

LONGMAN

DICTIONARY OF

AMERICAN

ENGLISH

朗文中阶英语词典

英语版

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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朗文中阶英语词典

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SHORT FORMS USED IN THE DICTIONARY

PARTS OF SPEECH

To learn more about parts of speech, see the **KEY** on page x.

Some parts of speech have short forms:

<i>adj</i>	adjective	<i>prep</i>	preposition
<i>adv</i>	adverb	<i>pron</i>	pronoun
<i>n</i>	noun	<i>v</i>	verb
<i>phr v</i>	phrasal verb		

OTHER SHORT FORMS

<i>etc.</i>	et cetera (=and so on)
<i>sb</i>	somebody/someone
<i>US</i>	United States
<i>sth</i>	something
<i>s/he</i>	she or he
<i>sb/sth</i>	someone or something

GRAMMAR PATTERNS

Grammar patterns are shown in **dark letters** in the example sentences. To learn more about these patterns, see the **KEY** on page x.

GRAMMAR CODES USED IN THE DICTIONARY

Nouns

To learn more about the grammar of nouns, see the **STUDY NOTE** on page 466.

COUNTABLE NOUNS such as **chair** and **store** are the most common type of noun in English. Their plural is usually formed by adding -s, and they are used with a plural verb:

Most of the smaller stores in the area have closed down.

In this dictionary, countable nouns do not have a grammar code.

[U]

an **UNCOUNTABLE** noun, such as **happiness** and **furniture**. Uncountable nouns cannot be used with *a* or *an*. They do not have plural forms, and are used with a singular verb:

The new furniture is being delivered on Saturday.

Some uncountable nouns can look like plurals, so be careful:

Economics is a difficult subject to study.

[C,U]

a noun that has both countable and uncountable uses, such as **wine**:

Our wines are specially chosen by our own buyer.

This is great wine – where did you buy it?

[singular]

a **SINGULAR** noun, such as **outcome**. Singular nouns can be used with *a*, *an*, or *the*, or without any determiner. They have no plural form, and they are used with a singular verb:

No one knew what the outcome of the discussion was.

We never dreamed there would be such a good outcome.

[plural]

a **PLURAL** noun, such as **pajamas**. Plural nouns do not have a singular form, and are used with a plural verb:

Your red pajamas are in the wash.

[C usually singular]

a noun such as **setting** that is countable, but is not used in the plural very often:

It was a lovely setting for a wedding.

[C usually plural]

a noun such as **resource** that is countable, and is usually used in the plural:

The country is rich in natural resources.

[singular, U]

a noun that has both singular and uncountable uses, such as **calm**:

The Harrisons preferred the calm of the country.

Marta reacted with amazing calm.

Verbs

To learn more about the grammar of verbs, see the **STUDY NOTE** on page 468.

[I]

an **INTRANSITIVE** verb, such as **exist**. Intransitive verbs are not followed by objects:

Only five railroads from the old network still exist.

[T]

a **TRANSITIVE** verb, such as **take**. Transitive verbs are followed by objects:

Will you take my jacket to the dry cleaners for me?

[I, T]

a verb that has both intransitive and transitive uses, such as **decide**:

It's so hard to decide.

I can't decide what to wear.

[linking verb]

a verb such as **be**, **become**, **seem**, etc.:

Jared's father is a teacher.

Dana seems really sorry.

出版前言

《朗文中阶英语词典》是一本特别为广大英语学习者和教师推出的学习型词典。全书共收录词条 44,000 余条, 并包括大量短语、习语等。本词典主要特色如下:

时代性

- 版本最新。
- 首次收录口语中特有的单词、词组和表达方式, 符合现代英语发展趋势。
- 特别收录商务、科技和大众传媒领域近年流行的最新短语和表达方式, 如: website, downsize 等等。

实用性

- 使用日常生活中最基本的 2,000 词汇解释所有词条, 保证读者理解全书英语释义无障碍。
- 所有例句全部来自真实对话和文本, 保证读者能学到真正地道的英语用法。
- 多义项词配有简短释义目录, 确保读者在最短时间内找到所需释义。
- 所有单词均采用国际音标注音, 规范易懂, 便于掌握。
- 全书双色印刷, 视觉效果美观大方, 并用黑体突出释义目录、短语和搭配, 重点突出。

