

剑桥英语 学习词典

CAMBRIDGE
LEARNER'S
DICTIONARY



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

剑桥大学出版社

CAMBRIDGE UNIVERSITY PRESS

剑桥英语 学习词典

CAMBRIDGE
LEARNER'S
DICTIONARY



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



剑桥大学出版社

CAMBRIDGE UNIVERSITY PRESS

(京)新登字 155 号

京权图字 01 - 2001 - 4174

图书在版编目(CIP)数据

剑桥英语学习词典/剑桥大学出版社编. - 北京:外语教学与研究出版社, 2002

ISBN 7 - 5600 - 2798 - 9

I. 剑… II. 剑… III. 英语 - 词典 IV. H316

中国版本图书馆 CIP 数据核字(2002)第 029618 号

© Cambridge University Press 2001

All rights reserved. No part of this publication may be reproduced, stored or transmitted by any means without the prior permission of the publishers.

This edition of Cambridge Learner's Dictionary is published by arrangement with the Syndicate of the Press of the University of Cambridge, Cambridge, England. It is for sale in the People's Republic of China only. Not for export elsewhere.

本书由剑桥大学出版社授权外语教学与研究出版社出版

剑桥英语学习词典

剑桥大学出版社 编

* * *

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.eltp.com.cn>

印 刷: 北京外文印刷厂

开 本: 850 × 1168 1/32

印 张: 25.125 彩插 0.5

版 次: 2002 年 7 月第 1 版 2002 年 7 月第 1 次印刷

书 号: ISBN 7 - 5600 - 2798 - 9/H·1464

定 价: 35.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)68917519

Common labels and symbols in the dictionary

<i>noun</i>	book, person, happiness
<i>verb</i>	walk, write, be
<i>adj</i>	(= adjective) good, blue, quiet
<i>adv</i>	(= adverb) slowly, always, nearly
<i>auxiliary verb</i>	have, be
<i>modal verb</i>	can, must
<i>preposition</i>	in, on, at
<i>conjunction</i>	and, because, so
<i>determiner</i>	a, an, the
<i>quantifier</i>	some, few, much
<i>suffix</i>	-proof, -less
<i>prefix</i>	anti-, eco-
<i>exclamation</i>	oh, hi, wow
<i>past t</i>	(= past tense) gave, hid, swam
<i>past p</i>	(= past participle) given, hidden, swum
<i>past</i>	(= past tense and past participle) bought, found, lost
[C]	countable noun
[U]	uncountable noun
[I]	intransitive verb
[T]	transitive verb

(for an explanation of all other grammar labels, see p.8)

- This symbol is found next to very common words which are important to learn.

Pronunciation Symbols

ɪ	pit	ʊ	put	ɑ:	arm
e	wet	ɔ	ago	ɔ:	saw
æ	cat	i	cosy	u:	too
ʌ	run	u	influence	ɜ:	her
ɒ	hot	i:	see		
eɪ	day	aʊ	how	ʊə	poor
aɪ	my	ɪə	near	aɪə	fire
ɔɪ	boy	eə	hair	aʊə	sour
əʊ	low				
b	bee	k	key	t	ten
d	do	l	led	v	van
f	fat	m	map	w	wet
g	go	p	pen	z	zip
h	hat	r	red		
j	yet	s	sun		
dʒ	general	θ	thin	ʒ	measure
ŋ	hang	ʃ	ship	tʃ	chin
ð	that				

ə as in **sudden** /¹ sʌd^ən/ can be pronounced or not.

r as in **teacher** /tɪtʃ^r/ is pronounced in UK English when followed by a vowel sound and not when followed by a consonant sound. In US English it is always pronounced.

¹ primary stress (the part of the word you emphasize most), as in **above** /ə¹ bʌv/.

² secondary stress (the part of the word you emphasize as well as, but not quite as much as, the primary stress), as in **abbreviation** /ə₁ bri:vi² eiʃ^ən/.

