific treatises and Aldous Huxley in "idea-mongering" mood, most difficult to deal with, because the higher levels of abstraction involve the extension of the metaphor to

accommodate new fictions. (12) The matter has, however, another side. "Plesi", former prepositions, and especially adverb particles, which are not to be distinguished from prepositions semantically, have an extremely high rate of frequency in colloquial usage as reflected in certain modern plays, in the sort of language to which Ernest Hemingway (14) refers in the following passage:

"The English spoken language - (of) the upper classes anyway - must have fewer words than the Eskimo. . . . . . . . . . . . The English talk(ed) with inflected phrases. One phrase to mean everything...."

It is interesting to note in passing that, conversely, C.K. Ogden, in setting out his system of "operators" plus "directives" to deputize for verbs in Basic English, credits "English (especially in its latest American developments)" with a degree of deflexion and therefore simplicity, actual or potential, equalled only by Chinese. (15)

In considering the process of the supersession of case-inflexions by prepositions, it is well to remember that cases can be roughly divided into two groups, viz., concrete, mainly local, and grammatical, what Deutschemann calls "Kasus der Anschauung" and "Kasus des begrifflichen Denkens," i.e., referring to relations which exist in reality ("in der Wirklichkeit") or in the consciousness ("im Bewusstsein"), mainly between grammatical units. Now it would seem that prepositions began by replacing case-endings with reference to physical reality, and did
so by virtue of being more specific and less custom-soiled. But, as Jespersen points out, in the Indo-European group the two categories were inextricably mingled from the first, and form one of the most irrational parts of language in general. (17) He quotes Paul in support:

"Die Kasus sind nur Ausdrucksmittel, die nicht notwendigen Bestände jeder Sprache gehören, die da, wo sie vorhanden sind, nach den verschiedenen Sprachen Entwicklungstufen einfach zu variieren, und von denen man nie erwartet darf, dass sich ihre Funktionen mit konstanten, logischen oder psychologischen Verhältnissen decken." (19)

Jespersen then quotes the fact that although the dative (the to-case) and the genitive (the of-case), are really opposites in many ways, they are sometimes interchangeable. An example of this from modern usage would be: wife to / the wife of, or the partitive genitive in object relation to a verb, e.g., "to partake of food."

In addition there has been, in historical times, a fusion of cases in local and grammatical use, e.g.,
1. the plural n-case-ending was used for the instrumental, ablative, locative and dative even in Primitive Germanic times, e.g., Gothic wulfan,
2. in the singular the ablative coalesced partly with the genitive and partly with the dative, and in plurals other than those in (1) the ablative fused with the genitive,
3. the dative-locative singular also fused with the instrumental.

18. Zeitschrift für Psychologie, 1910, 16 (Underlining by me.)
Jespersen gives an exhaustive analysis of the extent to which coalescence of cases took place with regard to Old-English. (19)

Now it would seem that when prepositions acceded to the domain of the old case-inflexions they also inherited the disabilities of the old system, its irrationalities and blundering confusion. The supersedion of local case-endings by prepositions represents a gain for the language, but when prepositions also absorbed the other, less concrete and indispensable functions of inflexion, they set out along the road towards becoming overburdened and losing their one great virtue of being specific and unequivocal. By being taken in vain so constantly, prepositions have largely become a matter of convention, shorn of their power of vivid meaning, their distinctive flavour of precise signification. What is more, instead of strengthening meaning, some prepositions have actually become parasitical on it, depending entirely on context, a dead-weight drag on comprehension. For in the phrase "for all the world", has a semantic colouring which it takes entirely from its context, because in some common use its meaning is essentially contradictory to what it is here.

Whether thought is in fact "sub-vocal speech", or whether language is "merely the dress of thought", we cannot ignore the extent to which our thinking is tied up with language, "die Werthhaftigkeit des Denkens", as Königswald calls it. The least we have to concede, is that language is the element in which thought "lives and breathes and has its being".

Beatie has argued on Kant's "Transcendental Aesthetics", Prof. Wilson writes:

"This sense and grasp of space and time as wholes, with the consequent explicit differentiation of objects within any local portion of space and time, is perhaps the significant part of the concrete definition of consciousness in man as distinguished from the unconscious mind of animals." (21) Prepositions are the means by which the relations between objects are so differentiated. (22)

Other thinkers, such as Wittgenstein and Bergson, have pointed out the extent to which abstract thought is based upon the symbolisation of space-time concepts and relations. If our modes of formulating and expressing these should be largely irrational and tortuous, an inefficient instrument making for laborious use, the bearing this would have on our thinking is obvious.

The fact that we can, with such expenditure of effort, and in spite of certain aspects of language, learn to use it with a fair degree of ease, consistency and accuracy, should not blind us to its many inherent defects. Without falling into the excesses of those philosophers of the language who inveigh against the "tyranny of words" and advance Semantics as a panacea for all the world's ills, one might wish that language were a more effective and less cumbersome instrument of thought and communication.

As it is, prepositional usage seems to demonstrate that, in terms of Jespersen's metaphor quoted above, language is the garment of the human spirit, pinches in places.

22. P. 167.
constricting the circulation of ideas, and bulges in
unsewnly wads in others, or trails redundantly behind,
to trip up thought in its voluminous folds.
CHAPTER III.

THE RELATION OF THIS STUDY ON THE TEACHING OF ENGLISH AS A SECOND LANGUAGE.

The relation between thought and language is a subject that has interested philosophers since antiquity, and might well have been left to them and to the contending psychological factions, were it not for the fact that it has an direct bearing on the learning of foreign languages. The opinions expressed about this problem are many and varied. Prof. Kainz (2) lists and discusses some eighty major contributions to the controversy. The conclusions of these writers range from that of J.H. Watzlaw (3) who equates thought with speech, to that of H. Grassler who postulates a form of "pure thought" which precedes language and employs words merely as a vehicle of communication with the outside world:

"Im System unseres Wissens überschauen wir die Beziehungen zwischen den Wissenschaften ohne Sachvoraussetzungen und Worte. Die Beziehungen sind alle bewusst, nur der Pons fehlt. Keines Denkens kennt, Beziehungen aller Art, besonders Effekte und ihre Verwendung zu Zwecken im Sinn haben". (4)

More objective, perhaps, because they are based not on introspection, but on experimental data, are the conclusions of L.V. Max (5) and Weisner and Mohr, (6) who advance convincing evidence for the great rôle played by language in thinking.

1. C. Chapter II, Section 5, p. 41.
"All (the) evidence seems to point rather clearly in the same direction: while not all thinking need be in language (sub-voical speech, images of language symbols, etc.), a great deal of it must be, and still more can be if the subject so desires. For the modern-language teacher an important consideration is that this latter area is probably greatly increased in the case of high school and college students and in those areas of their thoughts to which a foreign language applies. As a result, the modern-language teacher must plan his curriculum on the basis of internal speech". [7]

We may not accept the extreme view that thought is merely sub-voical or latent speech, a process of minute adjustments and readjustments of the various motor mechanisms of the body, or that language is generally closely interwoven with the process of thought. Even so, we would still be faced with the fact that when one’s thoughts do find expression in words they naturally tend to fall into the "formal grooves" [5] of the mother tongue. When we approach reality with a view to expressing some aspect of it in language, our apprehension of the relation we wish to express is conditioned by the habits of apprehension natural to speakers of our language. In so far as these differ from the habits of apprehension and the formal traditions of the foreign language, they will tend to inhibit our ability to see and express the observable world and our thoughts about it in terms of the foreign language. A full discussion of instances of this kind appears in the notes appended to the list of propositions.

In distinguishing between articulatory and conceptual words, G.K. Zipf points out that "propositions, conjunctions, etc., whose chief use is to align words into patterns of common-sense, are highly crystallized in usage and have minimal variability in the usage of arrangement; whereas the substantives and verbs have a comparatively highly crystallized definiteness of meaning in reference to experiential data, and a latitude in arrangement". 9 As propositions often have a minimum of independent semantic force and usage may be dictated by linguistic habit only, it is to be expected that in foreign language learning, propositional usage will be one of the areas in which the inhibitive interference of the habits of thought of the mother-tongue will be especially noticeable.

According to Price "we can hardly talk about the difficulties of learning a foreign language except in terms of the specific language of the learner." 10 It is true that translation is frowned upon in second-language teaching. Yet, whatever measure the teacher may adopt to wean his pupils of this pernicious habit, and to train them to "think in the foreign language," it would be foolish to disregard their previous linguistic equipment. In spite of all the teacher's efforts, the pupil will inevitably tend to relate what he knowledge he may have gained to his existing store of linguistic skills. The habits of thought of the mother-tongue will persist as an ever-present substratum underlying all of the pupil's thinking about language, and as a point of departure for any venture into a new medium.

In discussing Felix Franke's doctrine of direct association, Hahnelot writes: "The concept of the object, as we have pointed out, is inseparably connected with the native word, which is equal to saying that we can deny or ignore indirect associations in the beginning, but that we cannot prevent them. We can prevent the student from pronouncing the native word, but we cannot prevent him from thinking it". (11)

Obviously the inhibitive interference of the mother-tongue will diminish as the student approaches the level of near-native proficiency in the foreign language. It is doubtful whether it ever disappears entirely. Even the fully bi-lingual speaker generally finds that the languages he speaks tend to influence each other. In any case we are concerned with learners who are as yet a long way from that ideal state - if, in fact, it can be said to exist at all.

In discussing the transfer value of the native language, Dunkel writes: "We must also remember the point made earlier about the child's use of analogy in mastering his native tongue; we are aware of analogy only when it fails and the wrong form is produced, but we fail to realize how powerful and helpful a force it is the rest of the time. The same is true of many habits transferred to the second language from the native one. . . . The teacher is less likely to notice - and be grateful for - all the things he doesn't have to teach simply because the student transfers successfully". (12)

The obvious differences between English and Afrikaans tend to blind us to a great many similarities that exist.

between them. The fact that the English vocabulary has grown far beyond its original Germanic complement of words and has absorbed an enormous number of additions, and that the phonetic structure has undergone great changes, creates the impression that English is radically different from Afrikaans. Prof. Kalle points out some of the resemblances as follows:

"Die Ähnlichkeit ferner, die das Afrikaans mit gewissen hyperanalytischen Sprachen wie dem Englischen aufweist und die hier anzutreffenden Übereinstimmungen (Aufgabe des Geschlechtsunterschieds oder besser: Einführung einer unveränderten Form des Artikels, vollständige Verlust der Deklination, die durch Umschreibung mit Präpositionen ersetzt wird, Verfall der Personumlautungen beim Verb usw.), sind nicht auf direkte Beeinflussung durch das Englische zurückzuführen, sondern nach Völksen aus paralleler, aber getrennter, unabhängig von einander erfolgender Entwicklung zu erklären. Man hat es also hier mit einer der so oft anzutreffenden Gleichförmigkeitserscheinungen oder einem Konvergenzphänomen im biologischen Sinn zu tun". (13)

In view of the fact that some writers in English dismiss Afrikaans from their consideration of the process of deflexion in the Indo-Germanic group of languages as a creolized dialect of Dutch, the above passage advances a very interesting point, especially as in some respects Afrikaans has proceeded further along the road of deflexion than English has.

What we are concerned with here, however, is the fact that there are many similarities between the two languages, which can and should be utilized in teaching either of them as a second language. Furthermore, a careful comparison of the two languages could make it possible for us to predict the errors which learners of the second language are most likely to commit, and to single these out for special preventive and remedial treatment. In an essentially similar context, Harris writes:

"We may predict that if glottalized consonants do not occur in English, or if ( ) does not occur after silence, then English speakers will in general find difficulty in pronouncing them. We may predict that if in Hitatsa (w) and (a) are allophones both of one phoneme and of one morpheme, while in English they are phonemically distinct from each other, then English speakers will be able to distinguish (w) from (a), whereas Hitatsa speakers will not." (15)

One of the reasons why this study was undertaken, was the belief that, going by the same principle, it would be possible to establish a list of usages which are likely to give exceptional trouble in the teaching of English to Afrikana-speaking pupils. Obviously one could compile a list of common errors by studying the actual compositions of pupils. There would, however, be no way of assessing the extent to which the teaching they had undergone had influenced their level of achievement, and the extent to which they had learned the knack of circumventing the pitfalls of English prepositional usage. Furthermore, this negative approach could not

conceivably make possible a comprehensive grading of the language matter concerned.

The principle of grading language matter and controlling the rate of intake has come to be so widely accepted, that this point need not be laboured. Fife puts the case as follows:

"It had long been realized that the selection of words and the selection and sequence of idioms and syntactical phenomena should be based on more objective criteria than textbook tradition or individual judgment. . . . . . The students in the modern languages should be given first those elements and usages which they will need the most to develop capacity in these languages is a truism that assuredly needs no argument to defend it. The attainment of any language objective makes it imperative to find the words and forms and idiomatic expressions which have the highest usefulness. It makes for economy of time and effort". (16)

Word frequency lists have come in for a great deal of attention, but less has been done in the fields of syntax and idiom. (17) The lack of basic research has had the effect that "textbooks are laden with a cargo of idioms which serves rather to indicate the learning and enthusiasm of the editor than to promote the student's useful knowledge of the language". (18)

A Conference of Specialists in the Teaching of Foreign Languages, meeting in Chicago in 1948, passed a resolution recommending the creation of a committee

17. Cf. Ch. IV, Section C, p. 111.
supported by a grant from some foundation, and charged
with experimentation and research for at least a three-
year, or better, a five-year period, on a few specific
projects. Among the "most urgent specific projects
suitable for immediate experimentation" was listed "the
compiling of frequency lists of spontaneous, colloquial
speech, in respect to syntax and idioms as well as
vocabulary". (19)

In Britain the Committee of Ministers on Basic
English found it necessary, in their Report, to distingui-
sh between English as an auxiliary international lan-
guage and as a second language: "In this latter field,
several very promising methods, other than Basic, have
been developed in recent years, which make use of pro-
gressively increasing vocabularies based on analysis of the
words most frequently used in conversational and literary
English". (20)

In South Africa the need for basic research in this
field has repeatedly been voiced, amongst others at Con-
fereces of University English Teachers. (21) Fourie
makes a particularly strong case for the systematization
of language matter on a reliable, scientific basis, and
specifically mentions prepositional usage of the kind
which can, in its own right, or in terms of Afrikaans,
be termed idiomatic.

Learning a foreign language is, in the nature of
things, an artificial, "studial" (23) process. The
language matter which is introduced has to be selected

19. Resolution adopted at the Chicago Conference, Dunkel, op.cit.,
    pp. 193-5.
20. Fourie, op.cit., 27.
somehow by somebody. In the absence of reliable basic research, the pupil is delivered to the caprice of the syllabus-maker and writer of textbooks, and to the random guesses of his teacher. Without effective grading of teaching matter, system and progression are quite impossible. Formal grammar, as it used to be taught in our schools, at least had the virtue of being systematic. Many of the methods by which it has been superseded, tend to be hap hazard.

It has been observed that many of the products of our schools and universities can write quite convincingly on academic topics, and yet commit the most elementary solecisms when faced with the task of using the language for purposes of everyday social intercourse.

"Examiners unwise ly tend to emphasize the rare and tricky elements of the language. A selected vocabulary is needed in order that the examination may encourage teachers in schools to teach plain English first, whereas under present circumstances they are tempted to concentrate upon rarities before their pupils have mastered that which is ordinary and common". (24)

Many educationists feel that, so far as possible, the teacher should eliminate the opportunity of error. For this reason the sequence of introduction of new language matter should be painstakingly planned, as "the occurrence of errors is a mathematical function of the rate of intake". (25) Research of the kind undertaken in this study, enables the teacher (a) to know the task with which he is faced;

(b) to distribute the burden scientifically over the course of study and to regulate the rate of intake; and

(c) to devise reliable tests of achievement.

(26)

As has been pointed out, Afrikaans uses its prepositions in a way which is very similar to the English. In many cases it is possible to point out an Afrikaans preposition which can, without further ado, quite properly be used to translate the English word. These prepositions are a matter of straightforward vocabulary definition, and cause the second-language teacher little trouble. Unfortunately usage in the two languages often diverges sharply. Some English prepositions such as at really have no separate equivalent in Afrikaans. In the case of almost every pair of prepositions we find (a) large areas of complete agreement;

(27)

(b) smaller areas of difference, limited patterns of divergence; and (c) more or less isolated instances of divergence (cf. Chapter IV).

Once the student has learned to equate an Afrikaans word with a particular English preposition, he is naturally inclined, by the workings of analogy and transfer, also to use it in those cases in which it is not appropriate. Obviously images of the kinds mentioned under (b) and (c) above, will offer greater resistance to the learner, and will require much greater exertion in terms of pupil-effort before they are mastered. These must be singled out for particular attention.

27. Cr. Chapter II.
"Until he (i.e. the pupil) knows, from correction, the full range of what cannot be substituted or combined in the foreign language, he continues to base his substitutions and combinations on parallels he knows in his native tongue". (29) This statement by Dunkel prompts two remarks:

(a) It is true that before the learner knows all of a language, he is liable to make mistakes. The likelihood of error is, however, greatly diminished if the language matter presented is systematized and graded in an integrated course. This enables the pupil to move within certain limits without encountering undue difficulty.

(b) Because we can forecast the likely errors, we can adopt measures to forestall them. If mistakes do occur, they obviously have to be corrected, but the accent should be on preventive rather than remedial measures. It is claimed that the pupil may never get rid of the "memory scar" left by a mistake. The element of doubt engendered by the mistake and its subsequent correction, tends to persist. (30) In addition, too many corrections have the effect of disheartening the pupil and inhibiting fluency in the new idiom, making for hesitant and ragged utterance.

Especially in the initial stages, it is advisable to present the language matter in realistic situations which make the meaning clear, so as to obviate the necessity of translation. This technique is applicable to the prepositions in their primary local significance.

Beyond the level of concrete physical relations, the teacher has to depend more and more on inference from the context. It is not suggested that he should, at any stage, resort to direct translation to explain the meanings of the prepositions.

In modern teaching practice, the meaningful sentence is regarded as the unit of speech and is introduced as such, to be memorized integrally. Naturally a sentence involves a number of lexical and grammatical considerations. Although the emphasis will, no doubt, sometimes fall specifically on prepositions, the teacher should not neglect any opportunity of introducing them incidentally as elements of the sentences he teaches, even if he should be concerning himself primarily with some other aspect of the structure of the language. Once he is sure that he has established the primary meaning(s) of a preposition, he should load the language matter he teaches with those usages which are likely to lead to errors. A suitable repetitive impact loop should be devised to ensure maximum retention.

In like manner, reading matter should be judiciously loaded with those usages which, in terms of the mother-tongue, may be said to be idiosyncratic. By repeatedly encountering these in context, the pupil is likely to assimilate them unconsciously. In this way his reading would more effectively serve to strengthen the teacher's hand, and maximum economy of effort would be achieved in that the pupil would, at no extra expenditure of effort, be forewarned against those usages which would otherwise have led him into error.
Assessing the progress of one's pupils is an ever-recurring necessity in teaching. Especially at the higher levels, language tests are generally designed to test not only the work which has recently been done, but to reflect the cumulative achievement of the student. Without even having a clear idea of the task with which the student has been faced, the prospective examiner has to rely on guess-work, which is bound to be appallingly inaccurate and, therefore, unfair.

Dr. Ballard (31) suggests that prepositional usage might provide a reliable criterion for assessing a student’s level of achievement in a foreign language. The list appearing in Chapter V provides the basic material on which one kind of standardized testing scale could be established experimentally.

PART II.

CHAPTER IV.

A. THE GROUP OF WORDS WITH WHICH THIS STUDY DEALS.

"Preposition" is a concept which seems to defy precise and exhaustive formal definition in concise terms. (a) Even the very name applied to this part of speech is a misnomer as, in English and other languages, it is not necessarily "placed before" its complement.

(a) E.g., the S.O.D. defines a preposition as "an indeclinable word or particle serving to mark the relation between the nominal words, the latter of which is usually a substantive or a pronoun". Dr. Ballard (op. cit., 97-8) comments:

"If this definition is literally true (as of course every definition should be), then in the sentence A robin in a cage sets all Heaven in a rage, the word robin is in the word cage, and the word Heaven is in the word rage. . . . It is clear that though prepositions admittedly show relations, they are not relations between words, but between things". One is tempted to remark that the literal-minded Dr. Ballard might be hard put to it always to point out the "things" to which a preposition refers, or to explain in precise terms the relation expressed by it in current English usage, e.g. in the sentence "To be hard put to it", or the phrase "now for it", and "all of a sudden".
For lack of a more suitable term, and because it is so firmly rooted in grammatical tradition, the name "preposition" (1) has been retained for the group of words with which this study is concerned. They form a group by virtue of the fact that they share the following characteristics:

(a) They are indeclinable words or particles which, in certain functions
(b) denote the relations existing between beings, things or concepts, either in reality or in our apprehension of it.
(c) They are capable of denoting position or direction in time or space and
(d) are capable of taking a noun or substantival equivalent as complement (or object), which they then govern in the objective case.

In modern English this is only apparent in cases in which the complement is one of those pronouns which have retained a distinct inflectional form for this declension.

A number of words which, strictly speaking, do not possess all the above characteristics, have yet gravitated towards this group and are generally accepted as prepositions, mainly because they are essentially relational in character, and are placed before the noun or substantival equivalent, which is the ordinary place of a preposition, and because they do not belong elsewhere. Although they are of low frequency and consequently relatively unimportant from the point of view of a statistical

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1. Cf. The Philosophy of Grammar, 1-68 (p.11): "these two names (i.e. preposition and adverb-particle - i.e. V.) are so firmly established that it will be practically convenient to retain them".
2. Cf. Philosophy of Grammar, p.91: "This fifth class (i.e. particles - 3. v.) may be negatively characterized as made up of all those words that cannot find any place in any of the first four classes".
survey, a number of these grammatical waifs and strays have, for the sake of comprehensiveness, been included in the list and will be discussed below, as the reasons for their inclusion appear from our consideration of the various characteristics of prepositions.

Considered etymologically, prepositions can be divided into the following classes:

A. Primary (simple or original) prepositions, which exhibit no clear trace of having been derived from other words in historic times, e.g., at, by, for, from, in, of, off, on, through, till, to, under. It is perhaps significant that the first eight of these and to have by far the highest frequency in the language and are used in the widest variety of contexts.

B. Prepositions which are clearly traceable to a simpler base:

1. Compound prepositions: into, upon, unto, until, within, without. Until resulted from the compounding of O.E. und (up to) and till. Unto was modelled on this formation by substitution of to for its northern equivalent till.

2. Prepositions derived from
(a) adjectives: around, alone, aside;
(b) nouns: across, beside;
(c) verbs: during, past.

Of particular interest in this connection are prepositional **a**, the worndown proclitic form of O.E. an, on (on, in, etc.), and **be**, the unstressed form of **by**, both of which combined with other words to form a considerable number of prepositions. The O.E. preposition **an** is represented by **a** in the following words: about, above,
across, and, among, around, astride. Along does not belong to this group as a represents O.E. and (=siding), cf. G. entlang. Against is derived from O.E. aegen. The preposition by combined with other words to form the following prepositions: before, behind, below, beneath, beside, between, beyond, but.

3. Some prepositions represent the comparative or superlative forms of adjectives or adverbs, e.g., after, from O.E. after, comparative of aef; over, from O.E. ofer, ultimately derived from the comparative of *Deutonic *ufa; near, from O.E. neær, the comparative of neah; next, from O.E. nehest, the superlative of neah. Against was derived from O.E. aegen with the negative ending on and pronominal -t, a corruption after superlatives, found also in among.

Of and off were not completely differentiated until after 1600; and around was rare before that time.

Since is a reduced form of aithence, or was formed by the addition of a to sin, adverb. A number of English prepositions were derived, generally in Middle English times, from Roman sources:

Despite, M.E. despit, an adaptation, via Old French or Latin despectus.
During, ultimately derived from L. durante.
Except, a M.E. adaptation of L. exceptus, past participle.
Opposite, derived by way of French from L. oppositum, the past participle of opponere.
The Latin preposition *per* was "used in English in various L. and G.P. phrases, ultimately be-
coming practically an English preposition".

S.O.D. It is fairly widely used in technical and semi-technical contexts. In Afrikaans it has gained even wider currency, being also used to denote instrumentality or means, as in "on per trein te reis".

C. Certain participles also enter into propositional function, and are sometimes referred to as secondary prepositions. (3) Of the group of present participles to which this applies, only during was considered in this study, because it has entirely severed its connections with its verbal origin, and is used to denote position in time. Past is the only past participle which has developed into a real preposition. It owes this function to the fact that the verb *pass* used to belong to the group of mutative verbs conjugated with to be. Its prepositional sense arose from usages such as: "Now is (was) the king passed (past) the sea". (4) Its full autonomy as a separate part of speech also appears from its differentiated spelling.

D. Group-prepositions or prepositional phrases, such as in spite of, by means of, are dealt with under the prepositions which occur in them. (5) Deutschbein suggests that it may be possible to classify the prepositions in their primary, local meanings by defining the relations they express, viz.: (1) position or (2) direction with reference to

5. Grammatik der englischen Sprache, p. 274.
(c) a point (at, to), (b) a space (in, outside, into, out of), (a) a plane or line (on). His tabulation is certainly not exhaustive of all possibilities, and one might add to it considerations such as (d) a pair (between), (e) a series (after), (f) a group or body (among). Because usage pays little heed to formal categories of logical meaning, such a classification cannot be really significant.

Another, perhaps more useful classification, is the following:

Prepositions denoting rest or movement
A. inside an area, space or body, e.g., in, inside, about;
B. in contact with a surface or line, e.g., on, upon, over, along;
C. in a vertical plane or line, e.g., above, below, beneath, over, under;
D. in depth, e.g., behind, beyond, through, across.

Prepositions denoting direction, movement
E. towards a point, a line, an area or a body, etc., with or without reaching or penetrating it, e.g., to, towards, for, into;
F. away from a point or out of an area, space or body, e.g., from, out of, off, or.

Prepositions denoting vicinity, nearness, (close) approach to a point, etc., e.g., about, at, by, beside, before, near, round.

Prepositions denoting inclusion in a group or sequence, e.g., amid, among, between, with.

Although this classification may not be particularly useful from a practical point of view, it is interesting
to compare it with the illustrations of the primary meanings of "directives" which Ogden uses to teach Basic English. (6) It is of some significance in comparing certain meanings of approximately equivalent prepositions in English and Afrikaans. Quite frequently differences in usage between English and Afrikaans hinge on the question of whether a situation is apprehended as existing two-dimensionally in an area or as having three-dimensional extension in space (cf. Chapter VII).

A number of prepositions are generally used in transferred sense and hardly ever with local signification, notably of and for, which have been specialized to express non-physical relations, their original functions being left to their respective twin-words, off and before (fore). Some trace of ablative force is still to be felt in expressions such as: "To borrow (something) of (somebody)," but these instances are exceptional.

The process by which of came to replace the Saxon genitive to such an appreciable extent, has already been discussed. (7) The semantic shift from the root-meaning (Sanskrit apa, Original Teutonic *aba, O.E. of, off = away from, down from), is explained as follows by Ogden:

"If x is off y, it must have once been on it, that is to say, in close proximity or belonging to it. By a slight semantic twist all things which are in the y context are said to be off/or it irrespective of whether they are now apart from it or not". (8)

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7. Chapter II, Section III.
Although, in general terms, this explanation sounds plausible enough, it is rather superficial and certainly over-simplifies the problem. The fusion of the ablative sense with the genitive is not an incident "semantic twist" peculiar to the development of English, but finds its parallel in a group of cognate languages. The key to it may be in the fact of birth: To be born of woman (and so to belong to her); a colt out of a mare (cf. Chapter II, Sect. III).

For is probably of spatial origin, being derived by syncope from original Teutonic *fore, for, adverb and preposition. In C.E. it was used in the senses of both (be-)fore and for, although before also occurred. It is interesting to note that in African, as in English and German (vor, für), two forms (vor, vir) have developed, whereas in Dutch the preposition voor has remained undifferentiated.

In current use for is "a sort of pre-eposition", covering mainly the notions of exchange, substitution and purpose. Deutschbein (10) gives as its root-meaning the notion of destination as seen from the initial point of a movement, i.e., purpose or aim in physical context, as in: "To leave for Lyons" (O. mach, P. pour). In current English this is one of its minor uses. If we consider the matter diachronically, we find that some of the non-physical uses of the preposition are as old as our records, and date back to Old English times. Furthermore, parallel usages are found in even older sources in cognate languages. W.A. Russell tenders the follow-

9. Orden, op. cit., 64.
10. Deutschbein, op. cit., 263.
ing explanation:

"The important proposition for is a worn-doen form of fore; it originally meant in front of, and this meaning can still be perceived behind some of its extended uses. Men fight for their country. One naturally stands in front of the thing one protects. A gift is sent for a friend. It is naturally placed in front of him. For has also come to express exchange, e.g.: Ten sheep for one cow. In primitive barter the things to be exchanged are placed in front of one another". (11) This statement may not be wholly acceptable, but does contain some element of psychological truth.

A few other prepositions are not normally used in reference to local relations. The ultimate spatial origin of till (until) is indubitable, as it is derived from O.E. till, a fixed point or station. (12) It is still, in fact, used instead of to in Scottish to denote limit or goal, when the preposition precedes a vowel or an h. In Standard English until appears in a meaning which lies in the borderland between the local and the temporal in usages such as: "The soldiers lowered their spears until they touched the ground".

During and since refer to time only. Besides was differentiated from beside in fairly recent times, and is currently used in transferred sense only. But and except may perhaps be said to have physical signification in denoting exclusion from a group. The two Romance borrowings, despite and per stand somewhat apart from

11. The Development of the Art of Languages, p. 53-4.
12. S.O.E.D., till, prep.
the other prepositions, but have so low a frequency as not to be of any significance in this study.

