

LONGMAN
Dictionary of
Contemporary
ENGLISH

朗文当代英语辞典

第**4**版

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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北京 BEIJING

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出版前言

《朗文当代英语辞典》(*Longman Dictionary of Contemporary English*, 简称 *LDOCE*) 是朗文出版公司推出的系列辞典之一。凭借其准确、简明易懂的释义, *LDOCE* 在英国本土及海外受到广大读者, 尤其是学生的好评。此次出版的 *LDOCE* 为 2003 年第 4 版, 除继承和保留了前 3 版的特色和优点之外, 它还具有以下显著特点:

一、收词量大, 新词语多。第 4 版 *LDOCE* 全面反映了英语语言现状, 收录的单词、短语共计 106,000 余条, 比第 3 版增补本多了 24,000 多条。除了一些常用词汇外, 还收录了大量科技、人文社科等专业及百科词汇, 其中包括许多近年涌现出的新词, 具有鲜明的时代特点。

二、例句丰富多样, 自然地道。第 4 版 *LDOCE* 收录的例句多达 155,000 个, 它们都来源于拥有 3 亿词汇的朗文语料库 (*Longman Corpus Network*)。这些例句都不是随意编造的, 而是选自现实生活中的各种书籍、报刊、杂志和人们的口头用语及网络用语, 这样更有助于广大英语学习者全面了解单词在具体语境中的运用, 学到“鲜活”的英语。

三、词组搭配全面, 编排一目了然。英语搭配灵活多变, 难于掌握, 第 4 版 *LDOCE* 收录了 220,000 条搭配词组, 为读者作了详尽的归纳和解析。为了进一步方便广大英语学习者查阅, *LDOCE* 还专辟了蓝色方框来收录这些搭配词组。

四、各种专栏设置实用而详细。本辞典设有“词语辨析”(WORD CHOICE)、“词语联想”(WORD FOCUS)和“语法说明”(GRAMMAR)专栏。在以前的版本中,“用法说明”(USAGE NOTE)深受广大英语学习者的喜爱,而在第 4 版 *LDOCE* 中,编者对“用法说明”作了进一步细分,分成了“词语辨析”、“词语联想”和“语法说明”3 个板块,从而使“用法说明”的功能更趋完善。“词语辨析”侧重讲解近义词的区别与用法;“词语联想”侧重于列出与主词条相关的一类词,以帮助读者全面掌握词汇,做到融会贯通,如 marry 词条下的“词语联想”就列出了 wedding, bridegroom, the best man, propose 等词;“语法说明”则着重讲述与该词条有关的语法。此外, *LDOCE* 在释义中还加入了 7,000 余条同义词和反义词,让读者在查阅单词时常有意想不到的收获。

五、彩色印刷, 图片生动精致, 版面清晰明了。最常用的 3,000 词汇用粉红色标注, 次常用词用淡蓝色标注, 指示类词则衬以蓝色底纹。此外, 本辞典还使用了各种人性化的符号, 如“=”、“≠”等, 便于查阅。

