

COLLINS
COBUILD

柯林斯 COBUILD 英语学习词典

LEARNER'S
DICTIONARY

Helping learners with real English



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COLLINS COBUILD LEARNER'S DICTIONARY

The Collins COBUILD Learner's Dictionary has been specially compiled for students of intermediate level and above. It is based on a comprehensive analysis of The Bank of English, a collection of English texts amounting to 250 million words reflecting the English language of the 1990s.

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Introduction

COBUILD has been in existence for more than 16 years, collecting and analysing increasingly large quantities of written and spoken English. All the statements that COBUILD makes are based on an examination of the English language in use, as represented in The Bank of English - our present collection, which now stands at over 250 million words.

This dictionary continues the established tradition of COBUILD Dictionaries in providing clear and detailed information about the English language. The explanations are all written in full sentences, and are based on the information we have derived from The Bank of English. The examples are all taken from this corpus, and represent *real* language in use; that is to say, each example is a chunk of language that served a purpose in a real text or conversation, and is not made up.

The Bank of English

The Bank of English is a computer-held store of thousands of texts of English, known as a *corpus*. These texts range from serious novels, through popular fiction, newspapers, magazines and junk mail, to informal spoken conversations. About 25% of the texts are American, and a further 5% come from varieties of English such as Australian and Singaporean. At the time of writing, this corpus stands at over 250 million words, of which 20 million words have been transcribed from spontaneous speech.

The corpus is a rich store of information about the language. It enables dictionary writers to examine how words have been used, and to write dictionary entries which reflect the central and typical uses of the language. Every entry in this dictionary is based on the evidence of the corpus.

By using the corpus, we are able to establish which are the common and important meanings of a word, and which are the main grammatical patterns. This information is then carefully assembled by the editors and presented in a clear and detailed way.

The entries

As with all COBUILD dictionaries, explanations of meaning are presented in full sentences. This style of explanation enables us to present words in their typical context, and to show the typical grammatical patterns associated with them. The direct and informal style of the explanations is similar to the way in which teachers in a classroom would explain what a word means.

The way the explanations are written shows you what the typical contexts, typical collocates, and typical structures are. For example, the explanation of meaning 1 of *sanction* says:

If someone in authority **sanctions** an action or practice, they officially approve of it and allow it to be done.

This shows that the subject of the verb *sanction* is normally a person, and that it must be a person in authority. This information is important if you have to make a choice between the words *sanction* or *allow*, for example, because it shows you the sort of context in which the word will typically occur.

The explanation of meaning 21 of *run* says:

When you say that vehicles such as trains and buses **run** from one place to another, you mean they regularly travel along that route.

This shows that this meaning of *run* is used only of vehicles, and so you would not say of your regular journey to school or work that you 'run' there.

Typical grammatical structures are also given in the explanations. For example, verbs which typically occur in the passive voice are defined in the passive. The first meaning of *reserve* says:

If something **is reserved** for a particular person or purpose, it is kept specially for that person or purpose.

This use of the passive in the explanation reflects the most typical usage in the language, and is supported by the grammar note in the extra column, which says: *usu passive*.

The explanations are often illustrated by examples, which are taken directly from The Bank of English. The examples have been carefully chosen to reflect typical collocations and structural patterns, and to show the word being used in a natural context.

The Extra Column

Information about frequency, grammar, register, and pragmatics is provided in the extra column, enabling you to find this information at a glance, separately from the main column of explanations and examples. This means that you will always know where to find information: explanations and examples for each meaning in the main column, with the other information laid out alongside it.

Frequency

The corpus also enables us to provide information about frequency, so that whenever you look up a word you can see immediately if it is a very common word or not. About half the entries in the dictionary have a frequency marker in the extra column. They work on a scale from 5 black diamonds down to one black diamond.

Words with five black diamonds are the common grammar words, such as **the**, **with**, **also** and so on, as well as the more common vocabulary items such as **stand**, **sit**, and **think**. This is the smallest group of words, but because they are the most frequent words, they form a huge proportion of the language.

Words with four black diamonds are also very common words, and together with the five-diamond words account for 75% of all English usage.