The prepositional phrase out of supplies a real need in the language. Out itself is very rarely used as a preposition (13), but belongs to the group of relational particles. Out of should perhaps more properly have been listed under of, but as out is very common in collocations of the "phrasal verb" type (see below), and as, moreover, its equivalent occurs as a preposition in Afrikaans, it has been included in the list.

Ogden groups it with the prepositions (or directives):

"Out is included as a borderline example between an adverb and a directive. Grammatically, it is an adverb, but its significance is directional; and as its opposite in is a directive, the diagram (illustrating the local meanings of the prepositions - J.A.Y.) would be incomplete if out were omitted".

This brings us to the phenomenon of what have been variously described as "prepositions used as adverbs" (15), "prepositions in adverbal form" (16), "phrasal verbs" (17), "verbs used with adverb-prepositions" (18), "detached prepositions" (19), "floating prepositions" (20).

Collocations of this kind . . . . . . . like 'keep down', 'set up', 'put through' and thousands of others, are not only one of the most striking idiosyncrasies of our language, but, as we shall have occasion to note later on.

15. H.P. Smith: S.F.E. Treat, 12, p.6.
17. Suggested to Smith by Dr. Bradley, op. cit.
20. Suggested to us by Prof. R.C. Elmsley, Cardiff, Univ. Coll.
they enter as well into a vast number of idiomatic anomalies—phrases with meanings not implied by the meanings of the words which compose them". (21)

Smith points out that although English has compound verbs such as underlie and uproot, it often employs the looser "phrasal verb" construction in cases where cognate languages such as German (and Afrikaans) use compound verbs, e.g., O. ausfallen, Afr. uitval.

According to Prof. S. Potter, this kind of construction is a legacy of the Scandinavian incursion into English, and was freely used in Middle English. Ogden points out that it has been gaining ground since the 15th century (23) and both he (24) and Potter comment on the fact that these usages have "multiplied exceedingly in recent years, especially in America".

Although Dr. Johnson roundly condemned these constructions, (25) the modern trend seems to be not only to accept them as a feature of the language, but even to welcome them as an invigorating factor, making possible greater force and vividness of expression.

"They are formed from verbs which express the acts, motions and attitudes of the body and its members; and these, combining with prepositions like up, down, over, off, etc., (which also express ideas of motion), have acquired in addition to their literal meanings, an enormous number of idiomatic significations, by means of which the relations of things to each other, and a great

variety of the actions, feelings, and thoughts involved in human intercourse are translated, not into visual images, but into what psychologists call 'kinesthetic' images, that is to say, sensations of the muscular efforts which accompany the attitudes and motions of the body . . . . we use these verbs to translate our thoughts into terms of bodily sensation, to make, in Donne’s phrase, 'the body think' . . . . " 

(26)

The fact that most particles serve as both adverbs and prepositions, and sometimes also as conjunctions, and that there is no very great or clear-cut distinction between them in these functions, has led Jespersen to group them together as "particles".

"We do not call believe one part of speech when it has no object, another when it has a word as object, and a third when it has a clause as its object; neither should we do so with after, as the cases are really parallel". (27) And again: "Would it not be more natural to include them in one class and to say that they are sometimes complete in themselves and sometimes followed by a complement?" (28)

The adverb particle is often a preposition used elliptically or absolutely, from which the complement has become dissociated to such an extent that it has been forgotten. Even when this is not the case, we find that eminent grammarians cannot reach agreement on when the particle ceases to be preposition- al in function. (31) In addition we find that a parti-

30. Foxtam, op. cit., 807.
role may be used as a preposition in English, while its Afrikans equivalent is used adverbially and vice versa. Meaning is often relatively independent of formal grammatical categories.

As the bias of this study is towards semantics, and the particles are treated according to their meaning, I have not felt justified in excluding particles in adverbial or conjunctival function, except if in these functions they depart radically in meaning from the prepositions. As Saith points out, the adverb particle plays an important rôle in English and is often entirely idiomatic and, consequently, particularly difficult for the foreigner to master. To have ignored these usages because of nice grammatical distinctions, would certainly have detracted from the practical value of this list. In each case, then, the frequency list starts with the particles in prepositional function, but includes those adverbial and conjunctival uses of the particles in which the meaning remains constant. It is not contended that these are grammatically identical with the prepositions, but that, by virtue of the correspondence in meaning, they are so closely related to the prepositions that it is practically convenient to include them in our consideration of the prepositions.

Closely linked with the terminative adverb particle element of the phrasal verb, is what H.W. Fowler calls "the ineradicable English instinct to put (the preposition) last". (32) Particles in post-position are a common feature of many languages. Afrikans has too in collocations such as huis too, kerk too, etc.

32. S.P.R. Tract XIV, 18.
In Hittite certain inflexional enclitics are represented by post-positive particles and Tamil - a Dravidian Indian language - has a system of post-positional locatives, instrumentals and genitives.

Apparently Dryden was the English writer who established the tradition of attempting to avoid the proposition at the end of a sentence. He criticized Ben Jonson's style on this score and revised his own Essay of Dramatic Poetry to eliminate this fault which "I have but lately observed in my own writings". (33) Gibbon adopted this rule and adhered to it even more meticulously than Dryden did. Especially during the Victorian era, poets of various kinds succeeded in firmly establishing the Dryden-Gibbon doctrine, and even today it persists notwithstanding the fact it has been vigorously condemned by such eminent scholars as H.M. Fowler and L. Pearse-Smith, and the defence that Hallan, even in the 19th century, put up for the proposition at the end of a clause, as "sometimes emphatic and spirited. Nothing but Latin prejudice can make us think it essentially wrong". (34)

To prove his contention, Fowler quotes a score of examples ranging over six centuries, from Chaucer to Kipling. He might have headed his list with usages from Old English, such as:

"He lihede candles to seten bi" (1140) and "us betwixen" - between us.

34. "Drama of Europe", IV, 534-5.
It seems as if the ghost of Dryden's Latin pedantry is now in the process of being finally laid. A barrage of ridicule has for some considerable time been directed at this "rule", (36) and it has supplied popular writers on English grammar with such material for sarcastic comment. The idea of prescribing to usage on "logical" grammatical grounds, has been thoroughly discredited. In the field of foreign language study, however, it is difficult to draw a definite line between the descriptive, prescriptive, and even the prescriptive varieties of grammar. There can be no appeal to the student's "feeling for the language", because it is either non-existent or, at best, merely incipient, and is in any case strongly inhibited by his "Sprachgefühl" for his mother-tongue. For his use, at least, "Custom, the most certain mistress of language", (37) still has to be observed and modified.

The proposition occurs in final position when it governs the relative pronouns that and as, e.g.: This is the man that I gave the money to. This is the bed that the queen slept in. It was such a fish as you often hear of but seldom see.

In speech it is also usual to place the proposition late in sentences in which it governs the other relative pronouns, e.g.: This is the pen which he used to write with. This is the man whom I gave the money to.

If the relative pronoun is not stated but merely implied, the proposition must come at the end of the

relative clause, e.g.:
This is the pen he used to write with.
This is the man I gave the money to.

When the preposition governs an interrogative
pronoun, it often occurs at the end of the clause or
sentence, e.g.: Whom did you give the money to?
What are you talking about? Where did you get it from?
Which drawer did you find it in?

In certain set expressions the preposition follows
its complement, e.g., the world over; the clock round;
all night through.

H.S. Davies (36) suggests that because the end of
an English sentence is one of the positions of most
pronounced stress, it happens that in contexts in which
it is particularly significant, the preposition is
defered for the sake of emphasis.

B. THE CHECK-LIST ON WHICH THE COUNT WAS BASED.

In Chapter I, Section 5, a brief exposition of the method of work adopted, was given, and reasons for its choice were advanced. It is now proposed to outline in closer detail the procedure which was followed. The task resolved itself into two parts: (a) To establish a check-list of usages; (b) to establish a credit rating for each usage. Identifying and listing the "patterns of usage" I wished to investigate, proved to be a more complicated and arduous task than one might suppose at the first glance.

Lorge, commenting on the reliability of his Semantic Word Count, states that even "semanticists, trained to make subtle discriminations in their understanding of words in context, agree among themselves, on the average, about 85%. . . . The estimates of the relative frequency, therefore, are fallible not only because of the inability to independent observers to agree perfectly, but also because the distinctions made in the dictionary (N,E,D,) are themselves subject to modification by other equally competent lexicographers". (1)

In order to accomplish the second part of my task, I had to make sure that I could identify and classify the usages consistently and with as little hesitation as possible. Before commencing on the count, I scanned a large number of running words to draw up a preliminary list. Naturally, unrecorded usages, mainly of idiomatic nature, occurred as I proceeded with the count, and these had to be added to the list.

1. Lorge: The Semantic Count of the 570 Commonest English Words, pp. VIII - IX.
This study, then, concerns three elements, viz.,:

(a) A situation involving a particular configuration of circumstances in the nature of things — the inter-relation of two or more referents, generally beings, things or concepts.

(b) The linguistic form employed to express this situation in English.

(c) The linguistic form employed to express the situation in Afrikaans.

In so far as an exact Afrikaans equivalent can be established for an English usage, it provided a reliable criterion for the classification of the English usages for the purpose I had in mind. At the level of physical relations this is quite often the case. At the higher levels of abstraction one frequently finds that there are more ways than one of expressing the meaning of an English collocation in Afrikaans. In such cases I attempted to find the most spontaneous or idiomatic Afrikaans form. A tendency to select the form which differs from the English, rather than the one in which usage runs parallel in the two languages, could be justified by reference to the purpose for which this list has been compiled. There is no getting away from the fact, however, that a judgment of this kind cannot but be subjective in nature.

In bringing into focus with each other the three elements mentioned above, I may be said to have superimposed three patterns on each other, and to have identified

(a) the large areas of close correspondence which exist by virtue of the fact that these two cognate languages have many elements in common.
(b) well-defined and important patterns of divergence;
(c) incidental, idiomatic cases of divergence.

In the accompanying sketch, which gives a greatly simplified version of the case of the proposition in, the circle represents an area (or a category) of meaning - "inclusion in three-dimensional space"; the broken line represents the English usage, and the dotted line the corresponding Afrikaans usage.

Area A represents sentences such as: The book is in the cupboard / Die boek is in die kast.
Area B represents sentences such as: To put one's hand in one's pocket / Om jou hand in jou sak te stek, i.e., in meaning into, denoting movement from one position to another, penetration of an area or space. (*)

Area C: The book is in its place / Die boek is op sy plek.
Area D: To write in ink, to say in a loud voice / Om met ink te skryf, met 'n luid stem te sê.
Areas XXX: In short, in vain, a case in point - idiomatic "pockets of meanings".
Areas E and F are dealt with under those English prepositions which cover them.

(*) Cf. the "pregnant construction" in Greek grammar.
The meaning represented by Area A is regarded as the "primary meaning" of in because it has the highest relative frequency of all the uses of this preposition, and it consequently heads the list. This arrangement is in agreement with the views of Zipf:

"Which meaning of a word is to be termed primary and which secondary or tertiary appears to be solely a matter of relative frequency of occurrence of meaning. . . . . .

Neither the original meaning nor the etymological meaning of a word is necessarily its primary meaning; the meaning which has the most frequent usage is the primary meaning". (2)

In the case of certain prepositions, such as to and for, there is more than one major meaning, and it is not practicable to select a single "primary" meaning.

It would perhaps be appropriate at this stage to consider again, and in more precise detail, the question raised in Chapter I in connection with Braheo's study: Should one, in classifying prepositional usages, start with the notions to be expressed or with the linguistic forms in which this is actually done in a particular language? Of this question Otto Funke writes:

"Was den Sprachforscher, der sich für diese Fragen interessiert, anlangt, so ist die öfter aufgeworfene Frage, ob er von der Form oder von der Bedeutung der Sprachmittel auszugehen habe, dahin zu beantworten, dass der Forschungsweg und die Anordnung des gewonnenen Materials zu scheiden ist. Der Forscher hat es zunächst -

wie der Hörer oder Leser mit den Formen der Sprache zu tun, deren semasiologischen Wert er zu bestimmen hat. Dann aber handelt es sich darum, ob er das gewonnene Material nach formalen und nach semasiologischen Gesichtspunkten gliedern will. Ist das dominierende Moment der Betrachtung die Bedeutung, dann muss in einer Bedeutungslehre die Gruppierung nach Bedeutungskategorien in Vordergrund stehen". (3)

In a comparative study of cognate languages the above principle may hold good for certain grammatical considerations, but it is not practicable to arrange prepositional usages in logical categories of meaning. Even at the level of physical relations there is more than one aspect of any given situation and often each of two languages focuses on a different aspect of the situation, or traditionally visualizes the situation differently. A few examples will serve to illustrate this. In English we say that an object is in its place. In Afrikaans this is rendered by op sy plek. The speaker of English refers to the shelf three-dimensionally as a receptacle, whereas in Afrikaans it is regarded two-dimensionally as a mere supporting surface.

The English usage: To throw a stone at a dog, is logical in the sense that it is consistent with a great many other usages: One of the major uses of at is to denote the direction of a movement, the point at which it is aimed. Yet Afrikaans has, equally "logically": Op 'n hond moet 'n klip te goed, a usage hinting on the notion of instrumentality, as in the analogous English collocation: To hit a dog with a stick.

In the sentence: To restore an object to its place, the preposition to indicates the direction of the movement. In the Afrikaans sentence: Ons 'n voorwerp op sy plek terug te sit, not the movement, but the resultant condition is expressed by the preposition, such as in the alternative English sentence: To put an object back where it belongs.

When we come to consider prepositions in figurative use, this divergence becomes even more marked: If we fail to grasp an idea, we seem to think of it in English as being beyond our understanding, presumably in horizontal plane. In Afrikaans one is pictured as reaching upwards towards a solution: Dig bokant my vuurmakulok.

In conclusion I quote two more examples, selected at random:
To depend on something / On af te hang van (away).
To declare on oath / On oordeel en te verklaar.

In order to define logical categories of meaning in terms of which to interpret usage in the two languages, one would first have to establish the facts of objective reality independently of language, an undertaking which is hardly feasible at any but the most elementary levels. To have to adjudicate between the notional systems of the two languages, would indeed be an unenviable task.
C. THE FREQUENCY COUNT.

After a check-list had been drawn up, a credit rating for each usage appearing in it was established. For this purpose frequency and range of use were considered. The case for frequency as a criterion of utility (or validity) has been put as follows:

"The more common a word is in a language, the more likely it is to prove useful to us on many occasions. Hence it is necessary to construct a vocabulary out of the most common words of English: the commoner the word, the more indispensable it is for the expression of ideas, and therefore the earlier it will be needed, and the earlier it must be introduced. If this principle is successfully observed, at any given moment the boy will possess a vocabulary of maximum utility compatible with its size. To make such a selection by mere guess-work is clearly impossible. . . . . Fortunately we are not limited to mere guess-work since Word-frequency lists. . . . render the task practicable." [1]

The present list is not a word-count in the sense that the author had in mind in writing the above, but his observations apply with equal force to it. In their Foreword to Haugh's German Idiom List, the editors write:

"The present work is one of a group of undertakings initiated and sponsored by the American and Canadian committees on modern languages with the object of finding the basic materials in vocabulary and idiom in French, German and Spanish, for instruction and study. The Con-

committee on Investigation was of the opinion that the only safe and objective method of discovering those essential elements of language was to make a quantitative survey of usage as found in the works of modern writers". (2)

Haugh's study, like the Spanish and French Idiom Lists, does not deal with the prepositions as much, but some usages, which were considered to be "idiomatic" were included in the list. (3)

Word-frequency lists naturally include the prepositions, but generally they treat words, the graphic entities appearing in texts, also as semantic units, which, of course, they very seldom are. This attitude is reflected by the following remark: "It was of course impossible to go into the uses of the prepositions in their various meanings. They are therefore listed only under the general meaning". (4) Lorge's Semantic Count (5) is based on the N.E.D. which classifies the uses of the words on historical principles. (6) For this reason, and also because, of course, it takes no account of usage in other languages, Lorge's list is not of any great use in foreign language teaching.

Obviously frequency and range of use are not the only criteria of utility. With regard to its general word list, the conference which prepared the Interim Report on Vocabulary Selection took into account the following other considerations:

"B. Structural Value.

C. Universality in respect of geographic area.

2. German Idiom List, Foreword, V.
6. Cf. Chapter VI.
D. Range of applicability to varieties of subject, or subject-range.
E. Value for purposes of definition of the meaning of other words.
F. Value for word-building.
G. . . . . Stylistic function of a word (its suitability for colloquial, common, ceremonial or other types of discourse).

An overriding consideration we have to add to the above is the practicability or otherwise of teaching a usage at a particular stage in the course of study. It is likely that teachers would prefer to teach the local meanings of most prepositions at an earlier stage than their frequency may warrant, because they refer to physical relations which can easily be demonstrated in the classroom. Thus on in: The picture hangs on the wall may have a much lower frequency than of in: this kind of thing, but because of the greater concreteness of the former, it lends itself much more readily to introduction in the initial stages, especially in South Africa where the second language is taught from the outset of the pupil's school career.

The Interim Report distinguishes between subjective and objective word-lists in the following terms:

"An Objective word list is one based upon a Word-frequency count. . . . A Subjective word-list is one compiled by selecting words which are (for various reasons) thought to possess special value. Thus the word Gun is in the second thousand words of an objective

(word-frequency) list, but most subjective lists include it in the first thousand words, perhaps because of its value for story-telling". (8)

The present study aims at providing an objective list of prepositional usages, which may have to be adapted in certain details to suit the particular purpose of the syllabus-maker or writer of text-books who should have occasion to refer to it.

One of the main objections to frequency lists is that they are based on written matter and do not necessarily reflect the nature of the spoken language. All writing is to greater or lesser extent subject to stylistic conventions. No doubt the foreigner does not learn English solely for purposes of conversation, but, on the whole, the above criticism is quite valid. The reason why written matter has been selected for analysis, is obvious: it is available.

Enough spoken discourse for a study such as the present might conceivably be recorded, for instance, on magnetic tape. This could then be transcribed and analysed. The objection that as soon as a speaker becomes aware of the fact that a record is being made of his conversation, he ceases to speak naturally and spontaneously, could also be overcome, if with difficulty. A further consideration is that the speech of many different native speakers in a wide variety of situations would have to be recorded. I found that eavesdropping on such an extensive scale was beyond my means.

In selecting texts for scanning, I tried to represent the spoken language by including a large proportion

of units from modern plays. The extent to which these reflect the everyday conversation of people of the kind that the characters are supposed to be, is assessed as follows by Prof. Craig:

"In some modern plays you come about as near to phonographic reproduction as is possible, but even then you are still a good distance away from it. . . . . Writing for the stage or the screen, you have to be quite drastic in leaving away the irrelevancies and repetitions of real life". (9)

Prof. Haush divided the texts he and his collaborators scanned for his German Idiom List into three general categories, viz., prose fiction, prose non-fiction, and prose drama, and comments:

"A greater proportion (of units) from prose dramas, especially from contemporary writers, would probably have increased somewhat the number of expressions that have a high frequency in ordinary narrative prose. . . . . It should be remembered, however, that the written language of good writers is a much better model for the speaker than the oral language even of well-educated persons is for purposes of written expression". (10)

The procedure adopted in the present study is the following: Fifteen units of approximately equal length were selected from the following sources:

A. Plays:
2. A.A. Milne: The, Pat Passes By.

   Noel Coward: We Were Dancing.
   P. Johnson: Master Dudley.

   R. Brighouse: How the Weather is Meant.

5. B. Meyer: Thirty Minutes in a Street.
   N. Bokinson: The House with the Twisty Windows.

B. Radio Scripts (Radio Unesco):

6. Tower of Babel (W.S./04), 3, Record 2184).
   Students Abroad (W.S./043,116, Record 2206).
   Backdoor Travelogue (W.S./033,165, Record 2094).
   Change without Tears (W.S./023,123, Record 2124).
   This Atomic Age (W.S./033,99, Record 2157).


D. Press Fiction:


11. G.K. Chesterton: The Tremendous Adventures of
    Major Brown.
    Sir Arthur Conan Doyle: Captain Sharkey.
    R. Kipling: The Ship that Found Herself.
    A.E.W. Mason: The Key.
    Sir Arthur Quiller Couch: My Christmas Burglary.

E. 12. Science:
   A.N. Maslett: Research Reports.
   W.D. Corner: Ferromagnetism.
   B. Donovan: The Fatima Oland.
   R.C. Orford: Progress in Electronic Digital
   Computers.
Both language at work and the radio scripts take the form of discussions. Prof. Greig obviously attempted to give a conversational tone to his book, and it probably approaches as nearly as is possible to the colloquial style of speech of the average South African speaker. A considerable proportion of the fiction included in the list above, consists of conversations. As the sections which were analysed were spread over the whole length of each book, it was possible to include many passages of dialogue. The other texts were included with a view to getting as wide a variety as possible in both style and subject.

Each text unit consisted of approximately 10,000 words. This was considered to be a sufficiently long sampling to be statistically significant. The length of units in certain more or less comparable studies is...
as follows:

H. Keniston, Spanish Idiom List: 10,000 words.
F.D. Chapalier, French Idiom List: 10,000-13,000 words.
E.F. Hauch: German Idiom List: 15,000 words.

As fifteen units were analyzed in this study, the total number of running words comes to 150,000. The following figures are given for two comparable American studies:

E. Lake, Syntactic Study of French Reading Texts: 30,000 running words.

A.L. Swiren, The Syntax of the Verb in Four Contemporary French Novels (Univ. Chicago): 44,000 words. Each of these two studies was apparently conducted by a single investigator. J.D. Bream and A. Coleman's Syntax Count of the French Verb was based on 592,000 running words. They had 54 collaborators. In the German Idiom Count about a million running words were scanned by some seventy investigators working under the direction of the editor. Prepositional usage seems to be a more fertile field than "idioms"as defined by Hauch. The million running words scanned by his panel yielded 959 idioms with frequency credits ranging between 3 and 225. The present count involved 2823 usages with frequency credits ranging between 1 and 1282.

This study lays no claim to having conclusively established the actual comparative utility of the usages listed, but it does indicate the general trends, and makes it possible to arrange the usages in sequence of frequency with a fair degree of confidence.

At the outset, then, a preliminary list of usages was compiled and these were alphabetically indexed. As each text unit was read, the prepositions were underlined, classified and registered in the alphabetical list.
As is no doubt apparent, this was a slow process which took several years to complete. Finally two credit ratings were available for each usage, one recording the total number of occurrences (frequency), and the other the number of text units in which it occurred (range).

Certain usages tend to be peculiar to specific contexts, their occurrence being determined by the circumstances and the subject of discourse. In addition it is necessary to check the influence of personal idiosyncrasies of style. Either of these reasons could conceivably give a usage a frequency credit out of all proportion to its currency in the language in general. If a usage occurs fairly regularly in a wide range of situations, it must be considered to have a higher utility value than one which occurs more frequently within the narrow limits of one situation or of one type of situation, or which is a mere mannerism of a particular author. Consequently the criterion of range was added to that of frequency in order to check the influence of these incidental factors on the final credit rating. It has even been contended that range may be a more reliable criterion of utility than frequency is. (12)

Finding a way of relating the two factors with each other presented a knotty problem. Hauch simply listed them separately. To my mind this is in the nature of an evasion. If the list is to serve any useful purpose, a method of evaluating the significance of each of the two factors has to be adopted. To defer this decision seems to confront users of the list with a problem which has defeated the investigator.

Buchanan obtained a credit rating by dividing the frequency credit by ten and adding the range credit to it. The procedure finally adopted in this study was to arrange the usages in sequence on a percentage scale, mainly because the mind is used to interpreting relative position on such a scale. To a teacher wanting to make use of the list a credit of 25 out of 100 would be more significant than, say, 326 out of a possible 1303. The frequency credit of the most common usage was divided by 85. As the answer came to 15, the frequency of every other usage was divided by this number, and the range credit was added to it. This had the effect of distributing the final credit ratings between 2 and 100.

In Chapter V the prepositions appear alphabetically. The list of usages of each preposition is generally headed by the primary meaning, i.e. the usage with the highest frequency. This is followed by other major uses, classified on a notional basis, e.g., as denoting "position in time", or "direction of a movement", etc., as the case may be. Other, minor, usages are listed alphabetically under their Afrikaans equivalents. Finally, listed alphabetically under the heading of Set Phrases and Idioms, follow:

(a) prepositional groups, i.e. phrases which are habitually used as units and generally function as prepositions;

(b) collocations which cannot be or are not usually translated by the use of an Afrikaans equivalent for the English preposition;

(c) expressions which may be said to be idiomatic even when considered in terms of the English language itself, because the preposition is used with a signification other than its commonly accepted meaning or meanings, or is part of a phrase or sentence which, as a whole, can be regarded as idiomatic.

Thus the usages have been arranged notionally in so far as it proved practicable to do so. For the rest the arrangement is alphabetical. As the prepositions differ greatly in the number and nature of the uses to which they are put, no rigid scheme could be consistently followed.

Chapter VI consists of explanatory notes. In these the meanings of the major usages are briefly defined.

A sequential list is appended to Chapter V. In order to prevent undue duplication, the usages are referred to by their serial number in the alphabetical list.
CHAPTER V

A. THE ALPHABETICAL LIST OF USAGES

ABOUT

1. To think about a friend 3
2. There is something strange about her
   There is nothing funny about it 6

BY

3. To have money about one 2

FOR

4. To be busy about something
   To have trouble about one’s spelling 3

ON

5. The country about Pretoria
   The trees about the house
   To revolve about an axis
   To stand about the bed
   To wrap a scarf about one’s head 11

ABOUT

6. About two hundred people turned up
   It is about 9 o’clock 14
7. What do you propose to do about it?
   To know certain facts about a person 6

COR

8. To be angry about something
   To argue about something
   To bother somebody about something
   To consult somebody about something
To be excited about something
To feel glad (sad, etc.) about something
To tell a joke about somebody
To laugh about an incident
To question somebody about something
To read a book about a subject
To have something to say about it
To see a person about something
To think about one’s troubles
To worry about something

Van
9. To forget about an engagement
To hear about an accident
To keep quiet about a fact
To know about something
To read about something in the papers
To tell a person about something

What about it?

