牛津現代高級
英漢雙解辭典

Oxford
ADVANCED LEARNER'S
DICTIONARY OF
CURRENT ENGLISH
with Chinese Translation

Oxford Advanced Learner's Dictionary of Current English with Chinese Translation

牛津現代高級英漢雙解辭典

Revised Third Edition 第三版

A S Hornby

主編：張芳杰

編輯：劉錫炳　　林炳錚　　滕以魯
　　　陳永昭　　張先信

序　言

Oxford Advanced Learner's Dictionary of Current English 於1963年二版問世後，因適合讀者需要，較諸第一版更受歡迎。爲求精進完善，主編郝恩貝（A. S. Hornby）先生在數年後又着手修訂的工作，於1974年推出了第三版。三版曾對二版作大幅度的修訂，不僅增添約四分之一的新字或定義，納入流行的美語及科技方面的新詞，而且重新處理過原有字條的定義和例句。此外還增加動詞類型，改進注音，加強用法說明，並充實附錄。整個言之，三版與二版間的變動不遜於二版之於一版，此種修訂，尤以常用的動詞爲甚。

三版問世後不久，東華書局的主人卓鑫森先生即邀約我和部分同仁共同擔任重新編譯的工作。我們邀請了劉錫炳先生、林炳錚先生、滕以魯先生、陳永昭先生、張先信先生負責編輯。他們五位不但都是中英文造詣很深的專家，翻譯經驗豐富，而且都曾參與過二版的編輯工作。他們於教學之餘，再次參加這項工作，謹此誌謝。我們從1975年開始，約三年而脫稿。然而實際的工作卻延續了三四年，原因是 Oxford Advanced Learner's Dictionary 第三版在1974年出版後，屢經再版，至1982年已是第十六次再版。於1980年第十一次再版時，並曾作大幅度修訂、重新排版。爲配合時效，修訂後的資料自倫敦寄來後，我們經過迻譯再補充在原稿內，如此往返費時，也是本辭典遲未問世的原因之一。

本辭典歷經七載始出版的另一原因是東華卓鑫森先生處事的態度。他爲人嚴謹，做事認眞負責，故對校對工作要求極爲嚴格，希望精益求精，將錯誤減少至最低。他特別邀請張先信先生主持補工作，另請鄭瑞玲女士和張惠鎭女士擔任助理編輯，他們共同整理原稿，統一體例，發掘問題，加注 Kenyon and Knott 音標，鄭瑞玲女士並負責人名地名之編譯。Oxford Advanced Learner's Dictionary 新版中疏誤之處，我們均徵得原編者的同意，一一予以訂正。我們特別感謝東華編輯部同仁吳疊彬、梁屏仙、吳錦玲、潘蓮丹、譚遠祥、陳玉梅、王嘉羊、徐秀姬、陳麗玲、潘憲政、孫曉賢、徐中秀、戴茱莉等在四年多的校對過程中所作的努力，他們備極辛勞，對整個辭典反覆精心校對，並提供許多寶貴意見，對本辭典貢獻良多。

我們也很感謝東華書局的總編輯徐萬壽先生，他爲本辭典的聯絡與協調工作，經常奔波。此外東華編輯部的工作同仁芮黎華、許明月、林秀愛、許桂香、孫麗雲、呂德敏、蕭怡眞、繆瑜英、林清娟、陳麗俐、王素美、劉四貴等均參加了剪貼原稿工作，也頗辛苦，在此一併致謝。

在本辭典的誕生過程中，我們仍本信實負責的原則，各項問題的處理，儘量做到一絲不苟，往往花費三五日尋求解決一個小小疑難。誠如二版序言中所稱：「一個編輯英漢字典的人所遭遇的各種困擾，我們大部份都遭遇到了，而且我們有時覺得比在編輯其他英漢字典的時候，受到更多的束縛限制。」我們相信已盡最大的努力，但是疏漏之處，在所難免，尚希海內外讀者不吝指正。

<div align="right">張　芳　杰</div>

Contributors

General Editor
A S Hornby
with
A P Cowie

Pronunciation
Professor A C Gimson
Dr S M Ramsaran

Specialist Editors
Dr L Todd
S Murison-Bowie

Illustrations
Roger Gorringe
Carl James
Richard Lewingtc
Sean Milne
Colin Newman
Vyvyan Thomas
David Woodroffe

Acknowledgements

General preface

This is a completely revised, up-dated and re-set impression of the third edition. It combines the traditions of the Oxford Dictionaries with the language-teaching skills of A S Hornby. It provides the student or teacher of the English language with the most practically useful and comprehensive record of the language as it is spoken and written today.

