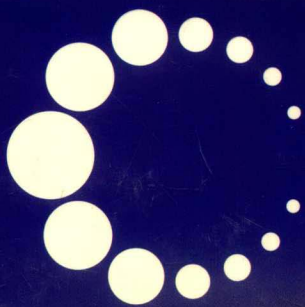




Collins COBUILD

Learner's Dictionary

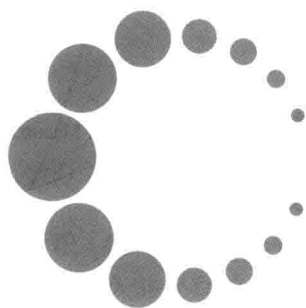
柯林斯 COBUILD 英语学习词典

CONCISE EDITION

英语版

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



Collins COBUILD

Learner's Dictionary

柯林斯 COBUILD 英语学习词典

CONCISE EDITION

英语版

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

京权图字: 01 - 2005 - 5969

© HarperCollins Publishers 1996, 2003

This edition is for sale in the mainland of China only, excluding Hong Kong SAR and Macao SAR, and may not be bought for export therefrom.

只限中华人民共和国境内销售, 不包括香港、澳门特别行政区及台湾省。不得出口。

图书在版编目(CIP)数据

柯林斯 COBUILD 英语学习词典: 英语版 = Collins COBUILD Learner's Dictionary (Concise Edition) / 柯林斯出版公司编. — 北京: 外语教学与研究出版社, 2006. 4
ISBN 7 - 5600 - 5481 - 1

I. 柯… II. 柯… III. 英语—词典 IV. H316

中国版本图书馆 CIP 数据核字 (2006) 第 031057 号

出 版 人: 李朋义

责任编辑: 袁 瑛 申 葳

封面设计: 刘 莎 彭 山

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: 北京盛通彩色印刷有限公司

开 本: 965 × 1270 1/32

印 张: 42.125

版 次: 2006 年 6 月第 1 版 2006 年 6 月第 1 次印刷

书 号: ISBN 7 - 5600 - 5481 - 1

定 价: 59.90 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

版权保护办公室举报电话: (010)88817519

出版前言

哈珀·柯林斯出版公司 (HarperCollins Publishers) 于 1817 年成立于英国，是一家历史悠久的大型综合性出版社。自 1824 年出版第一部词典以来，柯林斯出版词典的历史至今已将近 200 年。而这其中，由柯林斯和伯明翰大学英语系联袂编写出版的 Collins Cobuild 系列词典是其旗下的经典品牌，在英国以及欧洲其他国家十分畅销。这次经哈珀·柯林斯出版公司惠允，外语教学与研究出版社引进了该系列词典中的《柯林斯 COBUILD 英语学习词典》(*Collins COBUILD Learner's Dictionary*)。这部专为非英语国家英语学习者编写的词典在中国的出版，相信能为国内的英语学习者带来福音。

相比较同类其他英语词典，本词典突破了传统词典长期沿袭的体例和模式，更具创新性、可读性和实用性，其特点具体体现在以下几个方面：

一、不同于其他词典对词条的生硬解释，本词典 60,000 余条释义都体现在自然流畅的完整句子中。语境性的释义充分体现了与该词条相关的常用语法结构，增强了词条内容的可读性。

二、全部语料采自多达 2.5 亿词的语料库 Bank of English®。本词典共收录 55,000 个例证，都来源于语料库，因而更真实、可靠、自然。

三、增设附加栏，集中提供了有关词频、语法、语域和语用等方面的信息，从而方便了读者查找释义、例证和与其相关的用法信息。

四、创新地使用了以 5 个菱形的方式来提供词条的词频信息，词典中过半的词条都被标注出其在英语语言中的使用频率，更有利于读者掌握鲜活地道的英语。

对于广大中国英语学习者而言，这本词典全面、实用，具有不同于其他传统词典的创新优势，势必会对提高大家的英语水平有所助益，成为广大英语学习者的良师益友。

外语教学与研究出版社
学术与辞书部

The COBUILD Series

Founding Editor in Chief

John Sinclair

Publishing Director

Gwyneth Fox

EDITORIAL TEAM

Editorial Manager

Stephen Bullon

Editors

Christina Rammell Laura Wedgeworth

Catherine Brown Rosalind Combley

Ceri Hewitt Heather Raybould

John Todd John Williams

Editorial Assistance

Michael Lax

Miranda Timewell

Computing Staff

Tim Lane

Andrea Lewis

Secretarial Staff

Sue Crawley

Michelle Devereux

Publishing Manager

Debbie Seymour

Production

Manager

Gillian McNair

Design

Ray Barnett

Ted Carden

Lynsey Roxburgh

Illustrations

Ela Bullon

Anthony Boswell

We would like to thank Dr Julia Penelope for her advice on American English. We also gratefully acknowledge the invaluable contribution of all those who compiled and edited the Collins COBUILD English Dictionary, whose work provided the basis for this book.