指导性

- 全书语法标注简单明了, 便于读者学习掌握。
- 例句中的固定搭配都用黑体标示, 易于识别并重点记忆。
- 词典穿插收录全新用法指南, 辨析近义词, 并列英语学习者易犯的语法错误。
- 附“学习指导”专页, 讲解重点语言点, 如介词用法, 情态动词用法等等。

对母语不是英语的学习者而言, 本词典细致、实用, 是一部名副其实的学习词典。相信它将成为广大英语学习者的良师益友。

外语教学与研究出版社

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2004 年 1 月

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LABELS USED IN THE DICTIONARY

APPROVING and DISAPPROVING

Words and phrases are labeled **APPROVING** or **DISAPPROVING** if people use them in order to show that they approve or disapprove of someone or something. For example, both **childlike** and **childish** are used for describing behavior that is typical of a child, but **childlike** shows approval, and **childish** shows disapproval.

FORMAL

Formal words and phrases such as **await** and **moreover** are used only in speech and writing that is formal or official, for example in essays or announcements.

HUMOROUS

Humorous words and phrases such as **clear as mud** are intended to be funny.

INFORMAL

Informal words and phrases such as **grungy** and **long shot** are used in informal conversations and unofficial writing such as letters to friends. Do not use these words and phrases in essays.

LAW

Words and phrases labeled **LAW** have a special legal meaning.

LITERARY

Literary words and phrases such as **foe** and **inferno** are used mostly in poetry and other types of literature. They are not usually suitable for essays.

NONSTANDARD

Nonstandard words and phrases do not follow the rules of grammar, but are still used a lot. For example, many people use **real** instead of **really**. Do not use nonstandard language in essays.

OFFENSIVE

Offensive words and phrases are likely to make someone upset if you use them. People often use them when they intend to insult other people, but these can also be words and phrases that only particular people consider to be offensive.

OLD-FASHIONED

Old-fashioned words and phrases are ones that people still know, but that are not used very often in modern speech or writing.

SLANG

Slang words and phrases are ones that are not acceptable in many situations, because they are only used by particular groups of people (such as young people), or because they are extremely informal or not very polite. Be very careful when using these words and phrases, and do not use them in essays.

SPOKEN

Spoken words and phrases such as **I mean** and **by the way** are hardly ever used in writing. They are always informal, unless they have the label **SPOKEN FORMAL**. Do not use these words and phrases in essays.

TABOO

Taboo words and phrases are extremely rude, offensive to everyone, and should be avoided.

TECHNICAL

Technical words and phrases such as **larynx** and **certificate of deposit** relate to particular subjects, such as science, medicine, language study etc.

TRADEMARK

A trademark is a special name for a product that a company owns. It must always be spelled in a particular way, and cannot be used by anyone else in the names of similar products.

PRONUNCIATION

American English

This dictionary shows pronunciations used by speakers of the most common American English dialects. Sometimes more than one pronunciation is shown. For example, many Americans say the first vowel in *data* as /eɪ/, while many others say this vowel as /æ/. We show *data* as /ˈdeɪtə, ˈdætə/. This means that both pronunciations are possible and are commonly used by educated speakers. We have not, however, shown all American dialects and all possible pronunciations. For example, *news* is shown only as /nuːz/ even though a few Americans might pronounce this word as /nyuz/. The vowels /ɔ/ and /ɑ/ are both shown, but many speakers do not use the sound /ɔ/. These speakers say /ɑ/ in place of /ɔ/, so that *caught* and *cot* are both said as /kɑt/.

Use of hyphen

When more than one pronunciation is given for a word, we usually show only the part of the pronunciation that is different from the first pronunciation, replacing the parts that are the same with a hyphen: *economics* /ˌekəˈnɒmiks, ɪ-/ . The hyphen is also used for showing the division between syllables when this might not be clear: *boyish* /ˈbɔɪ-ɪʃ/, *drawing* /ˈdrɔ-ɪŋ/, *clockwise* /ˈklɒk-waɪz/.

Symbols

The symbols used in this dictionary are based on the symbols of the International Phonetic Alphabet (IPA) with a few changes. The symbol /y/, which is closer to English spelling than the /j/ used in the IPA, is used for the first sound in *you* /yu/. Other changes are described in the paragraph **American English Sounds**.

Foreign words

English pronunciations have been shown for foreign words, even though some speakers may use a pronunciation closer to that of the original language.