序

《剑桥英语学习词典》被誉为剑桥第二代英语学习词典的第一部，专门为中级水平的英语学习者编写，旨在帮助他们正确理解和使用英语。本词典具有以下显著特点：

一、内容丰富，信息量大。本词典共收单词及短语四万余条，除传统基础词汇外，还包括近年来出现的新词语，如 email, euro, Internet, online, website, CD-ROM, DVD, IT 等。词条包括常用习语、习惯搭配和短语动词。这些都是一般英语学习者必须知道并掌握的。

二、释义通俗易懂，便于理解。本词典解释词义所用的英语都很浅显，一般学习者都能看得懂。例如，名词 market 的释义是：a place where people go to buy or sell things, often outside。又例如，形容词 proud 的释义是：feeling very pleased about something you have done, something you own, or someone you know。

三、例证丰富，典型自然。本词典提供了大量例句，既有短语例句，也有整句例句。例如，有的词典对形容词 exhaustive 只予解释，不给例句。本词典给了一个例句：an exhaustive account of the incident，这个例句恰好符合词义 complete and including everything。又例如，名词 gratitude 的例句是：I would like to express my deep gratitude to all the hospital staff，这个例句表示的语境正适合 gratitude 这个词。

四、注重用法，实用性强。本词典着重介绍常用词的基本用法，包括语法特点、常用搭配、常用句型等。例如，名词 advice 只有单数，exercise 有单数和复数；动词 enjoy 接动名词，want 接不定式；online 是形容词又是副词，可以说 online services，也可以说 to go online。此外，本词典提供了大量用法说明，专门讲解外国学生学习英语的难点。例如，动词 look 附有用法说明，讲解 look, see, watch 在意义上的区别；动词 rent 附有用法说明，讲解 rent, hire 在英国英语和美国英语中的用法区别。用法说明深入浅出，简明扼要，一看

就懂。

五、插图辅助释义，加深读者印象。本词典有不少黑白插图，能补文字释义之不足。例如，market一词的插图恰好使词义解释形象化了。本词典还附有16页彩色插图，为词典增色不少。

六、附有专页语言知识。本词典提供了32页语言知识，详细讲解一些有关英语的基本知识，如发音、拼写、标点符号、习语、搭配、短语动词等。这一部分总结语言现象，使学习者的语言知识更加系统。

七、查阅方便，省时省力。本词典字体清晰，编排醒目，层次分明。词条都较简短，复合词都单独列条。词目用蓝色，习语、习惯搭配、短语动词用深黑色，例证用斜体，让人一目了然。

《剑桥英语学习词典》优点颇多，在此不必多讲了。英语有一句谚语：The proof of the pudding is in the eating（布丁好坏，一尝便知）。读者在查用过程中，自会感受到本词典的优点。一位词典学家说过：A dictionary thrives on use（词典越用越有用）。因此，我劝英语学习者勤于查用这部词典。

危东亚

北京外国语大学教授

《汉英词典》（修订版）主编

Contents

page 5 **Introduction**

6 **How to use this dictionary**

8 **More information on using the dictionary**

8 Grammar labels

11 Pronunciation

10 Usage labels

12 Regular inflections

10 UK/US labels

13 **The dictionary, A–Z**

739 **Appendices**

740 Common first names

748 Irregular verbs

741 Geographical names

751 Word beginnings and endings

746 Regular verb tenses

753 Word building

CENTRE PAGES

Colour topic pictures

Centre 1 The Bathroom

9 Hair

2 The Body

10 The Kitchen

3 Car

11 The Living Room

4 The Classroom

12 The Office

5 Clothes

13 Phrasal Verbs

6 Colours

14 Quantities

7 Food

15 Sports

8 Fruits and Vegetables

17 **Study pages**

18 Adjectives

31 Modal verbs

19 Checking your work

33 Numbers

20 Classroom language

34 Phrasal verbs

21 Collocations
(words that go together)

36 Pronunciation

37 Punctuation

22 Countable and
uncountable nouns

38 Spelling

40 Transport and travel

24 Family and relationships

41 UK and US English

25 Food and eating

42 Verb patterns

26 Idioms

43 Word formation

27 The Internet

45 Writing letters

29 Measurements

47 Answer key

30 The media

Cambridge Learner's Dictionary

Senior Commissioning Editor

Patrick Gillard

Managing Editor

Elizabeth Walter

Senior Lexicographer

Kate Woodford

Lexicographers

Diane Cranz

Guy Jackson

Virginia Klein

Kerry Maxwell

Clea McEnery

Julie Moore

Martine Walsh

Sally Webber

Systems Development Manager

Andrew Harley

Software Development

Dominic Glennon

Richard Eradus

Robert Fairchild

Richard Matsen

Corpus Development

Ann Fiddes

Anne Finell

Marie Allan

Michael Stevens

Design and Production

Andrew Robinson

Samantha Dumiak

Peter Burgess

Cambridge Publishing Management

Illustrators

Corinne Burrows

Ray Burrows

Eikon Illustrators Ltd

Thanks are also due to the following people for their
lexicographic and editorial contributions:

Margit Aufterbeck, Jane Bottomley, Pat Bulhosen, Rebecca
Campbell, Carol Cassidy, Eric Fixmer, Lucy Hollingworth,
Tess Kaunhoven, Geraldine Mark, Mairi MacDonald,
Kate Mohideen, Diane Nichols, Elizabeth Potter, Glennis Pye,
Mira Shapur, Penny Stock, Alison Tunley, Laura Wedgeworth,
Susannah Wintersgill

Introduction

The *Cambridge Learner's Dictionary* is a completely new dictionary for students and users of English throughout the world.