Cor/van* (cf. Notes)
10. To say / speak / talk / write about something

Road /drəʊd/ dər
11. To go about the town
To walk about the streets

Road
12. To fly / run / walk about (1)
Here abouts

<table>
<thead>
<tr>
<th>Set phrases and idiosync.</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To beat about the bush</td>
<td>2</td>
</tr>
<tr>
<td>To be about something</td>
<td>2</td>
</tr>
<tr>
<td>To bring about something</td>
<td>4</td>
</tr>
<tr>
<td>To cast about in your mind</td>
<td>2</td>
</tr>
<tr>
<td>To come about</td>
<td>3</td>
</tr>
<tr>
<td>To forget about doing something</td>
<td>4</td>
</tr>
<tr>
<td>To go about one's business</td>
<td>2</td>
</tr>
<tr>
<td>To be about to do something</td>
<td>5</td>
</tr>
<tr>
<td>To hang about</td>
<td>2</td>
</tr>
<tr>
<td>To have just about forgotten an incident</td>
<td>2</td>
</tr>
<tr>
<td>To knock about (the world)</td>
<td>2</td>
</tr>
<tr>
<td>To monkey about with something</td>
<td>2</td>
</tr>
<tr>
<td>To order somebody about</td>
<td>2</td>
</tr>
<tr>
<td>The proverb about not counting one's chickens, . . . .</td>
<td>2</td>
</tr>
<tr>
<td>To much put about</td>
<td>2</td>
</tr>
<tr>
<td>To set about something in a certain way</td>
<td>2</td>
</tr>
<tr>
<td>About turn</td>
<td>2</td>
</tr>
<tr>
<td>To turn about</td>
<td>2</td>
</tr>
<tr>
<td>A men about town</td>
<td>2</td>
</tr>
<tr>
<td>Turn and turn about</td>
<td>2</td>
</tr>
<tr>
<td>To be up and about</td>
<td>2</td>
</tr>
<tr>
<td>A long way about</td>
<td>2</td>
</tr>
</tbody>
</table>

**ABOVE**

<table>
<thead>
<tr>
<th>Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The storey above this one</td>
</tr>
<tr>
<td>The picture above this one</td>
</tr>
<tr>
<td>Above non-level</td>
</tr>
</tbody>
</table>
Bokant (not necessarily in vertical plane)

36. Two miles above the dam
   They live above us (up the street) 4

To

37. To keep your head above water 2
   Bo (op die tweede verdieping)
   He is above 2

Hierbo

39. The facts mentioned above 4

Cor (boer as)

40. Above 90% of the people are illiterate 2

Others

41. (This) above all 5
42. Above-board 2
43. (That is) above me 2
44. To rise above circumstances 3
45. To get above oneself 2
46. To marry above oneself 2
47. To rise above one's station in life 2
48. To be above suspicion 2

ACROSS

Cor

49. To run across the street
   To drive across the frontier
   To walk across the stage 10

Dysarocr

50. To scroll across the page in big letters 2
Corkant / anderkant
51. To live across the street / river

Corramus
52. To lay two sticks across (each other)

Deur
53. To smack somebody across the face

Op
54. To have veins across the stomach
    To have a gun lying across one's knees

Teš / teen / op-mf
55. To cross across somebody / something

Hyd
56. The room is twenty feet across

Set phrases, idioms, etc.
57. Across country
58. To put across one's ideas
59. To look across to somebody
60. To walk across to the door

AFTER
Achter - - een
61. To run after somebody / something

Achter
62. To stare / gaze after somebody
    To call after somebody

Achter(--sit) / agterwag
63. To go after fugitives (thieves, etc.)
<table>
<thead>
<tr>
<th>No.</th>
<th>Expression</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.</td>
<td>One word follows after another</td>
<td>4</td>
</tr>
<tr>
<td>65.</td>
<td>After a moment / an hour / years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I left after six</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>One after another</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year after year</td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td>The moment / day / week after (that)</td>
<td>4</td>
</tr>
<tr>
<td>67.</td>
<td>After he had spoken, he sat down</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>After having written the letter, he posted it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Rating for 65, 66 and 67 treated as one pattern).</td>
<td>23</td>
</tr>
<tr>
<td>68.</td>
<td>Time after time</td>
<td>2</td>
</tr>
</tbody>
</table>

**Miscellaneous**

<table>
<thead>
<tr>
<th>No.</th>
<th>Expression</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.</td>
<td>After you, Sir!</td>
<td>2</td>
</tr>
<tr>
<td>70.</td>
<td>The day after tomorrow</td>
<td>3</td>
</tr>
</tbody>
</table>

**FIGURATIVE USES**

<table>
<thead>
<tr>
<th>No.</th>
<th>Expression</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.</td>
<td>To call a boy after his father</td>
<td>2</td>
</tr>
<tr>
<td>72.</td>
<td>To enquire after somebody’s health</td>
<td>2</td>
</tr>
<tr>
<td>73.</td>
<td>To hanker (years) after something</td>
<td>3</td>
</tr>
<tr>
<td>74.</td>
<td>A man after my own heart</td>
<td>2</td>
</tr>
<tr>
<td>75.</td>
<td>To take after one’s father</td>
<td>2</td>
</tr>
</tbody>
</table>

(*) Cf. p.97.
Others

76. After all........ 8
77. What are you after? 2
78. After the custom of his fathers 2
79. An after-dinner speech 2
80. A coat after the latest fashion 2
81. After a fashion 2
82. To look after the children (also as) 6

AGAINST

83. To hang against the wall
   To lean against the wall
   To press / push against the door
   To rub against the chair
   To thump against the wall 8
84. To be visible against the sky / a light background. 3

FIGURATIVE USES

86. To act against somebody or something
   A charge against somebody
   To give evidence against somebody
   To fight against an enemy
   To feel anger / resentment against somebody / something
   To invite somebody against a person / something 2
To insure a building against fire, etc.
To march against the enemy
To protect against
To raise one's voice against sin
To do something against one's will

Others
87. Communion as against Capitalism
88. Appearances are against him
89. To imply something against somebody
90. To act against one's better judgment
91. To prepare against a rainy day
92. To raise one's voice against the din

Along

Met - Lange
93. Walk / drive along this street until you reach Main Street

Lange
94. To meet somebody along the road
To go walking along the shore

Met
95. To see somebody drive past along the road

In
96. She was walking along Church Street when he met her

Lange (san)
97. Alongside (of) the ship

San (san)
98. Came along (with us)
He hung it up along with the two other pieces
Others (physical)

99. Do come along (to the party)  

100. Then a young man came / happened / along  
                     and saw the beautiful princess  

101. To lay one's opponent along the floor  

102. To lay one's finger along one's nose  

103. Pass along there!  

104. Light rippled along the stem of the glass  

105. Clouds scudding along  

106. While I was walking along  

Idioms

107. All along  

108. (To cave in) all along the line  

109. Come along now, keep quiet!  

110. To get along with somebody  

111. Get along with you!  

112. To manage to rub along somehow  

113. To think along certain lines  

AMID(ST)  

114. Amidst the noise and laughter  

AMONG

115. To divide something among people  

116. A disease prevalent among the Chinese  

AMONG

115. Hidden among her curls...  

116. To right among yourselves  

115. When I am amongst people...  

116. Amongst others  

Credit Rating

2  3  2  2  3  2  4  2  2  3  2  9  4
<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>One among many</td>
<td>3</td>
</tr>
<tr>
<td>118</td>
<td>Not a penny among them</td>
<td>2</td>
</tr>
<tr>
<td>119</td>
<td>To gather around his</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>The slums around his house</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>To put your arms around each other</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Around us there are many wonders</td>
<td>-</td>
</tr>
<tr>
<td>120</td>
<td>To groove around the bottom of the bag</td>
<td>2</td>
</tr>
<tr>
<td>121</td>
<td>To see angry faces all around one</td>
<td>3</td>
</tr>
<tr>
<td>122</td>
<td>Around twenty people left the meeting</td>
<td>2</td>
</tr>
<tr>
<td>123</td>
<td>He has been around</td>
<td>3</td>
</tr>
<tr>
<td>124</td>
<td>To know one's way around</td>
<td>2</td>
</tr>
<tr>
<td>125</td>
<td>Around here</td>
<td>2</td>
</tr>
<tr>
<td>126</td>
<td>To weave romance around somebody</td>
<td>2</td>
</tr>
<tr>
<td>127</td>
<td>ASTRIDE</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Wydbeen cor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To sit astride of the beam</td>
<td>2</td>
</tr>
<tr>
<td>128</td>
<td>At the beginning of the letter</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ASH</td>
<td></td>
</tr>
</tbody>
</table>
A hook at the end of a line
At the other end of the room
At the foot of the mountain
To study at a university
At the seaside
At the other (far) side of
The pilot at the wheel

129. To grew at a piece of leather
130. To knock at a door
131. To pull at the reins
132. To pull at one's pipe

Asteran
133. A dirty spot at the back of his coat

Onderan
(son die onderkant van)
134. At the base of the brain
At the bottom of the kidneys
At the foot of the page

Bo-son
(son die borunt van)
135. At the top of the kidneys

Total rating for numbers 128-135

By
136. To appear at the window
To come in at the window
The climate at the equator
To land at Dover, etc.
(At this moment) he is at school / at the office
To sit at the writing desk
If only I could get at him

In

137. The abbey at Westminster
To live at the Cape
To be employed at the municipal offices/
at Smith's factory
To stop over at Pretoria

After in

138. At the back of his mind
To sit at the rear of the bus

Be in

139. At the top of the tree

Total rating for numbers 137-139

Longs

140. To stand with one's arms hanging at
one's sides
At somebody's bedside
a stone lying at the side of the road/
the roadside

Out

141. At an altitude of
At the corner of the street
At a congress
At a dance
At a depth of
At a distance
At the farm
To follow at somebody’s heels
At a height of
To live at Ptolemaisroom (any smallish place)
At a meeting
At the office
At a party
At school
To die at the stake

Agter op
142. At the back of the stage

Total rating for numbers 141 and 142

Te
143. Signed at Pretoria
Prof. French, at Leeds, found that...

Tee
144. To hammer at the door

Ter
145. Lost at sea

Veeg
146. A couple at the altar

Others
147. To keep somebody at arm’s length
148. The wave caught the ship up at the bow
149. To have a glass at your elbow
150. At the end of the garden
151. Close at hand
152. At home
153. Sweet stay-at-home
154. To look in at somebody's place
155. To be at lunch
156. To be kneeling at Mass
157. To roam at the mouth
158. At close quarters

Direction

159. To look / glance / aim at somebody or something
160. To fire / shoot / spit at somebody or something
161. To catch / clutch / dive / lash out / peck / slash / snatch / strike at somebody or something

Rating for numbers 159, 160 and 161

Vir

162. To bark / frown / giggle / growl / laugh at somebody
To look at a naughty child
To make eyes at a girl
To make faces at somebody
To peep at somebody
To put out one's tongue at somebody
To scream / to shake one's fist / to smile / to snarl / to wink at somebody

Aan-

163. To beam / glare / gape / stare / scowl at somebody
To look sternly at somebody
To look at somebody with love-sick eyes 7
164. To peak at your food 2

Beaky / bespring, etc.
165. To look critically at something 3
166. To jump / rush / at somebody 4

Total rating for 165 and 166 5

Dear-
167. I have glanced at your essay... 2

Op-
168. Our efforts are aimed at achieving... 4
169. To look at a watch 4
170. To point a gun at somebody 2
171. To shout / swear at somebody 2

Total rating for numbers 168-171 7

Op. — of
172. To drive a car straight at somebody 3

Ret-
173. To throw a stone at somebody or some-
thing 4
174. To mock at somebody's efforts 2

Vit-
175. To laugh at an unwelcome suitor 3
176. To swear at somebody 2

Rating for 175-6 4
<table>
<thead>
<tr>
<th>Others</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>177. A road runs at an angle to another</td>
<td>3</td>
</tr>
<tr>
<td>178. To sling a curse at somebody</td>
<td>2</td>
</tr>
<tr>
<td>179. To hint at something</td>
<td>4</td>
</tr>
<tr>
<td>180. To go off at a tangent</td>
<td>2</td>
</tr>
<tr>
<td>181. To fly at each other's throats</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>On / (____) (*)</td>
<td></td>
</tr>
</tbody>
</table>

| 182. At 12 o'clock | 12 |
| At midnight | |

| Even / (____) | |
| 183. At the end of the year | 6 |

| By | |
| 184. At times | 3 |

| Op | |
| 185. At the age of | 6 |
| 186. At the latest | 3 |
| 187. At the moment | 10 |
| 188. At a time when (I was in trouble) | 3 |

**Rating for 185-188**

| Net / (____) | |
| 189. At daybreak / dawn / Eastor | 4 |

**Net**

| 190. At intervals | 3 |
| 191. At short notice | 2 |

**Stage**

| 192. At night | 6 |

(*) Sometimes dispensed with in Afrikans (cf. notes).
193. At all times 4
194. At the time (of her coronation) 3

Ter
195. At the same time 3
196. To be at once boyish and experienced 2

Textertyd / destyds
197. At the time 5

Others
198. At the first crack of dawn 2
199. At an early date
   At some future date 5
200. I'll be seeing you at dinner 2
201. At first 6
202. At the earliest possible moment 3
203. At last
   At length 8
204. Will you come at once? 10
205. (All) at once 4
206. At present 6
207. To be interrupted at a certain point 2
208. One at a time, please! 2
209. At the stroke of twelve 2
210. At this he went pale 3
211. To do something at odd whiles 2

Asm
212. To be at work on something
   To work at something. To be hard at it 8
213. To be at somebody about something all day long 2
<table>
<thead>
<tr>
<th>No.</th>
<th>Definition</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>214</td>
<td>To keep water at the boil</td>
<td>2</td>
</tr>
<tr>
<td>215</td>
<td>To be at somebody's mercy</td>
<td>2</td>
</tr>
<tr>
<td>216</td>
<td>To be at the root of a problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>After</strong></td>
<td></td>
</tr>
<tr>
<td>217</td>
<td>To get at the truth</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>By</strong></td>
<td></td>
</tr>
<tr>
<td>218</td>
<td>At (a temperature of) 100°C</td>
<td>3</td>
</tr>
<tr>
<td>219</td>
<td>To let it go at that</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>In</strong></td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>At all events</td>
<td>3</td>
</tr>
<tr>
<td>221</td>
<td>To be good at a subject / an activity</td>
<td>5</td>
</tr>
<tr>
<td>222</td>
<td>At any rate</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Yet</strong></td>
<td></td>
</tr>
<tr>
<td>223</td>
<td>At one blow</td>
<td>2</td>
</tr>
<tr>
<td>224</td>
<td>To be busy at one's work</td>
<td>2</td>
</tr>
<tr>
<td>225</td>
<td>To come nearer death at each step</td>
<td>3</td>
</tr>
<tr>
<td>226</td>
<td>To begin at (a salary of) £300 p.a.</td>
<td>2</td>
</tr>
<tr>
<td>227</td>
<td>To sell at a profit</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>For</strong></td>
<td></td>
</tr>
<tr>
<td>228</td>
<td>To be astonished / delighted / enraged / grieved / impatient / surprised at something</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To grumble / rejoice / weep / wonder at something</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>On</strong></td>
<td></td>
</tr>
<tr>
<td>229</td>
<td>To stand at attention</td>
<td>2</td>
</tr>
<tr>
<td>230</td>
<td>At best/ most/worst</td>
<td>7</td>
</tr>
<tr>
<td>231</td>
<td>To feel at ease</td>
<td>4</td>
</tr>
</tbody>
</table>
232. Stand at ease!
233. To ride at a gallop / a canter, etc.
234. Let us put (take) it at 12
235. At the request of
236. At the risk of losing one's deposit
237. At full strength

Teen
238. To sell at £5, etc.
239. At a speed of 50 m.p.h., etc.

Ten
240. At least
241. At any price
242. To profit at the expense of one's colleagues

Tot
243. To be at somebody's disposal
244. To be at somebody's service

Vir
245. To be frightened at something
246. To be annoyed / offended at somebody's behaviour

Set phrases and idioms
247. At all
248. Not at all (cf. notes)
249. To arrive at a conclusion
250. To be at the beck and call of somebody
251. To play a good hand at bridge
252. To be at cross purposes
253. To be at daggers drawn
254. At the discretion of
255. Somebody’s pleasure at being able to do
    something
256. Down at the heel
257. What are you driving at?
258. Cut-at-elbows
259. To hold somebody at the end of one’s
    pistol
260. To be at an end
261. To know at a glance
262. To get at somebody
263. To give at the knees
264. To be good at swimming
265. Have at you!
266. To try your hand at
267. To be kind at heart
268. To receive at the hands of
269. To be at home to somebody
270. One’s interest at the news that . . .
271. To be at large
272. (Humanity) at large
273. To be at leisure
274. Look at his record (for one thing)
275. To be at a loss
276. To win at the memory of
277. To be at one with somebody about something
278. To do something at the peril of your life
279. To be at peace
280. At the prospect of having to . . .
281. (Dear) at any price
282. At the point of his sword
283. The musicians plunged at the opening bars
    of the symphony
284. At the rate of
285. At the risk of his life (met)
286. To rebel at being bullied
287. To be at rest
288. To be (entirely) at sea
289. At second hand
290. To be sick at heart
291. To shoot at sight
292. At first sight
293. To eat at a single sitting
294. At speed
295. At full speed
296. To strain at a grist
297. To strain at stool
298. (Cheap) at that
299. At the top of his voice
300. At a touch
301. At every turn
302. To be at variance with
303. To be at war
304. To be at one's wits' end
305. To take somebody at his word

BEFORE

Voors

306. To haul somebody before the court
To stand before the door
To be able to see one's hand before
one's face.
Something happens before one's eyes
307. To keep up appearances before others  
308. To tear open one’s heart before somebody  
309. To have hard work before one  

Total rating for numbers 306-9  

Credit Rating  
3  
2  
3  
12

Others  
310. To run before the wind  
311. To run on before  
312. To recoil before an enemy  

(TIME)  

Voor  
313. Before 1950  
Before his arrival  

Voor/voordat/ser/serdat  
314. Before we went home  
Before coming to France  

Rating for 313-4  

Vantevore/tevore  
315. We have met before  
316. Years before  

Others  
317. Before long  
318. Fluency comes before correctness  

BEHIND  

Achter  
319. Behind the shop  
Hide behind as  
A face behind spectacles  

10  
13  
19  
6  
5  
3  
2  

14
320. To talk behind somebody's back 2
321. Behind the scenes 2
322. To be behind all the trouble 3
323. The motive behind somebody's words 2
324. Put all that behind you now 2

Aftør in
325. To push the chair behind the wardrobe 2

Aftørteo
326. Kick the ball behind you 2

On
327. Look behind you! 3

On
328. To leave (a wife) behind 2

Time
329. The train is behind time 3
330. To be behind the times 2
331. To be behind one's years 2

BELOW
332. Below the surface 6

Van onder af
333. What does it look like from below? 3

Onderkant
334. The river below the dam 4
The Thames below Henley
FIGURATIVE

Beneath
335. Below standard
336. Below par
337. To carry below one's station
338. Here below

Beneath / order
339. Below the average

BENEATH

Order
340. Beneath the roof

Orderkant
341. Beneath a certain level

Beneath
342. Beneath one's dignity
343. To carry beneath oneself

Others
344. Beneath contempt

BESIDE(s)

Longe
345. To sit beside somebody
To walk beside the cart
Daffodils beside the lake

FIGURATIVE USING

Teen
346. This coat looks shabby beside that one
Behalve / buiten

347. There were other pioneers besides the Dutch

Buitenland

348. Besides, I wish it

Others

349. To be beside the question
350. To be beside oneself

BETWEEN

Tussen

351. Between the tree and the gate
The distance between the lion and his prey

Tussen dier

352. To pass between the tree and the gate

FIDELATIVE USES

Tussen

353. An agreement between two people
To choose between two alternatives
Co-operation between two people
A dialogue between two people
The difference between X and Y
The feeling between two people
A link between two people or objects
The reaction between two substances
The relation between A and B

354. Between 50 and 100
Between Monday and Friday
Order
355. Between us (confidentially) 7

Set phrases and Idioms
356. As between friends 2
357. To come between husband and wife 3
358. Few and far between 2
359. In between 3
360. To be between laughter and tears 3
361. Between the two of them they had hardly £5. 3
362. Between-whiles 2

BEYOND
Anderkant
363. Beyond Pretoria / the gate / the mountains 3

Corkant / anderkant
364. Beyond the river / the lake 3

Verder as
365. Do not go beyond the gate
No did not get beyond the first line 3

Boite
366. It is just beyond my reach / the reach
of my arm
Beyond the boundaries of the Protectorate 4

FIGURATIVELY USED
Bokant / Bo
367. It is beyond me / my comprehension 3
368. Beyond hope 2
369. Beyond the reach of the law 2
370. Beyond the scope of (this study) 3

Buite-/bowe-/uiter-(state)

371. Beyond measure 2

Buite/bou/ongetwyfeld

372. Beyond doubt 4

Oor (-skry)

373. To go beyond the limit 2

Sonder

374. Beyond compare 2

Others

375. To be powerful / rich beyond one's fathers 3
376. His ideas go beyond that 2
377. To prize beyond life 2
378. To live beyond one's income 2
379. To be beyond human help 2
380. To believe (love) beyond reason 2
381. To go on beyond the time 2

BUT

Behalwe/op-na

382. All but John
   No one but the detective knew who he was. 4

Others

383. But for me you would have been killed 5
384. It is nothing but your terrors 3
385. Anything but that! 3
386. Something is all but harmless 2
387. Not that the joke was anything but putrid 2
388. The last but one 3

BY

389. To be bitten by a dog
   To be killed by a bullet
   A play (written) by Shaw 35

Dear

390. To save yourself by running away
   To interrupt somebody by saying something
   To waste time by loitering 19

Ann

391. To catch / grab / hold / lead / seize /
   (a rabbit) by the ears, etc. 6
392. Do by others as you would be done by 2
393. How did you come by it? 2
394. Side by side 2
395. A tree is known by its fruit 2

By

396. He stood by the table 7
397. Come and sit by me 3
398. Close by 3
399. To have something by you 2

Rating for 396-9 11
400. To go out by the door
401. To take by the hand
402. To benefit by something
403. To swear by something
404. To have a child by a woman

Rating for 400-4: 7

405. To stand by a friend
406. Five yards by two feet

In
407. By dozens, hundreds
408. Everything looked different by moonlight

Length
409. To lie down by the side of the road
410. To fall by the way

Order
411. To be known by the name of...

Cor
412. To travel by land
413. To travel by way of Pretoria

Or
414. To fight by land and sea
415. It is 7 o'clock by my watch
416. By invitation of
417. The method by which he earns a living
418. By order of
419. To call a person by his name
420. It is insignificant by itself
<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>421</td>
<td>To arrest attention by one's clothes</td>
<td>2</td>
</tr>
<tr>
<td>422</td>
<td>By aid of</td>
<td>2</td>
</tr>
<tr>
<td>423</td>
<td>To try to impress by clever talk</td>
<td>2</td>
</tr>
<tr>
<td>424</td>
<td>By consent of</td>
<td>2</td>
</tr>
<tr>
<td>425</td>
<td>To obtain by force</td>
<td>2</td>
</tr>
<tr>
<td>426</td>
<td>To placate somebody by a gift</td>
<td>2</td>
</tr>
<tr>
<td>427</td>
<td>To indicate one's mood by the rhythm of one's dancing</td>
<td>2</td>
</tr>
<tr>
<td>428</td>
<td>To make something by hand</td>
<td>3</td>
</tr>
<tr>
<td>429</td>
<td>To do something by intention</td>
<td>4</td>
</tr>
<tr>
<td>430</td>
<td>To proceed by leaps and bounds</td>
<td>2</td>
</tr>
<tr>
<td>431</td>
<td>To multiply X by Y</td>
<td>3</td>
</tr>
<tr>
<td>432</td>
<td>What do you mean by it?</td>
<td>2</td>
</tr>
<tr>
<td>433</td>
<td>To be married by proxy</td>
<td>2</td>
</tr>
<tr>
<td>434</td>
<td>To come by a certain road</td>
<td>5</td>
</tr>
<tr>
<td>435</td>
<td>A gown secured by a cord round the waist</td>
<td>2</td>
</tr>
<tr>
<td>436</td>
<td>To travel by train / car, etc.</td>
<td>5</td>
</tr>
<tr>
<td>437</td>
<td>To treat by injection</td>
<td>2</td>
</tr>
</tbody>
</table>

Rating for 421 - 437: 12

<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>438</td>
<td>Judging by his appearance, I should say.</td>
</tr>
<tr>
<td>439</td>
<td>By analogy of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Per</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
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<tr>
<td>441</td>
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<tr>
<td>442</td>
</tr>
<tr>
<td>443</td>
</tr>
<tr>
<td>444</td>
</tr>
</tbody>
</table>
445. To be paid, by the month 2
446. To dispatch by rail 2
447. To reply by return of post 3
448. To inform them by telegram 2
449. To sell by the yard, etc. 3

Rating for numbers 440-449 10

Teen ( )
450. By eight o'clock, next week, etc. 9

Dit
451. To get / learn by heart 3
452. To know by experience 2
453. By the nature of his calling he is a pacifist 2

Van
454. Accompanied by (a friend) 4
455. Attended by courtiers 2
456. To live by bread alone 2
457. To be (cheerful) by nature 2
458. Flowers surrounded by weeds 3

Rating for numbers 454-8 7

Verby
459. To come / go / march / pass by 5

Vir
460. Day by day
   Little by little
   One by one
   Step by step 5
Voor

461. To sit by the open window

Idioms, Set phrases

462. To be English, etc. by blood
463. To go by the board
464. By-and-by
465. By the by
466. (The date) by the calendar
467. By any chance
468. To do something by chemistry
469. By day
470. By definition
471. By degrees
472. By dint of
473. To settle property on a person by a document
474. To be better / worse by far
475. By no fault of mine
476. Ordeal by fire
477. By force of circumstance
478. By God!
479. Too good by half
480. To lay something by
481. By your leave
482. By a long way / chalk
483. As if by magic
484. (An aunt) by marriage
485. By all means
486. By no means
487. By means of
488. By a miracle 2
489. (Smith) by name 2
490. By night 3
491. To be by oneself 3
492. By oversight 2
493. To be plagued by a disease 2
494. To put something by 2
495. By reason of 3
496. By rights 2
497. To set somebody by the ears 2
498. To know somebody by sight 2
499. To succeed by skill 2
500. A stand-by 2
501. To swear by a brand of merchandise 3
502. By virtue of 2
503. To gain the stage by a staircase 2
504. By the way 3
505. To be by the way of expecting somebody 2
506. By word of mouth 2
507. To be somebody's senior by two years 2

DESPITE

Nieteenstaande / ten soorte van /
in weeswil van

508. To succeed despite one's mistakes 2

DOWN

Af - met

509. To walk / run / drive down the road
To come down the stairs / steps 10

Af - in

510. To walk down the corridor / hall
Blood diffuses down the tissue 3
511. To have pains down one's book  

512. The water poured down the sides of the bulkhead  

513. Tears ran down her cheeks  

514. To bear down on  
   To climb down  
   To come down  
   Down stream  
   To go down to (the Cape)  
   To come down from a perch  
   To leap down  
   To look down  
   To take down (a book)  

515. A watch is run down  

516. To fling down  
   To kneel down  
   To put down (a book)  
   To throw down  

517. To look down upon  

518. To write down  

519. Deep down in the ocean  

520. The sun goes down  

521. Down there / here
522. A few lines down (from that) 3

Plot
523. To knock down an opponent 2

Set phrases and idioms
524. To bend down 4
525. To break down (cry) 3
526. To calm down 3
527. To pay cash down 2
528. To be chained down to the floor 2
529. A singer's voice comes down the scale 2
530. To come down heavily on somebody 2
531. The music dies down 2
532. To drive down from town 3
533. A ship goes down 3
534. To go down to the sea 2
535. A turn goes down well 2
536. To hand down an heirloom to one's children 2
537. To go down hill 2
538. The brig was hulled down from the island 2
539. To hunt down a criminal 2
540. To knock down an article to a buyer 2
541. To let down a friend 3
542. To let something down gently 2
543. Down left 3
544. To lie down 5
545. Man down! 2
546. My name is down for a new car 2
547. To be down on one's luck 2
548. To be down on a person 2
549. To be down and out 2
550. To feel run down 3
551. To run down an acquaintance 2
552. To settle down 2
553. To sit down 8
554. To sit down to a meal 2
555. Down stages 5
556. Down-to-earth 2
557. (To suit somebody) down to the ground 2
558. To be down to one’s last cigarette 2
559. Down town 2
560. The trees came down to the very door 2
561. The down train 2
562. To turn down an offer 3
563. The tyre is down 2
564. Upside down 2
565. To be down with fever 2
566. Down with the traitor! 2

**DURING**

Gedurende

567. During 1945
   During the whole period he was never absent from work.
   He failed several times during his school career 14

Gedurende / ( )
   (Included in number 567)

568. He left during the night
   I saw him several times during that week 8
569. He fell seriously ill during my visit

EXCEPT

570. I know of no accommodation except this
He never failed me except once
Everybody left except John

Afgeopen van / behalwe dat /
behalwe wat betref

571. His style is excellent except for a
slight tendency towards verbosity.
Except for this one mistake, his answer
is perfect.
Except for a slight scar, one could see
no trace of the operation.

FOC

Vir

572. * (in exchange against)
To buy something for a sum of money
To pay somebody for his services
To sell or barter for a sum of money

573. (In the place of)
To do somebody's work for him

574. (With a view to the interests of . . .)
To buy a present for somebody
To make provision for / reserve a room
for / vote for / work for somebody

575. (With a view to accompanying, accomplishing, obtaining)
To fight for one's rights
To work for one's money
Wait for me!

576. (As regards, in the case of).
To be famous for something
To be good enough for somebody
To be the right man for the job
One's love for humanity
To prepare for an event
To be too big for one's shoes
It is a pleasure for us

Rating for numbers 572-6

Time

( ) / tank / vir

577. I have lived here for ten years
Will you be away for long?
To pause for a moment
To do / see something for the first time.

