

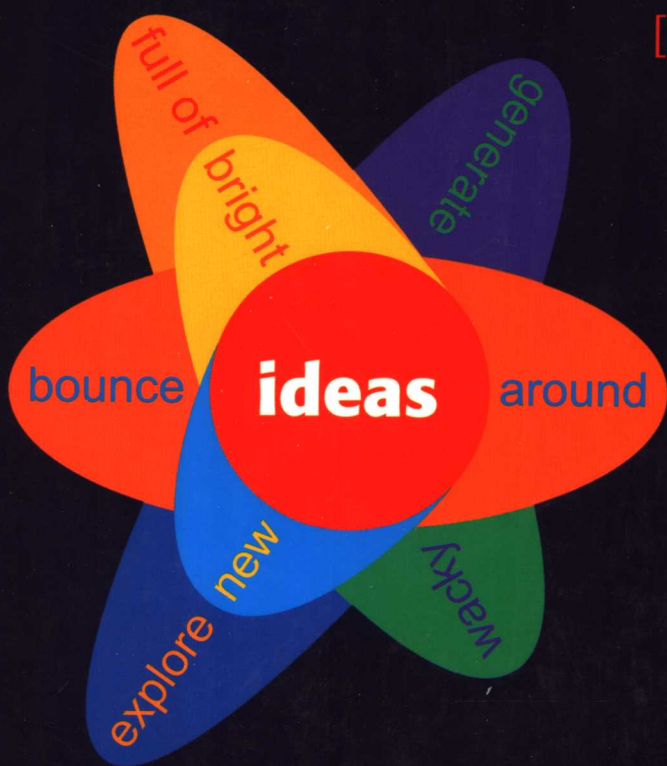
# OXFORD

## Collocations

Dictionary for Students of English

# 牛津英语搭配词典

[英语版]



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

New Edition  
新版

# OXFORD

---

# Collocations

Dictionary for Students of English

# 牛津英语搭配词典

[英语版]

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

# (京)新登字 155 号

京权图字: 01 - 2003 - 4169

## 图书在版编目(CIP)数据

牛津英语搭配词典/(英)克劳瑟(Crowther, J.)等编. —北京:外语教学与研究出版社, 2003

ISBN 7 - 5600 - 3429 - 2

I. 牛… II. 克… III. 英语—搭配—词典 IV. H314.3 - 61

中国版本图书馆 CIP 数据核字(2003)第 030466 号

Originally published by Oxford University Press, Great Clarendon Street, Oxford

© Oxford University Press 2001

This reprint of The Oxford Collocations Dictionary for Students of English originally published in English in 2001 is published by arrangement with Oxford University Press for distribution in Mainland China only and not for export therefrom

Oxford is a registered trademark of Oxford University Press

## 牛津英语搭配词典[英语版]

(英) Jonathan Crowther, Sheila Dignen and Diana Lea 编

\* \* \*

责任编辑: 唐晓萌

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.fltrp.com>

印 刷: 北京大学印刷厂

开 本: 787×1092 1/16

印 张: 58

版 次: 2003 年 7 月第 1 版 2003 年 11 月第 2 次印刷

书 号: ISBN 7 - 5600 - 3429 - 2/H·1715

定 价: 74.90 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 (010)68917826

版权保护办公室举报电话: (010)68917519

## Abbreviations used in the dictionary

---

**ADJ.** adjectives (or nouns that function like adjectives)

**ADV.** adverbs

**PREP.** prepositions

**QUANT.** quantifiers (= words for an amount/number of something)

**etc.** et cetera (= and so on)

**sb** somebody

**sth** something

## Symbols used in the dictionary

---

~ replaces the headword of an entry

| separates groups of collocates

**™** shows registered trademarks that belong to manufacturing companies, even though the expressions may be commonly used in speech and writing, for example *Hammond organ™*.

## Labels used in the dictionary

---

Labels used in the dictionary generally apply to the *collocation* – that is to the two words in combination – and not to the individual words.

The following labels are used with collocations that express a particular attitude or are appropriate in a particular situation.

**disapproving** collocations show that you feel disapproval or contempt, for example *rabbit food* or *descend into the realms of sth.*

**figurative** collocations use language in a non-literal or metaphorical way, as in *morally bankrupt* or *die of embarrassment*.

**formal** collocations are usually only used in serious or official language and would not be appropriate in normal everyday conversation. Examples are *take up employment* and *fall sick*.

**historical** collocations are expressions for things or concepts that existed in the past. They either no longer exist (*debtor's prison*) or the modern equivalent has a different name. (The modern term is *lending library* rather than *circulating library*.) However, the historical term is still used when talking about the past.

**humorous** collocations are intended to be funny, for example *veritable banquet* or *ply sb with tea*.

**informal** collocations are used between friends or in a relaxed or unofficial situation. They are not appropriate for formal situations. Examples are *class act* and *a company goes to the wall*.

**ironic** collocations use words to mean the opposite or something very different from the meaning they seem

to have, as in *princely sum* (= a very small amount of money) or *conveniently ignore* (which may be very convenient for the person doing the ignoring, but not for anyone else).