经英国培生教育出版有限公司惠允, 外语教学与研究出版社引进出版《朗文当代英语辞典》第 4 版, 相信它会成为我国广大英语学习者的良师益友。

Grammar codes

- [C] countable: a noun that has both a singular and a plural form: *He lent me a book about photography.* | *Some of the books were very old.*
- [U] uncountable: a noun that has no plural form and refers to something that cannot be counted: *the importance of education* | *a bucket of water*
- [I] intransitive: a verb that has no object: *Jack sneezed.* | *House prices are rising.*
- [T] transitive: a verb that is followed by an object, which can be either a noun phrase or a clause: *I love chocolate.* | *She said she was too busy.* | *I remember going on holiday there.*
- [singular] a noun that is used only in the singular, and has no plural form: *The room has a modern feel.* | *a sprinkling of snow*
- [plural] a noun that is used only in the plural, and has no singular form: *His clothes were soaking wet.* | *Those are my scissors.*
- [linking verb] a verb that is followed by a noun or adjective complement that describes the subject of the verb: *I felt very tired.* | *Her father is a doctor.* | *Your dinner's getting cold.*
- [always + adv/prep] shows that a verb must be followed by an adverb or a preposition: *She went upstairs.* | *Robert put the letter in his briefcase.*
- [not in progressive] shows that a verb is not used in the progressive form, that is, the -ing form after 'be': *I admire his work.* (not *I am admiring his work*) | *I don't know where it is.*
- [no comparative] shows that an adjective is not used in the comparative or superlative form, that is, not with -er and -est, or 'more' and 'most': *He played a key role in the negotiations.*
- [only before noun] shows that an adjective can be used only before a noun: *the main reason for her visit* | *You poor thing!*
- [not before noun] shows that an adjective cannot be used before a noun: *I don't even know if he's still alive.* | *I'm glad you're here.*
- [only after noun] shows that an adjective is used only immediately after a noun: *some matters to be discussed before the meeting proper*

[sentence adverb] shows that an adverb modifies a whole sentence: **Fortunately** *no one was hurt.*

[+adj/adv] shows that an adverb of degree is used before adjectives and adverbs: *The room was very dark.* | *We've got to act fairly quickly.*

[also + plural verb BrE] shows that a group noun can take a plural verb in British English: *The team are feeling confident.*

Patterns

[+about] [+along] shows that a word can be followed immediately by a particular preposition or adverb: *I'm worried about Rachel.* | *The children skipped along.*

throw sth at sb/sth shows that a verb can be followed by an object and a particular preposition: *Tom threw a cushion at her.*

request that shows that a word can be followed by a clause beginning with 'that': *He requested that his name be removed from the list of candidates.*

surprised (that) or tell sb (that) shows that a word can be followed by a clause beginning with 'that', or the word 'that' can be left out: *I'm surprised you didn't know that.* | *Bill told me you were here.*

decide who/what/whether etc or ask (sb) who/what/where etc shows that a word can be followed by a clause beginning with a word such as 'who', 'what', 'whether' or 'where': *I can't decide what to do.* | *I asked her what she meant.* | *I'm not sure where James is.*

try to do sth or order sb to do sth shows that a word can be followed by an infinitive: *Try to forget about it.* | *He ordered them to leave.* | *He's sure to win.*

help do sth or see sb/sth do sth shows that a verb can be followed by an infinitive without 'to': *This can help prevent infection.* | *Did anyone see them leave?*

enjoy doing sth or hear sb doing sth shows that a verb can be followed by a present participle: *I enjoy meeting new people.* | *Peter could hear them laughing.*

bring sb sth shows that a verb can be followed by an indirect object and then a direct object: *Could you bring us the bill?* | *Let me buy you a drink.*

Short forms

<i>adj</i>	adjective
<i>adv</i>	adverb
<i>n</i>	noun
<i>phr v</i>	phrasal verb
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb
<i>sb</i>	someone
<i>sth</i>	something

Labels

1	Words which are used only or mainly in one region or country are marked:
<i>BrE</i>	British English
<i>AmE</i>	American English
<i>AusE</i>	Australian English
2	Words which are used in a particular situation, or show a particular attitude:
<i>formal</i>	a word that is suitable for formal speech or writing, but would not normally be used in ordinary conversation
<i>informal</i>	a word or phrase that is used in normal conversation, but may not be suitable for use in more formal contexts, for example in writing essays or business letters
<i>humorous</i>	a word that is normally used in a joking way
3	Words which are used in a particular context or type of language:
<i>biblical</i>	a word that is used in the language of the Bible, and would sound old-fashioned to a modern speaker
<i>law</i>	a word with a technical meaning used by lawyers, in legal documents etc
<i>literary</i>	a word used mainly in English literature, and not in normal speech or writing
<i>medical</i>	a word or phrase that is more likely to be used by doctors than by ordinary people, and that often has a more common equivalent
<i>not polite</i>	a word or phrase that is considered rude, and that might offend some people
<i>old-fashioned</i>	a word that was commonly used in the past, but would sound old-fashioned today
<i>old use</i>	a word used in earlier centuries
<i>spoken</i>	a word or phrase used only, or nearly always, in conversation
<i>taboo</i>	a word that should not be used because it is very rude or offensive
<i>technical</i>	a word used by doctors, scientists and other specialists
<i>trademark</i>	a word that is the official name of a particular product
<i>written</i>	a word or phrase that is used only, or nearly always, in written English