There are four new features of this revised impression:

1 A simple but detailed *Introduction*, which not only explains what is in the Dictionary, but also suggests how the Dictionary can be used.
2 A phonetic interpretation and transcription by Professor A C Gimson, editor of the *English Pronouncing Dictionary*.
3 An Appendix on *Punctuation*, explaining how all the English punctuation marks are used.
4 A *Key to the verb patterns* inside the back cover, for constant easy reference.

Preface to the phonetic information

In this revised impression, the representation of pronunciation differs somewhat from that shown previously. The phonetic notation now conforms to that to be found in the majority of important English dictionaries used by non-native learners of English, and in particular to the latest (14th) edition of the *English Pronouncing Dictionary* (Dent, 1977). As a consequence, the length mark associated with certain vowels has been restored, though in strict phonological terms this mark may be considered redundant if the chosen vowel symbols distinguish qualitative differences. Nevertheless, the reactions of users of the Dictionary have suggested that an indication of length is widely held to be pedagogically useful, there being many occasions when quantitative as well as qualitative features provide significant cues to meaning. In addition, the simple vertical primary stress mark has been restored in place of the previous slanting mark, which was judged by many to be too readily suggestive of a specific tone.

The pronunciations recommended differ little from those shown previously. However, certain highly-elided forms have been replaced by others of a more careful style, judged to be more useful for even the advanced learner of English. Similarly, the marking of syllabic consonants in non-final positions has been abandoned, an expanded solution involving the insertion of a weak vowel being preferred.

The task of making these and other changes has been shared between my colleague Dr S M Ramsaran and myself.

<div align="right">

A C GIMSON
University College London

</div>

誌　謝

世界許多地區的讀者，曾致書指出本辭典偶有印刷錯誤和疏漏之處；並建議可能增添之處，謹此仍舊向他們表示謝意。他們的建議均經過審慎考慮，其中本人同意之處，均已按照建議處理。

蓋登貝教授與威克斐爾德先生都曾分擔第一版（1942）的編輯工作。本辭典雖經第二版（1963）以及本版（第三版）大幅度的修訂和增添，他倆寶貴的貢獻依然存在。

為本版之問世，我很感謝牛津大學出版社英語教學部的編輯，特別是克麗絲蒂娜·露絲和詹納桑·普萊斯以及電腦排版部的工作同仁。

<div align="right">郝恩貝</div>

總　序

這是一部經完全修訂後，最新的、重新排版過的第三版辭典。本辭典兼容牛津辭典的傳統及郝恩貝先生之語言教學技巧，可提供英語教學的學生或教師最實用的、綜合性的今日英語說和寫的記錄。

本修訂版本有四種特色：

一、簡明而詳盡的說明，不僅說明本辭典的內容，並且指出其用途。
二、由「英語發音字典」編輯吉慕生教授作發音上的說明及注音。
三、附錄標點使用法，說明所有英文標點符號之用途。
四、封底內頁備有「動詞類型例釋」，以便易於經常參考。

發　音　說　明

本修訂版中讀音的表示與以往者略有不同。其發音符號與非以英語為母語的外國學習者使用的大多數重要英文字典一致，尤其符合最新版（十四版）的「英語發音字典」（Dent, 1977）。因此，我們又採用了與某些母音有關的長音符號，儘管就嚴格的語音學觀點而言，如果這些母音符號辨別音質方面之不同時，此種長音符號可能被認為冗贅。雖然如此，本辭典讀者的反應建議中，曾提出長音符號在教學上普遍被認為是有用的，因為在許多情況中，音量和音質的特色表示對字義有不同的提示。此外，我們又恢復了簡單的垂直重音符號，以代替以前使用的斜線重音符號，由於許多人覺得斜線重音符號極易被視作表示一特殊的音調。

本版採用的發音方法則無異於以往。雖然如此，鑒於對甚至高級的學習者都比較有用，某些常被省略母音或音節的形式已由經過更審慎處理後的形式代替。同樣的，不是位於字尾的音節子音符號亦被廢除，整個的解決辦法是插入一弱母音代替。

以上修訂工作以及其他變更皆由我的同事羅慕蘭博士和我共同擔任。

<div align="right">吉姆遜
倫敦大學</div>

Key to entries 字目例釋

bal·lad /'bæləd/ *n* simple song or poem, esp one that tells an old story.