Words with three, with two, and with one black diamond are progressively less frequent. And finally, about half the entries in the dictionary have no frequency band marker at all. These are words which you are more likely to read or hear than use regularly.

At the back of the book, we have listed all the words in the top four frequency bands.

Grammar

Grammar information is provided for all meanings, starting with a basic word class such as VERB, N-COUNT, and so on. If there is something important to say about restrictions, or about typical patterns, this information is provided after a colon (:). In the case of verbs, every example has a corresponding pattern spelled out in the extra column. There is a list of abbreviations used in the grammar notations inside the front cover, and an explanation of the word classes and patterns on pages xi - xxii.

Pragmatics

In some entries, you will see in the extra column a box with the word 'pragmatics' inside it. This box indicates that a particular explanation is doing more than explaining straightforward meaning. There are several areas of language behaviour that are signalled by this box:

Functions: such as inviting, agreeing, advising, and so on.

Discourse organizing: commenting on the structure of what you are saying while you are saying it. For example, if you introduce a reason for

something with the phrase *for a start*, you are indicating that there are further reasons that you might or could mention.

Expressing attitudes: some words make clear what the speaker's attitude is as well as describing or naming a person or object. For example, if you use the verb *deign*, you are expressing quite strongly the fact that you do not approve of the way in which someone agreed to do something.

Emphasizing: certain words and phrases are used to emphasize what is being said. For example, if someone says 'It's mighty hot', they are emphasizing how hot they think it is.

All these types of behaviour are indicated in the extra column by the pragmatics box.

Style and Register

The final category of information in the extra column is style, register, and regional variation. Vocabulary items that are used in British English and not American English are labelled BRITISH in the extra column; and similarly American vocabulary items are labelled AMERICAN. In many cases, the explanations will tell you what the equivalent word or expression is in the other region. Other labels indicate formal and informal language, spoken language, and so on.

The appendices

This book does not quite finish at the end of the dictionary text. There are several appendices, listed on the contents page, which provide information on geographical place names in English, compass points, numbers, dates, time, and weights and measures. The words in the top three frequency bands are listed here too, and finally, there are 20 pages of illustrations, all specially drawn for this book.

As with all COBUILD Dictionaries, it is our aim to provide information clearly and precisely. We welcome feedback from users, and are always pleased to hear your views. If you have any comments or criticisms of this dictionary, please write to us.

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Guide to the Dictionary Entries

'ghost town
'ghost-write
ghoul
GHQ
GI

ORDER OF ENTRIES: headwords in alphabetical order, taking no notice of capital letters, hyphens, apostrophes, accents, or spaces between words.

gan-der /'gændə/ **ganders.** A gander is a male goose.

HEADWORDS: the main form of the headword appears in large bold face letters, starting in the left hand margin.

gab-ardine /,gæbə'di:n/ **gabardines;** also spelled gaberline.

Hyphenation points are included, telling you where it is acceptable to hyphenate the headword.

Variant forms or alternative spellings of a headword are given at the end of information about the headword.

gher-kin /'gɜ:kɪn/ **gherkins.**

glit-ter /'glɪtə/ **glitters, glittering, glittered.**

gloom-y /'glu:mi/ **gloomier, gloomiest.**

ghet-to /'getəʊ/ **ghettos or ghettos.**

gam-bol /'gæmbəl/ **gambols, gambolling, gambolled;** spelled **gamboling, gamboled** in American English.

INFLECTED FORMS: given in smaller bold face letters, for noun, verb, adjective, and adverb forms.

Notes about inflected forms.

gey-ser /'gi:zə/ **geysers.**

gradu-ate, graduates, graduating, graduated.
The noun is pronounced /'grædʒəʊət/. The verb is pronounced /'grædʒəʊɪt/.

PRONUNCIATION: See guide inside the back cover.

Notes about pronunciation.

gilt /gɪlt/ **gilts.** 1 A gilt object is covered with a thin layer of gold or gold paint. 2 Gilts are the same as gilt-edged stocks or securities.

MEANING NUMBERS: for words with more than one meaning or use.

DEFINITIONS: written in full sentences, using common words and showing the common ways in which the headword is used.

For example, the definition of a verb can tell you what kinds of subject and object are used with the verb in that meaning, and whether the verb is typically used in a particular structure.

