

# LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH

朗文当代英语辞典  
(英语版)

*The Complete Guide to Written and  
Spoken English*

1995年  
最新版



外语教学与研究出版社



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# 前 言

《朗文当代英语辞典》(英语版)第3版(1995年)信息量非常大,全面反映了当代西方社会生活新面貌,是一部有助于培养英语口头与书面准确表达和恰当运用语言技能的实用并引人入胜的工具书。它具有以下的特点:

(一)收词量大,覆盖面广,超过8万条单词和短语。

(二)释义精确、细致、浅显易懂。释义所用词汇为朗文公司语料库精选的最常用的2千英语单词。

(三)收集各方面的当代英语词汇:文学、商业、科技等等,以及日常生活交谈、会话中自然、随意的说法。例如,deconstruction(解构、拆析,文学评论用语),market economy(市场经济,商业用语),clone(克隆动物或植物,科技用语),say-so(允许、许可): *Without his (the doctor's) say-so, you can't leave the hospital.* (没有医生的许可,你不得出院。日常生活随意用语)。

(四)新词丰富多采。例如,snail mail (蜗牛邮件:humorous an expression meaning letters that are sent by post, used, especially by people who send computer messages,幽默用语,特别是那些通过电脑发送信息的人们所惯用的称谓),e-mail (电子信件 v. *Will you e-mail me about it?* 作动词用:你能否用电子邮件告诉我此事?)

(五)提供英语口语和书面语中必不可少和最常用的同义单词和短语,以及它们的语法搭配和句型所出现的频率,并指出英、美用法之间的差异。例如,指出同义词 buy, get 和 purchase 分别在口语和书面语中出现的频率:在口语中 get 出现的频率百分比高于 buy,而 purchase 的百分比却微乎其微。在书面语中 buy 的百分比大大高过 purchase,而 get 则极少用。purchase 多用于正式场合或商业环境中,在一般书面语中也比较少用。又例如,enter 和 go/come in 在口语和书面语中出现的情况:统计图表指出在口语中 go in 和 come in 使用的次数较 enter 更为经常,因为 enter 用作这个词义过于正式,因此仅常见于书面语中。有关语法搭配和句型的例子,形容词 afraid 的各种用法出现的频率:afraid(that)百分比最高,其次为 afraid of something,再其次为 afraid to do something; afraid of doing something 则较少用,而 afraid so 和 afraid not 的百分比更低。英、美不同用法的例子:英国英语 on second thoughts(用名词复数),而美国英语口语则为 on second thought(用名词

单数),二者皆译为“经考虑后改变主意”,“used to say that you have changed your mind about something: *I'll have a coffee please. Oh no, on second thought, make it a beer.*”(请给我一杯咖啡。噢,对不起,还是来一杯啤酒吧。)

(六)对同义词和反义词的细微歧义和用法用例句加以说明,简明扼要、恰到好处。例如,有关点、灭火的同义词和反义词:light, set fire to, catch fire, put out, go out, extinguish。说明为:If you want something to burn you usually *light* it: *She lit a cigarette. / the stove / a match.* (她点燃了一支香烟/炉子/一根火柴。) You can also *set fire to* things, especially things that are not supposed to be burnt (点燃不应烧毁之物): *Crowds rioted through the street, breaking windows and setting fire to cars.* (人群在街头游行闹事,毁玻窗,烧汽车)。When something begins to burn, especially by accident, it *catches fire* (特指偶然引起的燃烧): *The blaze started when some oily rags caught fire.* (一些油浸的破布偶然燃烧起来,这就引起了一场大火。) To stop a fire you *put it out*, or else it may *go out* on its own (Not go off) (*put out*, *v. t.* “熄灭”; *go out*, *v. i.* “自动熄灭”)。On official notices and instructions you may see *extinguish* (正式布告和守则上可能使用 *extinguish* 一词): *Will passengers please extinguish all cigarettes.* (请乘客都把香烟灭掉。)

(七)附有 24 整页彩色插图,既赏心悦目,又使读者一目了然,大有助于释义。例如有关 house 各部分的彩色插图(第 410 页)。图上说明还加上英、美英语中某些部分名称的不同:电视天线:TV aerial(英),TV antenna(美);庭院:garden(英),yard(美);私人车道:drive(英),driveway(美);人行道:pavement(英),sidewalk(美);路缘:kerb(英),curb(美)——拼写不同,读音相同;尖桩篱栅:fence(英),picket fence(美);垃圾箱:dustbin(英),garbage can(美);联立房屋:terraced houses(英),row houses(美);二联式公寓:semi-detached(英),duplex(美);公寓大楼:block of flats(英),apartment building(美)。