— headword with pronunciation
首字及其發音

— simple definition
簡單的定義

both¹ /bəʊθ/ *adj* (of two things, persons, etc) the two; the one and also the other; (*both* precedes the *def art*, demonstrative *adjj*, possessives, and other *adjj*): *I want ~ books/the books/these books. I saw him on ~ occasions. Hold it in ~ (your) hands.*

— examples of different uses of the headword
首字不同用法舉例

can² /kən; *strong form:* kæn/ *anom fin* ················ ···························· *The strong forms are used): What ,can he 'mean? What ,can we 'do about it? Where ,can they have 'got to?*

— example sentences showing stress patterns
表示重音的例句

disc, **disk** /dɪsk/ *n* 1 [C] thin, flat, round plate, eg a coin, a gramophone record; round surface that ap–

— alternative spelling of the headword
首字不同的拼法

faux pas /ˌfəʊ 'pɑː/ *n* (F) (*pl* unchanged) indiscreet action, remark, etc esp a social blunder.

— borrowed foreign phrase, showing pronunciation
外來片語及其發音

gar·age /'gærɑːʒ *US:* gə'rɑːʒ/ *n* 1 building in which to keep a car or cars. 2 (US = *service station*)

American English
— pronunciation
美式英語發音

goose /guːs/ *n* (*pl* geese /giːs/) 1 water bird larger than a duck; female of this, ⇨ gander;

irregular plural, with
— pronunciation
不規則的複數及其發音

— cross-reference to a related word
參看相關字

hon·our² (US = honor) /'ɒnə(r)/ vt [VP6A] 1 respect highly, feel honour for; confer honour on:

lazy /'leɪzɪ/ adj (-ier, -iest) unwilling to work; doing little work; suitable for, causing, inducing, inactivity: a ~ fellow; a ~ afternoon. ⇨ idle.
'~-bones n ~ person. lazi·ly adv lazi·ness n

leap /liːp/ vi,vt (pt,pp leapt /lept/ or leaped /liːpt/) 1 [VP2A,C,3A] jump (jump is the usu word;

li·able /'laɪəbl/ adj (usu pred) 1 ~ for, responsible according to law: Is a man ~ for his wife's debts in your country? 2 be ~ to sth, be subject to: if you drive a car to the danger of the public, you make yourself ~ to a heavy fine, or even to imprisonment. He is ~ to seasickness. 3 be ~ to do sth,

mean·time /'miːntaɪm/ adv, n (in the) ~, meanwhile.

pave·ment /'peɪvmənt/ n 1 (GB) paved way at the side of a street for people on foot (US = sidewalk).

people /'piːpl/ n [U] (collective, with pl v. Note that for one human being, it is preferable to use man, woman, boy, girl and not person, which, although useful in definitions, may be derogatory or formal). 1 persons in general: streets crowded with

pres·ent¹ /'preznt/ *adj* **1** being in the place in ques-
tion: *the Smiths, and other people ~* (= who were
~). *Were you ~ at the ceremony? ~ company
excepted,* (colloq) used to show that one's re-
marks do not apply to anyone who is *~*. ⇨ ab-
sent¹(1). **2** being discussed or dealt with; now be-
ing considered: *in the ~ case,* this case. **3** existing
now: *the ~ government.* **4** *~ to,* felt, remembered
by: *~ to the mind/imagination.* **5** (archaic) ready
at hand: *'a very ~ help in trouble'.* □ *n* the *~*,
the *~ time,* the time now passing: *the past, the ~,*

pres·ent² /'preznt/ *n* gift: *'birthday ~s; I'm buying
it for a ~* (= as a gift), *so please wrap it up nicely.*

pre·sent³ /prɪ'zent/ *vt* **1** [VP14,15A] *~ sth to sb;
~ sb with sth,* give; offer; put forward; submit:

run² /rʌn/ *vi, vt* (*pt* ran /ræn/, *pp* run; **-nn-**) (For
special uses and *adverbial particles* and *preps,* ⇨
26 below; ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

⋯⋯⋯ **26** [VP2C,3A,15B] (special uses with
adverbial particles and *preps*):

run across, pay a short informal visit: *run across
to a neighbour's flat to borrow some sugar.* **run
across sb/sth,** meet or find by chance: *I ran
across my old friend Jean in Paris last week.*

run after sb/sth, (a) try to catch: *The dog was
running after a rabbit.* (b) seek the society of; go
after in order to get the attention of: *She runs after
every good-looking man in the village.*

run against sb, compete with him by running in a
race; (esp US) compete with him (for an elected of-
fice).