The definition of an adjective can tell you what other words are commonly used with it in that meaning, and whether it is more often used before a noun or after a verb.

EXAMPLES: are all genuine examples of real language, taken from the Bank of English. They are carefully selected to show typical contexts in which the word or expression is found, and the grammatical patterns in which it most often occurs.

In some cases where a word has several possible structures and collocates, the definition shows the most frequent usage, and the examples illustrate other possibilities.

DERIVED WORDS: other words formed from the headword with a closely linked meaning are given after the diamond symbol ◆.

Changes in word class where the meaning is very closely linked are introduced by a triangle symbol ►.

guide /ɡaɪd/. If you **guide** a vehicle somewhere, you control it carefully to make sure that it goes in the right direction. *Captain Shelton guided his plane down the runway.*

grad-ual /'grædʒuəl/. A **gradual** change or process occurs in small stages over a long period of time, rather than suddenly. *You can expect her progress at school to be gradual rather than brilliant.*

great. If you describe someone or something as **great**, you approve of them or admire them. *Arturo has this great place in Cazadero... I think she's great.*

give /ɡɪv/. **gives, giving, gave, given**. 1 You can use **give** with nouns that refer to physical actions. The whole expression refers to the performing of the action. For example, 'She gave a smile' means almost the same as 'She smiled'. *She stretched her arms out and gave a great yawn... He reached for her hand and gave it a reassuring squeeze.*

gripe /ɡraɪp/. **gripes, griping, griped**. If you say that someone is **griping**, you mean they are complaining about something in an annoying way. *I am sick of hearing motorists griping about the state of the roads.*

groomed /ɡruːmd/. You use **groomed** in expressions such as **well groomed** and **badly groomed** to say how neat, clean, and smart a person is. *She always appeared perfectly groomed.*

glib /ɡlɪb/. If you describe what someone says as **glib**, you disapprove of it because it suggests that something is simple or easy when this is not the case at all. ◆ **glib-ly** *We talk glibly of equality of opportunity.*

glid-er /'ɡlaɪdə/. **gliders**. A **glider** is an aircraft without an engine, which flies by floating on air currents. ◆ **glid-ing**. **Gliding** is the sport or activity of flying in a glider.

glare /ɡleɪ/. **glares, glaring, glared**. 1 If you **glare** at someone, you look at them with an angry expression on your face. *Jacob glared and muttered something.* ► Also a noun. *His glasses magnified his irritable glare.*

grouse /'ɡraʊs/. **grouses, grouching, groused**. The form **grouse** is used as the plural for meaning 1. 1 **Grouse** are small fat birds which are often shot for sport and can be eaten. ► **Grouse** is the flesh of this bird eaten as food. ... *roast grouse.*

5 If you say that a child is being **as good as gold**, you are emphasizing that they are behaving very well. 6 If you say that someone has **a heart of gold**, you are emphasizing that they are very good and kind.

6 Gas is the fuel which is used to drive motor vehicles. The British word is petrol. ...*a tank of gas*. ...*gas stations*. • If you **step on the gas** when you are driving a vehicle, you go faster.

PHRASE
PHRASE
N UNCOUNT
AMERICAN
PHRASE

PHRASES: are highlighted in bold type and marked PHRASE in the extra column.

If a phrase is very closely connected with another use or meaning, it may be included within the same meaning number after the symbol ●.

grind down. If you say that someone **grinds you down**, you mean that they treat you very harshly and cruelly, reducing your confidence or your will to resist.

grind on. If you say that something **grinds on**, you disapprove of the fact that it continues to happen in the same way for a long time.

5 When you **gather** something such as your strength, courage, or thoughts, you make an effort to prepare yourself to do something. *You must gather your strength for the journey.* ► **Gather up** means the same as **gather**. *She was gathering up her courage to approach him.*

PHRASAL VB
V + P
PHRASAL VB
V P
VERB
V + N
PHRASAL VB
V P noun
also V + P

PHRASAL VERBS: in alphabetical order at the end of an entry.

Sometimes phrasal verbs are explained earlier in the entry, after the symbol ►.

gaoler /'dʒeɪlə/gaoler. See **jailer**.