Vir

578. To arrange a party for Saturday
579. For ever (and ay)

Others

580. To be committed to prison for life
581. Let us forget that for the moment
582. It will have to suffice for the present / for the time being

( ) / om. na

583. To ask for money
To call for wine
584. To look for his glasses / a wife
To be out for trouble

Rating for numbers 583-584

{ } / ver

585. To drive / travel / run / walk for a distance

Aan

596. What do you take me for?
597. To want for nothing

By

586. For example
For instance

Net

589. To buy something for a purpose
590. To substitute X for Y

Ne

591. To be bound for a destination
To leave / set off for a destination
The train for Vancouver

592. To have a desire for power
To be eager for love
To long / look / search / seek / thirst for something

On

593. For heaven's sake
For your sake
To do something for a reason
594. To write for (further) information  3
595. His blood calls for revenge  2

Rating for 593-S

Cor/ waseng

596. To praise somebody for his courage  3

Cp

597. To hope for success
   To be prepared for difficulty
   To wait for rain / an important visitor  17

598. To go in for (Leghorns)  4

Te

599. For sale  4

Ten

600. A strong influence for good or bad
   The change is for the better  3

?eunante van

601. To be (all) for a change / for doing 50  3

Terville van

602. For the sake of one's children / of an ideal
   To do something for the money  8

Ub

603. For fear of punishment
   To commit a crime for jealousy
   For love of
   To cry for sympathy with  11
Van

604. To blush for shame
To dance for joy
4

605. To care for somebody
Not to care for something
3

606. A cheque for £5
2

607. For him to do so would be quite wrong
3

Voor

608. To stand for a point of view
5

609. To take somebody’s word for something
3

610. That is what it was designed for
2

Worss / wanten

611. To be chosen / selected for one’s size
To be hanged for murder
I could hardly walk for the pain
For lack of
For want of
To be notorious for one’s cruelty
10

Other constructions

Aa

612. A remark meant for a joke
To take for one’s text
To serve (him) for a cellar
5

Dat

613. To be anxious for somebody to return
To ask for something to be done
It is important for you to do so
It is right for murderers to be hanged
16
618. To call for somebody (at his home)
    I have come back for my hat.
    To go for a cab
    To send for a doctor

619. To have plans for doing something
    To be equipped for swimming
    To be ready for leaving
    Time for school / bed / tea

620. To punish a child for being naughty
    To thank somebody for doing something

Set phrases and Idioms
617. To account for one’s losses
618. Carm for all
619. For all I know
620. For all that
621. To answer for a friend
622. As for that
623. For the benefit of
624. To be all the better for it
625. To be a better man for it
626. For better, or for worse
627. To be all for the best
628. To blush for the family
629. Bulk for bulk
630. Something calls for a celebration
<table>
<thead>
<tr>
<th></th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>631.</td>
<td>The case for the defense</td>
</tr>
<tr>
<td>632.</td>
<td>Not to count for much</td>
</tr>
<tr>
<td>633.</td>
<td>The weather is bright for a winter's day</td>
</tr>
<tr>
<td>634.</td>
<td>To have a dislike for somebody</td>
</tr>
<tr>
<td>635.</td>
<td>This habit will do for you in the end</td>
</tr>
<tr>
<td>636.</td>
<td>Oh, for a drink!</td>
</tr>
<tr>
<td>637.</td>
<td>It is easy for you to talk!</td>
</tr>
<tr>
<td>638.</td>
<td>To be faint for the arms of a lover</td>
</tr>
<tr>
<td>639.</td>
<td>To long for oneself</td>
</tr>
<tr>
<td>640.</td>
<td>It is getting on for 5 o'clock</td>
</tr>
<tr>
<td>641.</td>
<td>To have a gift for dancing</td>
</tr>
<tr>
<td>642.</td>
<td>To go for (tell off) somebody</td>
</tr>
<tr>
<td>643.</td>
<td>The thing to go for is...</td>
</tr>
<tr>
<td>644.</td>
<td>To go for a walk</td>
</tr>
<tr>
<td>645.</td>
<td>To go for a sailor</td>
</tr>
<tr>
<td>646.</td>
<td>For goodness' sake</td>
</tr>
<tr>
<td>647.</td>
<td>To take for granted</td>
</tr>
<tr>
<td>648.</td>
<td>To be greedy for power</td>
</tr>
<tr>
<td>649.</td>
<td>To be hard up for money</td>
</tr>
<tr>
<td>650.</td>
<td>To think of something for oneself</td>
</tr>
<tr>
<td>651.</td>
<td>Now for it!</td>
</tr>
<tr>
<td>652.</td>
<td>You're for it!</td>
</tr>
<tr>
<td>653.</td>
<td>It is for you to decide</td>
</tr>
<tr>
<td>654.</td>
<td>To know somebody for a thief</td>
</tr>
<tr>
<td>655.</td>
<td>To leave somebody for college</td>
</tr>
<tr>
<td>656.</td>
<td>Not for the life of me</td>
</tr>
<tr>
<td>657.</td>
<td>To curry for love</td>
</tr>
<tr>
<td>658.</td>
<td>To make allowances for</td>
</tr>
<tr>
<td>659.</td>
<td>To make a dash for it</td>
</tr>
<tr>
<td>660.</td>
<td>To make for shelter</td>
</tr>
<tr>
<td>661.</td>
<td>Something makes for trouble</td>
</tr>
</tbody>
</table>
662. How do you manage for food? 2
663. To be a match for somebody 3
664. For that matter 2
665. There is nothing for it but to... 3
666. To be good for nothing 4
667. I did not do it for nothing 2
668. For once 4
669. Once for all 4
670. I, for one, do not believe it 3
671. For one thing... 5
672. To be ignored for your pains 2
673. For the most part 2
674. I, for my part... 3
675. An object for pity 2
676. To be pressed for time 2
677. For purposes of 4
678. To do something for a good reason 3
679. To be rejected for the army 2
680. To repeat (say) a word for a child (to learn) 2
681. To be remarkable for a quality 2
682. To ring for the butler 2
683. A run for one's money 2
684. Fie, for shame! 2
685. To shift for oneself 2
686. To drop in for a meal 2
687. Not to see the wood for the trees 2
688. To tremble for somebody's safety 3
689. To be tried for one's life 2
690. To have a try for it 2
691. To go (come) for a walk 5
692. Make way for His Excellency!
693. Were it not for him...
694. What do you wish for, Sir?
695. Not for the world
696. For all the world
697. To take a turn for the worse

PRON

Van - as

698. To come from a place
To live some miles from a city
To stand 12 feet from the table

Vannina

699. Far from here
Where do you come from?

From - to

Van - set

700. From A to Z
From head to foot
From place to place

Van - na

701. To look from one person to the other

Van - tot man

702. From the Pacific to the Atlantic

Van - tot by

703. From the Baltic to Vladivostok
From New York to San Francisco

Van - tot in

704. From the Zambezi to the Cape
Van - tot (figurative)

705. To rise from obscurity to fame
706. To vary from 5 to 10

Time
Van - an

707. I have known him from childhood
    I have known it from the beginning
    from the outset

From - till
    van - tot

708. From morning till night

From - to
    van - tot

709. From 1900 to 1910
    From day to day
    From time to time

An

710. A key hanging from a nail
    Onion hanging from the ceiling

(FIGURATIVE)

711. To gather (learn) from somebody
712. To suffer / die from a disease
713. To withdraw (support) from a venture

By

714. To buy something from a shop
    To steal from a shop
    To take a dangerous object from a baby
    To take a cup of tea from one's hostess
715. To catch a disease from somebody.  

(FIGURATIVE)

716. To hear the news from somebody.  
To learn (a skill) from a master.  

717. To draw from life.  
718. To judge from appearances.  

Order

719. To suffer from a pedantic teacher.  


720. Hand me the scalpel from the tray.  
Take the cup from the tray and fill it.  

Teach

721. To defend / protect / shield something from danger.  
To secure something from harm.  

Ult.

722. A patient has just come from hospital.  
To enter from another room.  
To emerge from a room.  
Blood flows from a wound.  
Blood from the heart enters the lungs.  
To obtain vitamins from eggs.  
A person / joke from a certain country.  
To release a convict from prison.  
To remove tonsils from the throat.  
Reports from various countries.  
To rise from a chair.
To rise from the water
To step from a plane
To take an object from a bag
An army withdraws from a country
723. To quit something from wood / crystal 3
724. To deliver from danger 2
Rating for 722 - 4 20

By - uit

725. Smoke issues from an aperture 3

Uit - onder

726. To know one person from others 2

Uit (FIGURATIVE)

727. To conclude / deduce / gather from facts
To know / learn from experience / from the Bible 7

728. To quote from a book
Extracts from a book 4

729. To look at something from a point of view 3

730. To awake from sleep 4
Rating for numbers 727 - 730 11
Rating for numbers 722 - 730 27

Van

731. To claim / derive / inherit / obtain / receive / recover money, etc., from somebody 15

732. To be apart / distinct / different / separate from something else 8

733. To obtain relief from pain 2
734. To absolve from blame 2
735. To be tired from working

Rating for 731-4

Av. van
736. To jump from one's horse
737. To distract attention from something

Vir
738. To conceal / hide / keep something from somebody

Weg - van
739. To turn from a person / the fire
   To lead something from the scene of
   an accident
740. To get away from somebody

Others
741. To appear from among the trees
742. To appear from behind the clouds
743. To appear from beyond the wood
744. To appear from under the hay

Set phrases and Idioms
745. To shut the world away from her
746. To break away from a girl one is kissing
747. As from the 17th
748. From being the hunted, he became the hunter
749. To compute output from certain figures
750. To dissuade somebody from doing something
751. So far from regretting it, it was with delight that he . . . . 2
752. To be from home 2
753. To hinder somebody from doing something 2
754. To get results from doing something 2
755. A heater run from electricity at Harwell 2
756. To refrain from action 3
757. To spare a day from one's affairs 2
758. To shrink from doing something 2
759. Action springing from some cause 2
760. To suffer from the cold 4
761. To turn from foraging to banking 2
762. To turn one's head from side to side 2
763. Variations from the mean 2
764. The room winked detection from every candle 2

In

765. To be in a room
There are 100 people in the hall 71
766. In bed / in church / in court / in Paradise / in public / in school 9

Rating for 765-6 73

Sinns / in

767. Come in!
To lead in
To rush in
To show somebody in
To usher somebody in
To walk in
In

768. To dip one’s fingers in a bowl
To drop the money in her lap
To look somebody in the eye
To write (notes) in a book
To whisper in somebody’s ear
To make an incision in an organ
To look in a mirror
To put your hand in your pocket
To put somebody in jail
To plant a tree in the ground
To raise one’s hand in the air
To take somebody in your arms
To write something in a book

Middeldeur

769. To cut a pair in half

Others

770. To roll something in a ball
771. The roof fell in

Time

In

772. In the old days
In 1948
In our generation

In ( )

773. In July he visited the Game Reserve
I went to see my aunt in the holidays

Rating for numbers 772-3
774. In the day

775. In the afternoon

776. In the mornings

777. In the evening

778. In the night

779. In a little while he left

780. I propose to leave in about an hour

781. In a flash / in a moment

782. In a moment (presently)

783. I’ll see you in the morning

784. Drink a spoonful twice in three hours

785. To be in time for an appointment

786. You will come to understand it in time

787. In recent years

788. In due time

In (FUTURE TENSE)

789. To be absorbed in a book

790. In accordance with

791. In action
<p>| 792. | To see an advantage in something | 2 |
| 793. | In this affair | 2 |
| 794. | In my agony | 2 |
| 795. | In my anger | 3 |
| 796. | In answer to | 2 |
| 797. | In any case | 6 |
| 798. | In an argument | 2 |
| 799. | To be skilled in an art | 4 |
| 800. | In an attempt to | 2 |
| 801. | To stand in an attitude | 3 |
| 802. | To sell in batches | 2 |
| 803. | A woman in her beauty | 2 |
| 804. | To believe in God | 2 |
| 805. | In his capacity as | 3 |
| 806. | In case | 5 |
| 807. | In the case of | 7 |
| 808. | In any case | 8 |
| 809. | There is not much in it | 2 |
| 810. | To be in charge of | 4 |
| 811. | In comparison with | 3 |
| 812. | In command of | 2 |
| 813. | To have confidence in somebody | 6 |
| 814. | In (good) condition | 2 |
| 815. | In contact with | 4 |
| 816. | In context | 4 |
| 817. | In contrast to/with | 3 |
| 818. | To have its counterpart in something else | 2 |
| 819. | In a conversation | 5 |
| 820. | In the course of | 5 |
| 821. | To be in danger | 3 |
| 822. | In defeat | 2 |</p>
<table>
<thead>
<tr>
<th>Credit</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>621.</td>
<td>In some degree 2</td>
</tr>
<tr>
<td>624.</td>
<td>To delight in 4</td>
</tr>
<tr>
<td>625.</td>
<td>In his despair 2</td>
</tr>
<tr>
<td>626.</td>
<td>In detail 5</td>
</tr>
<tr>
<td>627.</td>
<td>In a direction 9</td>
</tr>
<tr>
<td>628.</td>
<td>In a dilemma 2</td>
</tr>
<tr>
<td>629.</td>
<td>In a discussion 2</td>
</tr>
<tr>
<td>630.</td>
<td>In the distance 4</td>
</tr>
<tr>
<td>631.</td>
<td>In a dream 2</td>
</tr>
<tr>
<td>632.</td>
<td>In an effort to 4</td>
</tr>
<tr>
<td>633.</td>
<td>In the employ of 3</td>
</tr>
<tr>
<td>634.</td>
<td>To excel in 2</td>
</tr>
<tr>
<td>635.</td>
<td>In exchange for 2</td>
</tr>
<tr>
<td>636.</td>
<td>To be expert in a skill 2</td>
</tr>
<tr>
<td>637.</td>
<td>In an experiment 6</td>
</tr>
<tr>
<td>638.</td>
<td>To find expression in 2</td>
</tr>
<tr>
<td>639.</td>
<td>In the eyes of God 3</td>
</tr>
<tr>
<td>640.</td>
<td>To have faith in 4</td>
</tr>
<tr>
<td>641.</td>
<td>A fall in the 0,0,1. 2</td>
</tr>
<tr>
<td>642.</td>
<td>To fill in a form 2</td>
</tr>
<tr>
<td>643.</td>
<td>In a film 2</td>
</tr>
<tr>
<td>644.</td>
<td>In the form of 4</td>
</tr>
<tr>
<td>645.</td>
<td>In the fullness of time 3</td>
</tr>
<tr>
<td>646.</td>
<td>God, in his goodness 2</td>
</tr>
<tr>
<td>647.</td>
<td>To be happy in a job 2</td>
</tr>
<tr>
<td>648.</td>
<td>In breathless haste 2</td>
</tr>
<tr>
<td>649.</td>
<td>In history 5</td>
</tr>
<tr>
<td>650.</td>
<td>In his imagination 4</td>
</tr>
<tr>
<td>651.</td>
<td>In imitation of 2</td>
</tr>
<tr>
<td>652.</td>
<td>An improvement in his condition 2</td>
</tr>
<tr>
<td>653.</td>
<td>In perfect innocence 3</td>
</tr>
</tbody>
</table>
854. An instance in which 2
855. To be interested in something 12
856. In justice to 3
857. To grow in faith 2
858. In a language 10
859. In life 8
860. The secret lies in . . . 2
861. In a straight line 3
862. In the light of 2
863. In loneliness 2
864. In this matter 2
865. In some measure 5
866. The distance in miles 2
867. To keep in mind 4
868. To be involved in an accident 2
869. To be in a mood 4
870. In music 2
871. In the name of the king 2
872. To be king in name 2
873. (A change) in the nature (or condition) of something 10
874. In great numbers 3
875. In the neighbourhood of 2
876. To see evil in 3
877. In a certain sense 2
878. There is some sense in what you say 2
879. In (a particular) sequence 2
880. In the service of 2
881. In the shape of 5
882. In all sense 3
883. In a situation 3
884. In so far as
885. Soluble in water
886. To speak in riddles
887. To lie in state
888. In a state (of excitement)
889. In its early stages
890. Instead of
891. To have in stock
892. What the future holds in store
893. In the study of
894. To write in a style
895. In a subject
896. In obedience to
897. In an occupation
898. In operation
899. In order
900. In order (of importance)
901. In an organisation
902. To play a part in
903. In particular
904. In a (political) party
905. Go in peace
906. In person
907. In the first person
908. In the place of
909. In politics
910. In a position
911. In possession of
912. (Everything) in one's power
913. In the presence of
914. In a profession
915. In proportion to  
916. To be in a ratio of  
917. In a chemical reaction  
918. In reality  
919. A reduction in size  
920. In relation to  
921. In reply to  
922. In response to  
923. In all respects  
924. To be in tears  
925. In terms of  
926. In theory  
927. In one's thoughts  
928. In touch with  
929. To be in training  
930. In a trance  
931. To be in trouble  
932. Printed in (italics) type  
933. To be in use  
934. In the vicinity of  
935. With (menace) in his voice  
936. In war as in peace  
937. In a whisper  
938. An accident in which . . . . .  
939. In one's own words  

Rating for numbers 789-937  

Ann  
940. To belch in something  
941. To break in bits  
To cut in pieces  

Page rating 4  

Page notes: No notes.
942. To have £5 in cash  
943. Hand in hand  
944. Lacking (wanting) in courage  
945. To set (a mechanism) in motion  
946. To take part in  
947. To be rich in minerals / vitamins  
948. To pay half one's salary in taxes  
949. The Socialists are in power  
950. A professor in a university  

Rating for 940 - 950:

Binning

951. To catch up with somebody in a few yards  

By

952. To thank (somebody) in anticipation  
953. The secret in dressing / gardening / is . . .  
954. To include somebody / something / in a group  
955. To be involved / concerned in an affair  
956. To observe a symptom in a patient  
957. In problem of this kind . . . .  
958. Methods used in the treatment of cancer  
959. Many examples of this are to be found in Shakespeare  

Rating for 952 - 959:

Not

960. To count in units / tens / hundreds  
961. To deal in furs
<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>962</td>
<td>To drink somebody's health in a glass of wine</td>
<td>2</td>
</tr>
<tr>
<td>963</td>
<td>To drive to a place in one's car</td>
<td>3</td>
</tr>
<tr>
<td>964</td>
<td>In a single movement</td>
<td>6</td>
</tr>
<tr>
<td>965</td>
<td>To say in a loud voice</td>
<td>10</td>
</tr>
<tr>
<td>966</td>
<td>In a word</td>
<td>3</td>
</tr>
<tr>
<td>967</td>
<td>In a few words</td>
<td>2</td>
</tr>
<tr>
<td>968</td>
<td>In other words</td>
<td>5</td>
</tr>
<tr>
<td>969</td>
<td>Written in gold (letters)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Rating for numbers 960-969**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>970</td>
<td>To be engaged in writing</td>
<td>6</td>
</tr>
<tr>
<td>971</td>
<td>To persist in whistling</td>
<td>5</td>
</tr>
<tr>
<td>972</td>
<td>To spend (your) time in writing letters</td>
<td>7</td>
</tr>
</tbody>
</table>

**Rating for numbers 970-972**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>973</td>
<td>A man in black clothes</td>
<td>9</td>
</tr>
<tr>
<td>974</td>
<td>To wish somebody joy in a new possession</td>
<td>2</td>
</tr>
<tr>
<td>975</td>
<td>In my opinion</td>
<td>4</td>
</tr>
<tr>
<td>976</td>
<td>In all probability</td>
<td>2</td>
</tr>
</tbody>
</table>

**No**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>977</td>
<td>In care of (a teacher)</td>
<td>2</td>
</tr>
<tr>
<td>978</td>
<td>In the circumstances *</td>
<td>3</td>
</tr>
<tr>
<td>979</td>
<td>To look facts in the face</td>
<td>2</td>
</tr>
<tr>
<td>980</td>
<td>To take a naughty boy in hand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Order**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>981</td>
<td>To rejoice in one's good luck</td>
<td>3</td>
</tr>
<tr>
<td>982</td>
<td>In general</td>
<td>6</td>
</tr>
</tbody>
</table>

* Of. Notes.
<table>
<thead>
<tr>
<th>OP</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>983. To sleep in a bed</td>
<td>2</td>
</tr>
<tr>
<td>984. In the country (platteland)</td>
<td>2</td>
</tr>
<tr>
<td>985. In the foreground / background</td>
<td>2</td>
</tr>
<tr>
<td>986. To hit somebody in the jaw</td>
<td>2</td>
</tr>
<tr>
<td>987. The cat lies in her lap</td>
<td>3</td>
</tr>
<tr>
<td>988. To be in a place</td>
<td>6</td>
</tr>
<tr>
<td>989. A sinking feeling in (the pit of) your stomach</td>
<td>2</td>
</tr>
<tr>
<td>990. To obtain a berth in a ship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rating for numbers 983-990**

<table>
<thead>
<tr>
<th>OP</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>991. Something will end in trouble</td>
<td>2</td>
</tr>
<tr>
<td>992. In the end</td>
<td>6</td>
</tr>
<tr>
<td>993. In the field of physics</td>
<td>5</td>
</tr>
<tr>
<td>994. In the long run</td>
<td>4</td>
</tr>
<tr>
<td>995. To buy something in the market</td>
<td>2</td>
</tr>
<tr>
<td>996. Each in turn</td>
<td>5</td>
</tr>
<tr>
<td>997. In quest (search) of</td>
<td>3</td>
</tr>
<tr>
<td>998. To do something in a specific way / manner</td>
<td>16</td>
</tr>
<tr>
<td>999. I want it in writing</td>
<td>2</td>
</tr>
<tr>
<td>1000. To be in good form</td>
<td>2</td>
</tr>
<tr>
<td>1001. To trust in God</td>
<td>2</td>
</tr>
<tr>
<td>1002. That in itself</td>
<td>5</td>
</tr>
</tbody>
</table>

**Rating for numbers 991-1002**

<table>
<thead>
<tr>
<th>OP</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1003. In the midst of</td>
<td>3</td>
</tr>
</tbody>
</table>
1004. In aid of 3
1005. In favour of 3
1006. To pay a debt in full 2
1007. In spite of 12

1008. In acknowledgment of his services 3
1009. In defense of my point of view, I wish to contend 2
1010. In encouragement of 2
1011. In honour of 4
1012. In memory of 3
1013. In recognition of 2

1014. To give in to (your desires) 3

1015. Action resulting in trouble 4
1016. An attitude issues in action 2

1017. In brackets 3

1018. One in a hundred 3
1019. In the nature of things 3
1020. To strike in sympathy with 2
1021. The wind is in the East 2

1022. With lips curling in amusement 3
1023. To close one's eyes in fear 2
1024. Laws in force (in a particular country)  
1025. It is forward in you to do so  
1026. In solid gold this ornament will cost £...  
1027. A coat in brown corduroy  
1028. To be different in nature  
1029. A rise in salary  
1030. To be small in stature  

Set phrases and idioms  
1031. To be Irish in accent  
1032. To be in accord with  
1033. To be in the act of (leaving)  
1034. To find an outlet in action  
1035. In addition  
1036. In addition to  
1037. (To know) in advance  
1038. To reply in the affirmative  
1039. To be in agreement (with)  
1040. In great alarm  
1041. Arm in arm  
1042. In as much as  
1043. To pause in astonishment  
1044. To stand in awe of  
1045. In the back of one’s mind  
1046. A girl in black  
1047. A man dressed in black  
1048. Breathtaking in its beauty  
1049. A cow is in calf  
1050. To speak in chorus
1051. To chip in 2
1052. To close in upon 3
1053. That's where I come in 3
1054. March comes in like a lion 3
1055. Two people have friends in common 3
1056. In common with 2
1057. In competition for 2
1058. In compliance with 2
1059. In confidence 4
1060. To be confirmed in one's views 3
1061. In conformity with 2
1062. In consequence 3
1063. In consequence of 2
1064. In consideration of 3
1065. In contempt of 3
1066. To be in one's cups 2
1067. The beam curves in at the ends 2
1068. To keep somebody in the dark 3
1069. To be in debt 4
1070. In defiance of 2

In doing so

(a) On to
1071. To have difficulty in reaching the door 19
   To take pleasure in saying
   To succeed in escaping

(b) To
1072. I found it in looking through the 15
   drawer

(c) Dat
1073. The secret lies in following up your initial advantage 11
1074. You won't make a mistake in buying this car

Rating for numbers 1071-4

1075. To be in doubt
1076. To drop in on
1077. To be in earnest
1078. To be in one's eighties
1079. To engage somebody in conversation
1080. In the event of
1081. In excess of
1082. Excessive in weight
1083. To go to extremes in dressing
1084. In face she was a woman
1085. To laugh in somebody's face
1086. In the face of (great difficulty)
1087. In fact
1088. In a fair way to.......
1089. In great fear
1090. In fear of his life
1091. To be in for it
1092. To fill in your spare time with
1093. To advance in force
1094. To live in freedom
1095. To cool in his friendship
1096. In front of
1097. Permanently
1098. To be in poor health
1099. To be hedged in by enemies
1100. In here
1101. To be in a hurry

Rating: 3
Rating: 27
Rating: 4
Rating: 2
Rating: 2
Rating: 3
Rating: 4
Rating: 3
Rating: 3
Rating: 14
Rating: 2
Rating: 3
Rating: 4
Rating: 3
Rating: 2
Rating: 2
Rating: 13
Rating: 2
Rating: 3
Rating: 2
Rating: 7
1102. To indulge in ceremony 2
1103. The train is in 2
1104. Mr. X is (not) in 3
1105. That horse was not in it 2
1106. (An animal is) interesting in its habits 3
1107. A jack-in-the-box 2
1108. To be different in kind from . . . . 2
1109. To keep in with the crowd 2
1110. In latitude 60° 4
1111. To be in league with the enemy 2
1112. Not in the least 5
1113. 5 ft. in length 2
1114. To let somebody in for something 4
1115. To lie in 2
1116. To tremble in all one's limbs 2
1117. That is not in his line 2
1118. To live in sin 2
1119. To be in liquor 2
1120. To look in upon 3
1121. To be in love with 9
1122. (Something is) in the making 2
1123. Easy / confident / in manner 3
1124. In the mind of the public 3
1125. To mix in street noises (radio) 2
1126. To be in need of 3
1127. (Seven) in number 3
1128. To have it borne in on you that 2
1129. In the open 2
1130. In opposition to 2
1131. In order to
1132. To be orderly in mind
1133. To be in great pain
1134. To be in some perplexity
1135. The pendulums are in phase
1136. A case in point
1137. In point of fact
1138. In preference to
1139. To be in the process of happening
1140. (To grow) in profusion
1141. In close propinquity to
1142. In close proximity to
1143. In pursuit of
1144. In pursuance of his wishes
1145. To put in time at
1146. To stand in the queue for a ticket
1147. Readiness in repartee
1148. In the rear of
1149. In respect of
1150. In return for the favour you did me
1151. A disease runs in the family
1152. (You can do so) in perfect safety
1153. The cold weather sets in
1154. To be all in a cold shiver
1155. In short
1156. In sight of
1157. To be impressive in size
1158. To stand 6 ft., in his books
1159. To see that
1160. A muscle in spasm
1161. To specialize in something
1162. To be moderate in speech  3
1163. To dine in state  2
1164. To stare in a boat  3
1165. The man in the street  3
1166. To be successful in an application  3
1167. In succession to  2
1168. To take somebody in  3
1169. To be in bad taste  2
1170. One's tastes in clothes  4
1171. To be omnivorous in one's tastes  2
1172. To throw the fact in his teeth  3
1173. In the teeth of the facts  2
1174. In the teeth of the gale  2
1175. A story gains in the telling  3
1176. To be in a temper  2
1177. In that he was, . . .  3
1178. To throw in the saddle with the herd  2
1179. To throw in the towel  2
1180. In token of  2
1181. In the tradition of the Impressionist School  2
1182. In truth  4
1183. In turn  4
1184. To advance in understanding  2
1185. In vain  7
1186. In view of the fact  2
1187. It is true in a way  5
1188. In a vague sort of way  2
1189. I found him in a whirl of activity  2
1190. In with you!  2
INSIDE

Binne (-kant)

1191. Inside the house 11

Blime

1192. Come inside 6
1193. Inside of a week 2

Tussen

1194. Inside the brackets 2

Others

1195. To drive inside the range of your headlights 2
1196. To drive inside the speed limit 2
1197. To feel good inside 2

INFO

In - An (sometimes Binne)

1198. To come into the house
To drive into the garage
To lead a horse into the stable
To squeeze an object into a cavity
To walk into the room 22

In

1199. To absorb a substance into the body
Tears came into her eyes
To clap somebody into prison
To climb into a tree
To fall into the fire
To fit the key into the lock
To gaze into somebody’s eyes
To get into a car
To inject a liquid into the body
To introduce an insect into a country
To look into somebody's face
To put books into a bookcase
To put money into somebody's hand

In (figurative)

1200. To change / convert / transform / turn something into something else 15
1201. To divide into 3 5
1202. To fall into disfavour 2
1203. Lead us not into temptation 2
1204. (Pastoral) come into play 4
1205. To probe into somebody's past 2
1206. To run into debt 2
1207. To translate into English 2

Rating for numbers 1200-1207

19

In - uit

1208. To burst into tears 4
1209. To put into words 2

Uit - van

1210. To burst into laughter 3

Op

1211. To put your accusations into writing 2
1212. To pucker your face into folds 2

Op - in

1213. To look into a matter
To go into details 3
Hat

1214. To stick a pin into somebody

2

Teeth

1215. To back (reverse) into another car

2

Set phrases and Idioms

1216. To get the emotions into activity

2
1217. To bring into alignment with

2
1218. Into the bargain

2
1219. To come into money

3
1220. To direct one's energies into a channel

2
1221. To bring (the facts) into daylight

2
1222. The colours deepen into pink

2
1223. To disappear into thin air

3
1224. To emerge into the open

3
1225. To enquire into a matter

3
1226. This does not enter into the matter

2
1227. To fall into a decline

3
1228. To force somebody into doing something

4
1229. To frighten somebody into confessing

2
1230. To get into one's coat

2
1231. To get into a habit

4
1232. You had better get it into your head

that. . . .

