

朗文

当代英语辞典

LONGMAN
DICTIONARY OF
CONTEMPORARY
ENGLISH

◆ 第三版增补本 ◆



附 64 页最新词语

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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LONGMAN

DICTIONARY OF

CONTEMPORARY

ENGLISH

序

——跟上时代,学习英语新词语

现代社会发展迅速,新事物不断涌现,英语新词语随之不断产生。尤其是近一二十年来,在科技、信息、商务、金融等方面,“爆出”了大量英语新词语。我们学习英语,必须跟上时代,留意学习新词语,更新自己的词汇。

学习英语新词语,不用说应当借助词典,但往往很难得到一部比较完备实用的新词语词典。因为新词语产生很快,数量又大,而且其中许多词语仅仅流行一时,只有一部分才会留存下来。这就给词典编纂者的收录工作带来了很大困难。可喜的是,《朗文当代英语辞典》(增补本)给读者呈献了 64 页新词语。这些新词语都是经过词典编纂者精选、有可能成为英语固定词汇的词语,因此都是一般学习英语的人应当学习并掌握的。

这 64 页新词语是以补编形式附在词典末尾,但是词条的处理方式与正文各条完全一致。原则也是词义解释与用法说明并重。词义解释简明扼要,用法说明针对问题。读音、词类、文体以及英国英语与美国英语等都有标注。许多词条还配有例证,可以帮助读者掌握用法。有些词条虽无例证,但读者可以从词义解释与词类等标注推断出用法。例如, **netizen** /'netɪzən/ *n* [C] *slang* 的解释是: someone who uses the Internet, especially someone who uses it in a responsible way. This word comes from a combination of the words 'net', meaning 'the Internet', and 'citizen'. 这一看便知是“网民”。还有一个浅显易懂的例句: China and India will soon have far larger numbers of netizens than any Western nation. 又如, **cybercrime, cyber crime** /'saɪbəˌkraɪm || -bər-/ *n* [C, U] 只有解释: criminal activity that involves the use of computers or the Internet. 这一看也便知是“网上犯罪”。虽然没有例证,但从词义解释与所注 *n* [C, U] 看来, cybercrime 和 crime 一样,可以用作可数或不可数名词。

这 64 页新词语补编还着重指出词语的构词方式。这从上面所举 netizen 的例子可以看出。明白了某个新词语的构词方式,能加深对该词语的理解。新词语的构词方式多种多样,反映了英语的各种构词法。可以说,在产生新词语的时候,英语的构词能力便充分发挥出来了。在新词语的多种构词方式中,以下几种值得特别指出:

(1)借用外语:如 **feng shui**¹ /fʌŋ ˈʃwei/ n [U], **feng shui**² v [T] (借自汉语“风水”,用作名词和动词)。

(2)旧词新义:如 **visit** v [T] (用于“登录网址”: Over 1,000 people visit our site every week)。

(3)词类转换:如 **task** v [T] (把名词 task 用作动词,用于句型 be tasked with sth “被分派某项任务”)。

(4)组成复合词:如 **time-poor** /ˈ.. / adj BrE (由 time 和 poor 两个词组成,表示“忙得没有空闲”)。

(5)加词缀:如 **teleconference** /ˈtelɪ kɒnfərəns || -kɒn-/ n [C] (“电话或电视会议”,加前缀), **desertification** /dɪ zɜːtɪfɪˈkeɪʃən || -zɜːr-/ n [U] (“沙漠化”,加后缀)。

(6)两词缩合:如已举过的 **netizen** (net 和 citizen 两个词的缩合)。

(7)简缩:如 **carbs** /kɑːbz || kɑːrbz/ n [U] *spoken informal* (“碳水化合物食品”, carbohydrates 的简缩)。

(8)缩写与用首字母缩拼:如 **B 2 B** /biː tə ˈbiː/ (= business to business “企业对企业”), **CALL** /kɔːl/ || kɒl/ n [U] (= computer-assisted language learning “计算机辅助语言学习”)。

英语新词语新颖、生动、表达力强,这与构词方式灵活多样很有关系。

《朗文当代英语辞典》(增补本)的新词语补编是学习研究英语新词语的很好的入门教材。补编自成一个单元,有助于集中学习研究。补编开头有琼·艾奇逊(Jean Aitchison)写的一篇序言,泛论英语新词语的产生、构成等方面,知识性强,是学习研究新词语的指导。

总之,学习研究英语新词语有莫大好处,也很能引人入胜。最后让我借用英国语言学家、辞书编纂家埃里克·帕特里奇(Eric Partridge)在上世纪 60 年代对当时某本新词语词典的评语来结束我对《朗文当代英语辞典》(增补本)的新词语补编的介绍: Any dictionary of new... words is worthy of respect and attention. This particular dictionary is worthy of more. It should be used, consulted, read. (任何一本新词语词典都值得尊重与重视。这一本新词语词典值得更加尊重与重视。大家应当使用、查阅、研读这本词典。)

危东亚

北京外国语大学教授

《汉英词典》(修订版)主编

Short Forms and Labels

Short forms

<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:

French
German
Italian
Latin
Spanish

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
	ɒ:	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
	ɪə	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
/ɜ:/	means that some speakers use /ɪ/ and some use /ə/
/ɝ:/	means that some speakers use /ʊ/ and some use /ə/
/ə/	means that /ə/ may or may not be used

For more information on pronunciation see page xx

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The publishers and editorial team wish to thank the many people who have contributed advice to the making of the dictionary, in particular the Lindex Dictionary and Corpus Advisory Committee:

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:dʒuəs|'ɑ:rdʒuəs/ *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-bode¹ /ə'bəʊd|ə'boʊd/ *n* [C] *formal* or *humorous* someone's home: *Welcome to my humble abode.* | **of no fixed abode** (=having no permanent home)
abode² the past tense of **ABIDE**

an-nu-al¹ /'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:dɔ|'ɑ:r|'ær/ *n* [U] **1** very strong positive feelings: *They sang with real ardour.*
2 *literary* strong feelings of love

a-bra-sive¹ /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**¹ (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'ɛfɛkt/ *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|'oʊber-/ *n* [C,U] *BrE* a large dark purple vegetable; **EGPLANT** *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-ta-ble /ə'trɪbjʊtəbəl/ *adj* [not before noun] likely to be caused by something: [+ to] *Death was attributable to gunshot wounds.*

ab-hor /əb'hɔːr, əb'hɔːr, 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.*

abandon² *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.*

ar-gu-ment /'ɑːɡjʊmənt/'ɑːr-/ *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/ -ɔːrb/ *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- /ænti/ *prefix* before: *to antedate* (=be earlier than something) *ante-natal* (=before birth) —compare **ANTI-**, **POST-**, **PRE-**

an-te¹ /'ænti/ *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'reɪz/ *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:

face² *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 /'greɪsfəl/ *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.

face¹ /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**¹.

face² 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:

blue² 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 **RYTHM 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.

in-quire, enquire /ɪnˈkwɪə/ -ər/ v [I,T] 1 to ask someone for information: *"Are you getting married?" the television interviewer inquired.*

en-quire /ɪnˈkwɪə/ -kwɪər/ 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.

have¹ /v, əv, həv; strong hæv/ auxiliary verb past tense **had** /d, əd, həd; strong hæd/ 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 hæd/ 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:

face¹ /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.

face¹ /feɪs/ n [C]

—see also **have egg on your face** (EGG¹ (4)), **fly in the face of** (FLY¹ (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 our spoken and written corpora, is shown first.

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