Abbreviations

No pronunciations are shown for most abbreviations. This is either because they are not spoken (and are defined as "written abbreviations"), or because they are pronounced by saying the names of the letters, with main stress on the last letter and secondary stress on the first: *VCR* /ˌvi si ˈɑr/. Pronunciations have been shown where an abbreviation is spoken like an ordinary word: *RAM* /ræm/.

Words that are forms of main words

A form of a main word that is a different part of speech may come at the end of the entry for that word. If the related word is pronounced by saying the main word and adding an ending (see list on page 930), no separate pronunciation is given. If the addition of the ending causes a change in the pronunciation of the main word, the pronunciation for the related word is given. For example: *impossible* /ɪmˈpɒsəbəl/, *impossibility* /ɪmˈpɒsəˈbɪləti/. There are some pronunciation changes that we do not show at these entries, because they follow regular patterns: (1) When an *-ly* or *-er* ending is added to a main word ending in /-bəl/, /-kəl/, /-pəl/, /-gəl/, or /-dəl/, the /ə/ is usually omitted. For example, *practical* is shown as /ˈpræktɪkəl/. When *-ly* is added to it, it becomes *practically* /ˈpræktɪkli/. This difference is not shown. (2) When *-ly* or *-ity* is added to words ending in *-y* /i/, the /i/ becomes /ə/: *angry* /ˈæŋɡri/ becomes *angrily* /ˈæŋɡrəli/. This is not shown.

Stress

In English words of two or more syllables, at least one syllable is said with more force than the others. The sign /ˈ/ is put before the syllable with the most force. We say it has *main stress*: *person* /ˈpɜːsn/, *percent* /pɜːsnt/. Some words also have a stress on another syllable that is less strong than the main

stress. We call this *secondary stress*, and the sign /ˌ/ is placed before such a syllable: *personality* /ˌpɜːsnəˈləti/, *personify* /pɜːˈsɒnəˌfaɪ/. Secondary stress is not usually shown in the second syllable of a two-syllable word, unless it is necessary to show that the second syllable must not be shortened, as in *starlit* /ˈstɑːlɪt/ compared to *starlet* /ˈstɑːrlɪt/.

Unstressed Vowels

/ə/ and /ɪ/ Many unstressed syllables in American English are pronounced with a very short unclear vowel. This vowel is shown as /ə/ or /ɪ/; however, there is very little difference between them in normal connected speech. For example, the word *affect* /əˈfekt/ and *effect* /ɪˈfekt/ usually sound the same. The word *rabbit* is shown as /ˈræbɪt/, but it may also be pronounced /ˈræbat/.

/ə/ and /ɪ/ These sounds are very similar. The symbol /ə/ is used in unstressed syllables, and /ɪ/, which is longer, is used in stressed and secondary stressed syllables. When people speak more quickly, secondary stressed syllables become unstressed so that /ɪ/ may be pronounced as /ə/. For example, *difficult* /ˈdɪfɪˌkʌlt/ and *coconut* /ˈkəʊkənʌt/ may be pronounced as /ˈdɪfɪkəlt/ and /ˈkəʊkənət/. Only the pronunciation with /ɪ/ is shown.

Compound Words with a Space or Hyphen

Many compounds are written with either a space or a hyphen between the parts. When all parts of the compound appear in the dictionary as separate main words, the full pronunciation of the compound is not shown. Only its stress pattern is given. Each syllable is represented by a dot /./, and the stress marks are put before the dots that represent the syllables with stress. For example: *bus stop* /ˈ. ./. , *town hall* /ˌ. ./. Sometimes a compound contains a main word with an ending. If the main word is in the dictionary and the ending is a common one, only a stress pattern is shown. For example: *washing machine* /ˈ. . ./. *Washing* is not a main word in the Dictionary, but *wash* is; so only a stress pattern is shown because *-ing* is a common ending. But if any part is not a main word, the full pronunciation is given: *helter-skelter* /ˌheltəˈskeltə/.

Stress Shift

A number of compounds may have a shift in stress when they are used before some nouns. For example, the compound *plate glass* would have the pattern /ˌ. ./. when spoken by itself or in a sentence like *The window was made of plate glass*. But the phrase *plate glass window* would usually have the pattern /ˌ. . ./. The mark /ˈ/ shows this. For example: *plate glass* /ˌ. ./. Stress shift can also happen with some single words: *artificial* /ˌɑːtɪʃɪəl/, *independent* /ˌɪndɪˈpendnt/.