It has been written by a team of dictionary writers with a strong background in English language teaching, who really understand the needs of learners and the best way to explain what words mean and how they are used.

While writing this dictionary, we have spoken to hundreds of teachers and students in many different countries, asking them what they need, what they would like, and how they would like it presented. This has helped us to develop a style which is easy to understand while giving enough detail to help students understand and use English with confidence.

One way that teachers and students helped us was in choosing the words we used in our explanations. We already used a strictly controlled list of meanings, but as a result of our research we cut out even more words, so now we can be sure that we only use words that students are really likely to know.

This dictionary was written using the *Cambridge International Corpus*, a computerized collection of over 300 million words from a huge range of sources, both written and spoken, British and American. Our aim has been to include as many words and phrases as possible, while keeping

a clear and attractive page. The corpus helps us to decide which are the most important words and meanings, and to find the most common patterns in which they are used. This means we do not waste space on rare words that students are less likely to need. The corpus also helps us find natural and typical examples to show how words and phrases are used.

Another extremely valuable tool we have is the *Cambridge Learners' Corpus*, several million words written by learners of English. This corpus shows which words cause the greatest problems for learners. We used it to help us to decide which words should have usage notes and which subjects to cover in our Study Section in the centre of the book. In other words, the information we show is there to deal with *real* problems met by *real* learners.

The *Cambridge Learner's Dictionary* is available with or without a CD-ROM which contains everything that is in the dictionary as well as some great extra features such as spoken pronunciations in British and American accents, and a unique thesaurus search feature so that you can search for words by meaning.

We hope you enjoy using the *Cambridge Learner's Dictionary*. If you have any comments about it, we would like to hear from you. Our dictionaries are all available for you to search online on our website:

<http://dictionary.cambridge.org>

How to use this dictionary

Each word has a part of speech label (e.g. noun, verb, adj).
For a list of the parts of speech, see inside the front cover.

Where a word has more than one meaning, the most common meaning is shown first.

Each entry begins with the base form of the word in blue.

charity /tʃærɪti/ **noun** 1 **[ORGANIZATION]** [C, U] an official organization that gives money, food, or help to people who need it *The raffle will raise money for charity.* • A percentage of the company's profits go to charity. 2 **[MONEY/HELP]** [U] money, food, or other help that is given to people *I won't accept charity.* 3 **[KINDNESS]** [U] kindness towards other people *an act of charity*
charity shop **UK (US thrift shop)** **noun** [C] a shop which sells goods given by the public, especially clothes, to make money for a particular charity

Words which have several meanings have **[GUIDEWORDS]** to help you find the meaning you are looking for.

Some words (compounds) are made of two or more separate words. They are found in alphabetical order, ignoring the spaces between words. The stress pattern (= which part of the word you should emphasize when you say it) is shown on the word.

When two words have the same spelling but different parts of speech (e.g. a noun and a verb) they have separate entries.

• **promise** /ˈprɒmɪs/ **verb** 1 **[I, T]** to say that you will certainly do something or that something will certainly happen **[+ to do sth]** *She promised to write to me every week.* • **[+ (that)]** *Paul promised me that he'd cook dinner tonight.* 2 **[+ two objects]** to say that you will certainly give something to someone *They promised us a reward.* • *Grandma's ring was promised to me.* 3 **promise to be sth** if something promises to be good, exciting, etc, people expect that it will be good, exciting, etc. *It promises to be a really exciting game.*

USAGE

promise

When you use the expression **promise someone something**, no preposition is needed after the verb.

he promised his mum that he would clean his room.

he promised to his mum that he would clean his room.

Grammar labels tell you how a word is used. There is an explanation of all the grammar codes on page 8.

Usage notes based on the Cambridge Learner Corpus give extra information about words which often cause problems for learners.

This symbol shows very common words which are important to learn.