这部新版《朗文当代英语词典》还有其它特色,兹不一一列举。我相信读者必将视它为良师益友和一位百问不厌的有趣的伴侣。

李 赋 宁

中国外语教学研究会副会长

北京大学教授

博士生导师

1997 年 9 月



## Short Forms and Labels

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### Short forms

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<i>adj</i>	adjective
<i>adv</i>	adverb
<i>E</i>	East
<i>etc</i>	etcetera
<i>n</i>	noun
<i>N</i>	North
<i>phr v</i>	phrasal verb
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>S</i>	South
<i>sb</i>	someone
<i>sth</i>	something
<i>US</i>	United States of America
<i>v</i>	verb
<i>W</i>	West

### Labels

---

1 Words which are used only or mainly in one region or country are marked:

<i>AmE</i>	American English
<i>AustrE</i>	Australian English
<i>BrE</i>	British English
<i>CanE</i>	Canadian English
<i>CarE</i>	Caribbean English
<i>IndE</i>	Indian English
<i>IrE</i>	Irish English
<i>NZE</i>	New Zealand English
<i>PakE</i>	Pakistani English
<i>SAfrE</i>	South African English
<i>ScotE</i>	Scottish English

2 Words which are used in English but which came from another language and are still thought of by speakers of English as foreign words are marked to show the language they came from:

<i>French</i>
<i>German</i>
<i>Italian</i>
<i>Latin</i>
<i>Spanish</i>

3 Words which are used in a particular situation, or show a particular attitude:

*approving* a word that is used to praise things or people, although this may not be clear from its meaning

*formal* a word that is suitable for formal speech or writing, but would not normally be used in ordinary conversation

*humorous* a word that is normally used in a joking way

*informal* a word or phrase that is used in normal conversation, but may not be suitable for use in more formal contexts, particularly in writing eg essays or business letters

4 Words which are used in a particular context or type of language:

*biblical* a word that is used in the language of the Bible, and would sound old-fashioned to a modern speaker

*dialect* a word that is only used in a particular part of Britain or the US

*law* a word with a technical meaning used by lawyers, in court etc

*literary* a word used mainly in English literature, and not in normal speech or writing

*not technical* a word that is used in normal conversation, but another technical or medical word would be used instead in a more formal context

*old-fashioned* a word that was used earlier in this century, but would sound old-fashioned today

*old use* a word used in earlier centuries

*poetic* a word that is used mostly in poetry

*slang* a word or phrase that is used by a particular group of people, but is not normally used by most people

*spoken* a word or phrase used only, or nearly always, in conversation

*taboo* a word that should not be used because it is very rude or offensive

*technical* a word used by doctors, scientists, or other specialists

*trademark* a word that is the official name of a particular product

## Consonants

Symbol	Keyword
p	pen
b	back
t	ten
d	day
k	key
g	get
f	fat
v	view
θ	thing
ð	then
s	soon
z	zero
ʃ	ship
ʒ	pleasure
h	hot
x	loch
tʃ	cheer
dʒ	jump
m	sum
n	sun
ŋ	sung
w	wet
l	let
r	red
j	yet

## Vowels

	Symbol	Keyword
short	ɪ	bit
	e	bed
	æ	cat
	ɒ	dog (BrE)
	ʌ	but
	ʊ	put
	ə	about
long	i	happy
	u	actuality
	i:	sheep
	ɑ:	father
	ɔ:	dog (AmE)
	ɔ:	four
	u:	boot
diphthongs	ɔ:	bird
	eɪ	make
	aɪ	lie
	ɔɪ	boy
	əʊ	note (BrE)
	oʊ	note (AmE)
	aʊ	now
	ɪə	real
	eə	hair (BrE)
	ʊə	sure (BrE)
	ʊə	actual
	iə	peculiar

## Special signs

	separates British and American pronunciations, British on the left, American on the right
/ˈ/	shows main stress
/ˌ/	shows secondary stress
/◀/	shows stress shift
/s/	means that some speakers use /ɪ/ and some use /ə/
/ɜ:/	means that some speakers use /ʊ/ and some use /ə/
/ə/	means that /ə/ may or may not be used



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Lord Quirk (Chair)

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There are two core features of a dictionary in terms of which its degree of excellence and achievement must be measured:

- coverage
- definition

As regards coverage, readers have to be assured that the words they need to understand and use are included, and that such inclusion reflects up-to-date occurrence in material from a wide range of English-speaking countries and from sources dealing with a wide range of subject matter. The subject matter must embrace technology and scholarship as well as sport, leisure, and social activity; and the sources must include not only the printed record and its contemporary teletext surrogates but also the ubiquitous oral language of everyday experience.