numbered headwords with
the same spelling 以號碼表
示的拼法相同的首字

stylistic value 字格標準

cross-reference to a word of
opposite meaning
參看反義字

box to show a change in the
part of speech
表示詞類變化的方格

part of speech 詞類

verb patterns 動詞類型

doubling of consonant
子音重覆

special uses of a verb with
adverbial particles and
prepositions 動詞與副詞接
語及介詞連用的特殊用法

.... **a 'long ~,** an attempt to solve a problem, etc with little evidence, few facts to go on: *It's a long ~ but I think John must have known about the murder.* **,not by a 'long ~,** not even if circumstances were most favourable. **3** [C]

tibia /'tɪbɪə/ *n* (*pl* ~**e** /-bɪiː/) (anat) shin-bone; inner and thicker of the two bones between the knee and the foot. ⇨ the illus at skeleton.

vi·ol·ate /'vaɪəleɪt/ *vt* [VP6A] **1** break (an oath, a treaty, etc); act contrary to (what one's conscience tells one to do, etc). **2** act towards (a sacred place, sb's seclusion, etc) without proper respect: ~ *sb's privacy.* **3** rape. **vi·ol·ation** /ˌvaɪə'leɪʃn/ *n* [U] violating or being ~d: *act in violation of a treaty;* [C] instance of this: *violations of the rights of the citizens/the right of free speech, etc.*

derivative, with pronunciat
轉化字及其發音

uncountable and countabl
uses of the noun
名詞的可數與不可數用法

Using the Dictionary
本辭典用法說明

This is a Dictionary that has been specially prepared for the learner of the English language. All its parts have been designed and put together to give the learner the most *practical* help in developing the three language skills: speaking, writing, and reading.

本辭典特為學習英語者所編。各部分皆經設計和安排，在培養說、寫、讀三種語言技能上，給予學習者最實用的協助。

This is a Dictionary for the learner of English who has mastered the rules of English grammar and pronunciation, and has acquired a vocabulary that enables him to read and understand English of moderate difficulty. It is for the learner who wants to develop further his knowledge of how English words, compounds, and idiomatic expressions are used, what they mean, how they are pronounced, and how they are spelt.

使用本辭典者應已熟諳英文文法和讀法的規則，並已掌握一部分字彙，使其在閱讀和瞭解英文方面不太感到困難。本辭典可供學習者進一步瞭解英語單字、複合字以及成語的用法、意義、讀法和拼法。

The Introduction 緒論

The Introduction has 3 aspects. 緒論包括三方面。

1 It explains, in simple, clear language, all the different parts that go to make up the entries for the words in the Dictionary. It also contains examples of all these different parts of a dictionary entry.

以簡明晰的語言說明構成本辭典所列各字目之不同部分，並包含一個字目所有不同部分的例子。

2 It contains useful information about *spelling* (for example, how to spell the plurals of nouns), about *pronunciation* (for example, how to pronounce the inflections of nouns, verbs and adjectives), about *grammar* (for example, how to use a 'phrasal verb' like *take off*) and about *style* (for example, how to use idioms and proverbs).

包括拼法(如名詞複數形式的拼法)、發音(如名詞、動詞及形容詞語尾變化的音法)、文法(例如像 take off 等動詞片語的用法)，以及字格(如成語和諺語的用法)等有用的說明。

3 It has 4 important lists, which the learner will find constantly useful: (i) Verb patterns (p xxxvi); (ii) The forms of the anomalous verbs (eg *can, could*) (p li); (iii) The strong and weak spoken forms of common words (eg *and, from*) (p li); (iv) The written and spoken forms of the common English contractions (eg *we're, wasn't*) (p liv).

包括四種重要的表，學習者隨時都會發現它們很有用處：(i)動詞類型(xxxvi 頁)；(ii)變則動詞(如 can, could) 的形式(li 頁)；(iii)常用字(如 and, from)的強弱讀法(li 頁)；(iv)常用英文縮寫式(如 we're, wasn't)的寫法和讀法(liv頁)。

The Dictionary 本辭典

This is a Dictionary of the English Language as it is written and spoken today by educated British men and women. It lists words, compound words and idiomatic expressions that the learner is likely to come across in everyday English speech, in official and informal writing, and in the literature of the 20th and 19th centuries. For all the listed items there is information on (i) spelling, (ii) pronunciation, (iii) grammatical use, (iv) meaning (or meanings). In addition, there are examples showing their use in current English. Guidance is also

given, wherever necessary or helpful, on difficult points of meaning spelling and pronunciation. All special American English spellings and pronunciations are given.