• **promise** /ˈprɒmɪs/ **noun** 1 [C] when you say that you will certainly do something *I'm not sure I can do it so I won't make any promises.* 2 **keep/break a promise** to do/not do what you said that you would do 3 **show promise** if someone or something shows promise, they are likely to be successful. *As a child, he showed great promise as an athlete.*

Some words are used as part of a phrase. This is shown clearly at the start of the definition.

Irregular inflections of words are clearly shown. There is a list of irregular verb inflections on page 748 and an explanation of regular inflections on page 12.

• **buy**¹ /baɪ/ verb [T] **past bought** to get something by paying money for it *I went to the shop to buy some milk.* • *They bought their house for £14,000.* • [+ two objects] *He bought me a camera for my birthday.*

buy sb/sth out to buy part of a company or building from someone else so that you own all of it *He bought out his partner for £3 million.*
buy sth up to quickly buy a lot of something, often all that is available *Most of the land in the area has been bought up by property developers.*

buy² /baɪ/ noun **a good buy** when you buy something good for a cheap price *This coat was a really good buy.*

buyer /'baɪə/ noun [C] someone who buys something

buyout /'baɪaʊt/ noun [C] when a group of people buy the company that they work for

Words which are often used together (collocations) are shown in dark type in examples.

Example sentences, based on the Cambridge International Corpus, show how words are used in typical situations.

Phrasal verbs come after the entry for the verb. If there is more than one, they are in alphabetical order. There is a Study Page on phrasal verbs on page centre 34.

Pronunciations use the International Phonetic Alphabet. There is a list of these symbols inside the back cover of the dictionary. The most difficult symbols are also explained at the bottom of each page. There is an explanation of the pronunciation system on page 11.

• **ice**¹ /aɪs/ noun [U] **1** water that has frozen and become solid *Gerry slipped on the ice and broke his arm.* • *I've put a couple of bottles of champagne on ice (= in a bucket of ice to get cold).*

2 break the ice to make people who have not met before feel relaxed with each other, often by starting a conversation

ice² /aɪs/ (also US **frost**) verb [T] to cover a cake with icing (= sweet mixture used to cover cakes) *an iced bun*

iceberg /'aɪsbɜːg/ noun [C] a very large piece of ice that floats in the sea ➔ See also: **be the tip of the iceberg.**

All our explanations use very simple words. Where we have had to use a more difficult word than usual, that word is explained in brackets.

Some words are used as part of an idiom. These are shown at the end of the entry. There is a Study Page on idioms on page centre 26.

Cross references show you where you can find related information such as opposites, pictures, study pages, and idioms.

When a word can be spelled another way, or when there is another word for it, this is shown.

These labels show you when a word is used in British English or American English. There is an explanation of these labels on page 10.

skive /skaɪv/ (also **skive off**) verb [I, T] **UK** to not go to school or work when you should, or to leave school or work earlier than you should
 • **skiver** noun [C] **UK informal** someone who skives

Some words which are formed from the main word are shown at the end of an entry. If a word is not formed with a regular pattern, or if its meaning is not easy to guess, it has its own explanation. There is a section on Word Beginnings and Endings on page 751.

These labels tell you how formal, informal, etc a word is. There is an explanation of all these labels on page 10.

More information on using the dictionary

Grammar labels

When a word must *always* be used in a particular grammatical form, that form is shown at the beginning of the entry or the beginning of the meaning. Patterns which are common and typical, but are not *always* used, are given next to example sentences showing how they are used.

Nouns

C	countable noun	pencil, friend, house
U	uncountable noun, does not have a plural	water, advice, health
C, U	noun which can be countable or uncountable	ability, quantity, exercise ▶ <i>You should take some exercise.</i> ▶ <i>I do my exercises every morning.</i>
↻	see also Study Page Countable and uncountable nouns , on p. centre 22.	
group	noun which refers to a group of people or things and can be used with either a singular or a plural verb	government, class, team ▶ <i>The French team are European champions.</i> ▶ <i>His team is top of the league.</i>
plural	plural noun, used with a plural verb	trousers, scissors, pliers
no plural	noun which can be used with a and an , but does not have a plural	rush, vicious circle, wait ▶ <i>Sorry, I'm in a rush.</i>
usually plural	noun usually used in the plural form	statistics, resources, regulations
usually singular	noun usually used in the singular form	mess, range, world