The advent of computerised corpora enables us to achieve a greatly enhanced coverage, and the team led by Della Summers has been in the vanguard both in developing such corpora and in exploiting such material for lexicographical purposes. Ms Summers has been especially involved in masterminding the Spoken English Corpus which has been put to prominent use for the first time in this new edition of the *Longman Dictionary of Contemporary English*. In consequence of new initiatives on coverage, the new LDOCE is about one-fifth larger than its predecessor.

The second core feature I specified was definition. At the heart of definition lies semantic analysis, with lexicographers ensuring that every major sense of a word as it occurs in contemporary use has been dissected by minds as delicately sharp as any surgeon's scalpel. Each of these senses has then to be explained to the user of the dictionary. And how better to explain than to do so within the justly famous LDOCE defining vocabulary, now still further refined and improved? With every definition expressed within a vocabulary of around two thousand basic and familiar words, all learners – even those with as yet only a modest command of English – can readily understand all the meanings of the many thousands of head-words in the dictionary.

Take *marital status*: this rather pompous and bureaucratic phrase is now straightforwardly defined as “an expression used on official forms to ask whether someone is married or not.”

Nor is the defining vocabulary of value only to LDOCE users. It is also a significant check on the lexicographers themselves, obliging them to push their semantic analysis to the limit and enabling them to be sure that no aspect of the meaning is left out, still less left vague or woolly.

But lexical coverage and definition are not enough to satisfy the lexicographers responsible for LDOCE. They keep in the forefront of their minds the knowledge that the users of their dictionary are *learners* of English: learners in a myriad of countries, with a myriad of interests, and with a myriad of linguistic needs. These needs include stylistic and pragmatic guidance; and the example of *marital status* illustrates how they are met. The very definition shows the learner that it is a formal, written phrase used by officials – and they thus get the tacit warning that they should not inquire about the ‘marital status’ of someone they meet at a party!

.....

This same example illustrates another notable feature of the new LDOCE. It will not do to regard language as comprising simply a host of separate items called 'words'. Rather, a word tends to team up with one or more other words to constitute a *lexical unit*, and it is this lexical unit that assumes meaning. One such unit that shows "meaning" itself meaning something rather different from the way I have been using it in this Preface is "What's the meaning of *this*?" We should notice that, when used as a lexical unit, this question carries certain presuppositions: one, that it is not written but spoken (and usually spoken in indignation); two, that the referent of *this* will not be an unfamiliar word but an unacceptable situation.

A Preface is not of course the place to specify the whole range of features that mark a book, and I must reluctantly pass over many another of the learner needs addressed so splendidly by LDOCE. Among these is the grammatical information, for example, making the dictionary a tool not only for "decoding" (explaining what users have found obscure in material they have heard or read) but also for *encoding*. Thus learners are guided on how they can themselves organise the modal and aspectual items that cluster round the verb *to like* in the sentence: "I would have liked to have this dictionary when I was a student."

RANDOLPH QUIRK  
(Professor the Lord Quirk, FBA)

Welcome to the third, completely new, edition of the Longman Dictionary of Contemporary English! In this dictionary, we have tried to provide new solutions to some problems that face teachers of English and students at intermediate to advanced level.

**Fast Access** – Students should not have to wade through a lot of irrelevant meanings, so all the definitions are in frequency order with the most common meanings first. Our new 'signposts', words or short phrases that distinguish the meanings of longer entries, act as a visual index to help the user access the meaning they want as quickly as possible.

**Spoken English** – Studying the way that the spoken variety of English, with American English now joining our British spoken corpus, has been one of the most fascinating and enlightening aspects of the new Longman Dictionary of Contemporary English. All the recordings used are of natural speech, not radio or TV programmes or language that is in any way scripted. This has had a profound effect on the coverage of some frequent words such as *mean* and *better*, but definitions throughout the book that are particularly frequent in the spoken corpora are marked with the label *spoken*.