7 See also **greenhouse gas**, **natural gas**, **tear gas**, **gas chamber**, **gas mask**.

9 **General** workers do a variety of jobs which require no special skill or training. ...*a tractor driver and two general labourers*. 10 See also **generally**.

8 • to **gather dust**: see **dust**.

ADJ ADJ n

CROSS REFERENCES: indicating that relevant information can be found at another entry.

Cross references to phrases follow the symbol ●.

gas mask, **gas masks**. A **gas mask** is a device worn over someone's face in order to protect them from poisonous gases.

general election, **general elections**. A **general election** is an election at which all the citizens of a country vote for people to represent them in the national parliament.

◆◆◆◆
N-COUNT
◆◆◆◆
N-COUNT

EXTRA COLUMN

FREQUENCY: information from the Bank of English about how important a word is. See Page 1316

gainful /'geɪnfəl/. If you are in **gainful** employment, you have a job for which you are paid and which is not against the law. ...*lack of opportunities for gainful employment*. † **gainfully**. *Both parents were gainfully employed.*

2 When you **gasp**, you take a short quick breath through your mouth, especially when you are surprised, shocked, or in pain. *She gasped for air... 'Stop!' he gasped.*

ADJ ADJ n
FORMAL
ADV
ADV + ed
VERB V
V + adv
V with quote

GRAMMAR: see pages xi – xxii where the structural patterns are explained.

The extra column also contains information about pragmatics and about style and register; this is explained on the next page.

Pragmatics

In this dictionary the word PRAGMATICS is shown in the extra column next to words and expressions which are used by speakers of English to do more than simply convey meaning. People often use language to do things such as invite friends to parties, compliment someone on their appearance, promise to do something, insult someone, or express their disapproval of something. Many words and expressions in English, as in other languages, therefore 'do' something as well as 'mean' something.

In order to be successful in this area of communication, learners of English need to know which words and expressions do which things. We have analyzed the data and found, for example, the ways in which English speakers invite, persuade, give advice, or express annoyance. In this dictionary we draw attention to those words and expressions, so that learners can get as much information as possible about communicating clearly and effectively in English.

For every word meaning where there is information which is important for correct use, or which may be confusing for the learner, we show this in the extra column with the word PRAGMATICS, and include additional information in the definition about how, when, and why the word or expression is used.

For example, the entry for the word *grotty* has a pragmatics box in the extra column. The explanation begins:

If you describe something as **grotty**

this shows that the speaker is expressing a subjective judgement. The explanation continues:

you dislike it and think that it is unpleasant or of poor quality.

this shows the speaker's feelings about something.

Finally, there is an example showing a typical use in context:

...a *grotty* little flat in Camden.

Style and Register

Some words or meanings are used mainly by particular groups of people, or in particular social contexts. In this dictionary, when this is true of a particular word or expression, we mention it in the extra column using the following labels:

Geographical labels

AMERICAN: used mainly by speakers and writers in the USA, and in other places where American English is used or taught. e.g. *gasoline, gearshift*.

BRITISH: used mainly by speakers and writers in Britain, and in other places where British English is used or taught. e.g. *gazump, geezer*.

Style labels

DATED: generally considered to be old-fashioned, and no longer in common use. e.g. *gallant, gosh*.

FORMAL: used mainly in official situations, or by political and business organizations, or when speaking or writing to people in authority. e.g. *generality, germane*.

INFORMAL: used mainly in informal situations, conversations, and personal letters. e.g. *gig, gigantic*.

JOURNALISM: used mainly in newspapers, and in television and radio broadcasts. e.g. *game plan*.

LITERARY: used mainly in novels, poetry, and other forms of literature. e.g. *gladden, gossamer*.

RUDE: likely to offend people, or insult them; words labelled RUDE should usually be avoided.

SPOKEN: used mainly in speech rather than in writing. e.g. *get up to*.

TECHNICAL: used mainly when talking or writing about objects, events, or processes in a specialist subject, such as business, music, or medicine. e.g. *gunnery, generic*.

WRITTEN: used mainly in writing rather than in speech. e.g. *gingerly*.