Syllabic Consonants

The sounds /n/ and /l/ can be *syllabic*. That is, they can themselves form a syllable, especially when they are at the end of a word (and follow particular consonants, especially /t/ and /d/). For example, in *sudden* /ˈsʌdn/ the /n/ is syllabic; there is no vowel between the /d/ and the /n/, so no vowel is shown. In the middle of a word, a hyphen or stress mark after /n/ or /l/ shows that it is syllabic: *botanist* /ˈbɒtˈn-ɪst/ and *catalog* /ˈkætəlˌg/ are three-syllable words.

The sound /r/ can be either a consonant, /r/, or a vowel, /ɹ/. When /ɹ/ is followed by an unstressed vowel, it may be pronounced as a sequence of two vowels, /ɹə/ plus the following vowel, or as /ɹ/ followed by a syllable beginning with /r/. For example, the word *coloring* may be pronounced as /ˈkʌləɪŋ/ instead of /ˈkʌləɪŋ/. Only the pronunciation, /ˈkʌləɪŋ/, is shown.

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- the thousands of teachers and students from around the world who have contributed scripts for the Longman Learner's Corpus. This corpus consists of 8 million words of writing in English by learners, and helps lexicographers to analyze what students know and where they have difficulty.
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This new edition of the *Longman Dictionary of American English*, the foremost ESL dictionary, has been specially researched and written to meet the real needs of students of English as a second or foreign language.

Real Language

The new edition of the *Dictionary* is based on the authentic language data in the Longman Corpus Network. Longman's unique computerized language database contains over 328 million words from all types of written texts, and from real conversations recorded across the US.

The Corpus tells us how frequently words and phrases are used, so there's no guesswork in deciding what words and phrases students need to know most. The Corpus shows which grammar patterns are the most important to illustrate. It shows important new words and idioms that people use every day, and words that are frequently used together (called *collocations*). We take our example sentences from the Corpus, and this makes the language come alive as never before.

Real Clarity

The definitions in the *Dictionary* are written using only the 2000 most common English words – the Longman Defining Vocabulary. Longman pioneered the use of a limited vocabulary as the best way to guarantee that definitions are clear and easy to understand.

The comprehensive grammatical information in the *Dictionary* is easy to understand and use. Important patterns are highlighted in the example sentences, so that you can see at a glance how to use a word in a sentence.

The meaning you want is easy to find in the *Dictionary*. Words that have a large number of meanings have short, clear *Signposts* to guide you to the right meaning quickly.

Real Help

The new edition of the *Dictionary* is the result of extensive research into student needs and abilities, and has been tested in schools and colleges all over the US.

The writers have also used their knowledge from years of ESL teaching to analyze the Longman Learner's Corpus, which is a computerized collection of over 8 million words of writing in English by learners of the language. By studying the errors students make in essays and exams, the writers were able to give clear, helpful usage information throughout the *Dictionary* – in the definitions, example sentences, study notes, and usage notes – to help students avoid common errors.

Use the exercises in the Dictionary Skills Workbook on pages xiii-xxvi to learn how to get the most from your *Dictionary*. The grammar codes and labels are inside the front cover, and the IPA (International Phonetic Alphabet) pronunciation table is on page iii, so they are always easy to find and use.

Whether you are writing a report, sending an e-mail, or chatting with friends, the *Longman Dictionary of American English* will help you choose the right words, understand them clearly, and use them correctly.

x Key to the Dictionary

This key is a quick guide to the way information is shown in this dictionary. For longer explanations and practice exercises, look up each subject in the Dictionary Skills Workbook on pages xiii–xxvi.