2
1233. To go into the country (for the week-end)

2
1234. To go into a huddle with

2
1235. To go into a profession

3
1236. To allow something to grow into a habit

3
1237. To grow into a lout

2
1238. To make a length of material into a

2

costume
1239. To merge into one 3
1240. To organize men into an army 2
1241. To plunge into a map 2
1242. To plunge into one's work 2
1243. To put your back into it 2
1244. To put ideas into somebody's head 4
1245. To stimulate research into cancer 2
1246. Noise rises into a crescendo 2
1247. To run into a friend 3
1248. To run into trouble 3
1249. To spur one's horses into a gallop 2
1250. A woman throws herself into one's arms 3
1251. The bomb twisted the girders into strange shapes 2
1252. To trap somebody into a confession 2

MEAN

Nasty
1253. The tree stood near the house 13

Na an / nasty
1254. They lived quite near to us 8

Na punoég
1255. To be near enough to be acceptable 2

Nader
1256. To draw near 3

Dear baby
1257. The doctor lived nearby 3

Others
1258. He was near delousing 2
1259. To be near and dear to somebody
1260. To be near the mark
1261. Near upon a decade

NEXT

large / largeen / nase / nassan
1262. The chair stands next the table
1263. Mary sits next to me

pass / m
1264. Next to Shakespeare, Shaw is the greatest English dramatist

Others
1265. To wear a sash read next to the skin
1266. Next to nothing
1267. Next he proceeded to examine it

OF

van / as
1268. The roof of the house
A page of the book
The top of the mountain

Van
1269. One of them
A part of the roof
Some of them
Each of them
Any of these things
More of them
Three quarters of the people
1270. (A pail) full of (water)
1271. The kind of (man)
      The sort of (person)
      A type of (car)
1272. All of these things
      An amount of water
      A bit of stone
      A bottle of wine
      A bowl of soup
      A box of chocolates
      A collection of paintings
      A complexity of factors
      A dose of medicine
      A drop of water
      A cup of tea
      A foot (yard) of material
      A group of men
      A heap of stones
      A host of friends
      Hundreds of cases
      A length of material
      A mass of water
      A multitude of causes
      A number of people
      The number of accidents
      A pack of cards
      A pack of dogs
      A packet of sandwiches
      A pair of shoes
      A plate of biscuits

(*) Africans dispense with the use of a preposition.
A piece of wood
A pile of stones
Plenty of girls
A quantity of dust
A range of substances
A row of urns
A score of people
A series of experiments
A sheet of paper
A tract of land
A variety of things
The whole of Africa

1270. The City of London
The Isle of Jersey
The town of Springs

Rating for numbers 1270-1273

46

Compound Words in Afrikaans

1274. An arrangement of flowers
The art of writing
An attack of malaria
An attitude of mind
A herd of sponge
Cancer of the liver
A carrier of water
A case of fever
A certificate of birth
A chain of office
The concept of relativity
The corners of one’s mouth
A count of words
A court of justice
A cry of despair
A crystal of cobalt
The day of Judgment
A distortion of vision
A factor of destruction
A feeling of fear
One's field of study
A fit of coughing
A flash of light
A flood of words
A form of application
Fumes of benzol
A gesture of despair
Globules of fat
Grains of sand
Habits of diet
Habits of thinking
The intoxication of love
The lack of life
A letter of protest
A line of thought
A list of names
Loss of memory
A mass of cells
A medium of expression
A member of Parliament
A mode of living
A note of £100
Particles of dust
A pattern of behaviour
In peril of one's life
A period of transition
A place of honour
The point of difference
A point of view
Power of expression
Power of attorney
A proposal of marriage
A roof of slate
A sense of guilt
Sentence of death
A solution of salt
A species of animal
The speed of transmission
One's standard of living
A state of emergency
The structure of cells
The system of blood vessels
A teacher of music
The theory of relativity
In time of war
Tincture of iodine
A train of thought
A transfusion of blood
Ulcer of the stomach
A wave of the hand
A waste of money
A way of life

1275. To be hard of hearing
To be weak of mind
1276. The back of one's head
1277. At the age of ten
An outburst of passion
The practice of medicine
A state of exhaustion
A student of medicine
A tale of romance
7
1278. A deposit of $5
1279. The month of May
1280. Quarter of an hour
2
2

On to

1281. His chance of escaping came when...
He rose with the intention of saying...
Methods of pruning fruit trees
The opportunity of going to university
He considered various ways of achieving his object
15

Dat

1282. To be afraid of giving offense to
one's audience
On condition of not having to...
To be conscious of not being in good
tone
To be haunted by the fear of being killed
To have little hope of winning
The possibility of his escaping was
discussed
Any suggestion of its being faked was
refuted
16
Rating for numbers 1281-2
82
1283. To be capable of doing much better
To be desirous of leaving
To be easy of explanation
To be incapable of cheating

1284. The picking of flowers is prohibited
The removal of the tumour proved difficult
The shooting of kudu is a grave offence
The shrinking of the scalp takes a long time

Van

1285. To absolve of
What is to become of him?
To come of good stock
That is what comes of it
Clothes of satin
The consequence of this
To be descended of (somebody)
To be devoid of truth
To die of (pain)
To expect something of a person
To be free of something
To be independent of
To make a man of him
To make a mess of
North of (a point, a place)
To be rid of something
What do you require of
Relief of pain
To relieve somebody of his coat
1286. An angle of 45°
   A capacity of 300 gallons
   A difference of 5°C
   A delay of ten minutes
   A frequency of ten megacycles
   An interval of five minutes
   After a lapse of months
   A ratio of 20:1
   A speed of 50 m.p.h.
   A salary of £7 per week
   A weight of 100 lbs.

1287. To be aware of
   To assure somebody of one’s sympathy
   Appreciation of a fact
   To be certain of a fact
   To dream of
   To hear of (an event)
   To know of (an incident)
   To take notice of
   What do you think of him?
   To talk of
   To tell (a story) of

1288. An account of the events
   The alteration of a detail
   To accuse of a crime
   The avoidance of contact
   An analysis of the results
   The appearance of a new species
   The application of a principle
   Or, the basis of this agreement
   The cause of it
A charge of theft
An adverb clause of manner
It was clever of you
A collision of molecules
A combination of A & B
The condition of an organ
Conservation of energy
A copy of a book
A degree of kinship
A denial of rights
The destruction of cells
A description of an experiment
The development of a child
Disapproval of a scheme
The discovery of America
A discussion of a subject
A disturbance of the metabolism
The Duke of Wellington
The establishment of a colony
Evidence of violence
The evil of their ways
An example of
An explosion of ammunition
An expression of pain
A fool of a woman
Fluctuations of the market
(In) the form of a contest
Freedom of speech
A gesture of gratitude
An imitation of a model
The implications of a statement
The inclusion of X in the team
An instance of this phenomenon
The interpretation of a message
The law of averages
A life of service
The loneliness of Death
The loss of a relative
To make use of
A malformation of the spine
The massage of a muscle
The measurement of the effect
The mention of a name
A mixture of A and B
A modification of the technique
A movement of the boundaries
The necessity of an action
A notification of illness
To be the opposite of
In order of importance
Parcels (objects) of all shapes
Particulars of an agreement
Payment of an account
A person / man / woman of 20 years
A picture of the scene
Possession of a fire-are
The prevention of disease
A product of the emotions
A programme of action
A question of money / prestige
Realization of the difficulties
(On) receipt of a letter
The Receiver of Revenue
The recognition of a symptom
A record of events
Removal of the irritant
A reproduction of a picture
A review of the position
Settlement of an account
A sketch of a scene
A source of income
A sign of old age
The spread of a disease
The state of affairs
The study of a disease
Stupid / kind / naughty of you
The supplying of power to industry
To be sure of it
A survey of the facts
To suspect somebody of a crime
Tears of joy
A test of ability
Treatment of a patient
That is typical of him
A variation of a procedure
The victim of a crime
A view of a matter
(Within) reach of
To have an understanding of a problem
The use of liquor

Rating for numbers 1285-1288

1289. To be forsaken of God 2
Ann

1290. To think of one's friends

To think of doing so

(To be stirred by) the memory of it

To remind somebody of an appointment/
an event

1291. A lack of money

To have need of (a drink)

Poverty of ideas

1292. To be guilty of a crime

1293. To partake of the dancing

1294. Distribute what thou hast of goods

1295. To die of a disease

Rating for numbers 1290-95

By

1296. To borrow (something) of a friend

In

1297. To be pale of face

Net

1298. To boast of one's success

1299. A man of some education

1300. A man of the name of

Rating for numbers 1298-1300

Or

1301. Anecdotes of the war

1302. To complain of something

1303. To be glad of something

Rating for numbers 1301-3
Cn
1304. To dance to a tune 3
1305. To have (no) hope of success 2
1306. To be jealous / proud / of somebody 7
1307. To take good care of 2

V11
1308. To make (something) of clay
Composed of
Consisting of 7
1309. To do something of one's own accord 3

VIR
1310. To be afraid of something
To be ashamed of one's record
Beware of the dog
(To be in) fear of / shy of
To be fond of something
To have a love of 16
1311. A pre-requisite of success 2
1312. To take care of a child 4
1313. A sense of humour / direction / right and wrong 7

Rating for numbers 1310-1313 18

Set phrases and idioms
1314. Abreast of 4
1315. A man of my acquaintance 2
1316. To be of age 2
1317. Twenty years of age 1
1318. To be of an age 2
1319. Ahead of 4
1320. To wear an air of surprise  3
1321. To be all of a flutter  3
1322. The horror of it all  3
1323. First / last of all  3
1324. Least of all  2
1325. He, of all men!  3
1326. All of a sudden  3
1327. To approve of something  4
1328. I won't have any of it  5
1329. To ask a favour of somebody  2
1330. An axis of rotation  2
1331. The back of beyond  3
1332. The bag of tricks  2
1333. The beauty of it  2
1334. Because of  6
1335. The best of friends  3
1336. A bit of all right  2
1337. Not a bit of it  4
1338. A bit of trouble  6
1339. The bitterest of enemies  2
1340. A box of apology  2
1341. A bundle of nerves  2
1342. This business of metaphor  2
1343. To get clear of (trouble)  5
1344. To be too much of a coward  2
1345. The common run of men  2
1346. Of course  25
1347. A crime of passion  2
1348. A cry of pain  3
1349. A great deal of pain  4
1350. To defraud of  2
<table>
<thead>
<tr>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1351. To be depleted of</td>
</tr>
<tr>
<td>1352. To deprive of</td>
</tr>
<tr>
<td>1353. To disapprove of</td>
</tr>
<tr>
<td>1354. Either of them</td>
</tr>
<tr>
<td>1355. Of an evening</td>
</tr>
<tr>
<td>1356. Exclusive of</td>
</tr>
<tr>
<td>1357. The fact of the matter</td>
</tr>
<tr>
<td>1358. A gift of grapes</td>
</tr>
<tr>
<td>1359. A glance of apprehension</td>
</tr>
<tr>
<td>1360. To catch a glimpse of</td>
</tr>
<tr>
<td>1361. What is the good of it?</td>
</tr>
<tr>
<td>1362. The first gray of dawn</td>
</tr>
<tr>
<td>1363. To get a grip of</td>
</tr>
<tr>
<td>1364. To get the hang of</td>
</tr>
<tr>
<td>1365. He would not hear of it</td>
</tr>
<tr>
<td>1366. In the heart of battle</td>
</tr>
<tr>
<td>1367. In your heart of hearts</td>
</tr>
<tr>
<td>1368. To be of great help to</td>
</tr>
<tr>
<td>1369. To get hold of</td>
</tr>
<tr>
<td>1370. After hours of waiting</td>
</tr>
<tr>
<td>1371. The idea of it!</td>
</tr>
<tr>
<td>1372. To have no idea of</td>
</tr>
<tr>
<td>1373. Inclusive of</td>
</tr>
<tr>
<td>1374. Irrespective of</td>
</tr>
<tr>
<td>1375. A man of my own kidney</td>
</tr>
<tr>
<td>1376. An animal of a certain kind</td>
</tr>
<tr>
<td>1377. A victory of a kind</td>
</tr>
<tr>
<td>1378. Two things are of a kind</td>
</tr>
<tr>
<td>1379. To feel kind of tired</td>
</tr>
<tr>
<td>1380. Or late</td>
</tr>
</tbody>
</table>
1381. To lay hold of 2
1382. A new lease of life 3
1383. Eyes of the lightest blue 2
1384. A look of fierceness 2
1385. A lot of things 13
1386. A make of car 2
1387. To make a fool of 2
1388. To make a pretty death of it 2
1389. To make a great deal of it 2
1390. A man of the world 2
1391. A man of some presence and address 2
1392. A man of spirit 2
1393. Your manner has less of goodwill in it 2
1394. All manner of things 3
1395. A matter of business 3
1396. A matter of course 2
1397. A matter of fact 7
1398. He is more of a man than you 3
1399. A movement of fear 2
1400. It lies in the nature of things 3
1401. To be of the opinion that 2
1402. Of the order of 1000 m.p.h. 2
1403. To have a mind of one's own 3
1404. A passion of loathing 2
1405. The phenomenon of red rain 2
1406. Picture of the artist 2
1407. Of a piece with 2
1408. The pleasure of your company 2
1409. To die possessed of £5,000 2
1410. The written language takes precedence of the spoken 2
1411. ... and all the rest of it 
1412. (By) return of post 
1413. Right of way 
1414. To give rise to 
1415. To have the run of the house 
1416. A run of luck 
1417. To have a sense of grievance 
1418. Shorn of its trappings 
1419. A shout of laughter 
1420. Nothing short of... 
1421. Without a shred of doubt 
1422. To catch sight of 
1423. To be sick of it 
1424. Two things are of a size 
1425. To be something of a fool 
1426. Nothing of the sort 
1427. A doctor of sorts 
1428. I'm sort of sick 
1429. This sort of thing 
1430. The spectacle of his discomfiture 
1431. On the stroke of 12 
1432. A statement of fact 
1433. Subtleties of meaning 
1434. The subject of my illness 
1435. Suggestive of (war) 
1436. Swift of foot 
1437. To take advantage of a person 
1438. Do not tell of me 
1439. To pass the time of day 
1440. A turn of phrase
1441. Unheard of  
1442. Upwards of a hundred  
1443. To be of no use to somebody/ anybody  
1444. A whirl of activity  
1445. To get wind of something  
1446. A woman of great beauty  
1447. A word of advice  
1448. A word of command  

CPP  

Af - van  
1449. To take a book off the shelf  
To take your hat off the peg  
To jump off the table  

Af  
1450. To take off your hat / the lid / the cover  
1451. To break off a twig  
To cut off a portion of the cake  

Van af / weg  
1452. To hold off an assailant  
To drive off the dogs  
To run off  

Daarvandaan  
1453. Thirty yards off  

Uit  
1454. To take off one's shoes / clothes  

Op  
1455. A plane takes off
<table>
<thead>
<tr>
<th></th>
<th>Figurative Uses, Set Phrases and Idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1456</td>
<td>To break off negotiations</td>
</tr>
<tr>
<td>1457</td>
<td>To bring it off (succeed)</td>
</tr>
<tr>
<td>1458</td>
<td>To be off (for a holiday)</td>
</tr>
<tr>
<td>1459</td>
<td>To throw somebody off his balance</td>
</tr>
<tr>
<td>1460</td>
<td>Cast off clothes</td>
</tr>
<tr>
<td>1461</td>
<td>Off Cape Point</td>
</tr>
<tr>
<td>1462</td>
<td>On the off-chance</td>
</tr>
<tr>
<td>1463</td>
<td>A chance comes off</td>
</tr>
<tr>
<td>1464</td>
<td>To be off colour</td>
</tr>
<tr>
<td>1465</td>
<td>One's off day</td>
</tr>
<tr>
<td>1466</td>
<td>To die off</td>
</tr>
<tr>
<td>1467</td>
<td>A dish is off</td>
</tr>
<tr>
<td>1468</td>
<td>To drink off</td>
</tr>
<tr>
<td>1469</td>
<td>Off duty</td>
</tr>
<tr>
<td>1470</td>
<td>An engagement is off</td>
</tr>
<tr>
<td>1471</td>
<td>To be off one's feed</td>
</tr>
<tr>
<td>1472</td>
<td>To go off (explode)</td>
</tr>
<tr>
<td>1473</td>
<td>To go off the deep end</td>
</tr>
<tr>
<td>1474</td>
<td>Off-hand</td>
</tr>
<tr>
<td>1475</td>
<td>The matter is off my hands</td>
</tr>
<tr>
<td>1476</td>
<td>To leave off</td>
</tr>
<tr>
<td>1477</td>
<td>Off-licence</td>
</tr>
<tr>
<td>1478</td>
<td>To make off with</td>
</tr>
<tr>
<td>1479</td>
<td>Off and on</td>
</tr>
<tr>
<td>1480</td>
<td>To pay off a debt</td>
</tr>
<tr>
<td>1481</td>
<td>A sniper picks off an enemy soldier</td>
</tr>
<tr>
<td>1482</td>
<td>To push off (leave)</td>
</tr>
<tr>
<td>1483</td>
<td>To put off (a person)</td>
</tr>
<tr>
<td>1484</td>
<td>To round off a day’s work</td>
</tr>
<tr>
<td>1485</td>
<td>To see friends off</td>
</tr>
</tbody>
</table>
1486. A stand-off half
1487. To score off (an opponent)
1488. To set off (an explosion)
1489. Off-side
1490. To show off
1491. Off shore
1492. Off-stage
1493. Off Princess Street
1494. To take something off one's hands
1495. To take your mind off your worries
1496. To tell off (scold)
1497. To warn off (trespassers)
1498. To be well off
1499. Be off with you!

ON

OP

1500. The book lies on the table
To stand on your feet
To thump somebody on the back
To write on the blackboard
A bump on your head
To have an expression on one's face
A point on line A B

1501. To climb on to the chest of drawers

OP - af

1502. To come / stumble on something

TIME

OP / (- - )

1503. On the 15th of May
On Monday

On
<table>
<thead>
<tr>
<th>Number</th>
<th>Expression</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1504</td>
<td>A substance acts on the cells</td>
<td>3</td>
</tr>
<tr>
<td>1505</td>
<td>To have an effect on</td>
<td>5</td>
</tr>
<tr>
<td>1506</td>
<td>The impact of something on one's mind</td>
<td>2</td>
</tr>
<tr>
<td>1507</td>
<td>To make an impression on</td>
<td>2</td>
</tr>
<tr>
<td>1508</td>
<td>To exert influence on</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rating for numbers 1504-8**

<table>
<thead>
<tr>
<th>Number</th>
<th>Expression</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1509</td>
<td>An attempt on somebody's life</td>
<td>2</td>
</tr>
<tr>
<td>1510</td>
<td>An attack on one's rights</td>
<td>2</td>
</tr>
<tr>
<td>1511</td>
<td>To encroach on somebody's rights</td>
<td>2</td>
</tr>
<tr>
<td>1512</td>
<td>To take revenge on somebody</td>
<td>2</td>
</tr>
<tr>
<td>1513</td>
<td>To vent your annoyance on</td>
<td>2</td>
</tr>
</tbody>
</table>

**Rating for numbers 1509-13**

<table>
<thead>
<tr>
<th>Number</th>
<th>Expression</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1514</td>
<td>On the advice of</td>
<td>2</td>
</tr>
<tr>
<td>1515</td>
<td>Repercussions attendant on an action</td>
<td>2</td>
</tr>
<tr>
<td>1516</td>
<td>On authority of</td>
<td>2</td>
</tr>
<tr>
<td>1517</td>
<td>To base an argument on</td>
<td>4</td>
</tr>
<tr>
<td>1518</td>
<td>A burden on the heart</td>
<td>2</td>
</tr>
<tr>
<td>1519</td>
<td>To be tried on a charge of theft</td>
<td>3</td>
</tr>
<tr>
<td>1520</td>
<td>A chill on the liver</td>
<td>2</td>
</tr>
<tr>
<td>1521</td>
<td>On condition</td>
<td>4</td>
</tr>
<tr>
<td>1522</td>
<td>To have something on one's conscience</td>
<td>2</td>
</tr>
<tr>
<td>1523</td>
<td>To buy on credit</td>
<td>2</td>
</tr>
<tr>
<td>1524</td>
<td>To depend on / rely on somebody</td>
<td>6</td>
</tr>
<tr>
<td>1525</td>
<td>To decide on</td>
<td>2</td>
</tr>
<tr>
<td>1526</td>
<td>On the exchange</td>
<td>2</td>
</tr>
<tr>
<td>1527</td>
<td>To fire on (the enemy)</td>
<td>2</td>
</tr>
<tr>
<td>1528</td>
<td>On (certain) grounds</td>
<td>4</td>
</tr>
<tr>
<td>1529</td>
<td>To have a hold on</td>
<td>2</td>
</tr>
</tbody>
</table>
1530. To go on a journey 3
1531. To insist on 5
1532. On the invitation of 2
1533. To live on (money) 6
1534. To be on the look out 3
1535. To get on somebody's nerves 2
1536. On a point (of order) 4
1537. To be on the point of 2
1538. On recommendation of 2
1539. On request of 4
1540. His gaze rested on me 2
1541. An army retires on a city (base) 2
1542. On a (particular) scale 2
1543. To come on the scene 2
1544. To shed light on 3
1545. On the strength of 2
1546. To arrest on suspicion 2
1547. To be on the right track 3
1548. To be on a visit 2
1549. To waste money on 2
1550. To be on the watch for 3
1551. On a (particular) wave length 2
1552. On my word 3

Rating for numbers 1504-1552 23

An / voort (adverb)

1553. To carry on in the same way
To go on with your work
To keep on
To walk on 16
### Set Phrases and Idioms

<table>
<thead>
<tr>
<th>No.</th>
<th>Phrase</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1554</td>
<td>Come on!</td>
<td>5</td>
</tr>
<tr>
<td>1555</td>
<td>From then on</td>
<td>2</td>
</tr>
<tr>
<td>1556</td>
<td>To get on in life</td>
<td>4</td>
</tr>
<tr>
<td>1557</td>
<td>To get on with a person</td>
<td>3</td>
</tr>
<tr>
<td>1558</td>
<td>What is going on here?</td>
<td>3</td>
</tr>
<tr>
<td>1559</td>
<td>And so on</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Aan

<table>
<thead>
<tr>
<th>No.</th>
<th>Phrase</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1560</td>
<td>On the left / right / other side</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>On both hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On starboard / larboard</td>
<td></td>
</tr>
<tr>
<td>1561</td>
<td>A dog on a chain</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Dust on one's clothes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To hang on a thread / a tree / a wall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A lock on the door</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A ring on one's finger</td>
<td></td>
</tr>
<tr>
<td>1562</td>
<td>To abut on</td>
<td>2</td>
</tr>
<tr>
<td>1563</td>
<td>Stratford-on-Avon</td>
<td>2</td>
</tr>
<tr>
<td>1564</td>
<td>(The bride enters) on the arm of</td>
<td>2</td>
</tr>
<tr>
<td>1565</td>
<td>On board</td>
<td>8</td>
</tr>
<tr>
<td>1566</td>
<td>On the border</td>
<td>2</td>
</tr>
<tr>
<td>1567</td>
<td>To border on</td>
<td>2</td>
</tr>
<tr>
<td>1568</td>
<td>On the coast</td>
<td>3</td>
</tr>
<tr>
<td>1569</td>
<td>On the edge of the lake</td>
<td>2</td>
</tr>
<tr>
<td>1570</td>
<td>To dry one's hands on a towel</td>
<td>2</td>
</tr>
<tr>
<td>1571</td>
<td>On the Western Front</td>
<td>2</td>
</tr>
<tr>
<td>1572</td>
<td>On the horizon</td>
<td>3</td>
</tr>
<tr>
<td>1573</td>
<td>To knock on the door</td>
<td>5</td>
</tr>
<tr>
<td>1574</td>
<td>To put on clothes</td>
<td>10</td>
</tr>
<tr>
<td>1575</td>
<td>To pull on a rope</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rating for numbers 1560-1575.** 25
Ann (figurative)

1576. To bestow / confer / on 4
1577. To make great demands on 2
1578. To be on duty 4
1579. Look on us in mercy 2
1580. To set much value on something 2
1581. To spend money on 3
1582. To switch on (a light) 3
1583. To take on (the form of) 3
1584. To verge on (instability, etc.) 2
1585. To work on a job / a picture 4
1586. To be on the boil / on fire 3

By

1587. On arrival 3
1588. On delivery 3
1589. On this occasion 6
1590. On closer examination / inquiry 4

Rating for numbers 1587-90. 10

1591. To call on a friend 4
1592. Have you a watch on you? 3
1593. To work on a newspaper 2

In

1594. His name appears on our books 2
1595. On the outskirts of the city 3
1596. To serve on a committee / board, etc. 4
1597. On the contrary 5
1598. To disapprove of something on principle 3
1599. On Her Majesty's Service 2
1600. I rode there on my bicycle 3
1601. To come over on the boat 4

Rating for numbers 1600-1601 5

1602. To console with somebody on the loss of a relative 2
1603. To congratulate a friend on his birthday 3
1604. To be away on business / leave 2
1605. To retire on half-pay 2
1606. To start on a salary of $.. p.a. 2

Rating for numbers 1602-6 7

Na
1607. On the analogy of... 2
1608. This door gives on the street 2

On
1609. To rotate on an axis 2

Order
1610. To declare on oath 2
1611. On the pretense of 2

Or
1612. To address an audience on a subject
   To be an authority on a subject
   To see somebody on business
   A book on (a subject)
   To comment on
   A discussion on a subject
   To lecture on / write on / a subject
   To agree with somebody on a subject 14
1613. To keep an eye on somebody  2
1614. To pass sentence on  2
1615. To hear on the radio
    To speak on the telephone  4
1616. On the whole  3

To
1617. On foot  2
1618. On horseback  2

Teen
1619. To bang on the door
    To hit somebody on the side of his head
    On the slopes of a mountain
    Flies sitting on the wall / the window pane  5
1620. To make war on a people
    To march on a city  3

Ten
1621. To blame something on a person  2

Ter / by
1622. On the occasion of her coronation  2

Toe
1623. To turn your back on somebody  4
1624. To lock on while, . . .  3
1625. To prevail on somebody to, . . .  2

Van
1626. It depends on
    Dependent on  7
<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1627.</td>
<td>On account of</td>
<td>4</td>
</tr>
<tr>
<td>1628.</td>
<td>On no account</td>
<td>2</td>
</tr>
<tr>
<td>1629.</td>
<td>To be on the alert</td>
<td>2</td>
</tr>
<tr>
<td>1630.</td>
<td>To be acclaimed on all sides</td>
<td>2</td>
</tr>
<tr>
<td>1631.</td>
<td>On the average</td>
<td>2</td>
</tr>
<tr>
<td>1632.</td>
<td>On the basis of plans drawn by...</td>
<td>2</td>
</tr>
<tr>
<td>1633.</td>
<td>On behalf of</td>
<td>3</td>
</tr>
<tr>
<td>1634.</td>
<td>To be bent on (mischief)</td>
<td>2</td>
</tr>
<tr>
<td>1635.</td>
<td>(A decision is) binding on all</td>
<td>3</td>
</tr>
<tr>
<td>1636.</td>
<td>To call on a member to address the meeting</td>
<td>3</td>
</tr>
<tr>
<td>1637.</td>
<td>How you do carry on!</td>
<td>3</td>
</tr>
<tr>
<td>1638.</td>
<td>To carry on (with men)</td>
<td>2</td>
</tr>
<tr>
<td>1639.</td>
<td>To do something on the cheap</td>
<td>2</td>
</tr>
<tr>
<td>1640.</td>
<td>A check on one’s findings</td>
<td>2</td>
</tr>
<tr>
<td>1641.</td>
<td>To feel an attack of fever coming on</td>
<td>2</td>
</tr>
<tr>
<td>1642.</td>
<td>To decide on a particular applicant</td>
<td>2</td>
</tr>
<tr>
<td>1643.</td>
<td>To be on a diet</td>
<td>3</td>
</tr>
<tr>
<td>1644.</td>
<td>To do the dirty on somebody</td>
<td>2</td>
</tr>
<tr>
<td>1645.</td>
<td>To have designs on (somebody’s property, etc.)</td>
<td>2</td>
</tr>
<tr>
<td>1646.</td>
<td>To be determined on a course of action</td>
<td>2</td>
</tr>
<tr>
<td>1647.</td>
<td>The devil on it!</td>
<td>2</td>
</tr>
<tr>
<td>1648.</td>
<td>On doing this, I found...</td>
<td>10</td>
</tr>
<tr>
<td>1649.</td>
<td>To draw a knife on somebody</td>
<td>2</td>
</tr>
<tr>
<td>1650.</td>
<td>To draw on a source for information</td>
<td>3</td>
</tr>
<tr>
<td>1651.</td>
<td>How on earth do you think...?</td>
<td>3</td>
</tr>
<tr>
<td>1652.</td>
<td>To stand on end</td>
<td>2</td>
</tr>
<tr>
<td>1653.</td>
<td>End on</td>
<td>2</td>
</tr>
<tr>
<td>1654.</td>
<td>On an errand</td>
<td>2</td>
</tr>
</tbody>
</table>
1655. To fall on one's enemies 2
1656. The expenses fall on me 2
1657. To fasten a quarrel on somebody 2
1658. To gain on an opponent 3
1659. To be getting on for 60 years 2
1660. To go on about (complain) 3
1661. Go on now! (hurry) 2
1662. To go dead on one's hands 2
1663. To be gone on a girl 2
1664. To get a grip on (an opponent's collar) 4
1665. To be on one's guard against 5
1666. To be on guard (military) 2
1667. To have something / somebody / on one's hands 3
1668. To hold on (to something) 3
1669. Hold on! 3
1670. To hold your head on one side 2
1671. On current ideas there is a high probability that . . . . . 2
1672. To impose (law and order) on 2
1673. To impose on somebody's kindness 2
1674. On the instant 2
1675. To be on the job 2
1676. The joke is on me 2
1677. Just on five pounds / closing time 3
1678. A programme for those on the land 2
1679. To be on one's last legs 2
1680. To lay hands on 3
1681. To lay hold on 2
1682. To occupy premises on lease 2
1683. To be on a level with 3
| Credit Rating | 1684. To be on the level | 2 |
| 1685. An argument on certain lines | 2 |
| 1686. To look on somebody as a friend | 2 |
| 1687. To be on the make | 2 |
| 1688. An array is on the march | 2 |
| 1689. To have something on one's mind | 3 |
| 1690. To have your mind on something else | 2 |
| 1691. When the mood is on you | 2 |
| 1692. To be on the move | 2 |
| 1693. The season ended on a high note | 2 |
| 1694. A film is on at a cinema | 4 |
| 1695. To be on (drunk) | 2 |
| 1696. On pain of death | 2 |
| 1697. To pass on (die) | 2 |
| 1698. To pass on news (to somebody) | 4 |
| 1699. Why pick on me? | 2 |
| 1700. To be on pins and needles | 2 |
| 1701. To pitch (pick) on something | 3 |
| 1702. To play on somebody's feeling | 2 |
| 1703. To do something on purpose | 4 |
| 1704. Don't put it on me (blame) | 2 |
| 1705. To put on a fast bowler | 2 |
| 1706. On the score of | 2 |
| 1707. On second thoughts | 3 |
| 1708. To seize on the opportunity | 2 |
| 1709. To be set on doing something | 5 |
| 1710. To set eyes on | 4 |
| 1711. To set a hall mark on | 2 |
| 1712. On the sly | 2 |
| 1713. To be on the spree | 2 |
| 1714. You will find yourself on the street | 2 |
1715. To be on strike 3
1716. To superimpose one impression on another 2
1717. On a survey by Prof. X it appeared that... 2
1718. To be on speaking terms 3
1719. To be on time 5
1720. On top of it came another shock 6
1721. To trespass on 3
1722. To be on trial for one's life 2
1723. To turn on one's pursuers 4
1724. To turn on the tap 3
1725. To urge caution on somebody 2
1726. To wait on a customer 2
1727. To keep a watch on certain tendencies 2
1728. Help is on the way 6
1729. To start somebody on the way to perdition 2
1730. To be on the way to being dead 2
1731. Birds are on the wing 2

OPPOSITE
Regoor / teenscr
1732. His house stands opposite mine 7

Opposite to
Contrast
1733. Opposite to his house was a factory 4

Teensorgesteld aan
1734. A direction opposite to mine 2
OUT OF

Ut (-uit)