**Frequency** – Students are interested in frequency so that they can know which words are usual and which are unusual. We have been building the corpora that make up the Longman Corpus Network for nearly 10 years now, always with the intention that it would represent the broad span of the language and be reliable as a source of such frequency information. The frequency graphs in the dictionary show users which are the most common constructions of complex words, like *decide*, and just how much more common *let* is than *permit*, except in the formal varieties of English. We have also been able to mark the 3000 most frequent words in both spoken and written English, again relying on our authentic data from American as well as British English.

**Phrases and collocations** – English is expressed through fixed combinations of words, but it is difficult for students to predict what the words are, so collocations (*grim determination*), specific objects (*invade someone's privacy*) and phrases from spoken English (*bear with me a moment* and *been there, done that*) are given full treatment throughout the book.

All people involved in the creation of this new dictionary hope that you find it useful and informative, and we welcome any comments from users.

Della Summers

Director of Dictionaries

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## Explanatory Chart

**ar-du-ous** /'ɑ:djʊəs|'ɑ:rdʒʊəs/ *adj* involving a lot of strength and effort: *an arduous journey through the mountains* —**arduously** *adv* —**arduousness** *n* [U]

**am-ber** /'æmbə|'ær/ *n* [U] **1** a yellowish brown colour  
**2** a yellowish brown substance used to make jewellery  
—**amber** *adj*

**a-bode**<sup>1</sup> /'ə'bɒd|'ə'bɒd/ *n* [C] *formal or humorous* someone's home: *Welcome to my humble abode.* | **of no fixed abode** (=having no permanent home)  
**abode**<sup>2</sup> the past tense of **ABIDE**

**an-nu-al**<sup>1</sup> /'ænjuəl/ *adj* **1** happening once a year: *an annual conference* **2** based on or calculated over a period of one year: *Steel output reached an annual figure of one million tons.* —**annually** *adv*

**ar-dour** *BrE*, **ardor** *AmE* /'ɑ:da|'ɑ:r|'ær/ *n* [U] **1** very strong positive feelings: *They sang with real ardour.*  
**2** *literary* strong feelings of love

**a-bra-sive**<sup>1</sup> /'ə'breɪsɪv/ *adj* **1** seeming rude or unkind in the way you behave towards people because you say what you think very directly: *a rather abrasive manner*

**ar-cher** /'ɑ:tʃə|'ɑ:rtʃər/ *n* [C] someone who shoots **ARROWS** (1) from a **BOW**<sup>2</sup> (1)

**an-noy-ing** /'ə'noɪ-ɪŋ/ *adj* making you feel slightly angry: *an annoying habit of interrupting* | *The annoying thing is he's usually right.* | **it's annoying that** *It's annoying that we didn't know about this before.* —**annoyingly** *adv* | **annoyingly small portions**

**am-biv-a-lent** /æm'bɪvələnt/ *adj* not sure whether you want or like something or not: *Her feelings about getting married are distinctly ambivalent.* —**ambivalence** *n* [U]  
—**ambivalently** *adv*

**ad-her-e** /əd'hɪə|'hɪr/ *v* *formal* [I + to] to stick firmly to something  
**adhere to sth** *phr v* [T] *formal* to continue to behave according to a particular rule, agreement, or belief:  
*adhere to your principles* | *adhere to the regulations*

**after ef-fect** /'ɑ:ftər|'ɛf-ekt/ *n* [C usually plural] an unpleasant effect that remains for a long time after the condition or event that caused it: *the after-effects of his illness*

**au-ber-gine** /'əʊbəʒɪn|'əʊbər-/ *n* [C,U] *BrE* a large dark purple vegetable; **EGGPLANT** *AmE* —see picture on page 494

Pronunciation is shown in the International Phonetic Alphabet. British and American pronunciations are shown.

Word class – verb, noun, adjective, preposition, etc. – is shown in *italics*.

Words that are spelled the same but belong to different word classes are treated as homographs and have separate entries.

If a word has more than one meaning, each meaning is shown by a number in dark type.

If a word can be spelled in two different ways, both spellings are shown.

Meanings are explained in clear, simple language, using the 2,000 word Longman Defining Vocabulary.

Words that are not in the Defining Vocabulary are shown in small capital letters.

Useful natural examples, all based on information from the Longman Corpus Network.

Derived words, that can be understood if you know the word they are derived from, are shown after it.

Phrasal verbs are listed directly after the entry for their main verb.

Compound words are shown as headwords and their stress patterns are shown.

Both British and American English words are shown.

