



韦氏高阶 英汉双解词典

Merriam-Webster's
Advanced
Learner's
English-Chinese Dictionary

CONNECTING THE WORLD



中国大百科全书出版社
Encyclopedia of China Publishing House

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正宗的韦氏（梅里亚姆-韦伯斯特公司申明）

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序言一

你在学英语吗？经常使用英语词典吗？中国大百科全书出版社2010年从美国引进的《韦氏高阶英语词典》(Merriam-Webster's Advanced Learner's English Dictionary)影印版，你一定不会陌生。

一打开那本影印版词典，你看到的是一个英语的世界。一切内容都通过英语表现出来。词典尤以例句丰富而著称，例句又全是用蓝色印刷的，因此蓝色就成了它的基本颜色。你就在一片蓝色的海洋里畅游，了解词义，熟悉用法，观察搭配，学习使用地道的英语。

如今，经过几年的努力，中国大百科全书出版社又推出了《韦氏高阶英汉双解词典》，在原版词典的基础上，增加了释义的汉语对应词和例句的汉语译文。这对广大英语学习者、教师、翻译工作者以及其他从事英语相关工作的人们来说，真是一大福音。

1. 对应

一篇文章的一些术语，只看词典里的英文释义，你也能明白其含义，但如果你想知道汉语里对应词是什么，一查这本词典就知道了。此其一。

2. 选择

如果在做英译汉的过程中，想找一个合适的字眼，这本词典的释义部分一般都有两三个汉语对应词，词义相近，侧重点可能略有不同，可辨析选用。即或都不合适，你也许可以从中得到一点启发，想出更适合上下文的字眼。此其二。

3. 加深

对于本词典中的例句，译文的作用就更大了，它可以帮助你加深对原文的理解。有些例子意思浅显，一看原文便明白其含义，甚至你也能把它译成汉语。有些例子则不然，孤零零的一句话或一个短语，没有前后文，难以捉摸其确切含义。编译者在编译过程中就经常遇到这种情况。然而我们知道，韦氏公司有不断更新的庞大语料库，例子都有出处，原本是有上下文的。要译好一句看似孤立的例句，最好设法恢复或重建其上下文，之后再去看词目的含义，或在句中

寻找线索，借以判断这句话可能是什么人对什么人说的，是在什么情况下说的。如果场景能够复原，说明理解大概就对了，这番功夫都体现在例句的译文之中。原文版的编者说他们始终感到这本词典的核心是例句，双语版的编译者也是把重点放在了例句上。读者在参考例句译文时也应多加思考，相信会带来巨大收获。此其三。

4. 提高

如果你想提高翻译水平，看了一个例句的原文之后，可以先想出一个大致的译文，再与词典里的译文相比较，也许会有意想不到的收获，甚至给你带来惊喜。词典中的译文意思准确，文字流畅，融入了编译者多年的经验，蕴涵着翻译之艺术。通过比较，可以学习如何消除翻译中许多常见的弊端。你能学习怎样避免跟原文跟得太紧，眼睛只盯着单词而忽略了整句，以至于单词都译出来了，整句的意思却不对；学习怎样抓住原文提供的线索，摸清场合与情景，而不是只见树木不见森林，弄得译文不合逻辑，让人莫名其妙；学习怎样勤查词典，弄清词义，而不要知其一不知其二，造成误译；体会到怎样重视原文的时态，避免把规律性的活动译成一次性的动作；学习怎样注意文体，以免让孩子净说大人话；学习怎样防止由于需要照顾的地方太多，顾此失彼。这些问题在翻译过程中时有发生。研究例句的译文也许会提供很好的借鉴和参考，使你的翻译能力得到提高。此其四。

以上四点是这本双语词典独特的贡献。这是影印版所不具备的。

我在影印版序言中提到：“有这样一本词典在手，宛如一位外籍老师在你身旁，随时可以为你解惑释疑，引导你学习地道的英语。”现在若有了这本《韦氏高阶英汉双解词典》，你身边不但有一位外籍老师，而且还有一位英语不错的中国老师，为你提供汉语对应词，帮你选择适当的词语，使你对原文有更深入的了解，还帮你提高翻译能力。希望你勤查勤用勤思考，很好地向这两位老师请教，充分发挥其各自的作用，最大限度吸收他们提供的知识，学会使用地道的英语，在我国对外交往的事业中发出自己的光和热。

庄绎传
北京外国语大学教授
2016年11月

序言二

梅里亚姆-韦伯斯特公司 (Merriam-Webster, Inc. 以下简称韦氏公司) 是美国历史最悠久的专业辞书出版社。韦氏词典的地位在美国人心中无可动摇, 韦氏就是词典, 词典就是韦氏, 这两个词几乎是同义词。

韦氏词典的开山祖师是诺亚·韦伯斯特 (Noah Webster), 他于 1828 年出版了《美国英语词典》(*An American Dictionary of the English Language*)。该词典收录 70 000 词, 其中 12 000 词之前不曾在别的词典里出现。此外, 这部词典使用了美语的拼写原则, 把英式拼法中不发音的字母如 *favour*、*harbour* 等单词中的 *u* 略去, 改为 *favor*、*harbor*, 把 *centre* 之类词尾为 *-tre* 的单词词尾改为 *-ter*, 使得美式拼法与英式拼法正式分道扬镳。

诺亚·韦伯斯特于 1843 年过世。两位有眼光的出版人梅里亚姆兄弟 (George & Charles Merriam) 取得了词典版权, 聘请韦氏女婿等人根据 1840 年的第二版加以增修, 新版于 1847 年问世, 1859 年版更增加了图解, 成为第一本有插图的美国家语词典。到了 1864 年, 韦氏公司的足本韦氏词典 (unabridged edition) 收词已是 1828 年版的三倍, 由于定义清晰, 举例周详, 用法说明有独到之处, 不久就成为美国政府、出版社、学校, 甚至最高法院英语拼写、用法和解释的依据。

1898 年韦氏公司出版了适合大学以上学历读者使用的《韦氏大学英语词典》(*Merriam-Webster's Collegiate Dictionary*), 从第九版起, 还在收录的词条上标示了该词诞生的年代, 目前发行的是第十一版。韦氏公司还在 1909 年、1934 年及 1961 年出版了收词量超过 500 000 的《韦氏新国际英语词典》(*Webster's New International Dictionary*), 其中 1961 年第三版大胆打破传统规范式 (prescriptive) 定义, 改为通过描述当时英语实际用法 (descriptive) 来定义, 这一创举在辞书编辑、语言研究方面引领了风骚。这些辉煌历史奠定了韦氏词典在美国人心目中的地位。

尽管韦氏词典在美国市场上独占鳌头, 光是大学词典就年销百余万本, 但他们的词典是为美国人编的, 并未考虑到非母语学习者的需求, 而在美国以外, 英语学习者词典 (learner's dictionary) 以往几乎都是英国词典的天下。我在 20 世纪 90 年代就建议韦氏公司编一部方便非母语者使用的学习型词典, 涵盖美式英语与英式英语。2002 年韦氏公司决定编纂《韦氏高阶英语词典》(*Merriam-Webster's Advanced Learner's English Dictionary*), 邀我到他们总部与编辑们沟通研讨。我的建议之一是: 定义及例句中只要出现任何非母语学习者可能误解的词句, 如 *May I get a word in here?* 就用更浅显的文字 [= *May I say something here?*] 来说明。 *get a word in* (插句话) 这类美国惯用语, 字面意思简单, 但却是中国读者最难搞懂的。又如, *Would you like some liquid refreshment?* 之后紧接 [= *an alcoholic drink*] (酒精类饮料), 换几个词学习者马上就能理解 *liquid refreshment* 相当于 *an alcoholic drink*, 同时可以多学会一种表达方式。这个特色是当时的英语词典少有的, 即使目前有些学习型词典在极个别的情况下也采用了这种解释例句的形