本辭典中的英語爲今日英國受過教育的男女所寫和說者。本辭典所列之單字、複合字及成語,學習者很可能在日常的談話,正式或非正式的寫作以及二十世紀和十九世紀的文學作品中接觸到,對於所列各字目;在拼法、發音、文法、意義等方面均有所說明。此外,尚有例句說明它們在當代英語中的用法。在必要或有助時,凡是在字義拼法和發音方面比較困難的地方也有所指引。美式英語的特殊拼法和發音均一一列出。

The Illustrations 插圖

There are a large number of illustrations, because a drawing is often a more useful way of showing a meaning than a written explanation Many of these illustrations are found in groups, for example, *insects wild cats* and *flowers*. Others are of systems that have many related parts, for example, *the respiratory system, the eye, the motor-car football*. The learner is guided by a cross-reference from a word that is illustrated to the page where the illustration is found.

由於圖畫往往較文字解釋更能表示一意義,本辭典備有大量插圖。這些插圖有很多是成類出現的,例如 insects、wild cats 及 flowers 的插圖。有些插圖表明具有許多相關部分的某些系統,例如 the respiratory system, the eye, the motor-car, football 的插圖。學習者可自一字之參看部分找出插圖之所在。

The Appendices 附錄

There are 10 Appendices at the end of the book, containing useful information for the learner of English. There are 3 that the learner is particularly recommended to use:

本辭典末尾有十個附錄,供給學習英語者有用的知識。其中有三個特別介紹給學習者使用:

Appendix 3 *Affixes*. These are the small items of the language that are used to build up many English words. They are divided into *prefixes*, which come at the beginning of a word (for example *ex-extra-*, and *under-*, as in *ex-president, extra-thin,* and *underestimate*) and *suffixes*, which come at the end of a word (for example *-ee -ish, -ize*, as in *employee, childish* and *criticize*). Notes on how these affixes are used to form words, their pronunciations, and examples of their use, are also given.

附錄三接語。接語是英語中形成許多英文單字的小項目,分作字首 (例如 ex-president, extra-thin 和 underestimate 中之 ex-, extra- 和 under-)及字尾(例如 employee, childish 和 criticize 中之 -ee, -ish, -ize)。有關接語之構成單字,讀音及用法舉例均有註明。

Appendix 4 *Numerical Expressions*. This is a unique and comprehensive guide on how to use numbers and expressions that contain numbers. For example, there are sections on how to express *distance temperature, sports scores, the time, the date, amounts of money* and *telephone numbers*. Notes on pronunciation, and many examples of usage, are also given.

附錄四數字表達法。本附錄爲一獨特的綜合性指南,說明如何表達數字和含有數字的詞句。比方說,本附錄各部分分別說明如何表達距離、溫度、運動分數、時間、日期,金錢數量以及電話號碼等。讀音與許多用法的實例也都列出來了。

Appendix 9 *Punctuation*. This is a detailed guide, with examples on how to use all the English punctuation marks, for example *the comma, the colon, quotation marks, parentheses, the apostrophe*. There are also sections on the punctuation of *Abbreviations, Conversation Quotations* and *Letters*.

附錄九標點使用法。本附錄對英文標點符號如逗點、冒號、引號、圓括弧、省略或所有格符號等的用法舉實例加詳加說明。此外,尚有關於略語、會話、引句、書信等項目的標點用法的說明。

How is this
Dictionary
to be used?
本辭典的用途

There are two chief ways in which the Dictionary can be used.
本辭典有兩種主要用途。

1 It can be used to help the learner *understand* the meanings of words, compounds and idioms, when he meets them for the first time in spoken or written English.
用以幫助學習者初次聽到或看到某些單字、複合字及成語時瞭解它們的意思。

2 It can also help the learner to *use* words correctly in sentences of his own, (i) by giving their spelling and pronunciation, (ii) by showing their grammatical patterns and forms, (iii) by indicating (through examples) the contexts in which they are generally used.
也可幫助學習者造句時藉下列三種方式正確運用字詞:(i)表明拼法和讀音,(ii)表明文法的型式,(iii)(以例句)表明字詞在上下文中一般的用法。