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Each time we produce a new edition of the *Longman Dictionary of Contemporary English*, our aim is always the same: what can we do to make the dictionary more helpful for advanced level students of English? As a result of our continuous research with students and detailed discussions with teachers, we decided to focus on two areas for this, the fourth edition of the *Longman Dictionary of Contemporary English*. Those two areas were: **examples and collocation**.

EXAMPLES

Students tell us that examples help them to remember the word they have looked up because it is easier both to remember and to understand the word within a context. It also shows that words are often used in many different contexts. For these reasons, we have included 40 per cent more examples in this new edition of the book. (See the entry for **drama**, for example, where there are now 14 examples of the various meanings of the word.)

All the examples are based on the Longman Corpus Network, an increasingly large database (now standing at 300 million words) covering books, newspapers, magazines and spoken English. We also scan the Internet for examples of new words.

Natural English

The examples that appear in the book are usually slightly edited versions of real sentences from the Corpus. Our editors and lexicographers edit them to remove difficult words and to ensure they are comprehensible examples of that meaning of the word within a single sentence or phrase. This means that Longman dictionary examples are more realistic than in some other dictionaries, and they prepare students for the way that words are really used. As one student in our research said: 'A dictionary should describe how people actually use the language.'

COLLOCATION

(words that are typically used together)

As another student so neatly put it: 'When you speak or write you can't just use word, word, word - you need to know how to join them together.' It is in the area of collocation and English phraseology that our extensive use of the Longman Corpus Network bears most fruit. In the book, a very large percentage of entries have phrases highlighted in bold, often within the examples themselves. We have also introduced new Collocation boxes in colour with the

collocations being illustrated by many examples drawn directly from or based on the corpus.

MUCH MORE PRODUCTION INFORMATION

Examples and collocations are both used to help the student use words, and so are important aids to producing correct natural English. Some 7000 synonyms and antonyms have also been added as well as Word Focus, Word Choice, and Grammar boxes, which again are new and in addition to the Usage Notes of previous editions (see **airport** and **angry** for examples). All these provide help with vocabulary building.

Frequency and frequency ordering

The top 3000 most frequent words are indicated in red in this, the first full-colour Longman ELT dictionary. This is a very popular feature with students and teachers alike, and of special significance is the fact that the *Longman Dictionary of Contemporary English* distinguishes between spoken and written frequency.

The meanings in the entries are as far as possible ordered in accordance with their frequency in the language as shown by the Corpus, which means that the most frequent meanings are placed first. If the most common use of the word is a phrase, that phrase will be shown first, as is the case for **lookout**, where **be on the lookout** is the first meaning listed. This principle gives users a good indication of which meanings they need to learn first. There are also Frequency Graphs at some entries, for example at **remain** where a graph shows just how much more frequent the word **stay** is in spoken English than in written English, where the preferred word is **remain**.

Spoken English

Thanks to our extensive corpora of British and American spontaneous speech, coverage of the spoken language is second to none, and the Spoken Phrase boxes such as the one at **story** show the importance of phrases such as **end of story**.

EASY, FAST EXPLANATIONS

Although students want as much information as possible in order to use English words (encoding), the primary use of any dictionary remains to explain the meaning of unknown words (decoding). The Longman Defining Vocabulary of only 2000 common words is used to

Remarkably, in only a few recent years, the computer has become a powerful and increasingly indispensable tool in every conceivable aspect of our daily lives. That most certainly includes the daily lives of lexicographers! They can now not only conveniently store many millions of sentences from authentic spoken and written language, but also manipulate, display, and study the components of these sentences – the words and word partnerships (collocations) along with contextual factors that come into play as different meanings are expressed.