Verbs

I	intransitive verb, does not have an object	sleep, glance, fall ▶ <i>Anna's sleeping.</i>
T	transitive verb, must have an object	cure, hit, catch ▶ <i>Fiona hit her sister.</i>
I, T	verb that can be intransitive or transitive	sing, explain, drive ▶ <i>I always sing in the bath.</i> ▶ <i>He sang a love song.</i>
+ two objects	ditransitive verb, that has two objects	give, send, lend ▶ <i>She gave me the keys.</i>

often passive	verb often used in the passive	allow ▶ <i>Smoking is not allowed in the restaurant.</i>
often reflexive	verb often used with a reflexive pronoun (myself, yourself, herself, etc)	defend ▶ <i>He can defend himself.</i>

If a verb or a meaning of a verb is **always passive** (e.g. inundate, demote, affiliate) or **always reflexive** (e.g. brace, ingratiate, steel), the whole grammar pattern is shown at the beginning of the entry.

Some verb or meanings of verbs are **always followed by an adverb or preposition** (e.g. creep, flick, trickle). When this happens, common examples of adverbs and prepositions used are shown at the beginning of the entry or the meaning.

➔ see also Study Page **Verb patterns**, on p. centre 42

Adjectives

always before noun	attributive adjective, always comes before the noun	major, basic, staunch
never before noun	predicative adjective, used with verbs such as be, seem, feel	afraid, ready, done ▶ <i>She's afraid of water.</i>
always after noun	adjective always used directly after the noun	galore, proper, incarnate ▶ <i>The devil incarnate.</i>

Other grammar patterns

The following patterns can refer to nouns, adjectives, and verbs:

+ that	the word is followed by a that clause , and the word that must be included	boast, assertion, evident ▶ <i>It was evident from her voice that she was upset.</i>
+ (that)	the word is followed by a that clause but the word that does not have to be used	hope, amazed, doubt ▶ <i>I hope that the bus won't be late.</i> <i>I hope the bus won't be late.</i>
+ doing sth	the word is followed by a verb in the -ing form	enjoy, busy, difficulty ▶ <i>I enjoy going to the beach.</i>
+ to do sth	the word is followed by a verb in the infinitive	confidence, careful, decide ▶ <i>I didn't have the confidence to speak up.</i>
+ for/of, etc + doing sth	the word is followed by a preposition (e.g. for/of) and then a verb in the -ing form	apologize, idea, guilty ▶ <i>She apologized for being late.</i>
+ question word	the word is followed by a question word (e.g. who, what, how)	ask, certain, clue ▶ <i>I'm not certain who to ask.</i>
used in questions and negatives	the word is used in questions and negative sentences	mind, much, yet ▶ <i>Do you mind if I come in?</i> <i>I haven't seen him yet.</i>

Usage labels

<i>informal</i>	used when you are speaking, or communicating with people you know but not normally in serious writing	brainy, freebie, goalie
<i>formal</i>	used in serious writing or for communicating with people about things like law or business	examination, moreover, purchase
<i>very informal</i>	used when you are talking to people you know well, and not usually in writing. Some of these words may offend people, and this is explained in the entry.	prat, barf, crap
<i>spoken</i>	a way of writing a word which is used in conversation	yeah, hey, eh
<i>humorous</i>	used in order to be funny or to make a joke	couch potato, snail mail
<i>literary</i>	used in books and poems, not in ordinary conversation	beloved, slumber, weep
<i>old-fashioned</i>	not used in modern English – you might find these words in books, used by older people, or used in order to be funny	gramophone, spectacles, farewell
<i>trademark</i>	the name of a product that is made by one company, but which has become used as a general word	Coke, Hoover, Sellotape

UK/US labels

The spelling used in definitions and examples in this dictionary is British English. However, American English is also explained clearly, and where there is a difference between British and American English, this is shown.

<i>UK</i>	only used in British English	pavement, petrol station
<i>US</i>	only used in American English	sidewalk, gas station
<i>mainly UK</i>	mainly used in British English, but sometimes in American English	lecturer, rubbish, nightdress
<i>mainly US</i>	mainly used in American English, but sometimes in British English	movie, apartment, semester
<i>also UK</i>	another word that can also be used in British English	truck (<i>also UK lorry</i>) # truck is used in Britain and America lorry is also used in Britain

also US another word that can also be used in American English

railway (also US railroad)
railway is used in Britain and America
railroad is also used in America

➔ see also Study Page UK and US English, on p. centre 41

Pronunciation

All pronunciations use the International Phonetic Alphabet. There is a complete list of phonetic symbols inside the back cover.