式, 但远不像这本词典那么贴心、全面, 无论定义或例句, 凡可能引起误解之处皆做解释。

以往英国出版的学习型英语词典固然大多编得不错, 但收录的美语惯用语还是不够丰富。韦氏公司毕竟是美国历史最悠久的专业辞书出版社, 他们一百多年来收集的美式英语素材所建立的数据库, 无论质与量都是首屈一指的, 因此, 《韦氏高阶英语词典》收录的美语惯用语远远超过其他的学习型词典。兹以 A 部的 *arm* 词条为例, 本词典所收相关的成语有 *an arm and a leg*、*arm in arm*、*a shot in the arm*、*as long as someone's arm*、*at arm's length*、*chance your arm*、*give your right arm*、*the long arm of the law*、*twist someone's arm*、*with open arms* 等 10 个, 而在 *arms* 词条下, 本词典收了 *call to arms*、*in arms*、*lay down your arms*、*present arms*、*take up arms*、*under arms*、*up in arms* 等 7 个惯用语, 无论是收录惯用语的数量还是相关例句的数量都居同类词典之首。

《韦氏高阶英语词典》经过六年编纂, 于 2008 年问世。在这样的基础上, 中国大百科全书出版社又花费多年时间, 投下巨资, 加上中文译文, 编成这部《韦氏高阶英汉双解词典》, 让广大的中国读者有一部权威可靠的美国英语词典可以查询。这实在是学英语与教英语者的福音。

不久前, 美国斯坦福大学一名顶尖大学生游泳运动员因强暴女性, 被法官判监禁 6 个月。他父亲发表声明, 表示他儿子不该因为 “20 minutes of action” 而进监狱。这一言论公开后, 引发众怒。中文媒体把 “20 minutes of action” 直译为 “20 分钟的行为”, 其实颇有问题。如果查询《韦氏高阶英汉双解词典》, 就会知道 *action* 是美国口语 *sexual activity* 的冒犯性说法 (sometimes offensive), 也许译为 “搞 20 分钟, 就判坐牢 6 个月” 才足以准确传达这位父亲当时的轻佻口气。

又如, 我们可在 *broke* 词条下查到 *go for broke*, 意为 “孤注一掷”; 可在 *cradle* 词条下查到 *rob the cradle*, 意为 “老牛吃嫩草”。以上的比喻用法都还附有例句:

- *She decided to go for broke and start her own restaurant.* 她决定孤注一掷, 自己开餐馆。
 - *His friends accused him of robbing the cradle when they saw how young his girlfriend was.* 朋友们看到他的女朋友那么年轻, 说他是 “老牛吃嫩草”。
- 现在网络上固然有许多免费英汉词典可查, 但解释信息往往不够, 甚至错误百出。就英汉词典而言, 印刷本仍然是最可靠的。本人因缘际会有幸参与这本词典的英文版和英汉双解版的编纂, 如今看到英汉双解版即将问世, 实在感到高兴。是为序。

苏正隆

台湾翻译学学会前理事长
台湾教育研究院审译委员

2016 年 7 月

序言三

韦氏 (Merriam-Webster) 词典历史悠久, 享誉甚隆, 自 1828 年初版伊始, 另辟蹊径, 独树一帜, 摆脱了传统局限, 建立了美语体系自主独立的格局。二十世纪以来, 随着美国的国力日增, 影响日深, 美语的发展更一日千里, 无远弗届。在海内外翻译界、文化界精通中英双语并享有“活百科词典”美誉的高克毅先生 (笔名乔志高) 曾经说过: “英文——特别是美国英文——在二十世纪后期几乎成为全世界通用的一种语言。中国人以英语为第一外国语, 从教师口中或教科书、字典里学来的, 是标准英语, 可是现在随时随地遭遇到的, 往往是美国人的词汇和辞藻, 因此感觉到对‘美语’也需要增加了解。”

就是基于这种母语非英语读者的迫切需求, 韦氏词典秉承品牌的优越体系和超卓信誉, 以精益求精的态度, 悉心编撰了首部学习词典 (*Merriam-Webster's Advanced Learner's English Dictionary*), 并于 2008 年在美国出版。这样一本具有里程碑意义的词典, 出版后翌年, 即由中国大百科全书出版社引进中国, 诚为读者之幸。然而, 身为中国读者, 要学习外语, 若能以母语为辅, 借助英汉双解词典的详尽释义, 再配以丰富情景化例句、鲜活用法搭配等的支持, 当可收事半功倍之效。有鉴于此, 中国大百科全书出版社乃决定再接再厉, 于 2017 年出版《韦氏高阶英汉双解词典》, 这是第一本来自美国专业辞书出版公司的英汉双解高阶词典, 极具权威, 对好学不倦、翘首以待的中国读者来说, 不啻是一场润泽学圃的及时雨。

这本《韦氏高阶英汉双解词典》, 具有不少与众不同之处, 兹分述如下:

首先, 这本词典篇幅浩大, 收词量丰富, 主词条达 10 万余条, 不但收罗迩来坊间通用的生活用语, 也遍及科技词汇、体育用语、社科新词等多种范畴, 使读者一典在手, 触类旁通。词典的另一特色, 乃包括核心词 3 000 个, 并以下划线标示, 以兹识别。须知学习任何语言, 若能首先掌握核心词汇, 并善加运用, 则如习武之人谙悉基本功, 勤加练习, 熟能生巧之后, 再予以发挥, 必能举一反三, 迁想妙得。而词典中最令人瞩目的独特之处, 乃由于韦氏词典为美国品牌, 故书中所收的除传统英语用语之外, 极多美语词汇, 内容包罗万有, 如 coldcock (猛击) 等俚语, 涉及新兴风尚 civil union (同性结合) 之类的文化词汇等。这些词在其他同类词典中是鲜有收录的。前述高克毅先生于 1974 年率先编撰《美语新论》一书, 当年一篇书评曾曰: “美语中俚语用得之多, 向来教人吃不消, 望文不能生义, 字面的解释和内中的含义相差何止十万八千里。”因此, 学习者一旦跟美语短兵相接, 或碰到美国小说、电影、电视, 就感到束手无策, “必须自己懂得‘察言观色’”。这番话发表于上个世纪七十年代, 如今, 《韦氏高阶英汉双解词典》即将于中国面世, 读者在学习英语的过程中, 每遇美语难题, 应当不必再盲人摸象, 而可欣然按图索骥了。

一本良好的词典, 除了收词丰富, 必须释义周全。《韦氏高阶英汉双解词典》的编排, 按每词的多重意义, 层层推进, 恰似抽丝剥茧, 逐步呈现, 务使用家在方方面面都能掌握该词的含义。举例来说, cute 一词, 一般

解释为“漂亮迷人”、“机灵可爱”等, 大都含有褒义, 唯独这本词典列出贬义义项“矫揉造作的”、“忸怩作态的”, 原来这是独特的非正式美语用法, 在其他同类词典中是无法查到的。此外, 词典更采用二级释义细分法, 先列一级义项, 再把每一项目细分为小义项, 详尽阐述每一字每一词在用法上的微妙差异, 同中有别, 从而使用家参考时, 更能细细分辨, 心领神会。

除了释义, 一本设想周全的词典必须列出精彩实用的例句, 以便读者从中学习。《韦氏高阶英汉双解词典》收录的例句既符合情景实况, 又鲜活玲珑, 原因是所有例句例证皆选自韦氏公司收罗齐全的语料库, 恰似串串宝石采自蕴藏丰富的矿床, 因而光彩夺目, 熠熠生辉。例如 clam 一词, 在其他同类的双语词典中, 有的只含释义, 有的所举例子并不周全, 唯独韦氏词典列出独特的美语用法, 并附有例句 “She spent the afternoon reading and was as happy as a clam”, 句中 “as happy as a clam” 意指 “非常快活”。这样的内容设计使读者遇到此类美式习惯用语时, 不至于瞠目结舌, 不知所措。词典中所收的例句数目庞大, 共达 160 000 余条, 为同类词典之冠, 这光景, 好比在学苑花林中漫步细赏, 环顾四周, 朋友多, 人脉广, 相识满天下, 举目皆亲故。