**literary** collocations are used mainly in literature and imaginative writing, for example *far distant* and *greet the dawn*.

**offensive** collocations are used by some people to address or refer to people, countries, etc. in a way that is very insulting, for example *banana republic*.

**old-fashioned** collocations are passing out of current use, although writers may still wish to use them for a particular effect, especially in fiction. An example would be *give sb in marriage*.

**saying** describes a fixed collocation that is a well-known traditional phrase, for example *the truth will out*.

**taboo** words are likely to be thought by many people to be obscene or shocking and you should avoid using them. They are included here where the collocations are very strong. However, these words are always taboo, whatever the collocation.

**technical** collocations are used by people who specialize in a particular subject area.

The following labels also show collocations from particular subject areas:

**business**  
**computing**

**law**  
**mathematics**

**medical**  
**military**

**science**  
**sport**

## Preface

In recent years, teachers and students have become increasingly aware of the importance of collocation in English language learning. However, no matter how convinced learners are in principle of the importance of collocation, it is difficult for them to put these principles into practice without the benefit of an up-to-date, corpus-based dictionary of collocations. We at Oxford University Press were determined to provide such a dictionary but it has taken us many years to produce the dictionary that we feel best meets the needs of students and teachers.

Over the years, a large number of lexicographers and editors have been involved in this project and I wish to take this opportunity to thank them all for the contributions they have made. In particular, I wish to thank the three Managing Editors, Sheila Dignen, Jonathan Crowther and Diana Lea. The Managing Editors worked on the policy for this dictionary, striving to ensure that it was in its design as helpful and accessible to users as possible. In the introduction that follows, Diana Lea explains the principles that were established through consultation and experiment to determine which collocates to include and where they should be listed.

It is our hope that this dictionary will provide you with invaluable assistance in expressing your ideas cogently in idiomatic English. If you wish to explore the dictionary's potential as a learning tool, you will find the Guide to the Entries (page xii-xiii) and the Study Pages (between pages 446 and 447) very helpful.

*Moirá Runcie*  
*January 2002*

## Advisory Board

Dr Keith Brown      Professor Gabriele Stein  
 Professor Guy Cook      Dr Norman Whitney  
 Dr Alan Cruse      Professor Henry Widdowson  
 Ms Moira Runcie

## Managing Editors

Jonathan Crowther      Sheila Dignen      Diana Lea

## Editors

Margaret Deuter      James Greenan      Joseph Noble      Janet Phillips

## Lexicographers

Colin Hope      Carole Owen  
 Gillian Lazar      Valerie Smith  
 Fiona McIntosh

## Project administration

Julie Darbyshire  
 Julia Hiley

## Publishing Systems Manager

Frank Keenan

## Data capture and typesetting

Bill Coumbe  
 Tim Teasdale

## Keyboarders

Anna Cotgreave  
 Kay Pepler  
 Ben Pritchett

## Design

Page design: Peter Burgess and Holdsworth Associates, Isle of Wight  
 Study pages: Sarah Nicholson  
 Cover design: Richard Morris, Stonesfield Design

## Illustrations

Harry Venning

Thanks are also due to those who helped with administration and keyboarding for shorter periods during the course of the project:

Anne-Marie Amphlett, Elizabeth Aracic, Stephanie Donaghy, Abigail Pringle, Katrina Ransom

## Introduction

Imagine a student writing an essay on the environment. She knows the themes she wishes to cover and the ideas and arguments to get across. She already has a stock of useful vocabulary, especially high-content nouns like *environment*, *pollution*, *ozone layer*. What is missing are the words that can link these high-content vocabulary items together into a coherent whole – a narrative or an argument. Pollution is a problem, but what needs to be done about it? Looking up the entry for **pollution** in the *Oxford Collocations Dictionary* and skimming down to the verbs section offers the choice of *avoid/prevent*, *combat/control/fight/tackle*, *cut/limit/minimize/reduce* or *monitor*. With the back-up help of a good monolingual learner's dictionary (such as the *Oxford Advanced Learner's Dictionary*) if need be, the student can choose the most appropriate verb, the one that expresses most exactly what she wants to say.

### What is collocation?

Collocation is the way words combine in a language to produce natural-sounding speech and writing. For example, in English you say *strong wind* but *heavy rain*. It would not be normal to say *\*heavy wind* or *\*strong rain*. And whilst all four of these words would be recognized by a learner at pre-intermediate or even elementary level, it takes a greater degree of competence with the language to combine them correctly in productive use. To a native-speaker these combinations are highly predictable; to a learner they are anything but.

Combinations of words in a language can be ranged on a cline from the totally free – *see a man/car/book* – to the totally fixed and idiomatic – *not see the wood for the trees*. This idiom is not only fixed in form, it also has nothing whatever to do with wood or trees. Between these two extremes, there is a whole range of nouns that take the verb *see* in a way that is neither totally predictable nor totally opaque as to meaning. These run from the fairly 'weak' collocation *see a film* (which elementary students learn as a 'chunk' without pausing to reflect that this is not quite the literal meaning of *see*) through the 'medium strength' *see a doctor* to the 'stronger' collocations of *see danger/reason/the point*. All these combinations, apart from those at the very extremes of the cline, can be called collocation. And it is combinations such as these – particularly in the 'medium-strength' area – that are vital to communicative competence in English.