**at-trib-u-table** /ə'trɪbjʊtəbəl/ *adj* [not before noun] likely to be caused by something: [+ to] *Death was attributable to gunshot wounds.*

**ab-hor** /əb'hɔːr/ *ab'hor*, *æb-/v* **abhorred, abhorring** [T not in progressive] *formal* to hate a kind of behaviour or way of thinking, especially because you think it is morally wrong: *Some genuinely abhorred slavery, others were simply convinced by the economic arguments against it.*

**an-noyed** /ə'nɔɪd/ *adj* slightly angry: *I'll be annoyed if we don't finish by eight.* [+ with] *She was annoyed with Duncan for forgetting to phone.* [+ about/by] *He was annoyed by her apparent indifference.* **be annoyed that** *Mr Davies was annoyed that the books were missing.*

**abandon** <sup>2</sup> *n* [U] **with gay/wild abandon** in a careless or uncontrolled way without thinking or caring about what you are doing: *The kids hurled pieces of wood on the fire with gay abandon.*

**arg-ument** /ˈɑːɡjʊmənt/ *uːr-/ n* **1** [C] a situation in which two or more people disagree, often angrily: [+ with] *an argument with my husband* [+ about/over] *The argument seemed to be about who was going to take the cat to the vet.* **have an argument** *They were having an argument about the children.* **get into an argument** *I got into an argument with the other driver.* **win/lose an argument** *He lost his argument with the doctor.* **heated argument** (=very angry argument)

**ab-sorb** /əb'sɔːb, əb'zɔːb/ *uːr-/ v* [T]  
**1** ► **LIQUID** ◀ if something absorbs a liquid, it takes the liquid into itself from the surface or space around it: *Plants absorb nutrients from the soil.*  
**2** ► **INFORMATION** ◀ to read or hear a large amount of new information and understand it: *I haven't really had time to absorb everything that he said.*  
**3** ► **INTEREST** ◀ to interest someone very much: **be absorbed in** *Judith lay on the settee, absorbed in her book.* **absorb sb's attention** *The video was totally absorbing the children's attention.*

**ap-pend** /ə'pend/ *v* [T + to] **formal** to add something to a piece of writing

**ante-** /æntɪ/ *prefix* before: *antedate* (=be earlier than something) *ante-natal* (=before birth) —**compare** **ANTI-**, **POST-**, **PRE-**

**an-te** <sup>1</sup> /æntɪ/ *n* **up/raise the ante** to increase your demands or try to get more things from a situation, even though this involves more risks —**see also** **PENNY ANTE**

**a-rise** /ə'raɪz/ *v* **past tense** **arose** /ə'roʊz/ *ə'roʊz/ past participle* **arisen** /ə'rɪzən/ [I]

Grammatical information is shown in square brackets, or in dark type before an example.

Phrases and idioms are shown and their meaning is given.

Words that are often used together are shown in dark type, and followed by an example or an explanation.

Signposts in longer entries help you to find the meaning that you need.

Information on what situations a word is used in, or where it comes from, is shown in italics.

References to other words and phrases, and to pictures and usage notes, are given.

Irregular verb forms, and irregular plurals of nouns are shown.

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## 1 How to find the word you are looking for

Words are listed in this dictionary in alphabetical order.

### 1.1 Compound words

Compound words are groups of two or more words with a fixed form and a special meaning, such as **front man** and **front line**. Most of these are shown as full headwords (but see section 1.6 Phrases and idioms). They are treated like ordinary words in the alphabetical order; the space or hyphen between the two parts is ignored.

**front-al**  
**frontal sys-tem**  
**front-and-center**  
**front bench**  
**front-bench-er**  
**front door**  
**front-tier**

### 1.2 Phrasal verbs

Multi-word verbs, like **give up** or **put off**, are listed in alphabetical order directly after the entry for their main verb. For example:

**face**<sup>2</sup> *v* [T]  
**face sb + down**  
**face up to**  
**face sb with**  
**face card**

### 1.3 Derived words without definition

Some words do not need a definition, because they are derived from a headword by adding a suffix. For example **gracefully** and **gracefulness** are derived from **graceful**, and their meaning is simply that of the main word plus the meaning of the suffix. These words are shown at the end of the entry for the word that they are derived from.

**grace-ful** /ˈɡreɪsfəl/ *adj* 1 moving in a smooth and attractive way, or having an attractive shape: *a slim graceful figure* 2 behaving in a polite and pleasant way: *a graceful apology* — **gracefully** *adv*: *When I am no longer needed, I shall retire gracefully.* — **gracefulness** *n* [U]

In this case, **gracefully** just means ‘in a graceful way,’ and **gracefulness** just means ‘the quality of being graceful.’