目前的年轻朋友往往不喜使用字典词典, 嫌其卷帙浩繁, 且查阅麻烦, 因此词典的编排是否 “user friendly” (体贴入微), 也是成功与否的要诀。《韦氏高阶英汉双解词典》的编排, 极具心思, 除提示清晰、收录丰富之外, 更设有全彩插页和 1 000 余幅原创手绘插图, 以图解词汇。一般高阶词典也往往设有插图, 然而如这本词典般详尽细致者, 确属少见。举例来说, 词典中设有彩插 (Color Art) 一项, 罗列各种浓淡深浅的彩色, 并以中英对照的方式, 详述其名。如所周知, 无论写作或翻译, 色彩词汇运用的恰当贴切, 往往是构成文采斐然的要素。色彩词原则上可分为两种, 即基本颜色词和实物颜色词。一般来说, 实物颜色词最难掌握, 因为不同文化背景的人士, 对某一相同的颜色, 往往会用不同的实物来指称。本词典在彩插中开门见山指出: “一种颜色, 不同的人可能会有不同的叫法; 一个颜色名称可能会用于一系列相互近似的颜色。”因此, 这本词典除了基本颜色词之外, 还罗列出各种层次分明的缤纷色彩词, 甚至包括不常用的颜色词, 如 taupe (褐灰色)、aqua (水绿色)、cyan (青色)、teal (深蓝绿色)、buff (米色)、russet (赤褐色)、magenta (品红色)、fuchsia (紫红色)、terra-cotta (棕黄色) 等, 务必使用家先看图辨色, 再熟悉其名。

翻查词典, 如果无所选择, 往往费时失事, 徒劳无功。一本优秀的词典, 就是一把通向现代世界大门的必备之钥。在学习英语 (尤其是美语) 的过程中, 看到生字僻词, 上下求索而不得要领时, 若有《韦氏高阶英汉双解词典》一书在旁, 则恰似众里寻他千百度, 蓦然回首, 那字却在案头就手处。

编译者序

在美国, Merriam-Webster 是一个熟悉、响亮、让人感到亲切的名字。继编纂出版了《韦氏第3版新国际英语足本词典》(Webster's Third New International Dictionary of the English Language Unabridged) 和《韦氏大学英语词典》(Merriam-Webster's Collegiate Dictionary) 等许多堪称经典的辞书之后, 2008年韦氏公司又推出了一部具有里程碑意义的词典——《韦氏高阶英语词典》(Merriam-Webster's Advanced Learner's English Dictionary)。这部词典与之前的韦氏词典一脉相承, 并且有了新的突破。这是韦氏公司首次专门为母语非英语学习者量身打造的英语学习工具书, 也是韦氏公司首次正式授权在中国翻译出版的英汉双解版韦氏词典。中国大百科全书出版社于2009年正式启动翻译出版工作, 历经七载最终打造出了这部《韦氏高阶英汉双解词典》。

韦氏公司的编辑们说, 为了编好这部词典, 他们本着“让英语学习者感到轻松”的原则, 做了大量调研, 搜集、掌握母语非英语学习者的学习习惯, 并以此为据, 对这部词典的收条、释义、注释、举例、版式、图片、附录等进行了全方位的精心设计。正因如此, 这部英文版词典的编辑出版花费了很长时间, 甚至远远超出了最初的计划。毕竟, 这是一项极为艰辛的浩大工程。英汉双解版的编译工作亦是如此, 经历了从制订体例、筛选译者、翻译平台开发、翻译、复审、编辑加工、专家审订、校对、排版、通读、专项检查等一系列环环相扣、缺一不可的工序。

2009年, 翻译工作正式启动。令编辑部欣喜的是, 双语辞书界对这部韦氏词典的出版价值给予了高度肯定, 词典的翻译得到了包括广东外语外贸大学、厦门大学等全国多个地区高等院校外语专业教师和专家的大力支持。

如果说词典的翻译是拓荒的过程, 那么编辑加工就是在这片开拓地上精耕细作。本词典经过了初审、初排、复审、通读、校对、专项审阅、终审等多轮编辑加工, 其中通读和校对环节分别进行了多次, 力求避免错误与疏漏。为了彰显本词典的鲜明特色, 编译者倾注了大量心血。首先, 词条义项划分细致, 单列了许多在美国英语中存在而在英国英语中没有的义项。编译者在同一词条不同义项译文的区分度上颇费心思, 力求译文能够体现出细微差别。第二点, 这部词典含有大量带 US 标识的义项, 表明这是美国英语特有的表达方式。凡遇此种情况, 编译者力求吃透原文例句的含义并给出贴切的中文翻译。因为目前出版的英语词典几乎均出自英国的出版公司或国内的编者, 可以借鉴的词典并不多。例如, 800-pound gorilla 这个英国英语中并不常见的短语, 在本词典中给出的释义为 US, informal: someone or something that is very powerful and difficult to control or ignore。编译者根据英文释义将其译为“重磅人物”、“举足轻重的人(或事物)”。此类

情况, 在编辑审稿过程中屡见不鲜。第三点, 编译者不仅要保证每个词目、每个例句的译文准确, 还要时刻将本词典的美语特色和贴近美国生活实际的特点牢记于心。所以, 哪怕是 purse 这样一个对英语学习者来说简单而不起眼的词语, 当其出现在例句中时编辑都要认真对待。因为 purse 在英国英语中指女用钱包, 但在美国英语中指女用手提包。在例句中除特别注明为英国英语的情况外, 编辑一般将其译为“手提包”, 这是在美国英语中最准确的释义。译文修订、编辑加工等工作尚且琐碎, 体例统一、专业术语核查等工作更是庞杂。体例细则上百条, 专项检查表格更是列出 600 余个项目由专人进行全面检查和统一, 术语则通过参考各专业学科词典、百科全书或求证相关领域专家学者来规范、统一。

稿件经由编辑部的编辑加工之后, 送交专家进行审订。庄绎传、邹晓玲、周欣、苏正隆、曾泰元和我本人均有多年的词典编译经验, 对词典的译文严格把关, 精益求精。庄绎传教授自始至终为本项目出谋划策, 从制订体例、甄选译者到审订稿件、指导编辑, 全程深度参与, 不仅严格把关稿件, 必要之处必写文字说明, 嘱咐编辑格外关注; 我和邹晓玲教授为了保证词典如期出版, 分别克服年事已高和工作繁忙的困难, 夜以继日, 全力投入, 承担了大量的审订工作; 周欣编审除参与审订外, 在体例制订和出版流程设计等方面也提出了许多有益的建议; 苏正隆教授和曾泰元教授兢兢业业、一丝不苟, 特别是在名词术语方面提出了不少建议, 让译文更加完善。几位审订人从理解、表达、体例等方面面对稿件进行订正、修改、润色, 在严谨求实的基础上以期实现译文通达。稿件所做之改动, 往往标注翔实, 修改依据和理由也做一一说明。

整个词典的编译过程若还原真实情景, 每一个词条、每一个例句编译者都字斟句酌、翻找资料、反复核对, 甚至是相互质疑和辩论。词典的编译是一项艰辛的工作, 是对学识、耐心、体力和治学之道的考验。

如今, 样书在案, 不禁感慨: 这是一本有厚度的词典。这样的厚度, 在同类词典中实属少见。“厚”在何处? 自是“厚”在其繁工久时, 乃编译者沉甸甸的心血之作。还有更为重要的是, “厚”在其为学习者学习英语固本清源的良苦用心。这部词典收入了大量情景化的例句, 并且对疑难例句常添加简明贴切的阐释。正如英文版编者所言, “例句是这部词典的核心”, 这也是“厚”的最重要原因。所谓“求木之长者, 必固其根本; 欲流之远者, 必浚其泉源”, 这份“厚度”将助你一臂之力, 会让你的理解更扎实, 表达更顺畅, 学习更轻松。

词典的编译, 千辛万苦, 力求尽善尽美却难免疏漏。对于词典中出现的错误与疏漏之处, 恳请广大读者不吝赐教指正。

石孝殊
重庆大学教授
2016年11月

Preface

Merriam-Webster's Advanced Learner's English Dictionary is not only an entirely new dictionary created by the editorial staff of America's oldest dictionary publisher; it also marks the beginning of a new kind of publishing for this company. Over the past 160 years, Merriam-Webster has produced hundreds of dictionaries and other reference books, and many of those books have been useful to learners of English as a second or foreign language, but this dictionary is the first one that we have produced specifically to meet the needs of those learners. The creation of this dictionary reflects the reality that English has become an international language, and that American English, in particular, is now being used and studied every day by millions of people around the world. We believe that we have a unique opportunity to help students of English—in the U.S. and elsewhere—to understand our language and to use it more clearly and effectively.