Grammar

Introduction

Nearly all the words that are explained in the dictionary have grammar information given about them in the extra column. For each word or meaning, its primary word class, or part of speech, is shown in capital letters. Examples of word classes are N-COUNT, VERB, ADJ-GRADED, PRON, and PHRASE. In many cases, the primary word class is followed by one or more patterns which extend or restrict the use of the word. The patterns are introduced by a colon. Examples of primary word classes followed by patterns are:

N-COUNT: also *by/with* N

N-UNCOUNT: also N in pl

ADJ-GRADED: ADJ n

In the patterns, the primary word class (N, ADJ,) is shown in capital letters, other English words (*by/with*) associated with the pattern are shown in italics, and other information (passive, pl) is shown in ordinary type. Alternative patterns may be shown using a slash (/). For example, a noun which has the pattern N *between/to/of* n is always followed by one of the prepositions 'between', 'to', or 'of'. In the patterns, word class abbreviations in capitals refer to the word that is being explained, and word class abbreviations in small letters refer to other elements in the pattern.

For verbs, the information about patterns is presented in a slightly different way. Instead of all the patterns being shown immediately after the primary word class, each pattern associated with that meaning of the verb is shown separately, one after the other, in the extra column. The order of the patterns corresponds to the order of the examples. However, in some cases, the first pattern, instead of having an example, is illustrated by the way the verb is used in the definition. In addition, some less common patterns may be shown in the extra column without any examples being given. These additional patterns are introduced by the word *Also*.

The entry for *encroach*, meaning 2, illustrates all three types of pattern:

2 If something **encroaches** on a place, it spreads and takes over more and more of that place.
I turned into the dirt road and followed it through encroaching trees and bushes.

VERB:
V on n
V-ing
Also V prep/adv
FORMAL

The primary word-class VERB is followed by a colon (:), and then the first pattern, V on n. The colon indicates that the first pattern is illustrated in the definition (If something

encroaches on a place...) rather than in the examples.

The second pattern, V-ing, corresponds to the example, in which the present participle of the verb is used as an adjective (...*encroaching trees and bushes*).

The final pattern, V prep/adv, is introduced by the word *Also*. This means that, although the pattern can be found in *The Bank of English*, it is not shown in the definition or the examples. In this case, the pattern shows that *encroach* can be followed by a range of different prepositions, adverbs, and adverbial phrases:

Thickets and woodland encroach to the water's edge.

The inky clouds encroached further and a clap of thunder echoed around the valley.

Heat encroaches from the outer shell towards the inside.

Individual word classes and patterns

In showing the grammar patterns, we have used abbreviations and conventions which the user will find relatively easy to interpret.

The sections below contain further information about the more frequent patterns. This material will enable you to understand the meaning of those less common patterns which we have not had the space to cover here. A full list of abbreviations can be found on the inside front cover of the dictionary.

Verbs

VERB, VB

mean an ordinary verb. All verb entries provide further information, as described below.

V

means that the word is used as a simple intransitive verb. That is, it does not have an object.

fail 7 *Many food crops failed because of the drought.*

film 2 *A South African television crew has been filming recently in Budapest.*

think 4 *She closed her eyes for a moment, trying to think.*

V prep/adv, V adv/prep

mean that the verb is intransitive, and also has an adjunct of some sort with it. The adjunct can be a prepositional phrase, an adverb, or an

adverbial phrase. Both patterns mean the same thing: if prep is given first, the first example of the pattern shows a prepositional phrase, and if adv is given first, the first example shows an adverb or adverbial phrase.

arrive 1 *The Princess Royal arrived at Gatwick this morning.* (V prep/adv)

circle 6 *There were two helicopters circling around.* (V adv/prep)

V prep

means that the verb is intransitive and is followed by a prepositional phrase. Many verbs with this pattern can be followed by a range of different prepositions.

lie 1 7 *His country's economy lies in ruins.*

nod 2 *'Does it work?' he asked, nodding at the piano.*

V adv

means that the verb is intransitive and is followed by an adverb or adverbial phrase.

score 3 *Congress as an institution scores low in public opinion polls.*

wheel 7 *He wheeled around to face her.*

V with n, V to n, V for n, etc

mean that the verb is intransitive and is followed by the specified preposition and then a noun or noun group.