If this *Introduction* is carefully studied, the user will come to understand the many different features of English words which are covered in the Dictionary. He will then be able to use the Dictionary regularly and successfully in reading, writing and speaking English.
使用者如能仔細閱讀本緒論,將會瞭解本辭典內英文字的許多不同特色,進而能在讀、寫、說英語方面精善和成功地使用本辭典。

The user of the Dictionary should also work carefully through the companion Practice Book, *Use Your Dictionary*. By doing all the exercises in *Use Your Dictionary*, the learner will increase his understanding of what is contained in the Dictionary, and of how it can be fully used.
本辭典的使用者亦應仔細閱讀另一手冊'利用你的辭典'。在把'利用你的辭典'中所有的練習做完後,將會進一步瞭解本辭典的內容以及如何充分予以利用。

Finding words and meanings
查單字和字義

How to find
a word in the
Dictionary
如何查單字

A headword 首字

In the Dictionary the words explained are arranged in alphabetical order and printed in **bold** type. They are called *headwords*. The information explaining the meanings and uses of a headword is called an *entry*. Sometimes two or more headwords have the same spelling. These are numbered, for example **die¹, die²**. These headwords have the same spelling but they either have different meanings or they are different parts of speech.
本辭典所解釋的字均按照字母順序排列,並以黑體字排印,這些字稱作首字。對首字的意義和用法所作的解釋稱作字目。有時兩個或兩個以上的首字拼法一樣,它們均標有號碼,例如 die¹, die²,這些首字雖然拼法相同,但不是含義不同,便是屬於不同的詞類。

When you meet a word for the first time, in a book or paper, you will often find that its spelling is not the same as the headword to which it belongs, and which you need to refer to. This may be because it is the plural form of a *noun* (for example, *boxes, oxen, phenomena*). In the case of these three examples, the headword that you need to look up is the singular form of the nouns (**box, ox, phenomenon**) and you should refer to that. Note, however, that when a plural is very irregular (for example *brethren*), it will have an entry of its own.
當你在書籍或文件中初次遇到一字時,你時常會發現它的拼法與其所屬而且是你需要參考的首字不同。這種情形可能因為它是一個名詞的複數式(如 boxes, oxen, phenomena)。在上述三例中,你需要查閱的首字應是那些名詞的單數式(box, ox, phenomenon)。但是要注意,當一複數式很不規則時(如 brethren),它會單獨列為一個字目。

Sometimes, too, you will meet the irregular past tense or past par-

ticiple forms of *verbs* (for example *sprang, sprung,* or *bore, borne,* or *spoke, spoken*). In all these cases, the headwords are the infinitives **(spring, bear, speak),** and those are the words to look up. To help you, though, the Dictionary has special entries for all of the irregular forms *sprang, sprung,* etc and these refer you to the full entries for the verbs:

有時你也會遇到動詞不規則的過去式或過去分詞（例如 sprang, sprung, 或 bore, borne, 或 spoke, spoken）。在這種情況下，首字為不定詞(spring, bear, speak)，亦即需要查閱者。不過，為幫助學習者起見，本辭典特地將sprang, sprung 等不規則的動詞形式列為字目，並說明應該參考的不定詞字目：

sprang. . . *pt* of spring³.
sprung. . . *pp* of spring³.

Note, too, that if you meet the comparative (*faster*) or superlative (*fastest*) of an adjective (here, *fast*), it is the headword **fast** that you must refer to. Once again, irregular forms, such as *better* or *best,* have their own entries.

另外亦請注意，如果遇到形容詞(如 fast)的比較級(faster)或最高級(fastest)時，則必須查首字 fast。此外如 better 或 best 等不規則形式，也都單獨列為字目。

A derivative 轉化字

A *derivative* is a word formed by adding an ending (called a *suffix*) to a headword, for example *-able, -ness, -ance, -ly, -ment,* as in *acceptable, dryness, acceptance, yearly, amazement.* Derivatives are printed in **bold** type, and are listed alphabetically at the end of an entry. Some may be written **~·ness, ~·ly, ~·ment,** etc (where the tilde ~ represents the headword). Others are printed in full because the spelling has changed, for example **amazing, mag·nifi·cence.** (➪ Appendix 3 for a list and explanation of endings such as *-able, -ness,* etc.)