1735. To walk out of the room
To take something out of your pocket 23

Ut by

1736. To throw out of the window
To peep out of the window 8

Buita

1737. I am always out of the house 3
1738. To be out of danger 4
1739. It is out of my power 2
1740. To be out of proportion to 3
1741. It is out of the question 3
1742. To be born out of wedlock 2

Rating for 1737-42

7

Ut (Others)

1743. To be out of breath 2
1744. To be out of focus 2
1745. To eat out of one's hand 2
1746. To know out of one's head 2
1747. To be out of joint 2
1748. An example out of life 2
1749. Out of sheer wantonness / love for 4
1750. To get money out of a person 2
1751. One out of ten 4
1752. Out of practice 3
1753. Out of print 3
1754. Out of trouble 3
1755. To get somebody out of the way 2
1756. To be out of work 3

Rating for 1756-56 16

Out of
Idioms and Set phrases

1757. (To change) out of all likeness to 2
1758. Out of date 3
1759. Out of doors 4
1760. To get somebody out of a hole 2
1761. To be shot out of hand 2
1762. To be (well) out of it 2
1763. To be out of things 2
1764. To be out of keeping with 2
1765. To be out of one's mind 2
1766. Times out of numbers 2
1767. To be out of order 5
1768. To be out of patience 2
1769. To be out of plumb 2
1770. To be out of the running 2
1771. To run out of petrol 3
1772. I can make no sense out of it 2
1773. To be out of sight 2
1774. To take one out of oneself 2
1775. To be out of touch with 4
1776. An out of the way place 2

Out from

1777. To peep out from its hole 2
OUT

1778. To blow out one's breath
       To come out (of a room)
       To drive out (an enemy)
       To give out heat
       To go out (of a room)
       To look out (of a window)
       To pull out (of one's pocket)
       To run out (of a room)
       To send out
       To take out
       Walk out

Out (Others)

1779. To burn out
1780. To burst out laughing
1781. To cancel out
1782. To call out
1783. To carry out a plan
1784. To count out (money)
1785. To cry out
1786. To die out
1787. To find out
1788. To get out (a word)
1789. To go out (to fight)
1790. To hold out your hand
1791. To let out (the truth)
1792. To put out your hand
1793. To pick out from among many
1794. To reason out
1795. To rub out
<table>
<thead>
<tr>
<th>Credit Rating</th>
<th>Phrase or Idiom</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To single out</td>
</tr>
<tr>
<td>2</td>
<td>To shake out (a bag)</td>
</tr>
<tr>
<td>2</td>
<td>To spread out</td>
</tr>
<tr>
<td>2</td>
<td>To stretch out your hand</td>
</tr>
<tr>
<td>2</td>
<td>To stretch out an elastic band</td>
</tr>
<tr>
<td>2</td>
<td>To stretch out on a bed</td>
</tr>
<tr>
<td>2</td>
<td>To sling out the ball to a player</td>
</tr>
<tr>
<td>5</td>
<td>To work out a problem</td>
</tr>
<tr>
<td>4</td>
<td>To write out a passage</td>
</tr>
</tbody>
</table>

Set Phrases and Idioms

<table>
<thead>
<tr>
<th>Credit Rating</th>
<th>Phrase or Idiom</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To be cut and about</td>
</tr>
<tr>
<td>2</td>
<td>An all-out effort</td>
</tr>
<tr>
<td>2</td>
<td>To be cut at work</td>
</tr>
<tr>
<td>2</td>
<td>To be cut and away</td>
</tr>
<tr>
<td>2</td>
<td>To be cut (of the house)</td>
</tr>
<tr>
<td>3</td>
<td>To be cut (of fashion)</td>
</tr>
<tr>
<td>2</td>
<td>My arm is cut</td>
</tr>
<tr>
<td>4</td>
<td>To bear out (a theory)</td>
</tr>
<tr>
<td>2</td>
<td>To blow out a candle</td>
</tr>
<tr>
<td>2</td>
<td>Something bulges out one's pockets</td>
</tr>
<tr>
<td>2</td>
<td>A new fashion comes out</td>
</tr>
<tr>
<td>3</td>
<td>To be cut out for a job</td>
</tr>
<tr>
<td>2</td>
<td>To come out (on strike)</td>
</tr>
<tr>
<td>3</td>
<td>To dime out</td>
</tr>
<tr>
<td>3</td>
<td>To fade out</td>
</tr>
<tr>
<td>2</td>
<td>To follow out a line of thought</td>
</tr>
<tr>
<td>2</td>
<td>To be cut for trouble</td>
</tr>
<tr>
<td>4</td>
<td>Get out!</td>
</tr>
<tr>
<td>2</td>
<td>A supply given out</td>
</tr>
<tr>
<td>4</td>
<td>To go out with a friend</td>
</tr>
<tr>
<td>2</td>
<td>A candle goes out</td>
</tr>
</tbody>
</table>
1826. To hang out washing to dry
1827. To hit out at somebody
1828. Out in Africa
1829. To be out in one's calculations
1830. To leave out a letter (also uit)
1831. Look out!
1832. To make out that, . . .
1833. We shall make out somehow
1834. To make somebody out for a thief
1835. His bearing marked him out
1836. A night out
1837. The best (car) out
1838. To open out
1839. Out on the plain
1840. To be played out
1841. To say things plump out
1842. To point out
1843. To pour out tea
1844. To put out a fire
1845. To rap out a command
1846. To read out a document
1847. Ring out the bells!
1848. To rule out a possibility
1849. Time runs out
1850. To search out / seek out
1851. To set out for
1852. To sit out
1853. To be splayed out
1854. To step out smartly
1855. To straighten out
1856. To strike out at
1857. To strike out a name  
1858. To take out a girl  
1859. To be tired out  
1860. To thrash out a problem  
1861. To throw out a few words of advice  
1862. To turn out (produce)  
1863. Watch out!  
1864. To wear out (a pair of shoes)  
1865. The week is out  
1866. Out with it!  
1867. The whole year out  
1868. To feel worn out  
1869. Please write it out on paper for me (meer)  

**OUTSIDE**

1870. Outside the house  
1871. Outside (i.e., the house)  

**Buitakant**

1872. Something falls outside a field  
(of study)  
1873. To stand outside somebody’s affairs  

**OVER**

1874. To spread a sheet over a bed  
A cloud hangs over the city  
To pour syrup over the pudding  
To wear a coat over other clothes  
1875. To walk over somebody’s grave  
To throw a ball over a wall
<table>
<thead>
<tr>
<th>Rating</th>
<th>Word/phrase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To look at somebody over one's glasses</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Over the length and breadth of the country</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To fall / trip / over a stone</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>To think things over</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>To puzzle over a problem</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To worry over something</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>To have control over</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>To be triumphant over somebody</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Over a hundred people were killed</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>All that was left over was</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The picture hangs over the fire-place</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A plane hovers over our heads</td>
<td></td>
</tr>
</tbody>
</table>

**Orkant**

1876. Over against the wall
Over in France
The house over the way

**Espoir**

1877. To look at somebody over one's glasses

**Oor**

1878. To fall / trip / over a stone
1879. Over the length and breadth of the country

**Figurative and Transferred Uses**

1880. To think things over
1881. To take up an attitude over a problem
To be concerned over something
To puzzle over a problem
To worry over something
1882. To have control over
To rule over
To be triumphant over somebody
1883. Over a hundred people were killed
1884. Do your work over
Over (and again)
1885. All that was left over was...

**Rokant**

1886. The picture hangs over the fire-place
1887. A plane hovers over our heads

Rating for 1886-7
By
1888. To discuss something over a glass of wine 2
1889. To go to sleep over your work 2
1890. To sit over the fire 2

Rating for 1888-90 4

Deur
1891. All over the country 6

On
1892. To be knocked over by a car
To roll over on one side
To turn over (the page) 7

Op
1893. The hat fits tightly over his head 2

Others
1894. To be bent over with pain 2
1895. Over in Paris 2
1896. Over here 4
1897. He ran his fingers over her thigh 2
1898. To walk over to somebody 2

Figurative and Transferred Uses
Gedwends
1899. It has changed little over 300 years 4

Op
1900. To have an advantage over somebody 3

Verby / Cor
1901. It is all over now
When this war is over, I shall... 9
<table>
<thead>
<tr>
<th>Set Phrases and Idioms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1902. Over and above</td>
<td>2</td>
</tr>
<tr>
<td>1903. The over-all effect</td>
<td>2</td>
</tr>
<tr>
<td>1904. It is all over with him</td>
<td>3</td>
</tr>
<tr>
<td>1905. Celebrations extending over more than one day</td>
<td>2</td>
</tr>
<tr>
<td>1906. I cannot get over it that....</td>
<td>3</td>
</tr>
<tr>
<td>1907. The women gushed over his V.C.</td>
<td>2</td>
</tr>
<tr>
<td>1908. To be head over ears in love</td>
<td>2</td>
</tr>
<tr>
<td>1909. Head over heels</td>
<td>2</td>
</tr>
<tr>
<td>1910. To look (the horse) over carefully</td>
<td>3</td>
</tr>
<tr>
<td>1911. To preside over a meeting</td>
<td>2</td>
</tr>
<tr>
<td>1912. The priest spoke verses from the Koran over him</td>
<td>2</td>
</tr>
<tr>
<td>1913. Fear swept over me</td>
<td>2</td>
</tr>
<tr>
<td>1914. To talk things over with somebody</td>
<td>3</td>
</tr>
<tr>
<td>1915. He needs a sum of money to tide him over</td>
<td>2</td>
</tr>
<tr>
<td>1916. He stayed with us over the week-end</td>
<td>2</td>
</tr>
</tbody>
</table>

**Past**

**By - verby**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1917. To go past his house</td>
<td>14</td>
</tr>
<tr>
<td>To walk past the gate</td>
<td></td>
</tr>
</tbody>
</table>

**Verby**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1918. To go past</td>
<td>5</td>
</tr>
</tbody>
</table>

**Cor**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1919. Five past ten</td>
<td>4</td>
</tr>
</tbody>
</table>

**Others**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1920. Half past nine</td>
<td>6</td>
</tr>
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</table>
228

<table>
<thead>
<tr>
<th>Year</th>
<th>Meaning</th>
<th>Credit Rating</th>
</tr>
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<tbody>
<tr>
<td>1921</td>
<td>Fast endurance</td>
<td>2</td>
</tr>
<tr>
<td>1922</td>
<td>Fast redemption</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PER</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Per</td>
<td></td>
</tr>
<tr>
<td>1923</td>
<td>Cost per unit</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Miles per hour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ROUND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Om</td>
<td></td>
</tr>
<tr>
<td>1924</td>
<td>To wrap something round one's head</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>To wear a scarf round one's neck</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To put your arms round somebody</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To turn round an axis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The people round her bed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Om</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>Round the corner</td>
<td>4</td>
</tr>
<tr>
<td>1926</td>
<td>To turn round (on one's heel)</td>
<td>6</td>
</tr>
<tr>
<td>1927</td>
<td>To turn something round</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Rondom</td>
<td></td>
</tr>
<tr>
<td>1928</td>
<td>To walk right round the house</td>
<td>4</td>
</tr>
<tr>
<td>1929</td>
<td>All round the horizon</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Om – rond</td>
<td></td>
</tr>
<tr>
<td>1930</td>
<td>To look round yourself</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>In – rond</td>
<td></td>
</tr>
<tr>
<td>1931</td>
<td>To look round the room</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Om – rond</td>
<td></td>
</tr>
<tr>
<td>1932</td>
<td>A bottle rolling round the floor</td>
<td>2</td>
</tr>
<tr>
<td>Year</td>
<td>Expression</td>
<td>Rating</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>1933</td>
<td>A round-about way</td>
<td>2</td>
</tr>
<tr>
<td>1934</td>
<td>To go round to fetch the children from school</td>
<td>2</td>
</tr>
<tr>
<td>1935</td>
<td>To have somebody round (to do your hair)</td>
<td>2</td>
</tr>
<tr>
<td>1936</td>
<td>A long way round</td>
<td>4</td>
</tr>
<tr>
<td>1937</td>
<td>To run your fingers round the edge of a cup</td>
<td>2</td>
</tr>
<tr>
<td>1938</td>
<td>To show somebody round</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Figurative and Transferred Uses</strong></td>
<td></td>
</tr>
<tr>
<td>1939</td>
<td>All the year round</td>
<td>3</td>
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<td></td>
<td><strong>Casters</strong></td>
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<tr>
<td>1940</td>
<td>Round about 7 o'clock</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>Others</strong></td>
<td></td>
</tr>
<tr>
<td>1941</td>
<td>Let us have beer all round</td>
<td>2</td>
</tr>
<tr>
<td>1942</td>
<td>Round the clock</td>
<td>3</td>
</tr>
<tr>
<td>1943</td>
<td>To get round somebody</td>
<td>4</td>
</tr>
<tr>
<td>1944</td>
<td>To talk somebody round (to your point of view)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SINCE</strong></td>
<td></td>
</tr>
<tr>
<td>1945</td>
<td>Since 1940</td>
<td>12</td>
</tr>
<tr>
<td>1946</td>
<td>Since then</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Galate</strong></td>
<td></td>
</tr>
<tr>
<td>1947</td>
<td>I bought it three years since</td>
<td>2</td>
</tr>
</tbody>
</table>
TO
On to
1948. He waits to be served
To paint the roof to keep off the rust 98

To
1949. To be seen (at a particular place) 5
1950. To have nothing to do with 5
1951. What am I to do? 4
1952. A house is to let 3
1953. You ought to do it 16

Rating for numbers 1949-1953 19

( - )
1954. To begin / start / to sneeze 15
1955. They have come to fetch me 4
1956. To cause him to fall 6
1957. To cease to speak 5
1958. He is going to win 17
1959. To help to organize the function 4
1960. To teach somebody to swim 3
1961. To learn to swim 4
1962. To try to swim 21

Rating for 1954-62 32

Dat
1963. Let us assume it to be so 4
1964. To believe it to be the once 4
1965. He is certain to win 3
1966. He claims to be a prince 3
1967. I consider him to be . . . . . 4
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>To imagine yourself to be a genius</td>
<td>3</td>
</tr>
<tr>
<td>1969</td>
<td>It is said to be a great advance</td>
<td>5</td>
</tr>
<tr>
<td>1970</td>
<td>Show it to be due to an accident</td>
<td>2</td>
</tr>
<tr>
<td>1971</td>
<td>It is thought to be a fake</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Rating for numbers 1969-1971</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>1972</td>
<td>Events were arranged to happen in this way</td>
<td>3</td>
</tr>
<tr>
<td>1973</td>
<td>It is time for us to do so</td>
<td>4</td>
</tr>
<tr>
<td>1974</td>
<td>It is interpreted to mean</td>
<td>2</td>
</tr>
<tr>
<td>1975</td>
<td>He is liable to fail</td>
<td>3</td>
</tr>
<tr>
<td>1976</td>
<td>He is likely to die</td>
<td>6</td>
</tr>
<tr>
<td>1977</td>
<td>It is rare to find that, ...</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Rating for 1972-7</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Hoof**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>His advice is not to be taken seriously</td>
<td>3</td>
</tr>
</tbody>
</table>

**Kan (mag) (mces)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>His advice is not to be ignored</td>
<td>3</td>
</tr>
<tr>
<td>1980</td>
<td>To be able to do something</td>
<td>14</td>
</tr>
<tr>
<td>1981</td>
<td>That was to be expected</td>
<td>5</td>
</tr>
</tbody>
</table>

**Laat**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>He must be made to see</td>
<td>4</td>
</tr>
</tbody>
</table>

**Moat**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>I am to go</td>
<td>12</td>
</tr>
<tr>
<td>1984</td>
<td>I have (got) to do it</td>
<td>22</td>
</tr>
<tr>
<td>1985</td>
<td>Incidents of that kind are to be avoided</td>
<td>4</td>
</tr>
</tbody>
</table>
1986. I did not know whether to laugh or cry 5
1987. I need to know 2
1988. To tell / ask / somebody to do something 15
1989. I want him to go 7

Rating for 1983-89 30

of

1990. He appears to be ill 19
1991. He seems to float in the air 5

Sal / Sou

1992. If I were to win, . . . . 5
1993. You promised to 2

Wat

1994. He was the first to arrive 3
1995. There is nothing to stop you 3
1996. In years to come 2

Rating for 1994-96 5

Wil / wou

1997. As if / though / to cry 6
1998. I want to go 21
1999. I wish to go 16

Rating for numbers 1998-1999 29

Others

2000. When it was about to happen, . . 3
2001. He has been to see her 3
2002. He will grow up to be a criminal 2
2003. She turned out to be a fine woman 3
2004. I do not set up to be an expert 2
2005. His face has come to assume a likeness to hers 5
2006. What is to be done? 5
2007. He failed to turn up 6
2008. A pen is to be presented to Mr X on the occasion of his birthday 2
2009. To get to know somebody 6
2010. He went on to say... 4
2011. I shall be glad to do so 2
2012. One would think, to hear you talk, that you were an expert 2
2013. I am happy to say that... 2
2014. I happen to have heard that one before 10
2015. I have known him to cry 2
2016. I should like to see that 14
2017. I should love to do that 6
2018. The truth sometimes needs to be supplemented 5
2019. The hotel is planned to accommodate 200 visitors 2
2020. I hope to win 2
2021. He is quick to anger 3
2022. As I have reason to know 4
2023. It is true to say that... 3
2024. That is to say 4
2025. To do something so as to achieve one's purpose 5
2026. So to speak 3
2027. Suffice it to say that . . . 2
2028. I mean to say . . . 3
2029. He is supposed to be in Johannesburg 5
2030. If you stop (once) to think of it 3
2031. I take it to be true 3
2032. He turned to face us 4
2033. He turned to go 2
2034. He turned out to be a cheat 4
2035. I used to do it 8

Na-toe / Toe / Heen? (*)

2036. To walk to the door 31
To run to mother

Too
2037. To go to church / hospital / prison /
School / the theatre / town / university 22

Rating for numbers 2036-7 38

Na
2038. To point / refer / allude / to some-
thing / somebody 16
2039. To listen to a speaker / programme, etc. 14

( - )

2040. Next door to us 3
2041. To the North / East / South / West /
left / right / of us 7

Rating for numbers 2040-2041 9

2042. To give advice / a kick / orders /
to somebody
To give power to the engine 10

(*) Interrogative.
2043. To confide your troubles to somebody 3
2044. To be grateful to somebody 4
2045. To pray to God 3
2046. To propose (marriage) to a girl 4
2047. To show respect to the old 2
2048. To telephone to somebody 2
2049. To pay a visit to somebody / a place 5
2050. To put a question to 3

Rating for numbers 2042-50 17

2051. To confess to your sins 2
2052. To drink / work / yourself to death 3
2053. To subscribe to views 3

Rating for 2040-2051 20

Aan
2054. To abandon the city to the enemy 2
2055. To address a letter to somebody 5
2056. To commit your soul to God 2
2057. To convey a message to somebody 2
2058. To do harm to somebody 5
2059. To deliver somebody to justice 2
2060. To extend credit to 2
2061. To extend an invitation to 2
2062. Give this letter to the General 4
2063. To go to sleep 5
2064. To hand a letter to somebody 3
2065. To impart information to 2
2066. To introduce Mr. A to Miss B 4
2067. An invitation (addressed) to 2
2068. To leave a task to somebody else 4
2059. To leave money to a legatee
2060. A letter (addressed) to the Prime Minister
2061. To present two people to each other
2062. To report to the chief
2063. To restore property to its rightful owner
2064. To return property to its owner
2065. To reveal a secret to somebody
2066. Hamlet said to the Ghost, . . .
2067. To send (address) a parcel to
2068. To submit information to the manager
2069. To supply information to visitors
2070. To tear to pieces

Rating for numbers 2054–90

2081. To be addicted to opium
2082. To adhere to a belief
2083. To attach to
2084. To be attached to a person
2085. To be attached to a staff
2086. To attribute to a cause
2087. To belong to
2088. To be bolted to something
2089. To cleave to
2090. To cling to
2091. To fasten to
2092. To hold (on) to something
2093. To be peculiar to
2094. To pin to
2095. To tie to

Rating for numbers 2081–95
2096. Adjacent to 3
2097. Close to 5
2098. Contiguous to 2

Rating for numbers 2096–2098 7

2099. To be accustomed to 4
2100. To pay attention to 6
2101. To conform to the rules 3
2102. There is no end to it 2
2103. Exposure to the cold 2
2104. To be faithful to 2
2105. To goods (book-keeping) 2
2106. To give way to somebody's importunities 2
2107. To do justice to his qualities 2
2108. To set a limit to 3
2109. To be related to 4
2110. To be subjected to (treatment) 3
2111. To be used to 10
2112. To be equal to 3
2113. To be due to something 9
2114. To take to drink 3
2115. To devote time to 5
2116. To be devoted to somebody 4
2117. To be engaged to somebody 3
2118. To entrust to 2
2119. A sacrifice to (God) 2
2120. Sacred to (God) 2

Rating for numbers 2054–2120 39

After

2121. To get to the truth 2
2122, To prefer A to B

2123, To be known to the police

2124, Power came back to her knees
2125, To get the children to bed in time
2126, He has lately been to Europe
2127, Tears came to her eyes
2128, To convert pounds to dollars
2129, A valve which passes the water back to the sea
2130, To return your wallet to your pocket
2131, To turn (somebody) to stone

Rating for numbers 2124-31

7

Figurative Uses
2132, To be democratic to the backbone
2133, To some extent
2134, To tell a person something to his face
2135, There is more to it than you think

3

Met
2136, To connect / join / unite / one thing to another
2137, To be rough / friendly / to a child
2138, To compare one thing to another
2139, A corresponds to B
2140, Something happened to him
2141, A likeness to
2142, To make love to somebody

3
2143. To be married to somebody 5
2144. To be parallel to 2
2145. To speak / talk / to somebody 17

Rating for 2137-45 24

No
2146. To change to a new procedure 3
2147. To revert to an old method 2

Rating for 2146-7 4

2148. To (the) heart's desire 3
2149. To one's liking 5
2150. To my taste 4

Rating for 2148-50 7

Op
2151. To apply a plaster to an inflamed spot 2
2152. To come to your feet 4
2153. A blush came to her cheeks 2
2154. An apple falls to the ground 2
2155. To lift your foot to the chair 3
2156. To restore an object to its place 4
2157. Far cut to sea 2
2158. He went to (the University of) Oxford 2
2159. Have you ever been to Delmas? 3

Rating for 2151-59 13

2160. A line perpendicular to an axis 2
2161. To lay your ear to the ground 2

Figurative Uses
2162. To appeal to Caesar 2
2163. This applies to you  5
2164. To lay claim to a title, etc.  3
2165. To call attention to  2
2166. To come back to what I have said  3
2167. The available evidence points to him  2
2168. Plead guilty to a charge  2
2169. To react / respond / to a stimulus  3
2170. This remark refers to you  2
2171. The reply / answer / to a question  12
2172. What do you say to this?  2
2173. There are 20 shillings to the pound  2
2174. To drink to somebody's health  3
2175. Made to measure  2
2176. To dance to music  3
2177. Drawn to scale  2
2178. To trust to God  2
2179. To a hair  3

Vit-op / wear-on / in-op

2180. Your bill amounts (comes) to £5  2
2181. A fainting person falls to the floor  2
2182. This amounts to treason  3
2183. It amounts to saying  3
2184. It comes to this  2
2185. To subscribe to a magazine  4

To

2186. To arms!  2

Ten

2187. The celebrations came to an end  3
2188. The injustice of it cried to heaven for revenge  2
Teen
2189. He stood with his hand pressed to 
    his forehead
    To press somebody to your heart
    To put your shoulder to the wheel  4
2190. To hold something to the light  2
2191. To offer resistance to  5
2192. To object to  8
2193. Twenty to one (betting)  2
2194. This is nothing to what he did to me  2

Teenager
2195. He admitted / remarked / to me that, .....
    Will you mention my case to him?  4
2196. One’s attitude to something  2
2197. One’s duty to one’s parents  3
2198. To be attentive / cruel / friendly / 
    grateful / helpful / just / polite / 
    respectful / unkind / to somebody  8

Rating for numbers 2196-2198  10

Toe
2199. To turn your back to somebody  4
2200. To slam the door to  2
2201. I shall never agree / consent / to 
    that  4
2202. I shall see to it that, .....
    3

Tot
2203. To gain access to  2
2204. To my amusement / surprise  6
2205. To abbreviate to a nickname  2
2206. The approaches to Paris
2207. To feel attracted to
2208. To come to a head
2209. To come to a decision
2210. To come to rest
2211. To confine / limit / to
2212. To contribute to
2213. To convert to a faith
2214. Earth to earth (biblical)
2215. Five to six hours
2216. To go back to one's old way of life
2217. To the half of my kingdom
2218. The key to success
2219. To lead to failure / success
2220. To reduce to a lower figure
2221. To return to normal
2222. To call to order
2223. To a (certain) pitch
2224. To promote (an officer) to a captaincy
2225. To rise to the position of Prime Minister
2226. To sentence to death
2227. To come to a standstill
2228. To take to wife
2229. To move to tears
2230. Armed to the teeth
2231. To turn to God

Rating for numbers 2203-31

2232. A ratio of four to one

Tot - aan

2233. To fill the glass to the brim
2234. Flat country stretching to the Pacific
Rating for 2233-2234

Tot - by
2235. To follow somebody to the door
Rating for 2235-2236
2236. To fill the cask to the first hoop

Tot - in
2237. To the smallest detail
Rating for 2237-2240
2238. To all eternity
2239. Faithful to death
2240. Stretch to infinity

Tot - on
2241. To date
Rating for 2241-2242
2242. To the end
2243. To the finish
2244. Raise to a (specific) height
2245. Lower something to the ground
2246. Punctual to the minute
2247. A dress reaching to her feet

Van
2248. An annexe to the hotel
2249. An approach to a problem
2250. To be averse to something
2251. Heir to his father
2252. Wife to the king  
2253. The heart supplies blood to the body

Rating for 2248-2252

Vir

2254. I gave it to her (as a gift)  
2255. To give place to  
2256. To give way to  
2257. To hand to  
2258. To lend to  
2259. To offer to  
2260. To pass the ball to  
2261. Take this letter to Mr. X  
2262. To throw bread to the ducks  
2263. To toss food to the dogs

Rating for numbers 2254-62

2264. To bow to a lady  
2265. To gesture to somebody  
2266. To smile to somebody  
2267. To take one's hat off to a lady  
2268. To wave to a friend

Rating for numbers 2264-68

2269. To describe something to a person
To explain something to people
To lie to a person
Listen to me, will you?
To read to a child
To say to somebody
The same to you! (Cock so!)
<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2270</td>
<td>Advantageous to</td>
<td>3</td>
</tr>
<tr>
<td>2271</td>
<td>Something is agreeable to a person</td>
<td>2</td>
</tr>
<tr>
<td>2272</td>
<td>Allergic to</td>
<td>2</td>
</tr>
<tr>
<td>2273</td>
<td>An alternative to</td>
<td>2</td>
</tr>
<tr>
<td>2274</td>
<td>Attractive to</td>
<td>2</td>
</tr>
<tr>
<td>2275</td>
<td>Beneficial to</td>
<td>2</td>
</tr>
<tr>
<td>2276</td>
<td>Blind to (the truth)</td>
<td>3</td>
</tr>
<tr>
<td>2277</td>
<td>It was a blow to me</td>
<td>2</td>
</tr>
<tr>
<td>2278</td>
<td>The consequence to her</td>
<td>3</td>
</tr>
<tr>
<td>2279</td>
<td>It is a challenge to the scientist</td>
<td>2</td>
</tr>
<tr>
<td>2280</td>
<td>It is clear to me</td>
<td>2</td>
</tr>
<tr>
<td>2281</td>
<td>It was a disaster to him</td>
<td>3</td>
</tr>
<tr>
<td>2282</td>
<td>To be a disgrace to one's parents</td>
<td>2</td>
</tr>
<tr>
<td>2283</td>
<td>To be essential to success</td>
<td>4</td>
</tr>
<tr>
<td>2284</td>
<td>It was fatal to his</td>
<td>3</td>
</tr>
<tr>
<td>2285</td>
<td>Weather favourable to an enterprise</td>
<td>2</td>
</tr>
<tr>
<td>2286</td>
<td>To be a real friend to somebody</td>
<td>2</td>
</tr>
<tr>
<td>2287</td>
<td>Something harmful to one's health</td>
<td>3</td>
</tr>
<tr>
<td>2288</td>
<td>To be impervious to cold</td>
<td>2</td>
</tr>
<tr>
<td>2289</td>
<td>To be indifferent to pain</td>
<td>2</td>
</tr>
<tr>
<td>2290</td>
<td>It is important to me</td>
<td>4</td>
</tr>
<tr>
<td>2291</td>
<td>To be joy to somebody</td>
<td>5</td>
</tr>
<tr>
<td>2292</td>
<td>To be kind to somebody</td>
<td>6</td>
</tr>
<tr>
<td>2293</td>
<td>Let that be a lesson to you</td>
<td>2</td>
</tr>
<tr>
<td>2294</td>
<td>A loss to the country</td>
<td>2</td>
</tr>
<tr>
<td>2295</td>
<td>It matters to me</td>
<td>4</td>
</tr>
<tr>
<td>2296</td>
<td>To be a nuisance to the neighbours</td>
<td>2</td>
</tr>
</tbody>
</table>
2297. It is obvious to me  
2298. The impulse opens a gate to another  
       electric circuit  
2299. It is painful to me to do this  
2300. It is a pleasure to me  
2301. Three points to Hearts  
2302. To be predisposed to disease  
2303. To prove a fact to somebody  
2304. To the pure, everything is pure  
2305. It seems to me  
2306. To be sensitive to a substance  
2307. It was a shock to me  
2308. To show something to a person  
2309. To shut your eyes to something  
2310. It was a surprise to me  
2311. To be susceptible to disease  
2312. The flag is a symbol to many people  
2313. It is useful to us to know that...  
2314. To be valuable to the country  
2315. It is welcome news to me  

