



COLLINS
COBUILD

柯林斯 COBUILD 英语词典练习册

**ENGLISH
DICTIONARY
WORKBOOK**

Helping learners with real English



外教社

上海外语教育出版社

Malcolm Goodale

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本书中的练习分为六个单元,各单元都有鲜明的主题,辅以全面的指导和丰富的练习,旨在帮助学生查阅生词和短语、活用释义和例证、了解语法信息、掌握语音语调、领会句意并熟悉常用词。

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Introduction

The Dictionary

Which of the following pieces of information do you expect to find in a dictionary?

the spelling of a word
the meaning of a word or phrase
the pronunciation of a word, including word stress
the synonyms and antonyms of a word
the collocations (words that often go together)
the usage (how a word is used)
the grammar of a word
the register (formal, informal, spoken, written, etc.)
real examples

The Collins COBUILD English Dictionary gives you all of this information.

When you use the dictionary to look up a word, it is important for you, as a learner, to understand all the information that is given. In this way you will be able to build your active vocabulary, rather than just your passive knowledge.

The dictionary is not just an excellent reference tool; it is also a way of exploring the English language.

The Workbook

This workbook is designed to accompany the Collins COBUILD English Dictionary. Its aim is to familiarize students with the information contained in the dictionary and to show them how to get the best out of it.

All the material in this workbook may be photocopied within an institution and can be used in class or for self-study. An answer key is provided at the back of the book. Each page of exercises is independent of any other page, and both teachers and students should feel free to start wherever they want.

The exercises are aimed at students of an upper-intermediate level, making the workbook suitable for use in the last years of secondary school, at the outset of a university course, or with adult students of Cambridge *First Certificate* level or above.

The workbook is divided into six sections:

- 1 Finding Words and Phrases** trains students in basic reference skills and helps them to find their way around the dictionary, showing them where they can find particular entries. It is important that students know where such items as phrasal verbs, phrases, and compound nouns are defined, so that they can find them quickly. This section will give learners confidence in using the dictionary.
- 2 Using the Explanations and Examples** shows students how to get a lot of information from the explanations (or definitions) and from the examples. The explanations show, for example, the typical context a word is used in, and also give information about style and usage. By doing these exercises students will realize how much they can learn from the explanations and examples when they know what to look for.
- 3 Using the Grammatical Information** shows students both how to find the relevant information about grammar and how to use it when they have found it. In particular, there is practice in using the Extra Column, which is unique to COBUILD dictionaries, giving clear and quick access to the grammar.
- 4 Using the Phonetics** deals with pronunciation. This section gives students practice in both reading and writing phonetics, and in word stress, homographs, and homophones.
- 5 Looking at Meaning** covers synonyms, antonyms, words with multiple meanings, and pragmatics (how language is actually used and how people interpret what is said or written). The dictionary has a lot of information on pragmatic uses because these are important for learners if they are going to communicate effectively in English.
- 6 Looking at Very Common Words** shows learners how to understand and use these entries, which are sometimes long and fairly complicated.

One of the most important aims of the Collins COBUILD English Dictionary is to help students produce for themselves more accurate and more natural language. This workbook shows students how they can get the most out of their dictionary and how sensible use of it can help them produce real English. We hope that by working through the exercises in this workbook students will gain confidence in their own abilities and will, therefore, progress in their knowledge and enjoyment of the language.

Alphabetical Ordering

The Alphabet

Finding words in a dictionary is not always easy. Even native speakers sometimes fail to find words that are there.

If your own language is written in Roman script, you will be used to looking up words in alphabetical order. If your own language is written in a different script, you may find it more difficult to look up words in the Roman alphabet.

Write out the letters of the alphabet as they are ordered in English. You can consult this table later if you need to.

1	2	3	4	5	6	7	8	9	10	11	12	13
A												
14	15	16	17	18	19	20	21	22	23	24	25	26

2 Alphabetical Disorder!

This list is even more confusing! Put the words in the correct alphabetical order.