## 1.4 Homographs

Homographs are words that have the same spelling but are different from each other in some other way, and are listed as separate entries in a dictionary. In this dictionary, words of different word classes are treated as homographs.

### face<sup>1</sup> /feɪs/ n [C]

**1 ► FRONT OF YOUR HEAD** ◀ the front part of the head from the chin to the forehead: *She has such a pretty face.* | *Bob's face was covered in cuts and bruises.* | **a sea of faces** (=a lot of faces seen together) *The Principal looked down from the platform at the sea of faces below* —see picture at HEAD<sup>1</sup>.

### face<sup>2</sup> v [T]

**1 ► DIFFICULT SITUATION** ◀ if you face a difficult situation or if it faces you, you must deal with it: *The President faces the difficult task of putting the economy back on its feet.* | *McManus is facing the biggest challenge of his career.* | **be faced with/by** *I was faced with the awful job of breaking the news to the girl's family.*

The order of the homographs depends on how common they are. **Face** is used more often as a noun than as a verb, so the noun entry is shown first.

Words of the same word class and spelling that are pronounced differently, are separate headwords. For example, the nouns **row** (=a line) and **row** (=an argument) are separate headwords, because they are pronounced differently.

If two words are spelled the same, but one starts with a capital letter and has a completely different meaning, for example the adjectives **catholic** and **Catholic**, they are separate headwords.

If a word is a plural form of a noun, but has a separate meaning, it is usually shown as one of the meanings of that noun:

**blue<sup>1</sup> n** **1** [C,U] the colour that is blue: *the rich greens and blues of the tapestry* | *She nearly always dresses in blue.* **2 blues** [plural] a slow sad style of music that came from the southern US: *a blues singer* —see also RHYTHM AND BLUES **3 the blues** [plural] informal feelings of sadness: *Don't be surprised if you get the blues for a while after your baby is born.*

But if the plural form of the word is more important than the singular, and has several meanings, it is a separate headword. So **goods** has its own entry, separate from the noun **good**.

## 1.5 Other types of headwords

Abbreviations are headwords, and so are prefixes like **dis-** or suffixes like **-able**.

Different spellings are shown at the headword, and also have their own entry as headwords, directing you to the main entry.

**inquire, enquire** /ɪnˈkwaɪə/ or /v [I,T] **1** to ask someone for information: *"Are you getting married?" the television interviewer inquired.*

**enquire** /ɪnˈkwaɪə/ or /v [I,T] especially BrE another spelling of **INQUIRE**

Irregular inflections of words are shown at the main form, and also as separate headwords, directing you to the main entry.

**have<sup>1</sup>** /v. əv, həv; strong həv/ auxiliary verb past tense **had** /d, əd, həd; strong həd/ third person singular present tense **has** /z, əz, həz; strong hæz/ negative short forms **haven't** /ˈhævənt/, **hadn't** /ˈhædn't/, **hasn't** /ˈhæzənt/ **had** /d, əd, həd; strong həd/ **1** the past tense and past participle of **HAVE**

## 1.6 Phrases and idioms

Some words are often used in particular phrases, and an important feature of this dictionary is that we treat them as separate meanings. For example:

### face<sup>1</sup> /feɪs/ n [C]

**17 sb's face doesn't fit** used to say that someone is not the right kind of person for a particular group, organization etc

**18 put a brave face (on)** to make an effort to behave in a happy cheerful way when you are upset or disappointed: *He was shattered, though he put on a brave face.*

**19 set your face against especially BrE** to be very determined that something should not happen

Some compound words are treated in this way, because they are idiomatic phrases. For example, **big deal** is given as a sense of **big**.

Phrases and idioms are usually listed under the first main word in a phrase (that is, not at words like *the, to, something, or be*), so the definition of **have egg on your face** is at **egg**, not at **face**. If you look for this phrase at **face**, you will find a cross-reference note at the end of the entry, telling you where to find it.

### face<sup>1</sup> /feɪs/ n [C]

—see also **have egg on your face** (EGG<sup>1</sup> (4)), **fly in the face of** (FLY<sup>1</sup> (28)),

## 2 Understanding meaning

### 2.1 Words with more than one meaning.

Where a word has more than one meaning, each meaning is given a separate number, and the most frequent meaning, according to analysis of its spoken and written corpora, is shown first.

**a-chieve-ment** /əˈtʃiːvmənt/ n **1** [C] something important that you succeed in doing by your own efforts: *Winning three gold medals is a remarkable achievement.* |