accord 3 *Such an approach accords with the principles of socialist ideology.* (V with n)

tread 1 *Oh, sorry, I didn't mean to tread on your foot.* (V on n)

change 3 *The mood gradually changed from resignation to rage.* (V from n to n)

V together, V away, V out, etc

mean that the verb is intransitive and is followed by the specified adverb.

group 6 *We want to encourage them to group together.* (V together)

billow 1 *Her pink dress billowed out around her.* (V out)

V-ing

means that the present participle of the verb is being used as an adjective.

fade 1 *...fading portraits of the Queen.*

holiday 2 *Vacant rooms on the campus were being used by holidaying families.*

V -ing

means that the verb is followed by another verb,

and that the second verb is in the '-ing' form.

mind 2 2 *Would you mind waiting outside?*

stop 1 *He can't stop thinking about it.*

V to-inf

means that the verb is followed by another verb, and that the second verb is in the infinitive form with 'to'.

afford 1 *We couldn't afford to buy a new rug.*

want 1 *People wanted to know who this talented designer was.*

V inf

means that the verb is followed by another verb, and that the second verb is in the infinitive form without 'to'.

dare 1 *...problems in our family that I didn't dare tell Uncle.*

V that

means that the verb introduces a 'that'-clause. The clause may begin with the word 'that' but does not necessarily do so.

specify 2 *One rule specifies that learner drivers must be supervised by adults.*

tell 10 *You can tell he's joking.*

V wh

means that the verb introduces a clause beginning with a 'wh'-word such as 'what', 'why', and 'when'. 'How' and 'if' are also 'wh'-words.

analyse 1 *Analyse what is causing the stress in your life.*

care 1 *...young men who did not care whether they lived or died.*

decide 5 *The results will decide if he will win a place at a good university.*

V with quote

means that the verb is used to introduce or indicate direct speech, that is, the precise words that someone said or wrote.

continue 5 *'Anyway, that was what gave us the idea,' she continued after a pause.*

whisper 1 *'Keep your voice down,' I whispered.*

V adj

means that the verb is followed by an adjective complement. This pattern is often associated with link verbs.

escape 4 *The man's girlfriend managed to escape unhurt.*

feel 1 *I am feeling very depressed.*

V as n, V as adj

means that the verb is intransitive and is followed by a noun or adjective complement introduced by 'as'.

practise 3 *He was born in Hong Kong where he subsequently practised as a lawyer until his retirement.*

rank 5 *St Petersburg's night life ranks as more exciting than the capital's.*

V amount

means that the verb is followed by a word or phrase indicating an amount of something, such as 'a lot', 'nothing', or 'four hundred pounds'.

fall 6 *Oil product prices fell 0.2 per cent.*

weigh 1 *You always weigh less in the morning.*

V n

means that the word is used as a simple transitive verb in the active voice. That is, it occurs in clauses containing only a subject, a verb, and an object. The object is usually a noun group.

crush 1 *Andrew crushed his empty can.*

revitalize *This hair conditioner is excellent for revitalizing dry, lifeless hair.*

V n prep/adv, V n adv/prep

mean that the verb is transitive, and also has an adjunct of some sort with it. The adjunct can be a prepositional phrase, an adverb, or an adverbial phrase. Both these patterns mean the same thing.

scatter 1 *She tore the rose apart and scattered the petals over the grave.*

wave 2 *Leshka waved him away with a show of irritation.*

V n with n, V n to n, V n from n, etc

mean that the verb is transitive and that the object is followed by the specified preposition and then another noun or noun group.

alternate 1 *He went to the gym six days a week, alternating weight training with aerobics.* (V n with n)

compensate 1 *...the official promise to compensate people for the price rise.* (V n for n)

V n with adv

means that the verb is transitive, and that an adverb or adverbial phrase can come between the verb and the object.

pare 1 *He took out a slab of cheese, pared off a slice and ate it hastily.*

move 9 *The band have moved forward their*

Leeds date to October 27.