- distinguished 1 _____
- distinctive 2 _____
- disintegrate 3 _____
- disinterested 4 _____
- district 5 _____
- distribution 6 _____
- distributor 7 _____
- destruction 8 _____
- destructive 9 _____
- distortion 10 _____

1 Alphabetical Ordering

As well as looking at the first letter of a word, you usually need to check the second, third, or later letters of a word. Here are some lists of words. Each list is arranged alphabetically - well, not quite! Which word or words in each list should be moved and where to?

<p>1 apple apron bread cupboard cupola couple disagreeable disappointing</p>	<p>2 anteater antecedent antelope anemone antique antonym anvil anywhere</p>	<p>3 readily readjust rebate rebellious redness redistribute reed reference</p>	<p>4 miserable miserly misery mishap missionary missing misspell mistake mistime misshapen</p>	<p>5 underestimate underdeveloped underfoot underhand underlie underling undeveloped undeserved unreserved unnerve</p>
--	--	---	--	--

Compounds

Compound words (such as 'breakfast time' and 'breakfast television') are very common in English, and this dictionary has a lot of useful information about them. These combinations have a main entry when they are thought of as 'compounds' by native speakers. This means that native speakers think of the combination as if it were one word in meaning. Some of these compounds have become one word.

1 Compounds and Alphabetical Ordering

Compounds follow the usual rules for alphabetical ordering. These words all begin with **bre**a. Look in the dictionary and put them in alphabetical order:

- breadboard 1 _____
- breakfast time 2 _____
- bread 3 _____
- breakdown 4 _____
- break-in 5 _____
- breakthrough 6 _____
- breakfast 7 _____
- breadth 8 _____
- breakable 9 _____
- breakfast television 10 _____

You will have noticed that we ignore spaces and hyphens, and treat these compounds as one word.

2 How to Write Compounds

How are two-word expressions written? There are three possibilities:

- Two words tail end
- With a hyphen tail-light
- One word tailgate

Sometimes there is more than one possibility for a compound. In this case the dictionary gives the most common use first and then tells you about the alternative spelling. Look at this entry for **breakfast time**:

breakfast time; also spelled **breakfast-time**. N UNCOUNT
Breakfast time is the period of the morning off prep N
 when most people have their breakfast. *By breakfast-time he was already at his desk.*

This is a very difficult area of English, and the language is constantly changing. What often happens is that a compound starts as two words, is then hyphenated, and finally ends up as one word.

Imagine that the word **second** is attached to each of the following words. How would you write it?

- 1 _____ best
- 2 _____ class
- 3 _____ cousin
- 4 _____ hand
- 5 _____ language
- 6 _____ opinion
- 7 _____ rate

Imagine that the word **night** is attached to each of the following words. How would you write it?

- 8 _____ club
- 9 _____ gown
- 10 _____ life
- 11 _____ mare
- 12 _____ owl
- 13 _____ time
- 14 _____ watchman

Check in the dictionary to see whether you agree with it!

Choose any two pages of the dictionary and see how many compounds you can find.

? Did you know....?

The word which occurs in the most compounds is **SELF**.

Spelling

Looking up a word in the dictionary is easy if you are quite certain how it is spelled. But one important use of the dictionary is to check spellings that you are not certain about. Usually, you know how a word begins, but perhaps not always!

Have you ever confused these two words?

affect/effect

If you look up **affect** under e, you obviously will not find it. The pronunciations of these two words are similar, so unless your pronunciation is better than your spelling, you might have trouble!

1 A or E?

Complete the beginnings of the incomplete words in these sentences. When you've finished, check your answers in the dictionary by looking at the examples in both entries.

- 1 Susan was greatly ____ ffected by his death.
- 2 His death had a terrible ____ ffect on her.
- 3 When does the new law come into ____ ffect?
- 4 More than seven million people have been ____ ffects by drought.
- 5 Arthritis is a crippling disease which ____ ffects people all over the world.
- 6 It's certainly going to ____ ffect our budget for next year.