But if the computer is indispensable, so too is the sensitive, highly trained professional skill of the lexicographers. Indeed, their subtle judgment is all the more needed as the speed, power, and vast capacity of the computer reveal as never before the lexical complexity of a living language.

And there is a third indispensable factor: the pedagogical experience and expertise that guide the Pearson Education team to present language learners with the information on current world English that is most necessary for them. The information is presented in a way that anticipates the learners' needs to understand meanings and to express those meanings idiomatically in their own speech and writing.

The new *LDOCE* is a magnificent culmination of innovative energetic research along with computational techniques that are married to well-honed educational and lexicographical skills. It builds on the vital experience of earlier editions and incorporates a host of new features – such as the full-colour printing, the extra wealth of information on collocations (just glance for a moment at the entry for the word *pace* and its 'collocation box').

What better way for learners to immerse themselves in today's English at its most vivid and lively!

RANDOLPH QUIRK
 (Professor the Lord Quirk, FBA)
 University College, London

EASY FAST EXPLANATIONS

Although students want as much information as possible in order to use English words (especially the primary use of new dictionary lemmas) to explain the meaning of unknown words (especially the language lemmas), the vocabulary of only 3000 common words is used to

COLLOCATION

(words that are typically used together)

As another student so neatly put it: 'When you speak or write you can't just use word X or word Y – you need to know how to join them together. It is in the area of collocation and English lexicographers find one essential tool, the lexicographer's word partnership file. In this file a very large percentage of words have phrases identified in bold often within the example phrases. We have also introduced new Collocation boxes in colour with the

How to use the dictionary

PRONUNCIATION

Pronunciation is shown using the International Phonetic Alphabet.

If the British and American pronunciations are different, the British pronunciation is shown first and the American pronunciation has a dollar sign \$ in front of it.

For compound words the primary stress (') and the secondary stress (.) are shown.

→ See inside front cover for a list of symbols and sounds.

cat ^[S1] ^[W3] /kæt/ n [C]

1 a small animal with four legs that people often keep as a pet. Cats sometimes kill small animals and birds

cotton ¹ /'kɒtən \$ 'ko:tn/ n [U] BrE

1 cloth or thread made from the white hair of the cotton plant: a white cotton shirt | Made from 100% cotton. → see picture at MATERIAL **2** a plant with white hairs on its seeds that are used for making cotton cloth and thread **3** BrE thread used for sewing: a needle and cotton | a cotton reel (=small round tube which cotton thread is wound around) **4** AmE COTTON WOOL

cotton wool n [U] BrE

1 a soft mass of cotton that you use especially for cleaning and protecting wounds: She put some disinfectant on a piece of cotton wool and dabbed it on her cheek. **2** wrap sb (up) in cotton wool to protect someone completely from the dangers, difficulties etc of life. You can't wrap those kids in cotton wool all their lives.

HELP WITH MEANING

Definitions explain the meaning of the word in clear simple language, using the 2000-word Longman Defining Vocabulary.

→ See back of the book for the full list of these words.

If a word used in a definition is outside the Longman Defining Vocabulary, it is shown in SMALL CAPITAL LETTERS.

Signposts help to guide you to the meaning you want, if a word has a lot of different meanings.

couch ⁴ /kaʊtʃ/ n plural couches [C]

1 a comfortable piece of furniture big enough for two or three people to sit on; **2** sofa, settee: Tom offered to sleep on the couch. → see picture at SOFA **2** a long narrow bed for a doctor's or PSYCHIATRIST'S patients to lie on

cry ¹ ^[S2] ^[W2] /kraɪ/ v past tense and past participle cried,

present participle crying, third person singular cries

1 PRODUCE TEARS [I] to produce tears from your eyes, usually because you are unhappy or hurt: Don't cry, Laura. It'll be OK. | Upstairs, a baby began to cry. | Jamie looked like he'd been crying. | I just couldn't stop crying. | That film always makes me cry. | [+over/about] I am too old to be crying over some young guy. | [+with/in] She felt like crying with frustration. | [+for] She could hear him crying for his mother. | cry your eyes/heart out (=be extremely sad and cry a lot) | Oliver, alone, began to cry bitterly (=cry a lot). | cry yourself to sleep (=cry until you fall asleep) **2** SAY LOUDLY [T] written to shout or say something loudly; **3** cry out: 'Stop!' she cried. | It was painful, and made me cry aloud. | [+to] 'Goodbye then!' he cried to her. | [+for] I could hear voices crying for help.