This dictionary provides coverage of both American and British English. Its coverage of British English is current and comprehensive. Its coverage of American English is, we believe, unparalleled. The many thousands of entries, senses, phrases, forms, and examples that are labeled *US* in this dictionary will provide learners with a clearer and more precise description of idiomatic American usage than has ever before been available in a dictionary of this kind.

The approximately 100,000 entries in this dictionary include a broad selection of words from all major areas of interest, including popular culture, business, sports, science, and technology, among others. Our main focus in choosing entries has been to include the language that people are most likely to need and encounter in their daily lives. The evidence used to make decisions about which words and senses to include was drawn, first of all, from our continually growing database of citation text, now numbering more than 100 million words. That evidence was augmented in essential ways by the resources that are available to us over the Internet, and in particular by the enormous databases of Lexis-Nexis, which provided editors with ready access to vast amounts of material from both American and British sources. Not so long ago dictionary editors had to rely entirely on evidence that had been painstakingly collected over a period of years by a program of reading. That program continues at Merriam-Webster, providing the basis of our citation database, and we continue to find great value in the traditional methods of evidence-gathering, but we also have fully embraced the power of the electronic tools that have become available in recent decades. The use of computers now

makes it possible for dictionary editors to examine and describe language at a level of detail that was never before imaginable.

The definitions in this dictionary are written in simple language. In many cases, a single use of a word will be given more than one definition. Very often a word will be defined by a quite simple definition, followed by a definition that is perhaps somewhat less simple or that shows how the defined word is related to another word. For example, the verb *pioneer* is defined both as “to help create or develop (new ideas, methods, etc.)” and as “to be a pioneer in the development of (something).” The first definition can certainly stand alone, but the second definition enhances it by underscoring the close connection between the verb *pioneer* and the noun *pioneer*—a connection that native speakers are unconsciously aware of, but that learners may not sense so strongly. The inclusion of multiple definitions thus helps learners both to expand their vocabularies and to gain a fuller picture of a word's meaning by approaching it from a slightly different direction. Notes of various kinds are also used abundantly throughout the dictionary to clarify and emphasize aspects of usage that cannot be easily captured or expressed in a definition.

True fluency in any language, of course, is not acquired by memorizing dictionary definitions, but by hearing and seeing how words are used in combination with each other to express meaning. In writing this book we have devoted a great deal of care and attention to creating simple and accurate definitions, but our feeling throughout has been that the real heart of the dictionary is its examples. We know from experience that dictionary users, whether native speakers or learners, want more examples. They want examples for common words, and they want examples for difficult words. Although not every entry in this dictionary includes an example—there is usually very little value in providing an example for, say, a noun like *microchip* or *monoplane*—the great majority of the entries do, and a large percentage of them include more than one. There are more than 160,000 usage examples in this dictionary. A few of them are quotations taken from well-known works of American and British literature, but most are made-up examples, based on evidence of real English, that have been carefully written to show words being used in appropriate contexts which accurately reflect their uses in actual speech and writing.

A large number of the examples in this dictionary do not simply illustrate usage, they also explain it and

expand upon it in other ways. Many examples include synonymous words or phrases shown within brackets, thus allowing the reader either to learn a new word or to have the connection between the meanings of words reinforced. Examples also often include glosses, so that phrases and compound terms whose meanings are not obvious can be explained clearly and simply. And we have very frequently explained the meaning of entire phrases and sentences by restating them with other, simpler words. Many examples also show how the same word can be used in slightly different ways—or how related words can be used in different ways—to say the same thing. We believe that such examples are of great value to the learner; they are the next best thing to having a native speaker available by your side to help clarify what you are seeing and hearing.

Any comprehensive dictionary contains an enormous amount of information, and dictionary editors have typically been required to use a variety of abbreviations and other shortcuts to fit all that information into the limited space available between the covers of a book. Two of our main goals in creating the entries for this dictionary were to keep the use of such shortcuts to a minimum and to employ conventions that are readily understandable. We set out to create a dictionary that could be easily used without frequent reference to explanatory materials. To achieve that, we have minimized the use of abbreviations and symbols (although we were not able to eliminate them entirely) and we have tried to use labels and notes whose meanings are immediately clear. We have also made every effort to organize entries in a way that allows users to find the information they want quickly. The most obvious convention we have adopted for this purpose is the use of blue text for examples. The blue text not only highlights the examples, it also makes it much easier to identify the other elements of an entry—the definitions, usages notes, and so on—and to navigate through long entries to find the particular information that you need.

It can sometimes be easy to forget that a large dictionary like this one has to be written word by word and line by line. Each definition, each example, each note that appears in this dictionary is the product of careful and strenuous thought by at least one person, and often by many people, since the nature of the writing and editing process is such that multiple stages of review are required before the work is truly finished. The names of the many people who worked on this book are listed in the following paragraphs.

The length of this project has meant that some of the people who were with us when it began had moved on to other parts of their lives by the time it ended. The Merriam-Webster editors credited here include both current and former staff members. Former Director of Defining E. Ward Gilman and former Editor in Chief

Frederick C. Mish, both now retired, provided helpful suggestions when the project was in its initial planning stages, as did consultant Robert Ilson. President and Publisher John M. Morse was also involved in the initial planning of the project and provided support and encouragement throughout it.

The editors who had the first crack at creating entries included, in no particular order, Karen L. Wilkinson, Susan L. Brady, Thomas F. Pitoniak, Kathleen M. Doherty, Emily A. Brewster, G. James Kossuth, Emily B. Arsenault, Penny L. Couillard-Dix, Emily A. Vezina, Benjamin T. Korzec, Ilya A. Davidovich, Judy Yeh, Rose Martino Bigelow, Kory L. Stamper, Peter A. Sokolowski, Neil S. Serven, Deanna Stathis, Anne Eason, Joanne M. Despres, Rebecca Bryer-Charette, and myself. Dr. Ilson undertook a complete review of the work that was done at that early stage, and he made many valuable corrections and additions. He was particularly helpful in providing good examples and in augmenting our coverage of British English by identifying distinctions (often very subtle ones) between American and British usage.

The pronunciations throughout the dictionary were provided by Joshua S. Guenter. The essential task of checking and re-checking cross-references was handled by Maria Sansalone, Donna L. Rickerby, and Adrienne M. Scholz. The work of copyediting the entries that had been created by the definers was done by editors Wilkinson, Brady, Brewster, Couillard-Dix, Korzec, Yeh, Stamper, Sokolowski, Serven, Eason, Despres, Bryer-Charette, and me. The complexity of this project was such that an additional reviewing stage was added following copyediting. That work was done by editors Bryer-Charette, Korzec, Brewster, Stamper, Brady, Couillard-Dix, Wilkinson, and Madeline L. Novak. The responsibility for final review of the manuscript fell to me.

The proofreading of the galleys and page proofs was done by many of the editors mentioned above and by Anne P. Bello and Paul S. Wood. The primary proofreader for the in-house keying of revisions was Kathleen M. Doherty. Specialized editing assistance was provided by editors Wood and Doherty. Most of the illustrations that appear throughout were newly created for this book. The new black-and-white illustrations were drawn by Tim Phelps of Johns Hopkins Univ., and the color illustrations were researched and drawn by Merriam-Webster editor Diane Caswell Christian. Mark A. Stevens oversaw the creation of the new illustrations and planned the black-and-white illustrations along with Lynn Stowe Tomb, who also coordinated work with Mr. Phelps and converted the drawings to electronic form for typesetting. Freelancer Loree Hany and editors Jennifer N. Cislo and Joan I. Narmontas assisted in art research. The selection of the 3,000 entry words that are highlighted as being most important for learners to

know was based in large part on initial recommendations provided by James G. Lowe and Madeline L. Novak. Additional research was carried out and final selections were made by John M. Morse. The Geographical Names section was prepared by Daniel J. Hopkins. The other back matter sections were prepared by Mark A. Stevens, C. Roger Davis, and outside contributor Orin Hargraves. Robert D. Copeland arranged for Content Data Solutions, Inc., to convert the dictionary data files to a suitable format before typesetting them. The converted files were checked by Donna L. Rickerby. Daniel B. Brandon keyed revisions into the converted data files and contributed other technical help. Thomas F. Pitoniak directed the book through its typesetting stages. Project coordination and scheduling were handled by Madeline L. Novak, who was also chiefly responsible for the book's typography and page design.