SPELLING AND FINDING WORDS – workbook pages xiii–xiv

Different spellings

gan·gling /'gæŋɡlɪŋ/, **gan·gly** /'gæŋɡli/ *adj*
unusually tall and thin and unable to move
gracefully: *a gangly teenager*

Different spellings are shown here —see page xiii

Irregular plurals

medium² *n* 1 **plural media** a way of communicating or expressing something: *The Internet is a powerful advertising medium.* 2 **plural media** the material, paints etc. that an artist uses: *this sculptor's favorite medium is wood.* 3 **plural mediums** someone who claims to speak to dead people and receive messages from

Is the plural **media** or **mediums**? The correct spelling is shown here —see page xiv

Irregular verbs and verb spellings

sing /sɪŋ/ *v* **sang, sung, singing** 1 [I,T] to make musical sounds, songs etc. with your voice: *Do you like singing folk songs?* 1 *Jana sings in the church choir.*

Does the spelling change? We show it here if it does —see page xiv

Irregular comparatives and superlatives

bad¹ /bæd/ *adj* **worse, worst** 1 not good and unpleasant: *I'm afraid I have some bad news for you.* 1 *a really bad smell*

Does the form of the word change? We show it here if it does —see page xiv

SOUND AND STRESS – workbook pages xv–xvi

Sound

air·plane /'ɛrpleɪn/ *n* a vehicle that flies by using wings and one or more engines; plane

The pronunciation of each word is shown like this —see page xv

Stress

e·lec·tion /r'leɪkʃən/ *n* an occasion when you vote in order to choose someone for an official position: *The election results are still coming in.*

Do you say **elec·tion** or **election**? —see page xv

FINDING AND UNDERSTANDING MEANINGS – workbook pages xvi–xviii

Clear and simple explanations

kay·ak /'kaɪæk/ *n* a CANOE (=type of boat) usually for one person, that is enclosed and has a hole for that person to sit in

Word meanings are simply explained and easy to understand. Words that you may not know are written in large letters like this. You can find these words in the dictionary —see page xvi

More than one meaning

favorite² *n* 1 someone or something that you like more than any other one of its kind: *I like all her books, but this one is my favorite.* 2 someone who receives more attention and approval than is fair: *Teachers shouldn't have*

Many words have more than one meaning. The first meaning is the most common one, but don't forget to check the others too —see page xvii

Idiomatic expressions

calm³ *n* 1 [singular, U] a time that is quiet and peaceful 2 the calm before the storm a peaceful situation just before a big problem or

Phrases that have special meanings are shown like this —see page xvii

Signposts

school¹ /skul/ *n*

1 ► **BUILDING** [C,U] a place where children are taught: *Which school did you go to? | I can*

These words help you find the meaning you want quickly —see page xviii

UNDERSTANDING THE GRAMMAR – workbook pages xviii–xx

Parts of speech

o-ver-night² /'ouvə,nait/ *adj* continuing all night: *an overnight flight to Japan*

These letters tell you if the word is a noun, a verb, an adjective etc. —see page xviii

Word families

street lights 3 unkind, cruel, or strict: **harsh criticism** | *harsh unfair laws* –**harshly** *adv* –**harshness** *n* [U]

Words that are part of the same word family and that have different parts of speech are often shown like this —see page xviii

Nouns

pity¹ /'piti/ *n* 1 [U] sympathy for someone who is suffering or unhappy: *I don't need your pity!* 2 [singular] a sad or unfortunate situation

These codes tell you how you can use the noun. [U] and [singular] mean you cannot use this meaning in the plural —see page xix

Verbs

cheat¹ /tʃi/ *v* 1 [I] to behave in a dishonest way in order to win or gain something: *He always cheats when we play cards.* 2 [T] to

These codes tell you if the verb is followed by an object. [I] means you cannot use it with an object, and [T] means you must use it with an object —see page xix

Phrasal verbs

check on sb/sth *phr v* [T] to make sure that someone or something is doing what he, she, or

These letters tell you that the object of the phrasal verb can be a person (sb) or a thing (sth) —see page xx

dawn on sb *phr v* [T] to realize something: *It suddenly dawned on me that he was right.*

These letters tell you that the object can only follow the preposition when you say **dawn on** —see page xx

rinse sth ↔ out *phr v* [T] to wash something with clean water but not soap: *Please rinse out your bottles before recycling them.*

These letters tell you that you can say **rinse something out** or **rinse out something** —see page xx

USING THE WORDS CORRECTLY – workbook pages xx–xxi

Examples of use

adj 1 completely sure and without any doubts: *I'm not certain (that) he's telling me the truth. | No one was certain what to expect. | Are you certain about that?* 2 *know/*

Many helpful example sentences show you how to use the word. Grammar patterns are shown in **dark letters** —see page xx