3 cry over spilt milk to waste time feeling sorry about an earlier mistake or problem that cannot be changed: It's no use crying over spilt milk.

4 for crying out loud spoken when you feel annoyed or impatient with someone: For crying out loud, stop nagging!

5 cry foul to protest because you think something is wrong or not fair: When the ads appeared, it was the Democrats' turn to cry foul.

6 ANIMALS/BIRDS [I] if animals or birds cry, they make a loud sound: I could hear gulls crying and the soft whisper of the sea.

EXAMPLES

There are thousands of useful natural examples, based on information from the Longman Corpus Network and the Longman Web Corpus.

The Longman Corpus Network is a database of 300 million words of written and spoken British and American English from books, newspapers, conversations, advertisements, and many other sources.

In addition to the Corpus, we also use the World Wide Web to discover new words and new meanings of existing words.

cul-ture ¹ ^[S2] ^[W1] /'kʌltʃə \$ -r/ n

1 IN A SOCIETY [C,U] the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society: We speak Danish at home so that the boys don't lose touch with their language and culture. | In our culture, it is rude to ask someone how much they earn. | I love working abroad and meeting people from different cultures. | Western/American/Japanese etc culture A brief history of Western culture. | modern/contemporary culture Business is one of the major forces in modern culture.

define all words and meanings in this dictionary, resulting in clear accurate definitions that cause students no problems of understanding.

Signposts

Due to the revolutionary Signpost system introduced in the previous edition, it is not necessary to read all the definitions in a long entry. For this edition, the Signposts have been highlighted in blue to make it even easier and quicker to scan down the entry and find the meaning you want. (See **fire** for an example.)

Full colour

This is our first ELT dictionary in full colour on every page. This makes the dictionary easier and more interesting to use, and the colour photographs and drawings make studying

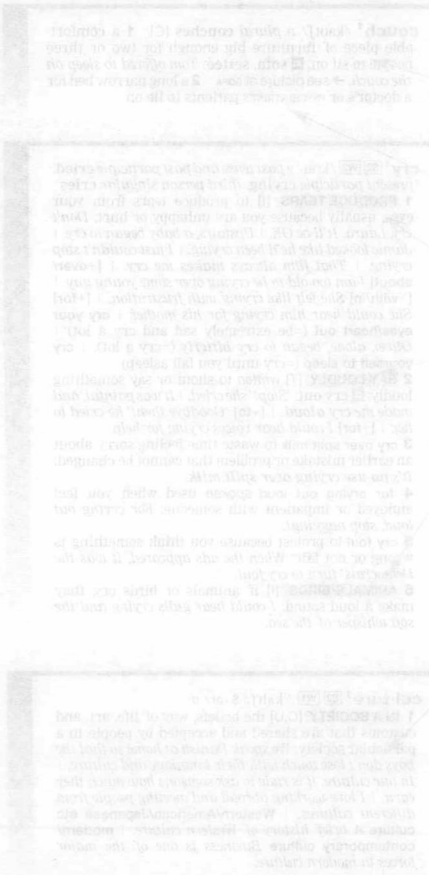
English more lively.

As always in Longman dictionaries we treat American English in as much detail as British English in the same volume, and, of course, there are many interesting new words such as **drop dead date**, **wasabi**, and **prebttal**. We very much hope this new edition is useful for you, and we welcome all comments on our work. Please email us at any of the following addresses:

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Stephen Bullon
Managing Editor – *Longman Dictionary of Contemporary English*

PRONUNCIATION



HELP WITH MEANING

- ▶ Definitions explain the meaning of the word in clear simple language.
- ▶ Use the 2000 word Longman General Vocabulary.
- ▶ See back of the book for the full list of these words.
- ▶ If you need a definition in detail the Longman English Vocabulary is shown in small CAPITAL letters.
- ▶ Signposts help to guide you to the meaning you want. If a word has a lot of different meanings

EXAMPLES

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The Longman Corpus Network is a database of 200 million words of written and spoken British and American English from books, newspapers, conversations, television, radio and many other sources.