### Why is collocation important?

Collocation runs through the whole of the English language. No piece of natural spoken or written English is totally free of collocation. For the student, choosing the right collocation will make his speech and writing sound much more natural, more native-speaker-like, even when basic intelligibility does not seem to be at issue. A student who talks about *\*strong rain* may make himself understood, but possibly not without provoking a smile or a correction, which may or may not matter. He will certainly be marked down for it in an exam.

But, perhaps even more importantly than this, language that is collocationally rich is also more precise. This is because most single words in the English language – especially the more common words – embrace a whole range of meanings, some quite distinct, and some that shade into each other by degrees. The precise meaning in any context is determined by that context: by the words that surround and combine with the core word – by collocation. A student who chooses the best collocation will express himself much more clearly and be able to convey not just a general meaning, but something quite precise. Compare, for example, the following two sentences:

*This is a good book and contains a lot of interesting details.*

*This is a fascinating book and contains a wealth of historical detail.*

Both sentences are perfectly 'correct' in terms of grammar and vocabulary, but which communicates more (both about the book under discussion *and* the person discussing it)?

## Why use a Collocations Dictionary?

A normal dictionary, whether monolingual or bilingual, splits up meaning into individual words; it has a lot of power in dissecting the meaning of a text. Its power is more limited when it comes to constructing texts. Good learner's dictionaries give as much help as they can with usage, with grammar patterns clearly explained, register labels and example sentences showing words in context. Modern dictionaries are increasingly giving attention to collocation. But they are still hampered by trying to provide a whole range of information about any word besides its collocations. A grammar provides an analysis of the general patterns that exist in a language. But its productive power is limited by the degree to which it generalizes in order to come up with 'grammatical rules'. A collocational dictionary doesn't have to generalize to the same extent: it covers the entire language (or a large part of it!) on a word by word, collocation by collocation basis. It manages this by not attempting to account for every possible utterance, only for what is most typical.

By focusing on the specific rather than the general, a collocations dictionary is also able to 'pre-digest' a lot of the grammar involved, presenting collocates in their most typical form in context, even if this is not the usual dictionary citation form. For example at the entry for *baby*, you will find the collocation *be teething*, reflecting the fact that this verb is always used in the progressive tenses. Use the collocations dictionary systematically and you become much more aware of the extent to which English makes use of the passive, an aspect of grammar that even advanced students may be reluctant to put to full productive use.

By covering the language systematically from A-Z, a collocations dictionary allows students to build up their own collocational competence on a 'need-to-know' basis, starting from the words they already know – or know in part. Occasional, or even regular, collocations exercises in coursebooks cannot fulfil this role, although they do a useful job of raising the profile of collocation as an essential feature of the language, and teach some useful collocations in the process.

## Which collocations are included in this dictionary?

The approach taken to this question was pragmatic, rather than theoretical. The questions asked were: is this a typical use of language? Might a student of English want to express this idea? Would they look up this entry to find out how? The aim was to give the full range of collocation – from the fairly weak (*see a film, an enjoyable holiday, extremely complicated*), through the medium-strength (*see a doctor, direct equivalent, highly intelligent*) to the strongest and most restricted (*see reason, burning ambition, blindly obvious*) – for around 9,000 headwords. Totally free combinations are excluded and so, for the most part, are idioms. Exceptions to this rule are idioms that are only partly idiomatic: *not see the wood for the trees* may have nothing to do with wood or trees, but *drive a hard bargain* is very much about bargaining even if the expression as a whole can be considered an idiom.

The first question (*Is this a typical use of language?*) required that all the collocations be drawn from reliable data. The main source used was the 100 million word British National Corpus. From this, compilers of the dictionary were able to check how frequently any given combination occurred, in how many (and what kind of) sources, and in what particular contexts. The corpus also supplied many of the example sentences, most of which were either taken directly from the authentic texts included in the corpus, or with minor modifications to make them more accessible (but without, of course, altering any collocations). For fast-changing areas of language, such as computing – particularly rich in collocation – corpus information was supplemented by using the Internet as a resource.

The second question asked (*Might a student of English want to express this idea?*) led to a focus on current English: language that students not only need to understand but can be expected to reproduce. It was felt that, for productive use, students were better concentrating on one variety of English, and British English was chosen. Consideration was also given to the kind of texts that students might wish to write. Primary attention was given to what might be called 'moderately formal language' – the language of essay



and report writing, and formal letters – treating all subjects – business, science, history, sport, etc. (this list could go on for half a page) at the level of the educated non-specialist. In addition, the dictionary includes some of the most important collocations from some specialist areas, particularly law and medicine; collocations from popular fiction, particularly useful in treating more personal subjects such as feelings and relationships; informal collocations and those very frequent in spoken language; and a few of the most frequent collocations from British journalism. Technical, informal and journalistic uses are labelled as such.