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

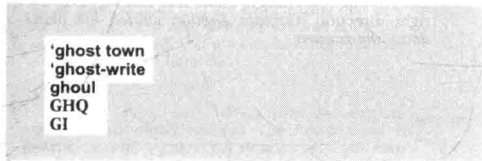
This book does not quite finish at the end of the dictionary text. There are several appendices, listed on the contents page, which provide information on geographical place names in English, compass points, numbers, dates, time, and weights and measures. The words in the top four frequency bands are 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.

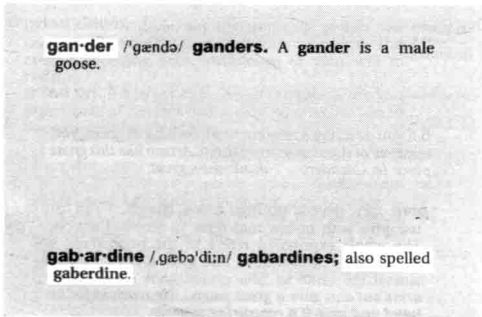
COBUILD
Institute of Research and Development
University of Birmingham Research Park
Vincent Drive
Birmingham B15 2SQ
Great Britain

e-mail: editors@cobuild.collins.co.uk

Guide to the Dictionary Entries



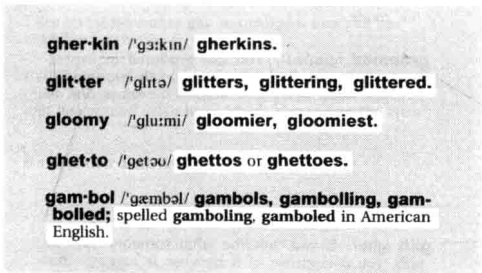
ORDER OF ENTRIES: headwords in alphabetical order, taking no notice of capital letters, hyphens, apostrophes, accents, or spaces between words.



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

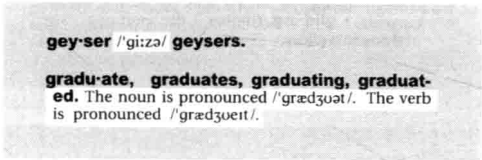
Hyphenation points are included, telling you where it is acceptable to hyphenate the headword.

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



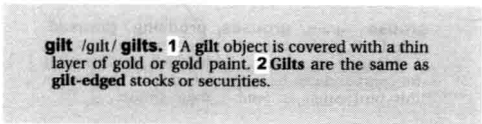
INFLECTED FORMS: given in smaller bold face letters, for noun, verb, adjective, and adverb forms.

Notes about inflected forms.



PRONUNCIATION: See guide inside the back cover.

Notes about pronunciation.



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 ►.

8 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.*

5 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 /gɪv/ **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 /graɪp/ **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 /gru:md/. 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 /glɪb/. 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 /'glɑɪdər/ **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 /gleə/ **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, grouched.** 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.

PHRASE
PRAGMATICS
PHRASE

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.

N-UNCOUNT
AMERICAN
PHRASE

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.

PHRASAL VB
V P
PRAGMATICS

PHRASAL VB
V P
PRAGMATICS

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.*

VERB
V B
-

PHRASAL VB
V P noun
ADV V P

gaol-er /'dʒeɪlə/ **gaolers**. 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**.

ADJ: ADJ n

8 • to **gather dust**: see dust.

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

◆◆◆◆
N-COUNT

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

gain-ful /'geɪnfʊl/. 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. **► gain-ful-ly** Both parents were **gainfully** employed.

ADJ: ADJ n
FORMAL

ADV:
ADV-ed

2 When you **gasped**, 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.*

VERB: V
V form
V with quote

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 **•**.

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

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

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

Cross references to phrases follow the symbol **•**.

EXTRA COLUMN

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

GRAMMAR: see pages xiii – xxiv 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.***

Some verb entries contain information in the basic code for the verb: this basic code appears at the start of the entry, and examples are then accompanied by patterns in the extra column in the usual way.

V-LINK

means a link verb such as *be*, *become*, *taste*, or *feel*. Link verbs connect a subject and a complement. The most common patterns with link verbs are V n and V adj.

be 2 1 *My grandfather was a butcher.*
smell 3 *It smells delicious.*

V-ERG

means an ergative verb. An ergative verb is used both in the pattern V and in the pattern V n. The noun group that is the subject of the V pattern refers to the same kind of thing as the noun group n in the V n pattern. Ergative verbs allow you to describe an action from the point of view of the performer of the action or from the point of view of something which is affected by the action.

close 1 3 *Let your eyes close gently... Bess closed her eyes and fell asleep.*
escalate *The dispute could escalate... Defeat could cause one side or other to escalate the conflict.*

V-RECIP

means a reciprocal verb. Reciprocal verbs describe processes in which two or more people, groups, or things interact mutually: they do the same thing to each other, or participate jointly in the same action or event. Reciprocal verbs are used in the pattern pl-n V, where the subject consists of two or more participants. The participants can also be referred to separately in other patterns such as V n and V with n. Note that the subject can change places with the object of the verb or preposition without any change of meaning.

feud *Their families had feuded since their teenage daughters quarrelled two years ago... He feuded with his ex-wife.*
meet 1 *We met by chance... He's the kindest and sincerest person I've ever met.*