轉化字係由首字加字尾(suffix)而成，例如 acceptable, dryness, acceptance, yearly, amazement 中之 -able, -ness, -ance, -ly, -ment。所有的轉化字均以黑體字排印，並按字母順序排列，置於字目末尾。有些轉化字印作 ~·ness, ~·ly, ~·ment 等(以波浪線~代表首字)。有些轉化字由於拼法改變而整個字印出，例如 amazing, magnificence。(有關 -able, -ness 等字尾的說明，請參看附錄三。)

Sometimes a derivative of a word has its own separate entry. This may be because its spelling is very different: compare **adhere** with its derivative **adhesion.** It may also be because its meaning is very different. For example, the derivative **scarcely** has a quite different meaning from that of its parent word **scarce.**

有時一個字的轉化字會單獨列為一個字目，這可能是因為拼法上有很大的差別：請比較 adhere 及其轉化字 adhesion。也可能是因為字義上有很大的差別，譬如轉化字 scarcely 與其母字 scarce 的意義就大不相同。

A compound 複合字

A *compound* is a word formed by adding another word to a headword. It is written as one word **(nightdress),** or as two words separated by a hyphen **(night-time),** or as two separate words **(night life).** The same compound may be found, in different books, newspapers, notices etc, written sometimes with a hyphen, sometimes as one word, sometimes as two words. Compare, for example, **headmaster, headmaster, head master.** This indicates that there is no general agreement amongst the users of the language about how that compound is written. The form given in the Dictionary is the most common in modern British English usage. Compounds are printed in **bold** type, and are listed alphabetically at the end of an entry, but before derivatives. In the longer entries, they are placed at the end of the numbered sections to whose meanings they are most closely related.

複合字係以首字加另一字而成。有時寫成一個字(nightdress);有時寫成兩個字,中間以連字號分開(night-time);有時單獨寫成兩個字(night life)。在不同的書、報紙、公告等中,同一複合字可能以不同形式出現:有時中間加有連字號,有時寫成一個字,有時寫成兩個字(例如 head-master, headmaster, head master)。這表示英語的使用者對於該複合字的寫法意見並不一致。本辭典所列的形式爲現代英國英語用法中最常見者。複合字係以黑體字印出,並按字母順序排列於字目末尾,但在轉化字之前。在較長的字目中,複合字則排在意義上與其關係最爲密切那一項的末尾。

An idiom 成語

An *idiom* (also called an *idiomatic expression*) is a phrase or sentence of two or more words that has a special meaning of its own. Idioms are printed in ***bold italic*** type, and are listed alphabetically at the end of an entry, but before both compounds and derivatives. In the longer entries, they are placed at the end of the numbered sections to whose meanings they are most closely related. To find an idiom, look for it in the entry for the most important word in the phrase or sentence (usually a *noun*, *verb* or *adjective*). For example, ***pick holes in*** is found in the entry for **hole**; ***get hold of the wrong end of the stick*** is found in the entry for **stick**. (⇨ *Using idiomatic English* on page xxxiii of this Introduction.)

成語(亦稱慣用語)爲本身有其特殊含義且由兩個或兩個以上的字構成的片語或句子。成語係以黑斜體字排印,依字母順序排列於字目末尾,但在複合字與轉化字之前。在較長的字目中,成語則排在意義上與其關係最密切那一項的末尾。查一個成語時,先找該片語或句子中最重要的一個字的字目(通常爲一名詞,動詞或形容詞),例如 pick holes in 可在 hole 的字目下查出; get hold of the wrong end of the stick 可在 stick 的字目下查出。(請參看本緒論 xxxiii 頁之 '怎樣用成語'。)

A verb with a particle or a preposition 與副詞接語或介詞連用的動詞

English contains many phrases made up of a *verb* and an *adverbial particle*, for example ***go back***, ***run away***, ***take sth down***, or of a *verb* and a *preposition*, for example, ***go through sth***. ***run into sb***, ***take after sb***. Many of these phrases are idiomatic, and are printed and listed in the same way as other idioms.

英語中有許多片語是由動詞與副詞接語組成,如 go back, run away, take sth down, 或由動詞與介詞組成,如 go through sth, run into sb, take after sb。這類片語有很多是習慣用法,它們排印和排列的方式與其他的成語相同。

In the entries for the very common verbs like **go**, **make, put, take**, these verbal phrases are all gathered together in alphabetical order at the end of the verb's entry. They are called 'special uses with *adverbial particles* and *prepositions*'. For example, at the end of the entry for the verb **take** you will find ***take after sb***, ***take sth apart***, ***take (away) from sth***, ***take sth back***, etc. (⇨ *How to use a verb with the correct adverbial particle or preposition* on page xxx of this Introduction.)