The third question asked (Would a student look up this entry to find this expression?) led to the exclusion of noun collocates from verb and adjective entries. When framing their ideas, people generally start from a noun. You might think of *rain* and want to know which adjective best describes rain when a lot falls in a short time. You would be unlikely to start with the adjective *heavy* and wonder what you could describe with it (*rain, breathing, damage, gunfire?*) Similarly, you might be looking for the verb to use when you do what you need to do in response to a *challenge*. But you would not choose meet and then choose what to meet (*a challenge, an acquaintance, your death, the expense*).

'The full range of collocation', as well as implying collocations of different strengths, also covers all the following types of combination:

adjective + noun: *bright/harsh/intense/strong light*

quantifier + noun: *a beam/ray of light*

verb + noun: *cast/emit/give/provide/shed light*

noun + verb: *light gleams/glows/shines*

noun + noun: *a light source*

preposition + noun: *by the light of the moon*

noun + preposition: *the light from the window*

adverb + verb: *choose carefully*

verb + verb: *be free to choose*

verb + preposition: *choose between two things*

verb + adjective: *make/keep/declare sth safe*

adverb + adjective: *perfectly/not entirely/environmentally safe*

adjective + preposition: *safe from attack*

plus short phrases including the headword: *the speed of light, pick and choose, safe and sound*

Most of the collocations in the dictionary can be called 'word collocations', that is, these are the precise words that combine with each other: *small fortune* cannot be changed to *little fortune*, even though *small* and *little* would seem to be synonymous. There is another area of collocation that might be called 'category collocation', where a word can combine with any word from a readily definable set. This set may be quite large, but its members are predictable, because they are all words for nationalities, or measurements of time, for example. At the entry for *walk*, one of the groups of collocates is given as 'three-minute, five minutes', etc.: the 'etc.' is to indicate that any figure may be substituted for 'three' or 'five' in these expressions.

It also happens that certain sets of words share all or most of their collocations. This is particularly true of very strictly defined sets such as days of the week, months and points of the compass, but it also applies to slightly less rigid, but still limited sets such as currencies, weights and measures and meals. In order to show how these collocations are shared by a number of headwords, the dictionary includes 25 usage notes, each treating the collocations of a particular set. The entries for the individual members of the set include a cross-reference to the usage note. In cases where all the collocations are shared (months, for example) the cross-reference replaces all other information in the entry. In cases where some of the collocations are shared, but others apply only to an individual member of the set (for example, seasons), the individual collocations are given at the entry, and a cross-reference directs the user to the shared collocations in the usage note. A full list of the usage notes and where they may be found is given on page iv. The 9,000 headwords include most of the commonest words in the language that upper-intermediate students will

already know, plus some words that they will start to encounter as they move to a more advanced level of English. Some very common words – such as the verbs *make* and *do* – do not merit entries of their own. This is because these verbs have no real collocations of their own. They themselves *are* the collocations of lots of nouns, and appear in the entries for those nouns. There are also two pages of exercises in the central study section addressing this notorious area of difficulty.

## How to use this dictionary

This dictionary is intended for productive use, most typically for help with writing. The collocations in each entry are divided according to part of speech; within each part of speech section they are grouped according to meaning or category. (In the example above from **pollution**, *avoid* and *prevent* are roughly synonymous, as are *combat*, *control*, *fight* and *tackle*, and so on). The groups are arranged in an order that tries to be as intuitive as possible: in this case from the 'strongest' form of action (*avoid/prevent*) to the 'mildest' (*monitor*). Many collocate groups have illustrative examples showing one or more of the collocations in context.

Because this is a type of dictionary that may be totally new to many students it is recommended that users familiarize themselves with how the dictionary works by working through some of the exercises in the photocopiable study section in the centre of the dictionary. The first of these aims to show the overall concept of the dictionary by looking at a single entry (*idea*) in some detail. The next few exercises take users systematically through the different sections of the entries for nouns, verbs and adjectives. Two pages of exercises get students thinking about the common verbs *make*, *do*, *have*, *give* and *take*; and the remaining exercises range across the whole dictionary, testing collocations linked to various themes, including politics, jobs and money.

## Other information in this dictionary

The focus of this dictionary is very much on collocation. In order to make the collocational information as comprehensive and accessible as possible, non-collocational information has largely been excluded. Definitions of headwords are given only insofar as they are necessary to distinguish different senses of the same word, when they have different collocations and need to be treated separately. These are not full definitions, but rather 'sense discriminators', just detailed enough to allow the senses to be distinguished. Register information is given when any pair of words in *combination* take on a different register from the two words separately. Examples would be *do drugs (informal)* – though neither *do* nor *drugs* are informal in themselves – or *hear a lecture (formal)*. (Exceptions to this rule are collocates labelled *taboo* where the label applies to the single word and to any combination it occurs in.) Collocations are also labelled if they belong to a particular field of language such as *law* or *medical*. For a full list of the usage labels used in this dictionary, see inside the front cover. In addition to these labels, more specific usage restrictions such as 'in football' or 'used in journalism' are given in brackets.