V-RECIP-ERG

means an ergative reciprocal verb. Like an ergative verb, it occurs in the patterns V and V n. Like a reciprocal verb, it occurs in patterns which include pl-n V and V with n. The typical ergative-reciprocal patterns are therefore pl-n V, V with n, V pl-n, and V n with n.

entwine 1 *His dazed eyes stare at the eels, which still writhe and entwine... The giraffes were managing to entwine their necks in the most astonishing manner... He entwined his fingers with hers.*

integrate 2 *Ann wanted the conservatory to integrate with the kitchen... Little attempt was made to integrate the parts into a coherent whole... It believes that by integrating the rail lines with its buses it can make them pay.*

V-PASSIVE

means a verb that occurs in the passive voice and never in the active voice.

orphan 2 *Jones was orphaned at the age of ten.*
rumoured *Her parents are rumoured to be on the verge of splitting up.*

VB: usu passive

means that the verb is transitive and is usually used in the passive voice. Verbs used in this way typically occur in the pattern be V-ed.

penalize *Some of the players may, on occasion, break the rules and be penalized.*

overlay 1 *The floor was overlaid with rugs of oriental design.*

VB: no passive

means that the verb is transitive but cannot be used in the passive voice. Verbs used in this way typically occur in the pattern V n.

flee *Thousands have been compelled to flee the country.*

hold 2 2 *Death doesn't hold any fear for me.*

VB: no cont

means that the verb is not used in the continuous tenses.

confirm 1 *These new statistics confirm our worst fears.*

need 1 *He desperately needed money.*

VB: only cont

means that the verb is used only in the continuous tenses (the auxiliary 'be' followed by the 'ing'-form).

crawl 4 *This place is crawling with police.*

keep 22 *She hasn't been keeping too well lately.*

VB: only imper

means that the verb is used only in the imperative.

let 4 *Let me tell you what I saw last night.*

look 1 10 *Look what a mess you've made of your life.*

VERB: with brd-neg

means a verb that always occurs in a broad negative construction, that is, in a clause which is negative in meaning. The clause may contain a negative element such as 'no-one', 'never', or 'hardly', or may show that it is negative in some other way.

abide *I can't abide people who can't make up their minds.*

wish 7 *Without wishing to be unkind, she's not the most interesting company.*

AUX

means an auxiliary verb, such as some meanings of *be*, *have*, *get*, and *do*. An auxiliary verb is used with another verb to modify the grammar of that verb, for example, to form the continuous tenses or the passive voice, or to form negatives and interrogatives.

be 1 1 *This is happening in every school.*

get 1 7 *Does she ever get asked for her autograph?*

do 1 1 *They don't want to work.*

MODAL

means a modal verb such as *may*, *must*, or *would*. Most modal verbs are used before the infinitive form of a verb without 'to'. Modal verbs do not inflect, for example, they do not have an '-s' in the third person singular.

must 2 ... *Candidates must satisfy the general conditions for admission.*

can 1 9 ... *Can I help you?*

will 1 3 ... *If she refuses to follow rules about car safety, she won't be allowed to use the car.*

Phrasal Verbs

PHRASAL VB

means a verb that consists of a verb and one or more particles, e.g. *look after*, *look back*, *look down on*. The combination of verb and particle often has a very different meaning from that of the verb used on its own.

In the extra column patterns describing phrasal verb behaviour V refers to the verb, and P to the particle or particles.

V P

means that the phrasal verb is used intransitively, with the particle coming after the verb.

fall apart 1 *Bit by bit the building fell apart.*

keep up 1 *Things are changing so fast, it's hard to keep up.*

V P n

means that the phrasal verb is followed by a noun, pronoun, or noun group. In this pattern, the particle behaves as a preposition, and has an object.

make of *Nancy wasn't sure what to make of Mick's apology.*

sit through ... *movies so bad you can hardly bear to sit through them.*

V P with n, V P to n, V P on n, etc

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

blend in 1 *The toad had changed its colour to blend in with its new environment.* (V P with n)

wait around *The attacker may have been waiting around for an opportunity to strike.* (V P for n)

V P noun

means that the phrasal verb is used transitively, with the object coming after the particle. The object can be any noun group except a personal pronoun such as 'him' or 'it'.

open up 5 *The postmaster and his wife arrived to open up the shop.*

hand in *All eighty opposition members of parliament have handed in their resignation.*

V n P

means that the phrasal verb is used transitively, and that the object can come between the verb and the particle. The object is usually a pronoun or a short noun group.

phone up *Phone him up and tell him to come and have dinner with you.*

cut off 1 *He threatened to cut my hair off.*

V n P n

means that the phrasal verb is transitive, and also that the phrasal particle is followed by another noun, pronoun, or noun group. In this pattern, the phrasal particle can usually be regarded as a preposition.

hold against *Bernstein lost the case, but never held it against Grundy.*

keep to 3 *Keep costs to a minimum.*

V n P to n, V n P of n, V P noun with n, etc

mean that the phrasal verb is used transitively, with the object between the verb and the particle, and that it is followed by a phrase introduced by the specified preposition.