Our notions about what this book could and should be continued to develop as we progressed through the different stages of editing, and many of the people named above made useful suggestions that led to changes, both minor and major, in the book's style and content. Further changes were implemented thanks to comments and suggestions from a group of consultants who reviewed a selection of entries at a fairly late stage in the project. We gratefully acknowledge the important contributions of those consultants, whose names are listed below.

We want first of all to express our thanks to Jerome C. Su, President of the Taiwan Association of Translation

and Interpretation and Chair of Bookman Books, Taipei, Taiwan, for all of his advice and good suggestions at the reviewing stage and throughout the project. Our other consultants, all of whom provided us with carefully considered and valuable feedback, were Virginia G. Allen, author and educator, Ohio State Univ.; James H. Miller, ESL teacher; Elizabeth Niergarth, ESL instructor/consultant, Harvard Univ.; Susan Despres Prior, ESL teacher; Caroline Wilcox Reul, lexicographer and ESL teacher; Maggie Sokolik, Director, Technical Communication Program, College of Engineering, Univ. of California, Berkeley; Yukio Takahashi, English teacher, Sendai Shirayuri Gakuen High School, Sendai, Japan; Gregory Trzebiatowski, Headmaster, Thomas Jefferson School, Concepción, Chile (and his students Felipe Opazo, Paula Reyes, and Carolina Sanhueza); and Rob Waring, author and educator, Notre Dame Seishin Univ., Okayama, Japan.

All of the editors who worked on this book have of course had the experience of studying a foreign language, with varying degrees of success. This project has given us renewed opportunities to understand what it is like to approach English—with all its complexities, subtleties, and apparent inconsistencies—as a learner rather than as a native speaker, and that experience has reminded us again of just how challenging the task of learning a new language truly is. We hope and believe that *Merriam-Webster's Advanced Learner's English Dictionary* is a resource that will make that task easier for students of English.

Stephen J. Perrault
Chief Editor

英文版序言

《韦氏高阶英语词典》是由美国历史最悠久的辞书出版机构编辑出版的一部全新词典，它也标志着这家公司尝试一种新的出版形式。在过去160年中，梅里亚姆-韦伯斯特公司（以下简称韦氏公司）编纂了数百部词典和其他工具书，其中许多辞书对以英语为第二语言或外语的学习者也很有用，而这部词典则是我们特地为满足这些学习者的需求而量身打造的第一部词典。本词典的编纂反映出英语现已成为一种国际语言，尤其是美国英语，现在全世界每天都有无数的人在学习和使用。我们愿借此良机帮助不论是在美国还是在其他地方的学习者了解我们的语言，并且使用得更精确、更熟练。

本词典内容覆盖美国英语和英国英语。它的英国英语部分既现代又全面。它的美国英语部分，我们认为，是独具特色的。本词典以US标签标注出美国习惯用法，这样标注的词条、义项、短语、词形和示例数以万计，相比以往此类词典，本词典将为学习者提供更加清楚和准确的美国英语用法解释。

本词典大约有10万个词条，涉及领域极其广泛，包括大众文化、商业、体育、科学和技术等。我们挑选词条的重点始终放在人们日常生活中最需要和最常接触的用语。决定哪些单词和义项应该收入词典的依据首先来自我们不断扩大的引文数据库，目前其单词数量已经超过1亿。从互联网上获得的各种资源更加丰富了我们的依据，尤其是庞大的Lexis-Nexis数据库为编辑提供了海量的美国英语和英国英语素材。就在不久前，词典编辑还只能全靠一个阅读计划年复一年耗时费力地收集语料。韦氏公司现在依然沿用着这种通过阅读收集语料的方式，它为我们的引文数据库奠定了基础，而且我们仍然认为这种传统的语料收集方式具有重要价值，但我们也欣然接受和利用近几十年出现的各种电子工具的强大功能。如今计算机的使用让词典编辑有可能以过去根本无法想象的细致程度来观察和描述语言。

本词典中的释义用词简练。在许多情况下，单词的一种用法会有多个释义。通常一个单词会先有一个简单的释义，后面再跟一个也许不那么简单的释义，或者解释被定义词与另一个单词的关联。例如，动词pioneer的释义为“to help create or develop (new ideas, methods, etc.)”和“to be a pioneer in the development of (something)”两层含义。第一个释义无疑可以单独成立，但第二个释义在此基础上强调了动词pioneer（成为先锋）和名词pioneer（先锋）之间的紧密联系。这一点母语者自然十分清楚，但学习者或许不会马上体会出来。这种包含多释义的方式有助于英语学习者扩大词汇量；同时，从一个略有不同的角度来认识单词，有助于学习者更加全面地了解词义。本词典还大量使用了各种不同形式的注释，旨在明确和强调那些在释义中不易引起注意或不易表达的用法。

当然，对任何一门语言的流利使用都不是靠背词典释义获得的，而是要多听多看，了解单词是如何相互搭配来表达意思的。在编纂本词典的过程中，我们

花费了大量精力编写简单精确的释义，但我们始终觉得这部词典真正的核心还是它的例句。根据以往经验我们得知，词典使用者，无论是母语者还是学习者，都需要较多的例句。他们需要常用词的例句，他们更需要难词的例句。尽管在本词典中并不是每个词条都有例句，比如像microchip（微芯片）或monoplane（单翼机）这样的名词通常无须提供例句，但绝大部分词条都有例句，而且往往还不止一个。本词典中的用法例句超过16万。少量例句摘自英美文学名著，但绝大部分例句都是编辑根据地道的英语语料精心编写而成的，以准确体现它们在实际说和写的恰当语境中的用法。

本词典中的很多例句不只是简单说明单词用法，它们还以其他方式对单词进行解释和进一步详述。许多例句都在括号内列出近义词或短语，这样可使读者学到新词，或深入了解重要单词各种含义之间的关联。例句还经常包含注释，以使不易懂的短语和复合词能得到简单明了的解释。我们还经常以其他更简单的说法解释整个短语和句子的意思。许多例句还说明，同一单词或相关单词可以有略微不同的用法，而表达的意思是一样的。我们认为此类例句对学习者的很有用。如果你身边没有英语母语者，那么这些例句就是帮你弄清当前所见所闻的最好的老师。

任何一部综合性词典都含有大量信息，词典编辑们通常需要利用各种缩略词和其他简化形式，才能将全部信息纳入篇幅有限的词典。在本词典的词条编写中我们有两个主要目标：一是尽量少用此类简化形式，二是运用易懂的传统说法。我们想编一部便于使用的词典，使读者无须频繁查看使用说明。为实现这一目标，我们尽可能少用（尽管无法完全避免）缩略词和各种符号，而使用让人一目了然的标签和注释。我们还尽量合理安排词条，让词典使用者能够迅速找到所需信息。我们为此目的所采用的最显著的做法是将词典例句均标为蓝色字体。蓝色字体不仅使例句更加醒目，还方便读者识别词条的其他构成——释义、用法说明等——并在长词条中引导读者找到所需信息。

有时很容易忘记像这样的大部头词典必须得逐字逐行地编写出来。本词典中列出的每条释义、每个例句、每项注释都至少是一人，通常是许多人，辛勤劳动的成果，因为词典编纂工作的性质就是如此，在成书之前需要有多次审稿。参与本词典工作的人员众多，下面几段将加以介绍。

这个项目花费了很长时间，这意味着一些最初与我们共同工作的人在项目结束时已经进入他们人生的另一个阶段。为此项工作做出过贡献的韦氏公司编辑包括现任和前任工作人员。释义部前任主任E.沃德·吉尔曼和前主编弗雷德里克·C.米什现在均已退休，他们与顾问罗伯特·伊尔森一样，在这个项目的初始规划阶段提出了许多有益建议。总裁兼出版人约翰·M.莫尔斯也参与了本项目的初期规划，并且自始至终给予我们支持和鼓励。