The most frequent usage label used in the dictionary is *figurative*. It is a feature of English that when the meaning of a word is extended and used in a non-literal sense, the collocations of the literal sense are often carried over: that is, both literal and figurative meanings of a word may share collocations. The dictionary indicates where this is so: for example, at **way**, the collocation *lose* is given, followed by the examples: *She lost her way in the fog.* and (*figurative*) *The project seems to have lost its way.* With strong collocations that are slightly idiomatic, a short explanation of the meaning may be given. For example, at **bargain**, the phrase *drive a hard bargain* has the gloss (= force sb to agree to the arrangement that is best for you).

The dictionary also includes ten special pages on different topics such as business, meetings and sport. These pull together collocations from the different topics and can be used as the basis for topic work in class, or for brainstorming vocabulary for an essay, for example. A full list of special topic pages and where to find them is given on page iv.

It is hoped that this dictionary will be of use not only to students of English of upper-intermediate level and above, but also to teachers (both non-native speaker and native-speaker teachers, looking for ways to present collocations to their students), translators, academics, business people, and all who wish to write fluent and idiomatic English. The Guide to the Entries (pages xii-xiii) is there as a quick reference, to give help as needed, but the whole dictionary has been designed to be accessible, and (we hope) enjoyable to use.

# Guide to the entries

## nouns

Sense numbers and short definitions distinguish between the different senses of **mountain**.

adjectives that collocate with **mountain** or nouns that function like adjectives

quantifiers: words that mean 'an amount/number of something'

verbs that come before **mountain**, and verbs that follow **mountain**

nouns that follow **mountain**

Collocates are grouped according to meaning or category.

prepositions that combine with **mountain**

common phrases that include **mountain**

### mountain *noun*

1 very high hill

- ADJ. **big, great, high, huge, large, lofty, massive, tall, towering** | **small** | **steep** | **low** | **beautiful, dramatic, fine, majestic, spectacular** | **surrounding** *The surrounding mountains make the city difficult to evacuate.* | **distant** | **isolated, remote** | **inland** | **jagged, rocky, rugged**, | **snow-capped, snow-covered, snowy** | **holy** *the holy mountain of the Lapp community*

- QUANT. **chain, range** *a chain/range of mountains*

- VERB + MOUNTAIN **ascend, climb, come/go up, scale** | **come/go down, descend, walk down** | **walk in** *We enjoy walking in the mountains.* | **cross (over)**

- MOUNTAIN + VERB **rise, soar, tower** *The mountains here rise to well over 2 000m.* | **fall** *The mountains fall to the east to the flat expanse of the plateau.* | **surround sth** *Towering mountains surrounded the village.* | **shake** *The earth tremor made the mountains shake.*

- MOUNTAIN + NOUN **chain, range** | **area, country, environment, region** *Between the two towns was 50 miles of mountain country.* | **height** *We crossed the rugged mountain heights.* | **pass, path, road, route, track** | **landscape, scenery** | **crag, face, flank, peak, ridge, side, slope, top, valley, wall** | **cave** | **lake, stream** | **air** *Many people come to the resort simply to enjoy the fresh mountain air.* | **pasture** | **barrier** *The invading army could only penetrate the mountain barrier at one point.* | **village** | **fastness, fortress, stronghold** | **hut, lodge, resort** | **folk, men, people** | **climber, climbing, walking, walks** | **guide** | **rescue, rescue team** | **bike, biker, biking** | **sickness** | **boot** | **goat, gorilla, hare, sheep**

- PREP **across/over/through the ~ a pass through the mountains** **down/up a/the ~** *She arranged to meet the others halfway up the mountain.* | **in the ~s** *This type of goat lives high up in the mountains.*

- PHRASES **the flank/side/slope of a mountain, the foot/bottom/top of a mountain**

2 large amount/number of sth

- ADJ. **great** | **debt** | **paper** | **butter, food, etc.** *They revealed a solution to reduce Europe's butter mountain.*

- VERB + MOUNTAIN **generate** | **reduce**

- PHRASES **a mountain of paper/paperwork** *The enquiry generated a mountain of paperwork.*

## adjectives

verbs that come before **famous**

adverbs that collocate with **famous**

prepositions that follow **famous**

common phrases that include **famous**

### famous *adj.*

- VERBS **be** | **become** | **make sb/sth** *The school was made famous by its association with Charles Dickens.*

- ADV. **really, very** | **quite** | **internationally, locally** *internationally famous rock stars* | **justly, rightly** *The city is justly famous for its nightclubs.*

- PREP **as** *He was famous as both a teacher and a scientist.* | **for** *The town became famous for its lace.*

- PHRASES **rich and famous** *One day I'll be rich and famous, you'll see!* | **world famous** *He became a world famous conductor.*

## verbs

- adverbs that collocate with **remind**
- verbs that come before **remind**
- prepositions that follow **remind**
- common phrases that include **remind**
- Phrasal verbs are treated separately at the end of the entry.