Many phonetic symbols, e.g. /p/, /s/, /k/, sound exactly like the most common pronunciation of the letter they look like. Those that do not are explained at the bottom of every page of the dictionary.

Where more than one pronunciation is shown, the more common one is first, but both are often used.

British and American pronunciation

Most words are given only one pronunciation, which is acceptable in British and American English. There are some regular differences between British and American English which are not shown for every word.

The main ones are:

- 1 In American English, the **r** in words such as **hard** or **teacher** is pronounced, and in British English it is silent.
- 2 In American English, **t** and **tt** in words such as **later** and **butter**, are pronounced in a soft way, almost like a /d/ sound.

Where there is a big difference between British and American pronunciation, both forms are shown. The symbol **Ⓤ** is shown before an American pronunciation, e.g. **schedule** /'ʃedʒu:l Ⓤ 'skedʒu:l/

Stress patterns

Stress patterns show you which parts of the word you should emphasize when you say them.

/ˈ/ shows the main emphasis on a word. For example, in the word **picture** /'pɪktʃə/, you should emphasize the first part, and in the word **deny** /dɪ'naɪ/ you should emphasize the second part.

/, / shows the second most important emphasis on the word. For example, in the word **submarine** /,sʌbmər'i:n/, the main emphasis is on the last part of the word, but you should also emphasize the first part of the word slightly.

Compound words (words made of two or more separate words) have their stress patterns shown on them. For example in the word **cas'sette re,corder**, the main emphasis is on the second part of the first word, but you should also emphasize the second part of the second word slightly.

Strong forms and weak forms

Some common words (e.g. and, them, of) have strong forms and weak forms. The weak forms are more common.

For example, in the sentence '*I saw them leave.*', the weak form /ðəm/ would be used.

The strong form is used when you want to emphasize the word. For instance, in the sentence '*They said they saw me, but I didn't see them.*', the strong form /ðem/ would be used.

Regular inflections

All inflections (e.g. plurals, past tenses) that are not regular (= are not formed in the usual way) are shown at the entry for the word. The regular way of forming inflections is shown below.

Nouns

Most nouns form their plurals by adding **-s**

► *chair, chairs* ► *plate, plates*

Nouns which end in **-s**, **-ss**, **-ch**, **-x**, and **-z**, make their plurals by adding **-es**

► *mass, masses* ► *match, matches*

Nouns which end in a consonant (e.g. **m**, **t**, **p**) + **-y**, form their plurals by taking away the **-y** and adding **-ies**

► *baby, babies* ► *university, universities*

Adjectives

➤ see also Study Page **Adjectives**, on p. centre 18

The comparative form of adjectives is used to show that someone or something has more of a particular quality than someone or something else. To make the regular comparative form, you either add **-er** to the end of the adjective, or use the word **more** before it.

The superlative form of adjectives is used to show that someone or something has more of a particular quality than anyone or anything else. To make the regular superlative form, you either add **-est** to the end of the adjective, or use the word **most** before it.

One-syllable adjectives usually form their comparative and superlative with **-er** and **-est**

► *small, smaller, smallest*

Two-syllable adjectives can all form their comparative and superlative with **more** and **most**.

► *complex, more complex, most complex*

Some two-syllable adjectives can use **-er** and **-est** too. The most common of these are:

- adjectives ending in **-y** and **-ow**,
► *happy, noisy, shallow*
- adjectives ending in **-le**,
► *able, noble, simple*
- some other common two-syllable adjectives,
► *common, cruel, handsome, pleasant, polite, quiet, solid, wicked*

Three-syllable adjectives usually form their comparative and superlative with **more** and **most**

► *beautiful, more beautiful, most beautiful*

When you are using the **-er**, **-est** forms, if the adjective ends in **-e**, take away the **-e** before adding the ending

► *pale, paler, palest*

If the adjective ends in **-y**, change this to **-i** before adding the ending

► *happy, happier, happiest*

Verbs

Regular verbs add the following endings:

for the **3rd person singular** add **-s**, or **-es** to verbs that end in **-s**, **-ss**, **-ch**, **-x**, and **-z**

for the **present participle** add **-ing**

for the **past tense** and the **past participle** add **-ed**

► *pack, packs, packing, packed*

For verbs ending in **-e**, take away the **-e** before adding the present participle, past tense, and past participle endings.

► *hate, hates, hating, hated*

For verbs ending in **-y**, for the third person singular take away the **-y** and add **-ies**, and for the past tense and past participle take away the **-y** and add **-ied**.

► *cry, cries, crying, cried*