最早参与词条编纂的编辑包括（排名不分先后）：

卡伦·L. 威尔金森、苏珊·L. 布雷迪、托马斯·F. 皮托尼亚克、凯瑟琳·M. 多尔蒂、埃米莉·A. 布鲁斯特、G. 詹姆斯·科苏特、埃米莉·B. 阿瑟诺、彭尼·L. 库亚尔-迪克斯、埃米莉·A. 韦齐纳、本杰明·T. 科尔泽克、伊利亚·A. 达维多维奇、朱迪·叶、罗斯·马蒂诺·比奇洛、科里·L. 斯坦珀、彼得·A. 索科洛夫斯基、尼尔·S. 塞尔文、迪安娜·斯塔西斯、安妮·伊森、乔安妮·M. 德普雷、丽贝卡·布赖尔-沙雷特，以及我本人。伊尔森博士对前期工作进行了全面审核，并做了许多重要的修改和补充。他给予的帮助尤其体现在提供恰当的例句，以及通过确定美国英语和英国英语用法之间的差别（通常这些差别非常细微）扩大了本词典对英国英语内容的覆盖面。

本词典中的音标均由乔舒亚·S. 古恩泰尔提供。核对和复核相互参照的重要工作由玛丽亚·桑萨洛内、唐娜·L. 里克比和阿德里安娜·M. 肖尔茨完成。对词条释义者所编纂的词条进行文字编辑的工作由威尔金森、布雷迪、布鲁斯特、库亚尔-迪克斯、科尔泽克、叶、斯坦珀、索科洛夫斯基、塞尔文、伊森、德普雷、布赖尔-沙雷特，以及我本人共同完成。由于本词典的编纂工作极为复杂，在文字编辑工作之后又额外增加了一次审核工作。这项工作由编辑布赖尔-沙雷特、科尔泽克、布鲁斯特、斯坦珀、布雷迪、库亚尔-迪克斯、威尔金森，以及马德琳·L. 诺瓦克共同完成。本词典文稿的终审工作由我负责。

对毛校样和单页校样的校对工作由上文提及的许多编辑以及安妮·P. 贝洛和保罗·S. 伍德共同完成。公司内部负责校订核对工作的主要是凯瑟琳·M. 多尔蒂。伍德和多尔蒂参加了专项编辑工作。本词典中绝大部分插图都是专为这部词典创作的。新增添的黑白插图由约翰·霍普金斯大学的蒂姆·费尔普斯绘制，彩色插图由韦氏公司编辑黛安娜·卡斯韦尔·克里斯琴研究和绘制。马克·A. 史蒂文斯负责监督新插图的创作，并与琳恩·斯托·图姆一起进行黑白插图的创作规划。此外，图姆还与费尔普斯先生合作，为方便排版将这些插图转换成了电子版。自由职业者洛里·汉尼，以及编辑珍妮弗·N. 奇斯洛和琼·I. 娜蒙塔斯在艺术研究方面给予了支持。学习者最需了解因而显著标出的3 000个词目，主要是由詹姆斯·G. 洛和马德琳·L. 诺瓦克最先推荐的，约翰·M. 莫

尔斯又做了进一步研究并最终敲定。地名部分由丹尼尔·J. 霍普金斯筹划。其他附录由马克·A. 史蒂文斯、C. 罗杰·戴维斯，以及外部撰稿人奥林·哈格雷夫斯筹划。罗伯特·D. 科普兰联系内容数据解决方案公司将词典数据文件转换成适当的格式，以便排版。转换后的文件由唐娜·L. 里克比负责核对。丹尼尔·B. 布兰登将修订内容键入转换后的数据文件，并给予了其他技术上的支持。托马斯·F. 皮托尼亚克指导了整部词典的排版工作。项目协调和进度安排由马德琳·L. 诺瓦克负责，她也是词典排印和版面设计的主要责任人。

这部词典可以怎样编、应该怎样编，随着编辑工作的深入展开，我们对这些问题也不断产生新的认识。上述人员中有很多人提出了有益的建议，使本词典在风格和内容上有了不同程度的改进。在后期，顾问们对部分词条进行了审阅，并提出了一些意见和建议，本词典也相应做了进一步改动。我们对这些顾问所做的重要贡献深表谢意，他们的名字列于下段。

首先，我们要感谢台湾翻译学学会理事长、书林出版公司董事长苏正隆，他在项目的整个过程尤其是审稿阶段提出了很多意见和有益建议。我们还要感谢其他顾问，他们都经过深思熟虑为本词典的编纂提供了十分重要的反馈意见，他们分别是俄亥俄州立大学的作家和教育家弗吉尼亚·G. 艾伦、ESL 教师詹姆斯·H. 米勒、哈佛大学 ESL 讲师和顾问伊丽莎白·尼尔格斯、ESL 教师苏珊·德普雷·普赖尔、词典编纂者和 ESL 教师卡罗琳·威尔考克斯·罗伊尔、加州大学伯克利分校工程学院技术通信项目总监玛吉·索科利克、日本仙台市仙台白百合高中英语教师高桥由纪夫、智利康塞普西翁市托马斯·杰斐逊学校校长格雷戈里·切比亚托夫斯基（和他的学生费利佩·奥帕索、葆拉·雷耶斯和卡罗莱娜·萨纽埃萨），以及日本冈山市圣母清心女子大学的作家和教育家罗布·韦林。

所有参与本词典工作的编辑毫无疑问都学过一门外语，熟练程度因人而异。这个项目又给我们提供了新的机会，使我们体验学习者而非母语者学英语的滋味，体验英语有多么复杂、多么微妙，还有那些表面上的不一致。这段经历再次提醒我们学好一门新语言是多么具有挑战性。我们希望并且相信这部词典会使英语学习者感到轻松。

斯蒂芬·J. 佩罗
主编

Using the Dictionary

本词典的使用

Entries

词条

The entries in the dictionary are arranged in alphabetical order according to their **headwords**.

本词典的词条是根据词目的字母顺序排列的。

Headwords are the boldface words at the beginning of an entry.

词目是词条开头部分的黑体字。

Dots within headwords show the places where you can break a word and add a hyphen if all of it will not fit at the end of a line of print or writing.

词目中的中圆点表示在印刷或书写时，若行尾写不下该词，可以在此处将其拆分并添加连字符。

A blue underline highlights the headwords of **3,000 basic English words** selected by Merriam-Webster editors as being the most important for learners to know.

韦氏词典的编辑选出了3 000个英语单词并用蓝色下划线标出其词目，这些单词是编辑认为对英语学习者来说最重要的词汇。

bane /'beɪn/ *noun* [singular] : a cause of trouble, annoyance, or unhappiness 烦恼的原因；不满的原因 — usually used in the phrase **the bane of** 通常用于短语 the bane of ■ The ugly school uniforms were **the bane of** the students' lives. 这种难看的校服让学生的生活很不愉快。■ She was **the bane of** my existence. [=she made my life very unhappy, difficult, etc.] 她使我生活得很不愉快。

gar-gan-tuan /gɑː'gæntʃwən/ *adj* [more ~; most ~] : very large in size or amount : GIGANTIC 庞大的；巨大的 ■ a creature of **gargantuan proportions** 体积庞大的生物 ■ a **gargantuan** appetite 极佳的食欲

achieve /ə'ʃiːv/ *verb* achieves; achieved; achieving

1 [+ *obj*] : to get or reach (something) by working hard (努力) 达到，获得，实现 ■ This year, our company was able to **achieve** [=accomplish, attain] all of its production goals. 今年，我们公司实现了所有的生产目标。■ He worked hard and **achieved** success. [=became successful] 他努力工作，取得了成功。

You will sometimes find two or more headwords that are spelled exactly alike and that have small numbers attached to them. These entries are called **homographs**.