### remind *verb*

- ADV. **constantly, frequently, repeatedly** | **gently** *She gently reminded him that the baby was getting cold and should be taken indoors.*
- VERB + REMIND **not have to, not need to** *I'm sure I don't need to remind you that we have lost our last ten matches.* | **serve to** *An event like this serves to remind us that we do not have control over nature.*
- PREP. **about** *I rang to remind him about the party.* *She looked at her watch to remind him of the time.*
- PHRASES **keep reminding sb**

### PHRASAL VERB

#### remind sb of sb/sth

- ADV. **forcefully, forcibly, sharply, strongly, vividly** *The building reminded me strongly of my old school.* | **ir-resistibly** | **suddenly** *I was suddenly reminded of a tiger defending its cubs.* | **always** *Mrs Nolan always reminded Marie of her own mother.*

## other features of the entries

- A short use note shows a restriction on the use of the collocation *pitch black*.
- a cross-reference to the special page at **colour**, which has further collocations of **black** and other colours
- Register labels show that **abode** may be formal, humorous or a technical term in law, depending on its context and collocations.
- short explanations of the meaning of particular phrases
- In particular collocations **wilderness** takes on a figurative meaning.
- 'etc.' shows that words for other nationalities also collocate with **aristocracy**.

### black *adj.*

- ADV. **very** *The sky looks very black.* | **all** *His hands were all black from messing about with the car.*
  - ADJ. **jet, pitch** (used about the night) *She had beautiful jet-black hair.* ◊ *It was pitch black outside.*
- ⇒ Special page at **COLOUR**

### abode *noun*

- ADJ. **humble** (*humorous*) *Welcome to my humble abode.*
- VERB + ABODE **take up your** (*formal or humorous*) *I had been invited to take up my abode at Government House.*
- PHRASES **of no fixed abode** (*law*) (= without a permanent address) *An 18-year-old man of no fixed abode appeared at Teesside magistrates court yesterday.* **the right of abode** (*law*) (= the right to live in a place)

### wilderness *noun*

- ADJ. **last** | **great** | **barren, desert, desolate** | **frozen** | **uncharted** | **unspoilt** | **political** (*figurative*) *the man who brought the party back from the political wilderness*
- VERB + WILDERNESS **transform** *They transformed the wilderness into a garden.* | **explore** *They set out to explore the earth's last great wilderness, Antarctica.*
- WILDERNESS + NOUN **years** (*figurative*) *His wilderness years* (= when he was out of politics and the public eye) *in the 1990s were spent in North America.*
- PREP. **in the ~** *We were hopelessly lost in the wilderness.*

### aristocracy *noun*

- ADJ. **British, French, etc.** | **landed, landowning** | **local**
- PHRASES **a member of the aristocracy**

For more help with noun, verb and adjective entries, see study pages S3-9 in the central section of the dictionary.

# CONTENTS

---

list of usage notes and special pages	iv
preface	v
acknowledgements	vi
introduction	vii–xi
guide to the entries	xii–xiii

---

## **the dictionary** **1–892**

---

### **study pages between 446 and 447**

ideas into words	S2
using a noun entry	S3–5
using a verb entry	S6–7
using an adjective entry	S8–9
common verbs	S10–11
natural disasters	S12
criminal justice	S12
education	S13
driving	S13
politics	S14
jobs	S15
money	S16

---

## **key to the study pages** **893–7**

---

### **inside front cover**

key to abbreviations, symbols and labels

## List of usage notes

Usage note	on page	at entry
Aristocratic titles	560	peer
Crimes	177	crime
Currencies	184	currency
Days of the week	191	day
Financial indicators	562	per cent
Flowers	316	flower
Health practitioners	234	doctor
illegal drugs	243	drug
Jobs	437	job
Languages	450	language
Meals	487	meal
Months	506	month
Organizations	541	organization
Performing arts	563	performance
Playing cards	98	card
Points of the compass	217	direction
Professionals	598	professional
Ranks in the armed forces	619	rank
Religions	641	religion
Seasons	688	season
Sounds	731	sound
Subjects of study	763	subject
Swimming strokes	760	stroke
Weights and measures	488	measure
Works of art	37	art

## List of special pages

Special page	on page	at entry
Business	91	business
Clothes	126-7	clothes
Colours	133	colour
Computers	144	computer
Food and cooking	319	food
Fruit	332	fruit
illnesses	392	illness
Meetings	490-1	meeting
Music	513	music
Sport	739	sport

# Aa

## abandon *verb*

### 1 leave sb/sth

- ADV. **hastily** *The village had been hastily abandoned.*
- PHRASES **be found/left abandoned** *The car was found abandoned in a nearby town.*