2 Confusing Spellings

Small spelling differences in words which are pronounced the same or almost the same are difficult even for native speakers. Sometimes the words have completely different meanings, but sometimes their meanings are related in some way. Often the difference is also a difference of grammar. For example, the meanings of **practise** and **practice** are related, but **practise** is a verb, and **practice** is a noun. However, the words **stationary** and **stationery** are not related at all in meaning. In this case, **stationary** is an adjective, and **stationery** is a noun.

To the right are pairs of easily confusable words. Each word has one or more letters missing. Complete the words with the missing letters. Under each pair of words are two examples with one of the

two words missing. Choose the correct word from each pair for each example. Then check your answers in the dictionary.

1 l __ se/l __ se

- a ...a few _____ sheets of paper.
- b They expected to _____ the election.

2 princip __ /princip __

- a His _____ interest in life was to be rich.
- b ...the _____ of acceleration.

3 practi __ e/practi __ e

- a Many doctors _____ from their own houses.
- b ...a doctor with a private _____.

4 station __ ry/station __ ry

- a Use the handbrake when your vehicle is _____.
- b He had a shop which sold _____.

5 advi __ e/adv __ e

- a She went to a psychiatrist for _____.
- b I would strongly _____ you against buying that car.

6 lic __ e/lic __ e

- a The car is _____ d and insured.
- b ...a driving _____.

7 de __ ert/de __ ert

- a ...the Sahara _____.
- b For _____ there was ice cream.

8 comp __ ent/comp __ ent

- a She was a perfect contrast and _____ to Sally.
- b Thanks for the _____.

Rules for spelling in English are complicated. However, when you cannot find a word and you think that is because you cannot spell it properly, there are a couple of things you can try:

- 1 Ask yourself if you are pronouncing the word properly.
- 2 Write down possible alternative spellings, cross out unlikely ones and look up the rest

Phrases 1

In English there are a lot of expressions which consist of two or more words. Many of these are phrasal verbs, which are dealt with in the next section. Many others are expressions or fixed phrases. The dictionary contains explanations of many of these, but it is sometimes difficult to know where to find them.

How to Find Phrases

Here is part of the dictionary entry for **mouth**:

9 If you **keep your mouth shut** about something, you do not talk about it, especially because it is a secret. *You wouldn't be here now if she'd kept her mouth shut.* V and N inflect
= keep quiet

10 • **live hand to mouth**: see hand. • **heart in your mouth**: see heart. • **from the horse's mouth**: see horse. • **to put your money where your mouth is**: see money. • **shut your mouth**: see shut. • **born with a silver spoon in your mouth**: see spoon. • **word of mouth**: see word. • **put words into someone's mouth**: see word.

As you can see from the paragraph numbers (9 and 10), phrases come at the end of the entry for **mouth**. You will also see that in paragraph 9, the phrase **keep your mouth shut** is explained, but in paragraph 10 the phrases are not explained. You are given an instruction to 'see ...'. This means that if you want to know more about the phrase **born with a silver spoon in your mouth**, you have to look up the word **spoon**.

Phrases are usually explained at the least common word or at the noun, and this is why **born with a silver spoon in your mouth** is explained at **spoon** and not at **mouth**.

Look up the eight phrases in paragraph 10 and write the example sentences (if there are no example sentences, write the definition) for each below:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

? Did you know....?

The dictionary entry with the most phrases is **WAY**. It has sixty-seven phrases.

Phrases 2

Eye

Look at the entry for **eye**. This is a word which is used in a large number of phrases, some of which are explained at **eye** and others of which are cross-referenced to other words in the dictionary.

The examples in the following table all contain phrases using the word **eye**. First, look at the entry for **eye** to find out where each phrase is explained. Look up each phrase, and then fill in the table, saying where the phrase is explained and giving its paragraph number. Then write the phrase itself. The first one is done for you.