有时你会发现有两个或多个词目的拼写完全相同，单词的左上方有小号码的标记，这类词条叫作同形异义词。

Homographs often are related words that have different parts of speech. For example, the noun *lecture* and the verb *lecture* are entered in this dictionary as separate homographs.

通常，同形异义词是词性不同的相关词。例如：名词 *lecture* 和动词 *lecture* 在本词典中就是分开的同形异义词。

¹lecture /'lektʃə/ *noun*, pl -tures [count]

1 : a talk or speech given to a group of people to teach them about a particular subject 讲座；演讲；讲课 ■ a **lecture** about/on politics 政治讲座 ■ She's planning to give/deliver a series of **lectures on modern art**. 她打算开设一系列有关现代艺术的讲座。■ Several hundred people are expected to attend the **lecture**. 预计数百人会去听讲座。

2 : a talk that criticizes someone's behavior in an angry or serious way 斥责；训斥；告诫 ■ I came home late and got a **lecture** from my parents. 我回家晚了，遭到父母的训斥。■ I gave her a **lecture about doing better** in school. 我告诫她在学校要好好表现。

²lecture *verb* -tures; -tured; -tur-ing

1 [no *obj*] : to give a talk or a series of talks to a group of people to teach them about a particular subject 开讲座；讲课 ■ She **lectures** (to undergraduates) on modern art at the local college. 她在当地大学（给本科生）讲授现代艺术课程。■ She **lectures** in art at the local college. 她在当地大学讲授艺术课程。

2 [+ *obj*] : to talk to (someone) in an angry or serious way 斥责；训斥；告诫 ■ They **lectured** their children about/on the importance of honesty. 他们告诫子女诚实的重要性。■ I **lectured** her about doing better in school. 我告诫她在学校要好好表现。

Some homographs are words that are spelled the same way but are not related at all. For example, there are two different nouns in English that are spelled *calf*. Those two nouns are not related to each other and are treated as separate entries in this dictionary.

一些同形异义词的拼写相同但意思并无关联。例如：英语中有两个不同的名词拼写均为 *calf*，这两个互不相关的名词在本词典中被列为两个不同的词条。

Idioms and phrasal verbs are shown in alphabetical order at the end of the entry that they relate to.

习语和短语动词按字母顺序列在相关词条之后。

Some words are shown without definitions at the very end of an entry. The meaning of these words can be understood when you know the meaning of the main entry word that they are related to. For example, when a word ends in a suffix like *-ly* or *-ness*, you can understand the word's meaning by combining the meaning of the base word (the main entry) and the meaning of the suffix.

出现在词条最后的派生词没有释义，因为这些单词的意思是你在知道词目的含义后就可以理解的。例如：当一个词以 *-ly* 结尾或者以 *-ness* 结尾，你将这些后缀的含义与词目的含义结合起来看就可以知道这些词的意思了。

Pronunciations

发音

The **pronunciations** in this dictionary are written using the International Phonetic Alphabet (IPA). The symbols used are listed in a chart on page 29a.

本词典的发音系根据国际音标编写，发音符号参见 29a 页。

Pronunciations are shown between a pair of slashes // following the entry word. Only one pronunciation is given for most words. This is the most commonly used pronunciation.

本词典在词目后面用 // 标出音标。大多数单词只给出一个最常用的发音。

¹calf /'kæf, Brit 'kɔ:f/ *noun*, *pl calves* /'kævz, Brit 'kɔ:vz/ [count]
1 : a very young cow 小牛; 牛犊
2 : the young of various other large animals (such as the elephant or whale) (象、鲸等大型动物的) 崽, 幼崽
 — compare ²CALF
²calf *noun*, *pl calves* [count] : the muscular back part of the leg below the knee 腓肠; 小腿肚 — see picture at HUMAN — compare ¹CALF

pave /'peɪv/ *verb* **paves; paved; paving** [+ *obj*] : to cover (something) with a material (such as stone, tar, or concrete) that forms a hard, level surface for walking, driving, etc. 铺(路)
 ■ The crew was **paving the road**. 工作人员在铺路。■ Some of the roads were **paved over**. 一些路已经铺好。■ The driveway is **paved with concrete**. 私人车道用混凝土铺成。■ a **paved highway/road** 铺好的公路/道路 ■ It was said that this country was so rich, the streets were **paved with/in gold**. 据说这个国家很富, 街道由黄金铺成。

pave over [*phrasal verb*] **pave over (something) or pave (something) over** *disapproving* : to cover (an area) with roads, parking lots, buildings, etc. (通过修建道路、停车场、建筑等) 覆盖占用
 ■ All this beautiful farmland will be **paved over**. 这整片美丽的农田即将被填平占用。

pave the way for (something or someone) : to make it easier for something to happen or for someone to do something 为... 铺平道路; 为... 创造条件 ■ The discovery **paves the way for the development of effective new treatments**. 这个发现为发展新的有效治疗方法铺平了道路。

con-cise /kən'saɪs/ *adj* [*more ~; most ~*] : using few words : not including extra or unnecessary information 简练的; 简洁的; 简明的 ■ a **clear and concise account of the accident** 对事故简明扼要的叙述 ■ a **concise summary** 简明扼要的总结 ■ a **concise definition** 简洁的定义
 — **con-cise-ly** *adv* — **con-cise-ness** *noun* [noncount]

fal-la-cious /fə'leɪʃəs/ *adj* [*more ~; most ~*] *formal* : containing a mistake : not true or accurate 谬误的 ■ a **fallacious [=false] set of assumptions** 一组错误的假设 ■ **fallacious [=misleading] arguments** 谬论
 — **fal-la-cious-ly** *adv* — **fal-la-cious-ness** *noun* [noncount]

Additional pronunciations are shown when the word can be pronounced in different ways that are equally common.

当一个单词的多种发音同样常见时，这些发音的音标同时列出。

apri-cot /'æprə,kɑ:t, 'eɪprə,kɑ:t/ *noun, pl -cots* [count]: a small orange-colored fruit that is related to the peach and plum 杏 — see color picture on page C5

Pronunciations are not shown at every entry. If homographs have the same pronunciation, the pronunciation is written only at the first homograph (as the entries above for *calf* show). If the homographs are pronounced differently, a pronunciation is written at each homograph.

不是每一个词条都给出发音。如果同形异义词的发音相同，发音会列在第一个词目后（参见上文 *calf* 的例子）。如果同形异义词发音不同，那么每个同形异义词后都会列出发音。

¹**pres-ent** /'preznt/ *noun, pl -ents* [count]: something that you give to someone especially as a way of showing affection or thanks: GIFT 礼物 ■ a birthday/Christmas/anniversary/wedding present 生日/圣诞节/周年/结婚礼物 ■ Here's a present for you from John. 这是约翰给你的礼物。■ I gave/got her a book as a present. 我送给她/给她买了一本书作为礼物。■ Did you wrap the presents? 你包好礼物没有? — compare *PRESENT

²**pre-sent** /pri'zent/ *verb -sents; -sent-ed; -sent-ing*

¹ [+ *obj*]: to give something to someone in a formal way or in a ceremony 赠送; 授予 ■ He presented the queen with a diamond necklace. 他赠送给女王一条钻石项链。■ He was presented with a medal at the ceremony. 典礼上他被授予一枚奖章。■ She presented a check for \$5,000 to the charity. 她给慈善机构捐赠了一张5 000美元的支票。

Pronunciations are not usually shown for entries like *gag order* that are compounds of two or more words which have their own entries.

当出现如 *gag order* 这样有两个或更多单词的复合词且每个单词有单独的词条时，通常不列出发音。

gag order *noun, pl ~ -ders* [count] chiefly US, law: an order by a judge or court saying that the people involved in a legal case cannot talk about the case or anything related to it in public 封口令, 禁声令 (法官或法庭给涉案人员下达的不得公开谈论案件或涉案内容的命令) ■ The judge has issued a gag order. 法官下达了禁声令。— called also (Brit) gagging order

Pronunciations are not shown for most undefined words that end in a common suffix, such as *-ly* or *-ness*. Pronunciations are also not shown for the plurals of nouns, the past tenses of verbs, etc., if they are formed in a regular way.