### 2 stop doing/supporting sth

- ADV. **altogether, completely, entirely, totally** *The government does not propose to abandon the project altogether.* | **effectively, largely, virtually** *This principle has now been effectively abandoned.* | **simply** *Traditional policies were simply abandoned.* | **formally** | **quickly** | **quietly** *The plans for reform were quietly abandoned.* | **temporarily** | **voluntarily**
- VERB + ABANDON **be forced to** | **decide to**
- PREP. **for** *He abandoned the army for politics. In favour of She abandoned teaching career in favour of sport.*

## abashed *adj.*

- VERBS **be, look**
- ADV. **a little, slightly** | **suitably** *He glanced at Juliet accusingly and she looked suitably abashed.*

## abbreviation *noun*

- ADJ. **common, standard**
- ABBREVIATION + VERB **stand for** *The abbreviation PC stands for 'personal computer'.*
- PREP. **~ for A/C** *is the standard abbreviation for 'account'.* **~ of Ad lib** *is an abbreviation of the Latin phrase 'ad libitum'.*

## abhorrent *adj.*

- VERBS **be** | **become** | **find sth**
- ADV. **totally, utterly** *I find the idea totally abhorrent.*
- PREP. **to** *Such a savage punishment is abhorrent to a civilized society.*

## ability *noun*

### 1 skill/power to do sth

- ADJ. **exceptional, extraordinary, great, outstanding, remarkable, uncanny** | **inherent, innate, natural** *discovering the natural abilities of each child* | **proven** | **academic, acting, artistic, athletic, creative, intellectual, linguistic, mathematical, musical, reading, technical** | **mental, physical**
- VERB + ABILITY **have** | **demonstrate, show** *Both players demonstrated their ability to hit the ball hard.* | **acquire, develop** | **lack** | **lose** *I seem to have lost my ability to attract clients.* | **appreciate, recognize** *Fox's abilities were soon recognized.*
- PHRASES **to the best of your ability** *We will keep you informed to the best of our ability.*

### 2 speed with which sb learns

- ADJ. **high** *The school does nothing for children of high ability.* | **limited, low** | **average, mixed** *It is much more difficult to teach a mixed-ability class.*
- VERB + ABILITY **assess, test**
- PHRASES **a level of ability** *There was a high level of ability among the school leavers.* **a range of ability/abilities** *I taught a wide range of abilities.*

## ablaze *adj.*

- VERBS **be** | **set sth** *Truck after truck was set ablaze as the fire spread.*

- ADV. **well** *By the time firefighters were called the house was well ablaze.*

## able *adj.*

### 1 able to do sth having the ability to do sth

- VERBS **be, feel, prove, seem**
- ADV. **perfectly, quite, well** *He is well able to take care of himself.* | **better, more** *Once you've had some sleep you'll feel better able to cope.* | **just** *I was just able to make out a dark figure in the distance.* | **barely, hardly, only just, scarcely** | **less**

### 2 clever; doing your job well

- VERBS **be, seem** *She seems very able.*
- ADV. **extremely, very** | **fairly, reasonably**

## abode *noun*

- ADJ. **humble** (*humorous*) *Welcome to my humble abode.*
- VERB + ABODE **take up your** (*formal or humorous*) *I had been invited to take up my abode at Government House.*
- PHRASES **of no fixed abode** (*law*) (= without a permanent address) *An 18-year-old man of no fixed abode appeared at Teesside magistrates court yesterday.* **the right of abode** (*law*) (= the right to live in a place)

## abolish *verb*

- ADV. **altogether, completely, totally** *Some MPs want to abolish the tax altogether.* | **virtually** | **largely** *Foreign exchange controls were largely abolished.*
- VERB + ABOLISH **seek to** | **decide to, vote to**

## abortion *noun*

- ADJ. **back-street, illegal** | **legal** | **induced, spontaneous, therapeutic**
- VERB + ABORTION **have** *When she got pregnant at 16 she decided to have an abortion.* | **carry out, do** (*informal*), **perform** *Some nurses wanted the right to refuse to perform abortions.*
- ABORTION + NOUN **law, legislation** *the country's strict abortion laws* | **clinic, counselling**
- PREP. **~ on** *He carried out an abortion on a fifteen-year-old girl.*
- PHRASES **abortion on demand** (= the right to have an abortion if you want one) *Women's groups are calling for free contraception and abortion on demand.*

## abscess *noun*

- VERB + ABSCESS **develop, get** *I developed an abscess on my neck.* | **burst, drain, lance** | **treat**
- ABSCESS + VERB **burst** *Once an abscess has burst it should be bathed with antiseptic liquid.*

## absence *noun*

### 1 fact of not being present

- ADJ. **lengthy, long, prolonged** | **brief, temporary** | **unauthorized**
- QUANT. **period, spell** *You will not be paid for the full period of absence.*
- PREP. **during/in sb's ~** (= while sb is not there) *My father did all the cooking in my mother's absence.* | **~ from** *absence from work*
- PHRASES **conspicuous/notable by your absence** (= very obviously absent when you ought to be present)



When it came to clearing up afterwards, Anne was conspicuous by her absence. **leave of absence** (= permission to be absent) *He asked for leave of absence from the army.*