In addition to the Corpus you can use the Word Vitals Web to discover new words and new meanings of existing words.

dog¹ [S1] [W1] /dɒg \$dɔːg/ n [C]

1 ANIMAL a common animal with four legs, fur and a tail. Dogs are kept as pets or trained to guard places, find drugs etc

dog² v **dogged, dogging** [T] **1** if a problem or bad luck dogs you, it causes trouble for a long time

doubt² [S2] v [T not in progressive]

1 to think that something may not be true or that it is unlikely: *Kim never doubted his story* | **doubt** (that) *I doubt we'll ever see him again* | **doubt if/whether** *You can complain, but I doubt if it'll make any difference.*

duck² v **1** also **duck down** [I,T] to lower your head or body very quickly, especially to avoid being seen or hit: *If she hadn't ducked, the ball would have hit her*. | [+behind/under etc] *Jamie saw his father coming and ducked quickly behind the wall* | *Tim ducked down to comb his hair in the mirror* | *She ducked her head to look more closely at the inscription*. **2** [I always + adv/prep] to move somewhere very quickly, especially to avoid being seen or to get away from someone: [+into] *The two men ducked into a block of flats and disappeared.*

eat [S1] [W1] /i:t/ v past tense ate /et, et \$eit/ past participle eaten /'i:tɪn/

1 FOOD [I,T] to put food in your mouth and chew and swallow it

ed-u-ca-tion [S1] [W1] /edju'keɪʃən \$,edʒə- /n

1 [singular, U] the process of teaching and learning, usually at school, college, or university: *the education system* | **get/receive an education** *She also hopes her children will get a good education*. | **university/college education** *I'm sure he has college education*. | **efforts to increase access to higher education** (=education at college or university)

ef-fect¹ [S1] [W1] /ɪ'fekt/ n

1 CHANGE/RESULT [C,U] the way in which an event, action, or person changes someone or something

have an effect (on sb/sth)
big/major/profound/significant/dramatic effect
bad/harmful/negative/damaging/detrimental/adverse effect
beneficial/positive effect
long-term effect
feel the effect (of sth)
knock-on-effect BrE (=an effect caused by the thing that happened before)
cumulative effect (=the effect of many things happening one after another)
the desired effect (=the effect you wanted)
cause and effect (=one thing directly causing the other)

[+on] *My parents' divorce had a big effect on me*. | [+of] *the harmful effects of modern farming practices* | *the long-term effects of the drug* | *I could feel the effects of the thin mountain air*. | *This ingredient also has the effect of making your skin look younger*. | *A system failure has a knock-on effect throughout the whole hotel*. | *the cumulative effect of human activities on the global environment* | *A much lower dose of the painkiller can still produce the desired effect*. | *In mental illness, there is a complex relationship between cause and effect*. → GREENHOUSE EFFECT, SIDE EFFECT

GRAMMAR

Part of speech is shown first, then information about whether a word is countable, uncountable, transitive, intransitive etc.

Common grammar patterns are shown before the examples, so that you can see clearly how the word operates in a sentence.

Common prepositions are also shown before the examples.

Information about irregular forms of verbs, nouns, and adjectives is shown at the beginning of the entry.

→ See front of book for lists of parts of speech and grammar codes.

COLLOCATION

Collocations are words that are often used with a particular word.

Collocations are shown before the examples, or highlighted in bold in the examples.

If a word has a lot of collocations, these are listed in a special box before the word.

After the box there are lots of examples which show how the collocations are used. The collocations are highlighted in bold type, so that they are easy to find.

IDIOMS & PHRASES

Idioms and phrases are shown at the first important word of the phrase or idiom. For example **have egg on your face** is shown at **egg** and **have a nice day** is shown at **nice**.

Idioms and phrases are listed together with the other senses of the word in frequency order.