大多数以 *-ly* 或者 *-ness* 等常见后缀结尾且后无释义的单词未标注音标。规则情况下，名词的复数形式、动词的过去式等不列出发音。

bar-ba-rous /'bɑ:bərəs/ *adj* [more ~; most ~]

¹: not polite or proper: very rude or offensive 粗鲁的, 无礼的, 冒犯的 ■ His behavior was barbarous. 他的行为很无礼。■ They used barbarous language. 他们使用了粗鲁的语言。

²: very cruel and violent 残暴的; 残忍的 ■ It was a barbarous [=barbaric] crime. 这是一桩灭绝人性的罪行。■ a barbarous custom 野蛮的习俗

— **bar-ba-rous-ly** *adv* — **bar-ba-rous-ness** *noun* [noncount]

¹**gab** /'gæb/ *verb* **gabs; gabbed; gab-bing** [no *obj*] *informal*: to talk a lot in an informal way usually about things that are not important or serious 闲聊; 唠叨 ■ They stayed up late gabbing (away) on the phone. 他们打电话聊到很晚。■ gabbing about the weather 聊天气

— **gab-ber** *noun, pl -bers* [count] ■ talk radio gabbers 电台谈话节目中的聊天嘉宾

When only the last part of a pronunciation is shown, the missing part can be found in a full pronunciation shown earlier in that same entry. In this example, only the last syllable is shown for the pronunciation of the plural *formulae*. The pronunciation of the first two syllables of *formulae* is the same as the pronunciation of the first two syllables of the singular *formula*.

当只列出后半部分发音时，前半部分发音在同一词条的前面部分已经出现。在此例中，只列出了 *formulae* 的复数部分发音，前两个音节的发音与单数 *formula* 的相同。

for-mu-la /'fɔ:mjələ/ *noun, pl -las also -lae* /-,li:/

Most of the pronunciations in this dictionary should be considered standard American pronunciations, showing how words are typically pronounced in many parts of the United States. For some words, a British pronunciation is also provided.

本词典中的大部分发音都是标准美国英语发音，展示了美国多数地区的典型发音。有些词语也给出了英国英语发音。

British pronunciations are shown when the most common British pronunciation is very different from the American pronunciation.

当最常见的英国英语发音与美国英语发音差别很大时，英国英语发音同时列出。

flask /'flæsk, Brit 'flɑ:sk/ *noun*, *pl* **flasks** [count]

1 : a container that is shaped like a flattened bottle and that is used to carry alcohol 小扁酒瓶 ■ a flask of whiskey 一瓶威士忌 — called also *hip flask*

2 : a glass bottle used in scientific laboratories 烧瓶

3 *Brit* : THERMOS

Spelling

拼写

Some words can be spelled in different ways. These additional spellings are called **variants** and are entered after the main entry words and after either *or* or *also*.

一些单词会有不同的拼写方式。这些另外的拼写形式被称为变体，以 *or* 或 *also* 引导出现在主词条的后面。

The word **or** is used when the variant is as common as the main entry word.

由 *or* 引导时，说明变体和词目的拼写同样常见。

han-kie or han-ky /'hæŋki/ *noun*, *pl* **-kies** [count] *informal*
: HANDKERCHIEF

'sa-avor (US) or Brit sa-vour /'seivə/ *noun*, *pl* **-vors** *formal*

1 [count] : a good taste or smell (美好的) 味道, 气味 — usually singular 通常用单数 ■ She enjoys the *savor* of a baking pie. 她喜欢烤馅饼的味道。 ■ There was a *savor* to the dish that I couldn't identify. 这道菜有种我说不出味道。 ■ a *savor* of mint 薄荷的香气 ■ an earthy *savor* 泥土的气味

2 [noncount] *literary* : the quality that makes something interesting or enjoyable 趣味; 风趣 ■ Without her love, life has lost its *savor* for me. 对我来说, 没有她的爱生活就失去了乐趣。

The word **also** is used when the variant is less common than the main entry word.

由 *also* 引导时，说明变体的拼写没有词目的拼写常见。

Ha-nuk-kah also Cha-nu-kah /'hɑ:nəkə/ *noun*, *pl* **-kahs** [count, noncount] : an eight-day Jewish holiday that is celebrated in November or December 献殿节, 光明节, 烛光节 (每年十一月或十二月犹太教为期八天的节日)

A label in parentheses () after a headword tells you where that spelling is used. The example shown here indicates that the spelling *ampule* is used in U.S. English. Notice that the spelling *ampoule* does not have a *US* or *Brit* label. This means that it is common in both U.S. and British English.

词目后面以圆括号括注说明使用此种拼写的地区。在此例中，词目后面圆括号中的 *US* 表示 *ampule* 是美国英语的拼写方式。请注意，*ampoule* 后面没有标注 *US* 或 *Brit*，表示这种拼写方式在英国英语和美国英语中都很常见。

am-pule (US) or am-poule /'æm.pju:l/ *noun*, *pl* **-pules or -poules** [count] : a small glass container used to hold a fluid that is injected into someone through a needle 安瓿(装针剂的小玻璃瓶)

The word **chiefly** is used to tell you that a word or variant is very common in a specified country or region but that it is also sometimes used in other countries or regions. The example shown here indicates that the British spellings *grey* and *greyish* are also sometimes used in U.S. English.

当一个单词或者变体标有 chiefly 时, 表示这个词或者变体在特定的国家或地区很常见, 但是有时也在其他国家或地区使用。此例表示英国英语拼写的 *grey* 和 *greyish* 有时也用于美国英语。

gray (US) or chiefly Brit **grey** noun, pl **grays**

1 [count, noncount]: a color that is between black and white: a color that is like the color of smoke 灰色, 灰白色 ■ wearing *gray* 穿着灰色衣服 ■ shades of *gray* 灰色调 — see color picture on page C1

2 [count]: something (such as an animal) that is gray 灰色物体 (如某种灰色动物)

— **gray-ish** (US) or chiefly Brit **grey-ish** /'greɪʃ/ adj

Definitions

释义

The definitions in this dictionary are written in simple and clear language. If you are unsure about the meaning of a word that is used in a definition, you can look that word up at its own entry in the dictionary and find its meaning explained there.

本词典的释义语言简洁明了。如果你不清楚释义中某个词的意思, 可在本词典中查阅, 找到该词的解释。

Most definitions begin with a boldface colon.

大多数释义以黑体冒号开头。

gait /'geɪt/ noun, pl **gaits** [count]: a particular way of walking 步态; 步法 ■ He has an awkward *gait*. 他的步态不雅观。 ■ an easy/unsteady *gait* 从容/摇摆的步态

Some definitions are written as notes that describe how a word or phrase is used. Those definitions begin with a dash.

一些释义是描述一个单词或者短语用法的, 以破折号开头。

earliest noun

at the earliest — used to indicate the earliest possible time when something will happen or be done 最早; 最早时间 ■ The job will not be finished until next year **at the (very) earliest**. [=it will not be finished before next year] 这项工作最早要到明年才能完成。 — compare LATEST

Some definitions are written as complete sentences and begin with the ♦ symbol.

一些释义是完整的句子, 以符号 ♦ 开头。

gorge /'gɔːdʒ/ noun, pl **gorg-es** [count]

1: a deep, narrow area between hills or mountains 峡谷

2 ♦ **If your gorge rises** you feel sick, disgusted, or angry. 感到恶心 (或厌恶); 生气 ■ *My gorge rises* [=I feel very angry] when I think of children living in such bad conditions. 每当想到孩子们生活在如此恶劣的环境中, 我就非常生气。 ■ a disgusting odor that **made my gorge rise** [=made me feel like vomiting] 令人作呕的难闻味道

Synonyms and Antonyms

同义词和反义词

Synonyms are words that have the same meaning. A word that is shown in small capital letters in a definition is a synonym of the word that is being defined. The example shown here indicates that the word *seafarer* has the same meaning as *sailor*.

同义词指意思相同的词语。在释义中用小大写字母拼写的单词是这个词目的同义词。在此例中 *sailor* 和 *seafarer* 是同义词。

sea-far-er /'siː,færə/ noun, pl **-ers** [count] *old-fashioned*: someone who works or travels on a boat or ship on the sea: **SAILOR** 水手; 航海者