**2 lack**

- ADJ. **complete, total** | virtual | conspicuous, notable a conspicuous absence of evidence
- PREP. **In the ~ of** *In the absence of stone, most houses in the area are built of wood.*

**absent adj.**

- VERBS **be** | remain
- ADV. **completely, entirely, quite, totally, wholly** | virtually | largely | temporarily | conspicuously, markedly, notably, noticeably, strikingly *Local people were conspicuously absent from the meeting. | strangely* *He played with an abandon that was strangely absent from his performance last week.*
- PREP. **from** *He was absent from work for two weeks.*

**absorb verb****1 liquid/gas/energy, etc.**

- ADV. **quickly, rapidly** | directly, easily, readily
- PREP. **into** *Nutrients are absorbed into the bloodstream.*

**2 make part of sth larger**

- ADV. **gradually** | increasingly
- PHRASES **be absorbed into sth** *These committees were gradually absorbed into the local government machine.*

**3 information/atmosphere**

- ADV. **easily, readily** *The information is presented so that it can be readily absorbed. | passively*

**4 interest**

- ADV. **completely, totally, utterly** *His work absorbed him completely. | deeply*

**absorbed adj.**

- VERBS **appear, be, look, seem** | become, get | keep sb *A jigsaw puzzle can keep me absorbed for hours.*
- ADV. **extremely, very** | completely, fully, totally, utterly *He was totally absorbed in his book.*
- PREP. **in**

**abstract adj.**

- VERBS **be**
- ADV. **highly, very** | entirely, purely *purely abstract drawing* | increasingly | fairly, rather, somewhat

**absurd adj.**

- VERBS **be, look, seem, sound** | become | find sth *She found the whole concept faintly absurd.*
- ADV. **absolutely, completely, quite, utterly** | clearly, manifestly, patently | faintly, rather, slightly, somewhat | wonderfully
- PHRASES **a sense of the absurd** *His sense of the absurd kept him from becoming too solemn.*

**abundance noun**

- ADJ. **great, sheer** *We were amazed by the sheer abundance of food. | relative*
- VERB + ABUNDANCE **have** *The country has an abundance of natural resources | produce, provide*
- PREP. **In ~** *Exotic plants grew there in great abundance.*

**abuse noun****1 wrong/bad use of sth**

- ADJ. **alcohol, drug, solvent, substance** (= drugs or solvents)
- VERB + ABUSE **be open to** *The legal system is open to abuse.*
- PHRASES **the abuse of power**

**2 bad, usually violent treatment of sb**

- ADJ. **emotional, physical, sex/sexual** | child, elder *victims of child abuse | human rights ~s allegations of human rights abuses | alleged, suspected*
- QUANT. **case** *six cases of suspected child abuse*
- VERB + ABUSE **carry out, subject sb to** *She was subjected to regular sexual abuse. | suffer, take* *The child had taken a lot of emotional abuse. | suspect sb of*
- ABUSE + VERB **happen, occur, take place**
- PHRASES **an allegation of abuse, a perpetrator of abuse, a victim of abuse**

**3 insulting words**

- ADJ. **verbal** | personal, racial
- QUANT. **stream, torrent** *He was subjected to a torrent of abuse.*
- VERB + ABUSE **hurl, scream, shout, shower sb with, subject sb to, yell** | endure *They had to endure continual racial abuse.*
- PHRASES **heap abuse on sb/sth** *Abuse and scorn were heaped on the proposals. a target for/of abuse* *The team who lost became a target of abuse for angry fans. a term of abuse* *Calling someone stupid is definitely a term of abuse.*

**abuse verb**

- ADV. **emotionally, mentally, physically, sexually, verbally** *All the children had been physically and emotionally abused.*

**abusive adj.**

- VERBS **be** | become, get
- ADV. **very** | quite | openly *He became openly abusive.*

**academic adj.**

- VERBS **be** | become
- ADV. **merely, purely, strictly** *The distinction being made is purely academic. | largely, rather, somewhat*

**academy noun**

- ADJ. **military, naval, police, riding**
- VERB + ACADEMY **attend, go to**
- PREP. **at an/the ~** *He later studied at the Royal Academy.*

**accelerate verb****1 go faster**

- ADV. **hard, quickly** | smoothly *The runners accelerated smoothly round the bend. | suddenly* *The car purred into life and accelerated away.*

**2 develop quickly**

- ADV. **dramatically, greatly, rapidly, sharply** *The Aids epidemic is accelerating dramatically.*

**acceleration noun****1 increase in speed**

- ADJ. **rapid**
- PREP. **~ in** *There has been a rapid acceleration in the growth of industry.*

**2 ability of a car to accelerate**

- ADJ. **fast, good** *This model has the best acceleration of any available sports car. | poor, slow*

**accelerator noun**

- VERB + ACCELERATOR **depress, hit, press, put your foot (down) on, step on** *She put her foot on the accelerator and we sped through the traffic lights. | take your foot off*
- ACCELERATOR + NOUN **pedal**

**accent noun**

- ADJ. **broad, marked, pronounced, strong, thick** *She had a pronounced Scottish accent. | slight* | country, for-