PHRASAL VERBS

Phrasal verbs are listed in alphabetical order after the main verb.

If the phrasal verb has an object, this is shown as **sb** (=someone) or **sth** (=something). The symbol ⇔ means that the object can come before or after the particle.

→ See Language Notes section for more information on phrasal verbs.

FREQUENCY

The meanings of each word are listed in order of frequency. The most common meaning is shown first.

The 3000 most common words in English are printed in red letters. This shows you which are the most important words to know. **S2** means that the word is one of the 2000 most common words in spoken English. **W2** means that the word is one of the 2000 most common words in written English.

There are also graphs that show you extra information about which are the most common words to use in a particular context in written and spoken English, or which structures are most commonly used with a word. The graphs are based on research from the Longman Corpus Network, a database of over 300 million words of written and spoken English.

egg¹ [S1 W2] /eg/ n

1 BIRD [C] a round object with a hard surface, that contains a baby bird, snake, insect etc and which is produced by a female bird, snake, insect etc: *Blackbirds lay their eggs in March.* | *an ostrich egg* | *The eggs hatch (=break open to allow the baby out) in 26 days.*

2 FOOD [C,U] an egg, especially one from a chicken, that is used for food: *fried/poached/boiled etc eggs* | *Joe always has bacon and egg for breakfast.* | *Whisk the egg white (=the white part) until stiff.* | *Beat in two of the egg yolks (=the yellow part).* → SCRAMBLED EGG

3 EGG SHAPE [C] something the same shape as an egg: *a chocolate Easter egg* → EASTER EGG

4 ANIMALS/PEOPLE [C] a cell produced by a woman or female animal that combines with SPERM (=male cell) to make a baby; ☐ OVUM

5 (have) egg on your face if someone, especially someone in authority, has egg on their face, they have been made to look stupid by something embarrassing: *The Pentagon's been left with egg on its face.*

6 put all your eggs in one basket to depend completely on one thing or one course of action in order to get success, so that you have no other plans if this fails: *When planning your investments, it's unwise to put all your eggs in one basket.*

egg² v

egg sb ⇔ on phr v to encourage someone to do something, especially something that they do not want to do or should not do: *Bob didn't want to jump, but his friends kept egging him on.*

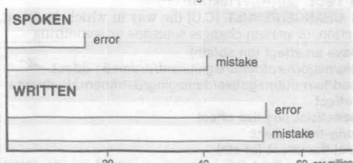
eke /i:k/ v

eke sth ⇔ out phr v **1** eke out a living/existence to manage to live with very little money or food: *They eke out a miserable existence in cardboard shacks.* **2** to make a small supply of something such as food or money last longer by carefully using small amounts of it: *How did Mum manage to eke out the food when we were kids?*

error [S2 W2] /'erə \$'erə/ n

1 [C,U] a mistake: [+in] *There must be an error in our calculations.* | *make/commit an error* *The government has committed a serious error.*

Frequencies of the nouns **error** and **mistake** in spoken and written English.



This graph shows that the word **mistake** is more common in spoken English than the word **error**. This is because **error** is not used in a very general way. It is used when describing particular types of mistake, for example in the expressions **computer error** or **error of judgement**, and sounds formal when used on its own. It is therefore more common in written English.

el-e-va-tor ^{S3} ^{W3} /'elɪvətəʊ -ər/ *n* [C]
1 *AmE* a machine that takes people and goods from one level to another in a building; **lift** *BrE*: We'll have to take the elevator. → see picture at **stay**

es-tate agent *n* [C] *BrE* someone whose business is to buy and sell houses or land for people; **real-estate agent, realtor** *AmE* —**estate agency** *n* [C]

es-teemed /'i:sti:mɪd/ *adj* [usually before noun] *formal* respected and admired: the esteemed French critic Olivier Boissière | highly esteemed scholars

fab /fæb/ *adj* *BrE* informal extremely good: a fab new car

fact ^{S1} ^{W1} /fækt/ *n*
4 the fact (of the matter) is spoken used when you are telling someone what is actually true in a particular situation, especially when this may be difficult to accept, or different from what people believe: The fact of the matter is that he's just not up to the job.