Rating for numbers 2254-2315  

Voor  
2316. The trees bend to the wind  
2317. To bow to the king  
2318. To kneel to one's gods  
2319. In his speech to the Rotarians, he  
       said...  
2320. He stepped to the footlights  

Rating for numbers 2316-20  

2
<table>
<thead>
<tr>
<th>2321.</th>
<th>Ten to twelve (o'clock)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2322.</td>
<td>Prior to</td>
<td>2</td>
</tr>
<tr>
<td>2323.</td>
<td>Previous to</td>
<td>2</td>
</tr>
</tbody>
</table>

**Set Phrases and Idioms**

<table>
<thead>
<tr>
<th>2324.</th>
<th>To accede to the throne</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2325.</td>
<td>According to</td>
<td>6</td>
</tr>
<tr>
<td>2326.</td>
<td>Adequate to the situation</td>
<td>2</td>
</tr>
<tr>
<td>2327.</td>
<td>Not to amount to much</td>
<td>5</td>
</tr>
<tr>
<td>2328.</td>
<td>Analogous to</td>
<td>2</td>
</tr>
<tr>
<td>2329.</td>
<td>Apologize to</td>
<td>2</td>
</tr>
<tr>
<td>2330.</td>
<td>To all appearances</td>
<td>2</td>
</tr>
<tr>
<td>2331.</td>
<td>To apply yourself to a task</td>
<td>2</td>
</tr>
<tr>
<td>2332.</td>
<td>To call the country to arms</td>
<td>2</td>
</tr>
<tr>
<td>2333.</td>
<td>Attend to your work, will you!</td>
<td>4</td>
</tr>
<tr>
<td>2334.</td>
<td>As to him . . . . .</td>
<td>6</td>
</tr>
<tr>
<td>2335.</td>
<td>A mechanism arranged to be biased to a certain action</td>
<td>2</td>
</tr>
<tr>
<td>2336.</td>
<td>To be sure!</td>
<td>4</td>
</tr>
<tr>
<td>2337.</td>
<td>That belongs to the art of speech</td>
<td>2</td>
</tr>
<tr>
<td>2338.</td>
<td>To be born to poverty</td>
<td>2</td>
</tr>
<tr>
<td>2339.</td>
<td>To bring to life</td>
<td>2</td>
</tr>
<tr>
<td>2340.</td>
<td>To business!</td>
<td>2</td>
</tr>
<tr>
<td>2341.</td>
<td>Filled to capacity</td>
<td>3</td>
</tr>
<tr>
<td>2342.</td>
<td>To act as a check to inflation</td>
<td>2</td>
</tr>
<tr>
<td>2343.</td>
<td>Check to check</td>
<td>3</td>
</tr>
<tr>
<td>2344.</td>
<td>A clue to a mystery</td>
<td>3</td>
</tr>
<tr>
<td>2345.</td>
<td>To come to blows</td>
<td>3</td>
</tr>
<tr>
<td>2346.</td>
<td>To come to dinner</td>
<td>6</td>
</tr>
<tr>
<td>2347.</td>
<td>To come to hurt</td>
<td>3</td>
</tr>
<tr>
<td>2348.</td>
<td>To come to your last shilling</td>
<td>2</td>
</tr>
<tr>
<td>2349.</td>
<td>To come to such a pass that . . . .</td>
<td>3</td>
</tr>
</tbody>
</table>
2350. If it comes to that
2351. You had it coming to you
2352. News came to him that
2353. To be conducive to disease
2354. Contrary to popular belief
2355. To be rotten to the core
2356. To run counter to
2357. To be a credit to his family
2358. Something dates back to Charlemagne / the Conquest
2359. Death to the traitor!
2360. A to do
2361. To do to death
2362. To have a droop to one’s mouth
2363. To lay matches end to end
2364. To endear yourself to somebody
2365. To be equal to a task
2366. To extend felicitations to
2367. To run to extremes
2368. To come face to face with a problem
2369. To fall to
2370. To take a fancy to
2371. Felicitations to you both!
2372. A building fronts to the main street
2373. To and fro
2374. To get to the bottom (of a mystery)
2375. To be given to drinking
2376. It is given to few to... ...
2377. To give substance to a claim
2378. I would to God that... ...
2379. The bright sun has gone far to blind me
<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2380</td>
<td>To go to the dogs</td>
<td>2</td>
</tr>
<tr>
<td>2381</td>
<td>To go to sea</td>
<td>2</td>
</tr>
<tr>
<td>2382</td>
<td>To go to the trouble to, . . .</td>
<td>2</td>
</tr>
<tr>
<td>2383</td>
<td>To go to the wall</td>
<td>2</td>
</tr>
<tr>
<td>2384</td>
<td>If that be any gratification to you.</td>
<td>2</td>
</tr>
<tr>
<td>2385</td>
<td>To grow to a certain size</td>
<td>2</td>
</tr>
<tr>
<td>2386</td>
<td>Hand-to-hand fighting</td>
<td>2</td>
</tr>
<tr>
<td>2387</td>
<td>To have somebody to tea</td>
<td>4</td>
</tr>
<tr>
<td>2388</td>
<td>To have to (nautical)</td>
<td>2</td>
</tr>
<tr>
<td>2389</td>
<td>To take to your heals</td>
<td>2</td>
</tr>
<tr>
<td>2390</td>
<td>A hindrance to understanding</td>
<td>2</td>
</tr>
<tr>
<td>2391</td>
<td>Honest-to-God</td>
<td>2</td>
</tr>
<tr>
<td>2392</td>
<td>To incline your head to one side</td>
<td>2</td>
</tr>
<tr>
<td>2393</td>
<td>To be indifferent to criticism</td>
<td>3</td>
</tr>
<tr>
<td>2394</td>
<td>To be inferior to</td>
<td>3</td>
</tr>
<tr>
<td>2395</td>
<td>To my knowledge</td>
<td>5</td>
</tr>
<tr>
<td>2396</td>
<td>He is known to me</td>
<td>6</td>
</tr>
<tr>
<td>2397</td>
<td>All unknown to his parents</td>
<td>2</td>
</tr>
<tr>
<td>2398</td>
<td>To lay something to somebody's charge</td>
<td>3</td>
</tr>
<tr>
<td>2399</td>
<td>To be liable to prosecution</td>
<td>4</td>
</tr>
<tr>
<td>2400</td>
<td>The General - to the life!</td>
<td>2</td>
</tr>
<tr>
<td>2401</td>
<td>To lift your hand to your head</td>
<td>2</td>
</tr>
<tr>
<td>2402</td>
<td>To live to a great age</td>
<td>2</td>
</tr>
<tr>
<td>2403</td>
<td>To bend your back to the lead</td>
<td>2</td>
</tr>
<tr>
<td>2404</td>
<td>Made to order</td>
<td>2</td>
</tr>
<tr>
<td>2405</td>
<td>To make up to a girl</td>
<td>2</td>
</tr>
<tr>
<td>2406</td>
<td>It means nothing to me</td>
<td>4</td>
</tr>
<tr>
<td>2407</td>
<td>To my mind</td>
<td>3</td>
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<tr>
<td>2408</td>
<td>To set to music</td>
<td>2</td>
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<tr>
<td>2409</td>
<td>To be new to a place</td>
<td>2</td>
</tr>
<tr>
<td>2410</td>
<td>To nurse somebody back to health</td>
<td>2</td>
</tr>
</tbody>
</table>
2411. I am obliged to you
2412. As opposed to
2413. I am partial to Turkish
2414. To do something to perfection
2415. To the point
2416. To the point of exhaustion
2417. Preparatory to
2418. To some / no / purpose
2419. To be hard put to it
2420. To put to the test
2421. To put your money to work
2422. To recall your thoughts to the matter in hand
2423. To be relevant to the issue
2424. To restore to good humour
2425. To revert to type
2426. To rise to the bait
2427. Ben Nevis rises to 4000 feet
2428. Their laughter rose to a shout
2429. To run to the bottle for comfort
2430. What would you say to a nice cup of tea?
2431. To see!
2432. To have some business to see to
2433. It makes no sense to me
2434. Material suitably shaded to brown
2435. To be wet to the skin
2436. To put your signature to a document
2437. To be similar to
2438. To set spurs to a horse
2439. To fight somebody to a standstill
2440. To stir an organ to action
2441. She stooped to her petticote  2
2442. To be superior to  3
2443. To take to pieces  3
2444. To add sugar to taste  2
2445. To take to task  2
2446. To take the whip to your wife  2
2447. To be pleasant to the taste  2
2448. Thanks to him  4
2449. No thanks to you  2
2450. It is very useful to me  3
2451. Welcome to (a city / a village / a country)  2
2452. What is that to you?  5
2453. To bend somebody to your will  2
2454. Here's to you!  3
2455. A merry Christmas to you!  2

THROUGH

Deur
2456. To go through the door
   To walk through the garden
   To pass an object through an opening
   To drive through a town
   To peep through a window  20

Others
2457. To pass your arm through a girl's  3
2458. To speak through clenched teeth  2

Figurative and Transferred Usage

Deur
2459. To read through a book  2
2460. To live through difficult times  4
2461. Through the years  3
Deur bespiddeling van
2462. I met her through my friend 3
2463. To speak to a foreigner through an interpreter 2

Rating for 2462-3 4

Ten gevolge van
2464. Less through accidents 2
2465. To succeed through one's own effort 3

Rating for 2464-5 4

Uit
2466. To do something through fear 4
2467. To make mistakes through ignorance 3

Rating for 2466-67 6

Others
2468. To be through (with something) 3
2469. To get through your work 2
2470. The scheme will go through 3
2471. To go through the actions of loading a gun 3
2472. Through no fault of his own 2
2473. To go through an experience 2
2474. To put somebody through a trial 3
2475. To run through a play 2
2476. To see a friend through 2
2477. He still felt fear through all the triumph 2
THROUGHOUT

2476. Throughout the country 4
2479. Throughout the year 3

Rating for 2476-9 6

TOWARDS

Na - toe / na - se kant toe
2480. To come / go / run / walk / towards the door 17

Na - se kant toe
2481. To look towards somebody / something 3
2482. To turn your face towards somebody 3

Na - (kant toe) aan
2483. He came running towards me 4

( )
2484. To sail towards the North 2

Figurative Uses

Teen / teenoor
2485. His friendliness towards me 3

Teenoor
2486. One's attitude towards a problem 3

(So/her) Teen (as kant)
2487. Towards evening 4

Tot
2488. To contribute towards a fund 4
2489. He tends towards verbosity 3
2490. This sum will go a long way towards achieving our purpose

2491. Under the doormat
   Under the shower
   Under the surface
   Under the table

2492. Under lock and key

2493. The dog slinks under a chair

Figurative and Transferred Uses

2494. Under (certain) circumstances / conditions

2495. Under control

2496. Under command of

2497. The point under discussion

2498. Under the impression

2499. Under the influence of liquor

2500. To keep (the Germans) under

2501. (To labour) under a misapprehension

2502. Under an assumed name

2503. To give way under pressure

2504. To work (study) under a professor

2505. To suffer under a blow

Rating for numbers 2494-2505
Onderlangs

2506. To swear under one's breath 3

Others

2507. To get hot under the collar 2
2508. Under the convolution that... 2
2509. To come under fire 2
2510. To kneuckle under to 2
2511. To be under orders to... 3
2512. Under pain of death 2
2513. To be insured under a policy 2
2514. Under sentence of death 2
2515. To be under treatment by a doctor 2
2516. Under his father's will 2

(less than)

Order / bene de

2517. Under 60 years of age 5

Minder as

2518. In under an hour 5

Others

2519. To be under age 2

nADERMATH

2520. I found it underneath the carpet 5

UNTIL / TILL

tot / totdat

2521. Wait until he comes 19

Tot

2522. Wait until 7 o'clock 16

Rating for numbers 2521-22 23
Voordat
2523. I did not know him until he came
to this town

(Eers) Na
2524. He did not arrive until midnight

UP
In - op
2525. The water passes up this pipe to the
second floor
The doctor passed a pipe up his nose

In (in)
2526. To stuff a pea up your nose

Net - op
2527. To climb up the ladder (to the roof)
To go up the stairs (to the second
floor)

Net - (langs) (op)
2528. I saw him going up the road

Teen - op
2529. To climb up the pole

In
2530. To climb up the tree

Teen - uit
2531. To go up the hill

Others
2532. To walk up the length of the hall
2533. Up hill and down dale
<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2534</td>
<td>To get up / jump up / leap up / lift up / look up / hang up / pull up / pick up / spring up / stand up / set up (a monument)</td>
<td>20</td>
</tr>
<tr>
<td>2535</td>
<td>To blow up a balloon</td>
<td>3</td>
</tr>
<tr>
<td>2536</td>
<td>To crumple up a piece of paper</td>
<td>2</td>
</tr>
<tr>
<td>2537</td>
<td>To draw up a will</td>
<td>3</td>
</tr>
<tr>
<td>2538</td>
<td>To eat up one's food</td>
<td>2</td>
</tr>
<tr>
<td>2539</td>
<td>To grow up</td>
<td>6</td>
</tr>
<tr>
<td>2540</td>
<td>To shut (look) somebody up</td>
<td>2</td>
</tr>
<tr>
<td>2541</td>
<td>To sun up</td>
<td>3</td>
</tr>
<tr>
<td>2542</td>
<td>To wind up a watch</td>
<td>2</td>
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</tbody>
</table>

**Rating for 2535-42**

<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2543</td>
<td>To join up</td>
<td>2</td>
</tr>
<tr>
<td>2544</td>
<td>To keep up your efforts</td>
<td>5</td>
</tr>
<tr>
<td>2545</td>
<td>To take up an attitude</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2546</td>
<td>To look up a word (in a dictionary)</td>
<td>2</td>
</tr>
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</table>

**Uit**

<table>
<thead>
<tr>
<th>No.</th>
<th>Meaning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2547</td>
<td>To sprout up</td>
<td>2</td>
</tr>
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</table>

**Set Phrases and Idioms**

<table>
<thead>
<tr>
<th>No.</th>
<th>Phrase</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2548</td>
<td>The blinds are up</td>
<td>2</td>
</tr>
<tr>
<td>2549</td>
<td>To break up a meeting</td>
<td>4</td>
</tr>
<tr>
<td>2550</td>
<td>To bring up a child</td>
<td>5</td>
</tr>
<tr>
<td>2551</td>
<td>Buck up, old boy!</td>
<td>2</td>
</tr>
<tr>
<td>2552</td>
<td>A wave caught up the ship (by the bows)</td>
<td>2</td>
</tr>
</tbody>
</table>
2553. The propeller churns up the water  
2554. To clear up a mystery  
2555. To cover things up  
2556. To be badly cut up  
2557. To cut up rough  
2558. To do up a shoe-lace  
2559. To feel done up  
2560. To be up and doing  
2561. To be dressed up  
2562. Dry up, will you!  
2563. To be fed up  
2564. To fire up  
2565. To flare up  
2566. To ginger up (one's supporters)  
2567. I give it up; I am stumped  
2568. To give up one's seat  
2569. Prices go up  
2570. To have somebody up (for theft)  
2571. To hold up (a bank)  
2572. To hush up  
2573. Time's up!  
2574. What's up?  
2575. To keep up appearances  
2576. To keep up one's spirits  
2577. Up left  
2578. To light up a hall  
2579. A face lights up  
2580. To link up  
2581. To look up a friend  
2582. To make up (constitute)  
2583. To make up one's face
2584. To make up one's mind  
2585. To mix up two things  
2586. To open up  
2587. To pick up (learn)  
2588. To pick up speed  
2589. To pluck up one's courage  
2590. To put up a candidate  
2591. To put up a fight  
2592. To ring up somebody  
2593. To save up  
2594. To set up to be a philanthropist  
2595. To shore up (the soul)  
2596. Shut up!  
2597. To sit up  
2598. To have something up your sleeve  
2599. To speak up  
2600. To split up  
2601. Up stage  
2602. To stiffen somebody up  
2603. To start up  
2604. The orchestra strikes up a tune  
2605. To take up the cry  
2606. To take up an issue  
2607. To take up medicine  
2608. To tear up a paper  
2609. To tidy up a room  
2610. Up there  
2611. To turn up (at a meeting)  
2612. To wake up  
2613. To wash up  
2614. Up that way
2615. What's up?  3
2616. To be worked up  2
2617. To work up a temper  2

Up to
Ne - toe / tot - by
2618. To come / go / up to somebody  9

Tot-op (toe)
2619. Up to the end  3

Others
2620. Up-to-date  3
2621. Up to no good  2
2622. Up to the mark  3
2623. Up to standard  2
2624. To give yourself up to the knowledge that . . . . . .  2
2625. The car does up to 120 m.p.h.  3
2626. It is up to you  3

Up above
2627. The rafter up above  2

Up against
2628. Up against the sky  3
2629. To run up against a problem  2

Up at
2630. He is up at Christie's  4

Up and down
2631. Up and down the earth  3
2632. To stroll up and down the road  5
Up for
2634. To make up for something 5
2635. To speak up for one's friends 3
2636. To stand up for one's rights 4

Up from
2637. To look up from one's book 2
2638. A sigh went up from the crowd 2

Up in
2639. Up in the air 2
2640. Caught up in the whirl of social life 2
2641. To be mixed up in a quarrel 2
2642. To put up your name in neon lights 2
2643. To be swallowed up in a crowd 3

Up on
2644. Up on the stove
Up on the deck 4

Up with
2645. To catch up with somebody 2
2646. To join up with others 3
2647. To put up with something 2
2648. Take up (a matter) with somebody 3
2649. It is all up with you 2

UPON

Up
2650. To cast your bread upon the waters
Upon the earth
To go upon two legs  
To lean upon somebody  
To lie upon a bed  

**Op. (figurative)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>2651</td>
<td>To act upon information</td>
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<tr>
<td>2652</td>
<td>Factors acting upon conditions</td>
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</tr>
<tr>
<td>2653</td>
<td>To base laws upon a principle</td>
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<tr>
<td>2654</td>
<td>To have a bearing upon a case</td>
<td>4</td>
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<tr>
<td>2655</td>
<td>To have an effect upon</td>
<td>4</td>
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<tr>
<td>2656</td>
<td>His gaze rested upon me</td>
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<tr>
<td>2657</td>
<td>To fire upon somebody</td>
<td>2</td>
</tr>
<tr>
<td>2658</td>
<td>To follow upon his heels</td>
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<tr>
<td>2659</td>
<td>To insist upon something</td>
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<td>2660</td>
<td>To perform an operation upon a patient</td>
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<tr>
<td>2661</td>
<td>Row upon row</td>
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<tr>
<td>2662</td>
<td>Upon my word</td>
<td>3</td>
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</table>

**Aan**

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<tr>
<th>Number</th>
<th>Meaning</th>
<th>Rating</th>
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<tbody>
<tr>
<td>2663</td>
<td>To hang upon a wall</td>
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<td>2664</td>
<td>Upon the south side</td>
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**Figurative Uses**

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<tr>
<td>2665</td>
<td>To verge upon</td>
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<td>To work upon the curtains</td>
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**Af - van**

<table>
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<th>Meaning</th>
<th>Rating</th>
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<td>2667</td>
<td>To depend upon an action / circumstances</td>
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**By**

<table>
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<th>Number</th>
<th>Meaning</th>
<th>Rating</th>
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<tbody>
<tr>
<td>2668</td>
<td>Upon occasion</td>
<td>3</td>
</tr>
<tr>
<td>2669</td>
<td>Upon my soul</td>
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</table>
No
2670. Adventure upon adventure 2
2671. To look upon a scene 2

On
2672. To fall upon somebody's neck 3

Or
2673. To exercise control upon the growth of population 2
2674. Research done upon radar 2

Op - of
2675. To come upon a skeleton 3
2676. To happen upon something 2
2677. To rush upon an opponent 2

Teen
2678. To write upon the wall 3

Uit
2679. To draw upon a source 2

Vir
2680. To frown / smile / upon somebody 4

Set Phrases and Idioms
2681. To call upon a member to address the meeting 3
2682. To creep upon an enemy 3
2683. It dawned upon him 2
2684. A doom fell upon the city 2
2685. To fall upon the enemy 2
2686. To feed upon plants 3
2687. To gain upon a fugitive 2
2688. To go upon evidence
2689. To inflict an outrage upon
2690. To lay hands upon (a victim)
2691. To look upon the matter (in that light)
2692. Mercy upon us!
2693. The curtain rose upon a blood-curdling scene
2694. To set upon an enemy
2695. To cast a spell upon
2696. To spy upon
2697. To turn upon your heel
2698. To turn your eyes upon somebody
2699. To turn upon somebody
2700. To have greatness thrust upon one

WITH

Net
2701. To hit a dog with a stick
To write with a pen
2702. The girl with the glasses
The man with the red nose
2703. To look at him with a blush
To say it with a smile

Samu met
2704. To go to the cinema with a friend
To go on a journey with somebody

Figurative and Transferred Uses

Net
2705. To agree with
2706. To align with
2707. To associate one thing with another 5
2708. An appointment with the doctor 2
2709. To do business with somebody 3
2710. To be busy with one's work 4
2711. It is the case with him 2
2712. To clash with somebody 3
2713. To coincide with 2
2714. To collide with 3
2715. To combine with 3
2716. To communicate with 2
2717. To be concerned with 3
2718. To continue with the lesson 3
2719. To compare with 7
2720. To confuse with 3
2721. To connect with 6
2722. (In) contact with 6
2723. To converse with 5
2724. To correspond with 4
2725. To do something with difficulty 3
2726. To discuss with 7
2727. What must I do with it? 3
2728. I'm done with you 2
2729. With (one) exception 5
2730. To have finished with 4
2731. To go on with 3
2732. To help with the housework 2
2733. To identify with 2
2734. To be incompatible with 2
2735. To interfere with 4
2736. To be level with 2
2737. To meddle with 3
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<th>Number</th>
<th>Description</th>
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<tr>
<td>2738</td>
<td>To single with</td>
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<tr>
<td>2739</td>
<td>To mix with</td>
<td>4</td>
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<tr>
<td>2740</td>
<td>To be occupied with</td>
<td>4</td>
</tr>
<tr>
<td>2741</td>
<td>To be pleased with</td>
<td>3</td>
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<tr>
<td>2742</td>
<td>To quarrel with</td>
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<tr>
<td>2743</td>
<td>To share something with a person</td>
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<tr>
<td>2744</td>
<td>Simultaneous with</td>
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<tr>
<td>2745</td>
<td>To struggle with</td>
<td>5</td>
</tr>
<tr>
<td>2746</td>
<td>To have sympathy with</td>
<td>6</td>
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<tr>
<td>2747</td>
<td>To talk with</td>
<td>8</td>
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<tr>
<td>2748</td>
<td>To tinker with</td>
<td>2</td>
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<tr>
<td>2749</td>
<td>To have trouble with</td>
<td>3</td>
</tr>
<tr>
<td>2750</td>
<td>To unite with</td>
<td>4</td>
</tr>
<tr>
<td>2751</td>
<td>With a view to</td>
<td>2</td>
</tr>
<tr>
<td>2752</td>
<td>To keep your word with</td>
<td>2</td>
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</table>

**Rating for numbers 2734-2752**

**Aan**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>2753</td>
<td>To become familiar with the use of the tools</td>
<td>3</td>
</tr>
<tr>
<td>2754</td>
<td>This fact links this case with that one</td>
<td>3</td>
</tr>
<tr>
<td>2755</td>
<td>To be rich with vitamins</td>
<td>2</td>
</tr>
</tbody>
</table>

**By**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2756</td>
<td>To be / live / lunch / stay / with people</td>
<td>14</td>
</tr>
<tr>
<td>2757</td>
<td>A position with a firm</td>
<td>2</td>
</tr>
<tr>
<td>2758</td>
<td>To have no money with you</td>
<td>2</td>
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</tbody>
</table>

**Rating for numbers 2756-58**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>2759</td>
<td>With us it is usual / a custom / to...</td>
<td>2</td>
</tr>
<tr>
<td>2760</td>
<td>This colour goes with that</td>
<td>3</td>
</tr>
</tbody>
</table>
2761. To wear a black tie with morning dress
Rating for numbers 2756-61

Order
2762. He was numbered with the dead
2763. To be popular / a favourite / with the people

Cor
2764. A book dealing with (a topic)

Op
2765. To be untidy with one’s clothes

Teen
2766. The war with Germany

Van
2767. To be drunk with delight / pale with fear / shiny with tears / wet with blood
   To cry with fear / glow with delight / overflow with water / twitch with pain / teem with flies
2768. To charge with a crime
2769. To disagree with somebody on a point
2770. To part with one’s possessions
2771. To provide somebody with an article

Vir
2772. To be angry / cross / furious / with somebody
<table>
<thead>
<tr>
<th>Phrase and Idiom</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be acquainted with the rules</td>
<td>4</td>
</tr>
<tr>
<td>Away with you!</td>
<td>2</td>
</tr>
<tr>
<td>To bear with somebody's faults</td>
<td>2</td>
</tr>
<tr>
<td>What is your business with me?</td>
<td>3</td>
</tr>
<tr>
<td>To catch up with</td>
<td>3</td>
</tr>
<tr>
<td>To take chances (with the language)</td>
<td>2</td>
</tr>
<tr>
<td>To be with child</td>
<td>2</td>
</tr>
<tr>
<td>To comply with the rules</td>
<td>2</td>
</tr>
<tr>
<td>To consult with somebody</td>
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<tr>
<td>To cope</td>
<td>3</td>
</tr>
<tr>
<td>To be crowded with people</td>
<td>2</td>
</tr>
<tr>
<td>I shall deal with it</td>
<td>5</td>
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<tr>
<td>I am disgusted with you</td>
<td>2</td>
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<tr>
<td>To dispense with an overcoat</td>
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<tr>
<td>To be familiar with a method</td>
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</tr>
<tr>
<td>To be filled with water</td>
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<tr>
<td>To be fraught with danger</td>
<td>2</td>
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<tr>
<td>To be free with one's money</td>
<td>2</td>
</tr>
<tr>
<td>What is the matter with you?</td>
<td>4</td>
</tr>
<tr>
<td>To meet with difficulty</td>
<td>2</td>
</tr>
<tr>
<td>Be off with you!</td>
<td>2</td>
</tr>
<tr>
<td>To preface your remarks with a grumble</td>
<td>2</td>
</tr>
<tr>
<td>To say with some heat</td>
<td>2</td>
</tr>
<tr>
<td>To shake hands with</td>
<td>4</td>
</tr>
<tr>
<td>He was short with me</td>
<td>2</td>
</tr>
<tr>
<td>To be seized with a fit</td>
<td>2</td>
</tr>
<tr>
<td>To be struck with a girl's appearance</td>
<td>2</td>
</tr>
<tr>
<td>To take a (certain) line with</td>
<td>2</td>
</tr>
<tr>
<td>To tread a measure with the devil</td>
<td>2</td>
</tr>
<tr>
<td>What do you want with me?</td>
<td>3</td>
</tr>
</tbody>
</table>
2803. What is wrong with him?  3
2804. What with this and that, . . .  2
2805. With her guests waiting, she loitered  2
2806. You with your hobbies!  2

**Within**

Ephemeral / bime

2807. Within the house  8

**Daarbinnen**

2808. There is light within  4

**Figurative Uses**

2809. Within a mile  5
2810. Within seven years  6

**Rating for numbers 2809-2810**

2811. Within the bounds / limits / of  4
2812. Within earshot / sight / reach / one's power  6
2813. Within a family  2

**Rating for 2811-13**

**Without**

Sonder

2814. A car without wheels  10
A cup without a saucer

2815. He did it without consulting me
He went to bed without taking a bath  12

**Idioms and Set Phrases**

2816. Without delay  2
2817. Without doubt  3
2818. Without end | 2
2819. Without fail | 2
2820. It goes without saying | 3
2821. He has to go without food | 2
2822. Examples without number | 2
2823. It is not without interest to know... | 2
### Chapter V(N)

#### The Sequential List

<table>
<thead>
<tr>
<th>Credit Rating</th>
<th>Serial Numbers in the Alphabetical List</th>
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<td>1948</td>
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<td>73</td>
<td>765-6</td>
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<td>765</td>
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<td>1285-86</td>
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<td>1270-73</td>
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The purpose of these notes is to explain briefly, by indicating the meaning that they share, the reason why certain usages were held to belong together, and were entered in the list as a group constituting one pattern of usage. In making this classification, I have tried to guard against not seeing the wood for the trees, a danger to which the semanticist exposes himself by attempting to distinguish too precisely and in too minute detail, between shades of meaning which do not strike the unselfconscious native speaker as distinct from each other. My efforts have been directed at grouping together such usages as might reasonably be expected to appear identical, or at least very similar, to the Afrikaans-speaking student of English.

The purpose for which this list was compiled, made a classification on historical principles, as in the N.E.D., inadvisable. Except at advanced levels of study — at which the student will naturally have mastered at least the more common uses of the prepositions — an entry such as the following can hardly be said to be very helpful:

"To, prop., VIII: Supplying the place of the dative in various other languages and in the earlier stages of English itself." S.O.S.

Occasionally the divergence in usage as between the two languages can obviously be attributed to different ways of regarding a situation. In cases of this kind, brief explanations in terms of habits of apprehen-
sion have been attempted. It is evident, however, that any attempt at a comprehensive and systematic explanation of divergences on this basis, would lead to wild and futile guessing. For this reason, and also because such comments would really be outside the scope of this study, I have refrained from “explaining” those usages listed as idiomatic.