在那些很常用的動詞如 go, make, put, take 等的字目中,這類動詞片語全按字母順序集中排列在該動詞字目的末尾,稱作 '與副詞接語和介詞連用的特殊用法'。例如在動詞 take 這個字目的末尾,你會發現 take after sb, take sth apart, take (away) from sth, take sth back 等。(請參看本緒論 xxx 頁之 '怎樣正確使用與副詞接語或介詞連用的動詞'。)

When you meet a *verb + particle* in speech or writing, it may take one of several forms. Compare *He took down the curtains; He took the curtains down; He took them down*. These are different ways of using ***take sth down*** and this is the phrase you should look up in the Dictionary. On the other hand, *go through John's pockets, go through them* are the two possible ways of using the *verb + preposition* ***go through sth***, and that is the form which should be looked up.

當你在談話或寫作中遇到'動詞＋副詞接語'時，它可能以不同形式出現。比較 He took down the curtains; He took the curtains down; He took them down. 這三個句子便是使用片語 take sth down 你去本辭典中應該查的片語。在另一方面，go through John's pockets, go through them 便是使用'動詞＋介詞' go through sth 的兩種可能的方式，而 go through sth 就是你應該查的形式。

How to find
the meaning
of a word
怎樣查字義

Definition numbers 定義的編號

Many entries are divided into sections numbered in bold type, i.e. 1, 2, 3, 4 etc. These numbers show the different meanings or usages that the headword has. For example, the verb **decorate** has three meanings: **1** to adorn, to make attractive. **2** to give a building paint, plaster, wallpaper, carpets, etc. **3** to award someone a medal. Definitions are listed in order of meanings from the most common or most simple to the most rare or most complicated.

有許多字目分成若干項，分別用黑體字 1, 2, 3, 4 等予以編號。這些號碼表示首字所具有的各種意義或用法。譬如動詞 decorate 有三種意義：1 裝飾；美化。2 裝修（房屋）；油漆（房屋）；(給房屋)塗灰泥，糊壁紙，鋪地氈等。3 授動；頒獎。各定義係按意義的順序排列，從最常用或最簡單的用法到最少用或最複雜的用法。

If you are faced with **decorate** used with one of these meanings you will want to have some way of deciding which of the numbered definitions is the right one. This is one of those occasions when the *example phrases and sentences* will prove of great value. Suppose that you have this sentence in front of you: *Two airmen were decorated for their heroism.* This will suggest that meaning **3** is the right one, as the sentence closely resembles the example provided in the entry: *Several soldiers were decorated for bravery.* It is by matching the sentence you have with the example sentences in the Dictionary entry that you are able to decide which definition is the right one.

當你碰到 decorate 一字用到其中的一種意義時，你會希望有某種方法來決定在那些編號的定義中，哪一個最合適。這正是本辭典所收例句極具價值的時候。假若你面前有這樣一個句子：Two airmen were decorated for their heroism, 這個句子將提醒你第3義最合適，因為它和字目中的例句 Several soldiers were decorated for bravery 很相近。唯有將你面前的句子和本辭典字目中的例句相配，你才能夠決定哪一個定義最合適。

Example phrases and sentences 例句

These form a very large and very important part of the Dictionary. They follow the definitions in *italic* type. They are included for 7 reasons:

本辭典所收例句佔很大篇幅，而且是很重要的一部分。例句都接在定義後面，以斜體排印。本辭典所收例句，有七項理由：

1 They show how the headword, derivative, compound or idiomatic expression is used in different sentence patterns.

表示首字、轉化字、複合字或成語如何用於不同的句型中。

2 They show the kinds of style or context in which the word or phrase is usually used. They include the words or sorts of words that the headword is usually used with. For example, at **sensational**(2) there is *a sensational writer/newspaper*; at **sense**(4) there is *have no sense of shame; a sense of one's own importance/responsibility.*

表明字或片語通常所用的各種文體或上下文。並且舉出通常與首字用在一起的各類字詞。例如，在 sensation 的第2義有 a sensational writer/newspaper 一例；在 sense 的第4義有 have no sense of shame; a sense of one's own importance/responsibility 等例。