Key to the Dictionary

Frequent phrases

2 ▶ MAIN IDEA the main meaning or idea in something that is said or done: *Get to the point!* (=say your idea directly) | *The point is that I don't trust him anymore.* | *What's your point?* | *That's beside the point.* (=it does not relate to the subject)

Usage notes

USAGE NOTE gain, earn, and win

Use **gain** to talk about gradually getting more of something, such as an ability or quality: *You'll gain a lot of experience working here.* Use **earn** to talk about getting money by working: *She earns about*

Clear explanations like this help you understand common phrases that are used with the word —see page xx

Usage notes help you avoid common mistakes with using words

Some explain the meaning and use of similar words

Some explain the difficult grammar of a particular word

Others explain words that are used in a special way in American English

—see page xxi

Usage hints

you speak any foreign languages? "Yes, I speak French." ✗ DON'T SAY "I speak French language." ✗ **2 [U]** the system of written and

Usage hints help you avoid common mistakes with particular words —see page xxi

CHOOSING THE RIGHT WORD – workbook pages xxii–xxiii

Labels such as FORMAL, INFORMAL, and SPOKEN

guy /gai/ **n 1** INFORMAL a man: *I'm going out with a few guys from work tonight.* | *Some guy wanted to talk to you.* **2 you guys/those guys** SPOKEN said when talking about two or more

Would it be correct to use this word in an essay? —see page xxii

Synonyms

elementary school /ˌɛlɪˈmɛntəri/ **n** a school in the US for the first six or eight years of a child's education; GRADE SCHOOL

This shows another word you can use in the same way, that has a similar meaning

fac-sim-i-le /fæk'sɪməli/ **n 1** an exact copy of a picture, piece of writing etc **2** ⇨ FAX

This shows a word that is much more common, and means the same thing —see page xxii

Opposites

large /lɑːdʒ/ **adj 1** big, or bigger than usual in size, number, or amount: *I'd like a large pepperoni pizza, please.* | *What's the largest city in Canada?* —opposite SMALL —see usage note

This shows a word with the opposite meaning —see page xxiii

"See also" cross-references

mint /mɪnt/ **n 1** a candy with a sweet hot taste: *an after dinner mint* **2 [U]** a plant with sweet hot-tasting leaves used in cooking and making medicine —see also PEPPERMINT, SPEARMINT **3 a mint** INFORMAL a large amount

This shows words that are related to the word mint

"Compare" cross-references

in-ter-pre-t-er /ɪn'təˈpreɪtə/ **n** someone who changes the spoken words of one language into another —compare TRANSLATOR

This shows a word that might be confused with the word interpreter —see page xxiii

Dictionary Skills Workbook

xiii

This dictionary is full of information that makes spoken and written English easier to understand and use correctly. Use the exercises in this workbook to learn how to find and use the information you want.

SPELLING AND FINDING WORDS

The alphabet

The words in this dictionary are listed in alphabetical order. Here is the English alphabet:

Lowercase letters a b c d e f g h i j k l m n o p q r s t u v w x y z

Uppercase or capital letters A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Compounds

Sometimes two words have a special meaning when they are used together. They can be written as two words, like *ice cream*, or with a HYPHEN, like *role-play*. In this dictionary, words like these are listed alphabetically as though they were just one word, like this:

forward⁴ *n* in basketball, one of two players

for·ward·ing ad·dress /,... '... ,... ' / *n* an

forward·look·ing /'... ,... /, **forward·thinking**

fos·sil /'fəsəl/ *n* part of an animal or plant that

Phrasal verbs

Two- and three-word verbs that are related to the main verb are listed separately, under the main verb, like this:

chime² *v* [I,T] to make a ringing (RING) sound, especially in order to show what time it is: *The clock chimed six.*

chime in *phr v* [I] to agree with what someone has just said, often by repeating it or adding to it

Abbreviations

Abbreviations are also listed alphabetically:

ba·zaar /bə'zɑ:/ *n* 1 an occasion when a lot

BB gun /'bibi ,gʌn/ *n* a gun that uses air

BBQ /'barbi,kju/ a written abbreviation for

EXERCISE 1

Put these words in the order that you can find them in the dictionary.

pay pawn

pay-TV _____

pay off _____

payroll _____

pea _____

PE _____

pay dirt _____

pay up _____

pawn _____

Different spellings

If you look up the word *ambiance* in the dictionary, you will see that there are two different spellings for this word. Both of them are correct, but *ambiance* is the more common one, so it is written first:

am·bi·ance, ambience /'æmbiəns, 'ambiəns/ *n* [U] the way a place makes you feel: *the*