The notes are meant to be read in conjunction with the list of usages, and the serial number preceding each item refers to the list (Chapter V). S.O.D. means the Shorter Oxford English Dictionary. I.R. means the Interim Report on Vocabulary Selection.

**ABOUT**

1. *Aan*: concerning, regarding; apparently apprehended in Afrikaans as directional, cf. staar aan / sê aan.

2. Concerning; perhaps also; somewhere near to, in the vicinity of.

3. *By*: somewhere in one’s clothes, near to; of.
   *I did not have my wallet/key/with me.*


5. *Cum*: round, either in stationary position or in movement; often: surrounding.

6. *Omtrent*: more or less, approximately.


8, 9 *Cor, van*: regarding, concerning, due to.

10. *Cor/van*: With the verbs to say, to speak, etc., about can be rendered by either *cor* or *van* in Afrikaans, sometimes with slight differences in meaning. *I have not, however, been able to esta-
blish any consistent pattern of divergence.

11. Rom/ in/ deur: here and there in / on / etc.
12. Rom: here and there

**ABOVE**

35. Sokanti: higher in space; more or less vertically up from.
36. This usage seems to depend on the indiscriminate use of up and down to indicate directions in a street, etc.
37. Pó: higher than the level of
38. Cor, meer as: higher in degree, amount or numbers.

**ACROSS**

49. Cor: traversing the breadth of an area, generally apprehended two-dimensionally; movement through a plane.
50. Dersoor: as in 30, but specifically traversing the full breadth of the area (cf. right across).
51. Corkant / anderkant: on the other side of, beyond.
52. Corkruis: in the form of a cross; Caxton has in cross.
56. Wyd: wide

**AFTER**

62. Agterma: in the direction of, following (with one’s gaze) a person withdrawing from the scene.
63. Agterma(sit): In pursuit of, with the intention of catching, stopping, apprehending.
64. Op: behind in sequence
65. Na: behind in temporal sequence
66. Dearna: adverbial function
67. **Nadat**: conjunctival function
68. **Vir**: sequence in time

**AGAINST**

83. **Teen**: in close contact with, encountering resistance from a supporting surface.
84. **Hating as Background**
85. **Teen-op**: in opposition to; resisting or overcoming a force being exerted in the opposite direction.
86. **Teen**: contrary to, contrary to the interests or inclinations of.

**ALONG**

93. **Net-lang**: following the line of; "the opposite of across" - I.R.
94. **Lang**: following the line of; at some point in or on.
95. **Net**: following the line of; the Afrikaans usage seems to hinge on the notion of instrumentality (rather than direction); **using** (the road).
96. **Int**: Afrikaans does not distinguish between the sense of in and that of along to the same extent that English does.
97. **Langs**: at the side of, in close proximity to.
98. **Saam(set)**: in company (with); when used elliptically, along seems to attract to itself the semantic force of the with which is omitted.

99-100. "Implying shortness of distance or informality (of occasion)" I.R.
103, 105, 106. "continuing to move" I.R.

**AMID(BST)**

114. **To midle vænt**: surrounded by
AMONG

115-118: "In the crowd of" (S.O.D.), and hence the
notions of surrounded by, inclusion, and conversely,
distribution. To equate among with order and
between with tussen would be to ignore the fact
that Afrikaans has not the same feeling for the
distinction between the notions of duality and
plurality that English has in this instance.

117. Vit: In the English usage the predominant idea
seems to be the inclusion of the one in the group,
from whence it will, afterwards, be singled out;
Afrikaans accentuates the act of selection, sing-
ing out, removal, and fastens on a slightly later
moment in the sequence of events than English does.

AROUND

119. On: about, on every side, encompassing (cf. about,
5).

120. Rond in: about inside

121. Rondom: Afrikaans expresses the idea of complete
envelopment prepositionally.

122. Omstrent: about, more or less.

ASTRIDE

127. "With legs stretched wide apart, or so that one
leg is on each side of some object between" —
S.O.D.

AT

128 ff. * (Common Teutonic: O.E. at, usually governing
the dative. Lost in modern German and Dutch, and
replaced by to (D zu, Du. toe) as in s.w. English
dialects).

I. Local position. I. Expressing primarily the
relation of a thing to a point of space which it
touches; hence, indefinitely, the place where it is, in the sense of close to, near by, in, etc. C.E.* - S.O.D.

Afrikaans, lacking a proper equivalent for at, uses in all some seventeen different prepositions to express its sense. (Cf. my list).
The extent to which the function of at has in fact been taken over by toe in Dutch, is not to the point here. In Afrikaans I have not found it in this sense, except perhaps in toentertyd (at the time). In certain more-or-less stereotyped expressions we also find tot, te, ter, teen.

136. By: denoting approximate position, proximity; hence also point of entry, i.e., relative position at the moment of entry; in to enter by the window this sense shades into that of instrumentality, "utilizing the window."

137. In: Lindkvist (1) holds that the choice between in and at is not dependent on the size of the town or city, but on whether it is apprehended as a point or as an area, although, no doubt, a small village is more likely to be referred to as a point than, say, a metropolis is. According to Deutschbein (2) at is used to indicate a place in space apprehended as a point "ohne die Vorstellung der Ausdehnung."

159. Na: in the direction of; denoting a point towards which an action is directed, without, however, involving any physical act of reaching.

160. As above, but involving the intention of physical contact with the target.

161. As above, but involving closer physical contact, the intention of establishing actual physical contact with the target in one’s own person, or reaching, not with a missile, but with a limb or object held by, or otherwise attached to it.

162. Vir: Afrikaans seems to concern itself not with the notion of direction, but with the target in object relation to the verb.

163. Aan: in the direction of

164. Om aan jou kus te weer: Aan, not in directional sense, as in 163, but rather as in 129. (Cr.212)

173-4 Not: English considers direction, Afrikaans the notion of instrumentality, "involving". (Cr.Ch.IV)

182-211: Denoting position in time

182. Om/(-): Om is quite usual in this context, but there is a strong tendency to delete it. Although it is unlikely that a consistent pattern of usage could be established in this respect, it would appear that om is more usual in formal discourse than in colloquial speech.

The extent to which acquaintance with other languages, such as English, has strengthened the feeling with certain speakers that a proposition is required in this position, is entirely a matter of conjecture. The fact is, however, that Afrikaans pupils writing English evince a definite tendency to delete the proposition. (Cr. 190)

213. Neul aan: "In contact with, especially (elliptically) applying to pestering, assailing" - S.O.D.

228. Cpr: about. "Introducing the occasion and hence the cause of a fact, action or emotion" - S.O.D.

245-6 Vir: See 228.
BEFORE
306. 309. Voor: in front of
307. 308. In the presence of
311. "... driven in front of; hence with causal force" - S.O.D.
313-14. Voor/voordat: preceding in order of time
317. "Short for before it be long" - S.O.D.
318. In order of importance

BEHIND
319. Afters: "In the space lying to the rear of" - S.O.D.
325. Afters-in: into the space lying to the rear of
329-331. Later than; following in the rear of (in time sequence).

BELOW
332. Onder: lower than, deeper than.
334. Onderkant: lower on a slope than, farther down an incline or valley.
335-7. Benede: lower on a graduated scale than, inferior to,

BENEATH
340. Onder: directly below; covered, at a height, by.
341. Onderkant: lower than

BESIDE
345. Langz: "By the side of, hence, hard by" - S.O.D.
346. Teen: as against; side by side with, for purposes of comparison.
347. Behalve: in addition to
348. Buitenland: moreover
331. Tussen: "Of a point: In the space which separates two points; in the direct line which joins two points"—S.O.D.; also the line or space itself.

332. Tussen-deur: in movement across the line (or space) joining (or separating) two points.

333. Tussen: used figuratively to signify "involving", "regarding" (two people, objects or concepts).

334. Tussen: "Of time, quantity or degree: Intermediate to two others"—S.O.D.

BEYOND

363. Anderkant: on the other side of.

364. Context is usual with words such as rivier (river) and meer (lake), which can be envisaged two dimensionally as flat expanses.

365-6. Verder aq: further than; used in reference to a point representing the outer limit of an area of some kind.

BUT

382. Behalve: except.

BY

389-390. Deur (to): "Indicating the medium, means, instrumentality or agency." S.O.D. C.K. Ogden contends that the notion of instrumentality is derived from that of proximity by metaphorical extension. (1) (Cf. through)

391. Aan: the sense of instrumentality, agency, etc., shading into that of location.

396-399. By: "At the side or edge of; near, close to, beside." S.O.D.

402. By: as a result of.

403. By: "In forms of swearing or adjuration, in Teutonic = 'in presence of', 'in touch of', but in N.E. use possibly a translation of French par, of instrumentality O.E." - S.O.D.

405. By: used figuratively

406. By: denoting width as distinct from length

407. In: to the number of, in groups of.

421. Mat: denoting instrumentality, means, medium. Because with is often used with the same force, foreigners tend to confuse it with by as in "to travel with the train." With has been replaced by by in a number of constructions in which it was usual until Tudor times - S.O.D., with, III.

438-9 Cf. 421

440-449: denoting (a) instrument (b) measure

450. Tsen: not later than. Tsen is often deleted in Afrikaans. (Cf. 182)

451-2. Wit: arising from, as a result of.

459. Verby: past

460. Vir: denoting sequence, succession of groups, quantities or individuals of the same class.

461. Voer: "On by die venster te sit", i.e., to my mind, less spontaneous Afrikaans.

DESPITE

508. Nleteenstaande: in spite of

DOWN

509, etc. Af: "In descending direction (real or imaginary)" - S.O.D.

513. Oorg: Afrikaans seems to concern itself with the notion of a surface traversed (i.e., movement along a surface) rather than the direction of the movement.
516. Near: *Af* appears to be used in reference to actions in which the original position of the object moved is clearly envisaged; in the case of near there is often the notion of movement towards.

Cf. To take down a book (from the shelf). To put down a book (on the table).

519-21: In or towards a lower position

DURING

567-69. Gedurende: "Throughout the whole continuance of; in the course of." S.O.D.

568. The preposition is often deleted in Afrikaans usage. Cf. 182.

EXCEPT

570. Behalwe: leaving out of account

FOR

572-6. Vir: I found the various major uses of this essentially polysemic preposition extremely difficult to classify because many of them are very vague. From the point of view of the Afrikaans learner it would be merely pedantic to attempt to distinguish nuances of meaning which shade into each other in the same way in both languages. Cf. Ch. 2, Section B.

577. Lank: introducing a word or phrase denoting extension in time; "marking actual or intended duration" - S.O.D. The particle is often deleted in Afrikaans usage. It would seem that English is exerting strong influence on Afrikaans, promoting the use of vir in this sense.
583-4. ( - ) Occasionally on; with a view to getting obtaining, accomplishing.

585. Ver ( - ): introducing a word or phrase denoting extension in space, distance. (Cf. 577)

586. "Waarvoor stien ?y my aan?" (Cf. 576)

587. Met: Afrikaans "having"

590. Met or deur

591. Na: introducing a word or phrase indicating destination seen from the initial point of a movement. (Cf. Ch. IV, Section A)

592. Na: with the object or purpose of finding or attaining

593. Om: because of

594-5. Om: with a view to obtaining, accomplishing.

596. Oor: because of

597. Oor: "Indicating the object to which the activity of the faculties or feelings is directed." S.O.D.

600. Ten: towards

601. Ten gunste van: in favour of

602. Cf. 593

603. Uit: because of; Afr.: arising from.

604. Van: due to

605. Van: as regards; denoting the object of an emotion.

611. Weens, varweg: because of, due to.

612-616: Constructions which in Afrikaans do not involve the use of a preposition; generally the Afrikaans substitute for the construction with for is also possible in English.

612. Asi: as

613. Dat: that (somebody, etc.) should

614. Haal: to go to fetch, get; in order to obtain.
615. Om: to the infinitive
616. maar: because

ENGL

698-699. Van, vandaan: "Denoting departure or moving away: indicating a starting-point (a) in space; (b) in defining an extent in space." S.O.D.

700-706. Van-toit, etc.: "Denoting the starting-point in a series or statement of limits." S.O.D.

707. Van-aaf: since; denoting a starting-point in time.

708. Van-toit: denoting the starting-point in a statement defining extension in time.

709. Van-toit: denoting the starting-point of a series in time.

710. Aan: attached to, supported by (with the implication of stretching away from the point of support in downward direction).

711. Aan: denoting the source (verstaan aan)

712. Aan: denoting the cause.

713. Aan: "Indicating a place or object which is left at a distance; behind, etc." S.O.D.

714. By: indicating the point from which something is removed; in its use of the preposition Afrikaans simply indicates the initial point of the movement, leaving the expression of the notion of removal to the verb.

715. By: Apparently Afrikaans expresses the notion of proximity rather than that of transfer. (Cf. 714)

716. By: denoting the source. (Cf. 711)

717. Na: "Indicating a model, rule or copy." S.O.D.

718. Na: going by.


720. Om: In its use of the preposition Afrikaans seems to be satisfied to indicate the position of the
object without considering the resultant movement. (Cf. 714)

721. Van: against. Apparently the notion of removal, separation, led to the sense of interposition, and hence, of protection, shielding.

722-730. Van: denoting movement away from, and hence, also origin, source. (Cf. the Ablative in Sanskrit and Latin, Chapter 2). Afrikaans seems to visualize the point of origin of the movement three-dimensionally, whereas English indicates it as a more vaguely defined region. Cf. 731 ff.

725. Neatly: In this particular instance Afrikaans seems to feel the need of expressing separately the two functions of from in many of its uses, viz., (a) removal, separation, and (b) indication of the point at which this movement is initiated.

731. Van: denoting the source.

732-4. Van: denoting difference, separation.

735. Van: denoting the cause.

736. Af van: down from.

737. Af van: away from.

738. Vir: away from, in the sense of placing outside the sight or reach.

739. Weg van: away from.

In

General sense: "The preposition expressing the relation of inclusion, situation, position, existence or action within limits of space, time, condition, circumstances, etc." S.O.D.

765. In: denoting inclusion in space, position.

766. In: article deleted.

767. Since: denoting a change in position.
768. *In:* denoting movement into. This is a very old usage (and not a modern corruption). "In ancient times, expressing also (like L. *in*) motion or direction from a point outside to one within limits (now ordinarily in-to, INTO)." - S.O.D.

772. *In:* "Within the limits of a period or space of time." - S.O.D.

773. *Cfr.* 182

789-950. *In:* "With non-physical realms, regions of thought, departments or faculties of the mind, spheres of action, etc., treated as having extension or content." - S.O.D. (Cfr. Ch. 2, Metaphor.) As in both English and Afrikaans the relation is apprehended as one of inclusion in, containment within, and as it seldom has any definable counterpart in objective reality, I have found it inadvisable to attempt any more detailed classification.

944. *Aan:* Ou te kort te sket aan / dit ontbreek hom aan.

949. *Aan bewind*

952-959. *By:* In Afrikaans the relation, such as it is, is apparently apprehended as one of (close) proximity to, rather than inclusion in a sphere, etc.

960-974. *Net:* using: In Afrikaans the relation is apparently apprehended as one of instrumentality, means.

973. *Net:* Afrikaans - "who has", (Cfr. with, 2702).

974. *Afr.:* "on the occasion of", the notion of simultaneity, (Cfr. 1603)

975. *Net:* according to. The Afrikaans usage apparently hinges on the notion of following, "after".

977,980. *Onder:* Supervision on the one hand implies subjection on the other.
978. Onder: In is also used in Afrikaans

979. On feite onder dieonte te sien

981. Cor: about

982. Cor suggests the idea of a panoramic view.

983-990. Op: In Afrikaans the object denoted by the complement of the preposition is apparently apprehended two-dimensionally as a surface, whereas in English it is thought of three-dimensionally as a receptacle.

1003-1013. Te, ten, ter: in use in stereotyped phrases, in general they have lost the power of combining freely with other words to form new collocations.

1017. Tussen: in the space enclosed in brackets; in Afrikaans the brackets themselves are referred to.

1018. Ut: In English the notion of inclusion in the group seems to predominate; in Afrikaans the selection of one of the members of the group from the others is emphasized.

1191, etc.: Within

INFO

General sense: "The preposition expressing the motion which results in the position expressed by IN, or which is directed towards that position. . . . Originally the two words, in adv., to prep., in which the adv. expresses general direction, and the prep. has reference to a particular point or place." S.O.D.

1199. IN: In English in is also sometimes used in positions where one would expect into (cf. 968), but in Afrikaans this area of usage is larger.

1212. Op: On jou gesig op 'n plooi te trek
1214. Met: Afrikaans usage concerns itself with the notion of instrumentality rather than with direction. (Cf. 173)

1215. Team: into violent contact with; Afrikaans: up against.

NEAR

1253. Naby: "To, within, or at a short distance; to, or in, close proximity." S.O.D.

NEXT

1262-4: "Nearest to in respect of situation, condition, rank, character, etc." S.O.D. Although next is not generally used as a preposition, it does occur in this function. Its Afrikaans equivalents langs and na are generally used in prepositional function. Next used as an adjective or noun was excluded.

OF

The uses of this preposition can be arranged in a variety of ways. As indicated in Chapter II, the classification followed here could be greatly complicated by trying to discriminate in more precise detail between shades of meaning. I have found it more satisfactory to group together such usages as are largely similar and regarding which the habits of apprehension of speakers of English and Afrikaans seem to coincide.

1268. Vaw: denoting "Belonging or pertaining to; expressing possession and its converse." S.O.D., of, XIV.

1269. Vaw: Used "in partitive expressions; indicating things or a thing of which a part is expressed by the preceding words." S.O.D.

1270-3. Denoting notions such as material, substance, identity, etc., which find no separate expression
in prepositions in Afrikaans in the cases listed; also the partitive genitive and genitive of apposition. (Cf. Ch. II). Because the notions expressed by of in these usages are vague and hard to grasp, extensive lists of examples are given.

1274: Notions generally or sometimes expressed in Afrikaans by compounding the two nouns involved, e.g., 'n bloomerangskikkering, die skryfkuns, 'n geaestehouding.

1277: Expressed in Afrikaans by an adjective and a noun. Usages which in Afrikaans require a quite different construction.

1284: Expressing the relation of the objective genitive.

1285: Van: Expressing removal, separation, privation, origin, source; in all of which uses some element of the original ablative signification can, however faintly, still be perceived.

1286: Van: which is, involving; closer definition.

1287: Van: concerning, as regards; expressing reference; with words expressing awareness, knowledge.

1288: Van: regarding, involving, belonging to the sphere of.

1289: Van: By (cf. 389)

1296: By: In this usage the preposition has retained some trace of its original ablative signification. It seems that Afrikaans concerns itself only with the place (i.e., in close proximity to the lender) where the action takes place.

1298: Met: about; Afrikaans: "using", instrumentality.

1299: Met: who has; cf. 2702.

1301: Oor: about, concerning.

1308: Uit: denoting material composition; Afrikaans: "out of".
1310. Vir: denoting cause or reference.

OFF

General sense: the discontinuation of a relation of close proximity or contact between two or more objects in space.

1449. Af van: "Away from, down from, up from, so as no longer to lie, rest, lean on". - S.O.D.

1450. Af: as above, with the complement implied.

1451. Af: (to move) so as to sever, separate from, detach.

1452. Van-of/weg: at a distance, to a point some distance away.

1454. Uit: In Afrikaans usage the situation is referred to more specifically as existing in three-dimensional space. This does not apply to the converse of the process of undressing, cf. to put on one's clothes / om jou kleren aan te trek, in both of which the clothes are apparently envisaged as covering the body-surface rather than enveloping the body itself.

1455. Op: English considers the point of departure, Afrikaans the direction of the movement.

ON

1500. Op: in or into contact with. Afrikaans op generally refers to a horizontal supporting surface, and more specifically to the upper side of such a surface. This primary meaning is adhered to more consistently in Afrikaans than in English. The examples quoted prove, however, that even in Afrikaans the preposition is not used exclusively in reference to this kind of surface. See also Chapter II.
1502. On: (to come) across, encounter.
1503. Op: "Indicating the day of an occurrence, treated as a unit of time" - S.O.D. The use of a preposition is often dispensed with in Afrikaans. (Cf. 182)
1504-06. Op: Indicating the object, body or being, etc., at which an influence is directed.
1509-1513. Op: To the detriment of, against.
1514-1532. Figurative extensions of the primary meaning (1500); often "indicating the non-material basis, ground or footing" - S.O.D.
1533. Anu, vocit (adv.): forward.
1560. Anu: in phrases denoting relative position, side or quarter.
1561. Anu: attached to; in close proximity to, and supported by. Afrikaans reserves the use of on to indicate position in relation to a supporting surface mainly to those cases in which one object is placed on top of the other. (Cf. 1500)
1562-75. Anu: denoting close proximity to, contiguity with, approximate position.
1587-9. By: at the time of; indicating the time or occasion of an event.
1592. On: about.
1597. Teen: denoting contact with or movement into contact with a more-or-less vertical surface.
1600. Teen: against.
1626. Af van: At one stage in the history of the language, on was used more widely than it is today, to denote any supporting surface. (Cf. The fly walks on the ceiling). It is in this sense that on is used in depend on. In the 15th century of (in the sense of off) was used with deregis. (Cf. p.36 ff.)
1732. Opposite; over against; on the other side (of an intervening line, space or body), facing; used elliptically for opposite to.

Cut (up)

1735. Uit - uit: used in expressing motion or direction from within an area or space.
1736. Uit by: indicating the point (aperture) of egress from within a space.
1737-1742 Outside: outside, not in.
1743-1776. Uit: not in; mainly figurative uses of 1737.
1777. Cf. 1736.
1778. Uit: as in 1735, but with the complement implied.

Outside

1870-3. Not in, within; external to; beyond the limits of.

Over

1874. Over: on or above, covering the outer or upper surface of.
1875. Over: across; traversing the width of, on or above the upper side.
1876. Overhand: across, beyond, an intervening space, body, etc.
1878. Over: indicating the object which causes a fall or drop from a perpendicular position.
1879. Over: through every part of, throughout, (all) through.
1881. Over: about.
1882. Over: as regards, in the case of (with the implication of authority, control); "above in authority" - S.O.D.
1881. Cor: more than
1884. Cor: again; denoting repetition.
1885. Cor: remaining, denoting the residue
1886. Bekant: above
1888. By: "The spatial sense 'above' is combined with that of purpose or occupation". S.O.D.
Afrikaans: near to, proximity in space (and possibly in time).
1891. Deur: of, 1879
1892. On: denoting movement, change, from a perpendicular to a horizontal position; or, a half-turn (through 180°).
1894. Double
1899. During
1901. Verby: past

F A S T
1917. By-verby: *By (in passing)* " S.O.D.
1920. After; beyond in time (as a result of passing).
1921-2. Beyond

F E R
1923. Fer: "As an English preposition . . . . (Used) in distributive sense, following words of number or quantity, in expressions denoting rate or proportion: For each . . . , for every . . . ." - S.O.D.

R O U N D
1924. On: so as to encircle, surround, or envelop; having as centre.
1925-7. On: denoting a half-turn (through 180°).
1931. In-rond: so as to see, traverse or touch the various parts of.
1932. On-rond: about; here and there on.
1945-6. See also: "Ever and continuously from a specified time, etc., till now." - S.O.D.

1947. See also: ago

1948. On te: infinitive particle (cf. Ch. II)
1949-55. Te: dispensing with on
1954-62. Dispensing with the preposition as such. On te is sometimes used.
1963-2035. Constructions in which the preposition is never or seldom used in Afrikaans.
2036, etc. General senses: expressing a state of being directed at.
2036. Na-tea: approaching; expressing the direction of a movement aimed at reaching a particular point, person, etc.
2037. Tea: In the English, as in the Afrikaans construction, the article is dispensed with; the particle occurs in post-position in Afrikaans.
2038. Na: denoting the direction of a gesture or the object of a reference.
2040.Na: cf. Chapter II, Section I.
2040-1. Denoting relative position
2042-50. Denoting the recipient; some trace of the directional sense of the preposition can be felt in all these usages.
2054-2080. An: denoting the recipient; generally some trace of direction is involved.
2081-95. An: denoting attachment, adhesion, adherence, addiction; "cleaving".
2124-31. Jn: Afrikaans considers the resultant position rather than the direction of the movement.
2136. Met: with
2151-59. Op: of, 2124
2189. Teen: in or into contact with
2195. Teencon: in conversation with
2196-98. Teencon: towards: denoting the direction of an action, or the object of an emotion or attitude.
2203-2231. Tot: denoting the direction of a movement or change; also extent, result and other figurai uses of to enumerated above.
2233-47. Tot-ann/by/op/in: denoting extent or degree in space or time.
2248-53. Van: rendered by the ordinary possessive in Afrikaans.
2251-2. "To say, in a manner, be regarded as a substitute for the genitive inflection when it is a constituent of an adjacent modifying a relational noun used predicatively." (Poutsea I, Ch. XXIV, 36.)
2254-2315. Vir: "The main constructional value of to is that in which it expresses relations which in O.E. were indicated, and in various languages are still indicated, by the dative inflection." (Poutsea I, Ch. III, 27-35.)

For is also a frequent substitute for the dative inflection. Poutsea (1) lists a number of instances in which for has progressively been coating other prepositions originally used in this function. In some cases English wavers between to and for, e.g.,
agreement to/for,
a pleasure to/for,
convenient to/for.

Numbers 2256-2317 represent cases in which Afrikaans vir has claimed a wider area of incidence for itself than its counterpart for has done in English.

2254-2263. Vir: Some trace of the general directional signification of to can be felt in the examples included in this group.

2264-2266. Vir: indicating the person at whom a gesture constituting an act of communication is directed.

2269. Vir: denoting the recipient of oral or written communication.

2321. Voors: before

THROUGH

2456. Deur: "The preposition expressing the relation of transition or direction within something from one limit of it to the other; primarily in reference to motion in space." S.O.D. Also: denoting transmission of an object, or sight, or light into or out of a space by way of an aperture; more specifically, indicating the relation between the movement and the aperture.

Through is three-dimensional in reference, in contrast to across, which is two-dimensional.

2460-1. Deur: The primary sense of the preposition applied to temporal relations.

2462-63. Deur besmiddeling van: by means of, by the action of. The semantic shift from transition to agency is fairly obvious. (1) This particular change in meaning plays a much more important rôle in Afrikaans. (Cf. 389-90)

2466-7. Uit: in consequence of, by reason of, on account of, due to.

TOWARDS


(1) Cf. p.299.
not distinguish between the notions expressed by to and towards as consistently as English does, although even in English to is also used in cases in which one might expect towards.

2485-6. Janua, teenoor: as regards, concerning; the action or feeling is pictured as directed at a person or object.

2487. Teen, etc.: approaching; shortly prior to.

UNDER

2491. Order: below or beneath; generally also covered by.

2493. Order in: into the position defined in 2491.

Afrikaner refers separately to the direction of the movement and the resultant position.

2517-19. Less than; lower on a graduated scale of measurement.

TILL/UNTIL

Till and until are identical in meaning. (1)

What difference in usage there is, is syntactic and stylistic, and too subtle to be significant in this study. Consequently the two words have been treated as one.

2521-2. Tot, totdat: onward till; up to (the time of),

2523-4. Voor: before; denoting the outer limit of a measure of time, a time-space.

UP

General sense (2530-6): "To or towards a point or place higher than another and lying directly (or almost directly) above it." S.O.D.

2525-31. In-op, set-op, teen-op, etc.: Up as a preposition is an "elliptical use of up ADV., by omission of a preposition" - S.O.D., UP, prep. In current

usage up, adverb, is still remarkable for the way in which it combines with a number of other particles to form prepositional phrases (Cf. 2622-24).

2528. Met: An upper and a lower end are often quite arbitrarily assigned to a level or very nearly level stretch of road.

2535-2617, Op, etc. Figurative and transferred uses of up: These range from examples in which the transference of meaning is fairly obvious to some in which it can hardly even be guessed at. The adverb particle up is used much more frequently in English than its counterpart op is in Afrikaans. This appears to be one of the points at which English is exerting strong influence on Afrikaans. (Cf. 1271-3)

UPON

2650-2700. Since Middle English times upon has been indistinguishable in meaning from on. "The use of one form or the other is usually a matter of individual choice (on grounds of rhythm, emphasis, etc.) or of simple accident, although in certain contexts and phrases there may be a general tendency to prefer the one to the other." (S.O.D.) This statement is somewhat misleading. In certain set phrases such as "once upon a time", on cannot be substituted for upon. Conversely, upon cannot always be substituted for on, especially in some of its adverbial uses such as "to go on". For a general discussion of the meanings of upon, see on (1500 ff.)

WITH

2701. Met: "Denoting instrumentality, causation or agency." S.O.D.
2702. Not: "Indicating an attribute, quality, or condition of the person or thing spoken of: Having, possessing, characterized by." S.O.D., with, 24.

2703. Not: "Indicating an accompanying or attendant circumstance" - S.O.D.

2704. Same not: "In the company, society or presence of." S.O.D.

2705-2806. Most of these uses can probably be ultimately traced to the above, but in many cases the connection is so tenuous as to make unrewarding any effort to do so for purposes of classification.

In certain uses, such as fight with, struggle with, one seems to detect traces of the original signification which was much the opposite of the present meanings of with. Cf. O.E. wīðer, O.S. withar, O.H.G. wīder, O.N. vīða, Gothic wīðra; Common Teutonic wīder, from Proto-Indo-European *wī- denoting separation or division. Cf. also Afrikaans weer in weerstaan.

2736. By English: "in the company of"
Afrikaans: "at the house, etc., of"

2762-9. Under: among
2767. Van: due to
2772. Vir: denoting the object of an emotion

WITHIN

2807-8. Binnenkant: inside
2809-13. Binnen: inside the limits of

WITHOUT

2814-15. Sondert: expressing absence, privation, or negation; opposite to with, 2702; not having.
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