V n -ing

means that the verb is transitive, and that the object is followed by another verb in the '-ing'-form.

prevent 1 *We recognized the possibility and took steps to prevent it happening.*

remember 1 *I remember her being a dominant figure.*

V n to-inf

means that the verb is transitive, and that the object is followed by another verb in the infinitive form with 'to'.

enable 1 *The new test should enable doctors to detect the disease early.*

incite *He incited his fellow citizens to take their revenge.*

V n that

means that the verb is transitive, and that the object is followed by a 'that'-clause. The clause may begin with the word 'that' but does not necessarily do so.

reassure *She just reassured me that everything was fine.*

promise 1 *Promise me you will not waste your time.*

V n wh

means that the verb is transitive and is followed by a clause beginning with a question word such as 'what', 'why', 'how', or 'if'.

remind 2 *Need I remind you who the enemy is?*

teach 1 *George had taught him how to ride.*

V n adj

means that the verb is transitive and that the object is followed by an adjective complement.

call 2 *She calls me lazy.*

find 10 *We're sure you'll find it exciting!*

V n with adj

means that the verb is transitive and is used with an adjective complement which can come before the object.

kick 1 *He escaped by kicking open the window.*

shoot 1 *Gunmen shot dead the brother of the minister.*

V n as n, V n as adj

mean that the verb is transitive and that the

object is followed by a noun or adjective complement introduced by 'as'.

hail 1 *US magazines hailed her as the greatest rock'n'roll singer in the world.*

describe 2 *Even his closest allies describe him as forceful, aggressive and determined.*

V n n

means that the verb must have two objects.

pay 10 *Do pay us a visit next time you're in Birmingham.*

name 5 *My mother insisted on naming me Horace.*

V-ed

means that the past participle of the verb is used without an auxiliary verb, for example as an adjective or in an implied passive relative clause.

deflate 2 *...a deflated balloon.*

accompany 1 *The Prime Minister, accompanied by the governor, led the President up to the house.*

be V-ed

means that the verb is transitive and is used in the passive voice. This pattern is not shown if the previous example shows the pattern V n.

educate 1 *He was educated at Haslingden Grammar School.*

eat 1 *The bananas should be eaten within two days.*

be V-ed prep/adv, be V-ed with n, etc

mean that the verb is in the passive voice and is followed by an adjunct or clause of the specified kind. These patterns are not shown if the previous example shows an active pattern of the same type.

spare 6 *Northern Somalia was largely spared from the famine.* (be V-ed from n)

allege *The accused is alleged to have killed a man.* (be V-ed to-inf)

have n V-ed

means that the past participle of the verb is used in a causative construction with the verb 'have'. The subject of the verb 'have' causes the action indicated by the past participle to be done by another person or thing.

cut 3 *You've had your hair cut, it looks great.*

decorate 2 *I had the flat decorated.*

get V-ed

means that the past participle of the verb is used after the verb 'get', usually to indicate that

someone or something enters into the state indicated by the past participle.

change 7 *I've got to get changed first.*

separate 6 *But a group of six women and 23 children got separated from the others.*

it V

means that the verb is used as an intransitive, impersonal verb, with 'it' as its subject.

rain 3 *When they got there on the Saturday it was raining.*

it V n, it V n to-inf, it V n that

mean that the verb is used as a transitive, impersonal verb with 'it' as its subject.

embarrass 1 *It embarrassed him that he had no idea of what was going on.* (it V n that)

grieve 2 *It grieved me to see the poor man in such distress.* (it V n to-inf)

V way prep/adv, V way adv/prep

mean that the verb is followed by an adverbial adjunct which is introduced by the noun 'way', and that 'way' is preceded by a possessive determiner.

fight 2 *The team has fought its way to the cup final.*

wing 9 *A few moments later they were airborne and winging their way south.*

V pron-refl

means that the verb is transitive, and that the object is a reflexive pronoun.

enjoy 2 *I am really enjoying myself at the moment.*

repeat 5 *The UN will have to work hard to stop history repeating itself.*

pl-n V, pl-n V n

mean that the verb has a plural noun as its subject.

balance 5 *Supply and demand on the currency market will generally balance.* (pl-n V)

share 2 *Two Americans will share this year's Nobel Prize for Medicine.* (pl-n V n)

V pl-n

means that the verb is transitive and has a plural noun as its object.

balance 5 *The state has got to find some way to balance these two needs.*

compare 1 *Compare the two illustrations in Fig 60.*