Irregular plurals

Most nouns form their plural by adding -s or -es. However, some nouns have special plural forms. When the plural of a noun is not formed by adding -s or -es, this dictionary shows the irregular plural form:

child /tʃaɪld/ *n, plural* **children** /ˈtʃɪldrən/
1 a young person who is not yet fully grown

Irregular verbs and verb spellings

Most verbs form the past tense and PAST PARTICIPLE by adding -ed and the PRESENT PARTICIPLE by adding -ing, such as **helped**, **have helped**, **be helping**. However, some verbs have special forms. When a verb is irregular, this dictionary shows the irregular verb form:

grow /ɡrou/ *v* **grew**, **grown**, **growing** [I]
1 ►DEVELOP◄ to develop and become bigger or longer over time, or to make something do

Sometimes only the spelling is irregular in the past tense and past participle. This shows that the spelling of **spot** changes when you add -ed or -ing:

spot² *v* -tted, -tting [T] **1** to notice or recognize something that is difficult to see, or that

Irregular comparatives and superlatives

Most adjectives and adverbs form the COMPARATIVE by adding -er and the SUPERLATIVE by adding -est, for example **mild**, **milder**, **mildest**. However, some of these have special forms. When the comparative or superlative of an adjective or adverb is irregular, this dictionary shows the irregular form:

good¹ /ɡud/ *adj* **better**, **best**
1 ►HIGH IN QUALITY◄ of a high standard:
His score on the test was very good. | Thanks Maria, you did a good job. ✗ DON'T SAY "You

Common spelling changes

Many spelling changes are the result of regular rules, and are therefore not shown in this dictionary as irregular forms. For example:

"Drop the -y and add -ies": *party, plural parties*
 "Drop the -y and add -ied": *study, past tense studied*
 "Drop the -e and add -ing": *amaze, present participle amazing*
 "Drop the -e and add -er or -est": *sane, comparative saner, superlative sanest*

EXERCISE 2 Write the correct form of each word in the correct column. (Irregular spelling patterns are shown in the dictionary, and regular ones are not.)

verb	past tense	past participle	present participle
take	<i>took</i>		
make			<i>making</i>
eat			
lag		<i>lagged</i>	
carry			

adjective	comparative	superlative
mad	<i>madder</i>	
tiny		
bad		
crazy		<i>craziest</i>
funny		

noun	plural
domino	
knife	
candy	<i>candies</i>
axis	
aircraft	

SOUND AND STRESS

Vowels and consonants

The pronunciation of a word is shown between sloping lines, like this: /.../

phone¹ /'foun/ **n 1** a piece of equipment that you use in order to talk with someone in another

On page iii of this dictionary is a list of the special alphabet in PHONETIC letters that we have used for showing pronunciation. Next to each SYMBOL (=special letter) is a common word that shows what the sound is like. Because many different letters can have the same sound in English, the list also shows different ways of spelling the same sounds:

vowels		consonants	
Symbol	Key Word	Symbol	Key Word
au	about, how	m	men, some
eɪ	date, paid	f	fan, photograph

EXERCISE 3A VOWELS: Use this exercise to learn some of the most common symbols.

Put the words below under the correct vowel symbol, by looking in the dictionary to see which sound each word uses.

said need awful glue new bet field thought boot even seed soft
clean dead mood true do ever next taught went malt

/i/	/e/	/ɔ/	/u/
<i>need</i>	<i>said</i>	<i>awful</i>	<i>glue</i>

EXERCISE 3B CONSONANTS: Use this exercise to learn how some common sounds can be spelled.

Put the words below under the correct consonant symbol, by looking in the dictionary to see which sound each word starts with.

kite night city cool noon knead pneumatic key science psyche
cyberspace cream color seal

/s/	/k/	/n/
<i>city</i>	<i>kite</i>	<i>night</i>

STRESS

Many words contain more than one SYLLABLE (=part that has a vowel sound). The words agree, announce, and around all have two syllables. If you look at the pronunciation guides for these words, you will see that they have a sign /' in front of their second syllables. This means that when we say these words, we put more STRESS (=force) on the syllable with the sign in front of it:

agree /ə'gri/ announce /ə'naʊns/ around /ə'raʊnd/