Example	Word at which phrase is explained	Paragraph number	Phrase
1 Just this once, we'll turn a blind eye to what you've done.	blind	11	turn a blind eye
2 Keep an eye on him for me while I'm away, would you?			
3 I've had my eye on her for a long time.			
4 The flowers in the window caught my eye.			
5 John wanted to explain what had happened, but he couldn't catch Mr Craig's eye.			
6 Stop trying to pull the wool over my eyes! What were you two fighting about just now?			
7 In the corner was a little girl crying her eyes out.			
8 Here's something to feast your eyes on - a photo of James.			
9 The Government cannot shut its eyes to the problem of unemployment.			
10 I lost my temper and gave him a black eye.			
11 ...the minister in the eye of the storm.			
12 The planet Mars will be visible to the naked eye all week			

Phrases 3

1 Where are They?

In the following examples there are some phrases in *italics*. Write down the main entry under which you think you will find the meaning of the phrase. Then check your answers in the dictionary.

- 1 *The next thing I knew,* _____
I was in hospital.
- 2 Fifty pounds will *do nicely* _____
thank you.
- 3 I can't see any problems. _____
but time will tell.
- 4 You won't feel like leaving. _____
which is *just as well* because
the government has no
intention of letting you.
- 5 *Something like ninety per* _____
cent of the crop was destroyed.

Now use the phrases in *italics* above to complete these examples.

- 6 This carpet will _____ in our living
room.
- 7 Judging from everything you've said, it
_____ she wasn't there.
- 8 Only _____ whether Broughton's
optimism is justified.
- 9 I swung round quickly and _____ I
was looking straight at her.
- 10 That's the equivalent of _____ two and
a half per cent a week.

2 View

Look at the dictionary entry for the word *view*. Complete the following sentences, using one of the following phrases:

- in my view in view of
with a view to in view
on view

- 1 _____ the fact that she was first, she
should get the prize.
- 2 The journalist wrote the story _____
embarrassing the government.
- 3 We are, _____, still no further
forward.
- 4 In the Van Gogh Museum in Amsterdam, 130 of
his paintings are _____.
- 5 They worked out this whole complicated plot with
one aim _____ - to gain control of the
company.
- 6 The report says that _____ this the UN
should continue to observe the situation there.
- 7 _____ the team should have acted
sooner.

Phrasal Verbs

It is important to realize that phrasal verbs listed in the dictionary are not quite in alphabetical order. They appear together at the end of the entry of the verb from which they are formed and before any other words which come alphabetically after the verb. This is to make it easier for you to find these very common expressions.

1 Phrasal Verbs with Break

Look up the phrasal verbs that start with the verb **break**.

- 1 How many different meanings of **break away** are given? _____
- 2 Which paragraph of **break down** has a machine as the subject of the verb? _____
- 3 Which paragraphs of **break down** mention a person as the subject of the verb? _____
- 4 Which paragraph of **break in** has a cross-reference? _____
- 5 Which phrasal verb in the dictionary comes before the phrasal verb **break up**? _____
- 6 Which headword in the dictionary comes after the phrasal verb **break up**? _____

2 Phrasal Verbs with Get

How many different phrasal verbs start with the word **get**?

- 1 How many different particles (that is, adverbs or prepositions) are used after **get**? _____
- 2 Which combination has the most meanings? _____
- 3 Match the following sentences to each of the meanings of **get out**. There is one example for each meaning.

Example	Paragraph Number
a We don't get out much together, what with the children being so young.	_____
b If this gets out, we'll lose the contract.	_____
c They can't get out, the army has them surrounded.	_____
d I can't get out of it, I have a contract.	_____

3 Phrasal Verbs with Pull

Make a list of all the phrasal verbs that start with the verb **pull**.

- pull away** _____
- _____
- _____
- _____
- _____
- _____
- _____

? Did you know....?

The verb with the most phrasal verbs is **GO**