fair ^{S1} ^{W2} /fɛə \$ fer/ *adj*

SPOKEN PHRASES
14 fair enough especially *BrE* used to say that you agree with someone's suggestion or that something seems reasonable; **OK**: 'I think we should split the bill.' 'Fair enough.'
15 be fair used when adding something after someone has been criticized, which helps to explain or excuse what they did; **in fairness**: She should have phoned to tell us what her plans were although, to be fair, she's been very busy.
16 be fair! especially *BrE* used to tell someone not to be unreasonable or criticize someone too much: Now Pat, be fair, the poor girl's trying her hardest!
17 fair's fair used when you think it is fair that someone should do something, especially because of something that has happened earlier: Come on, fair's fair - I paid last time so it's your turn.
18 fair comment *BrE* used to say that a remark or criticism seems reasonable
19 you can't say fairer than that *BrE* used to say that an offer you are making to someone is the best and fairest offer they can possibly get: I'll give you £25 for it - you can't say fairer than that, can you?

fault ^{S2} ^{W3} /fɔ:lt \$ fɔ:lt/ *n* [C]

WORD CHOICE: fault, blame, mistake
 If someone causes something bad, you can say that it is **their fault** or that they are **to blame**: The accident was my fault. | Nobody is to blame for what happened.
⚠ **Do not say** that someone 'has the/a etc fault': We didn't think that it was **our fault** OR **that we were to blame** (NOT that we had any fault).
⚠ **Do not say** that something is 'someone's blame'. Use **fault** to mean something that is wrong with a machine or system, or something that you could criticize about a person or thing: The car engine had developed a fault. | The book's only fault is that it is too long.
 Use **mistake** to mean something that is wrong in someone's grammar, spelling, calculations, decisions etc: Please correct any mistakes (NOT faults) in my letter.

AMERICAN & BRITISH ENGLISH

This dictionary has full coverage of both American and British English.

If a word is only used in American English, it is marked *AmE*.

If a word is only used in British English, it is marked *BrE*.

If there is another word with the same meaning in British or American English, it is shown after the definition.

REGISTER

Labels before the definition show you if a word is used in informal, formal, literary, legal, or technical English.

→ See inside front cover for a full list of the labels used.

SPOKEN ENGLISH

If a word is used mainly in spoken English, it is labelled *spoken*.

If a word is used in a large number of phrases in spoken English, these phrases are shown together in a box, so that you can see them all together in a single group.

HELP WITH USAGE

Word choice notes explain the differences between closely related words and give examples that show how they are used differently.

Warning notes tell you about common mistakes that people make when using a word, based on research from the Longman Learners' Corpus (a database of over 10 million words of English written by students from around the world).

WORDS THAT HAVE MORE THAN ONE SPELLING

If a word is spelled differently in British and American English, the definition and examples are shown at the British spelling, and there is a cross reference from the American spelling.

If a word has more than one spelling, the different spellings are shown together at the beginning of the entry.

WORDS THAT HAVE MORE THAN ONE PART OF SPEECH

Words that have the same spelling, but have different parts of speech, are listed separately and given different numbers.

SYNONYMS, OPPOSITES, & RELATED WORDS

Synonyms (=words with the same meaning), opposites, and related words are shown after the definition.

COMPOUND WORDS

Compound words are treated like ordinary words and listed in alphabetical order as if there were no space or hyphen in them.

fa-vor-a-ble /'feɪvərəbəl/ *adj* the American spelling of FAVOURABLE

fa-vour-a-ble *BrE*; **favorable** *AmE* /'feɪvərəbəl/ *adj* **1** a favourable report, opinion, or reaction shows that you think that someone or something is good or that you agree with them: *favourable film reviews*

fax¹ /fæks/ *n* **1** [C] a letter or message that is sent in electronic form down a telephone line and then printed using a special machine: *Did you get my fax?* **2** [C] also **fax machine** a machine used for sending and receiving faxes: *What's your fax number?* **3** [U] the system of sending letters and messages using a fax machine: **by fax** *You can book tickets by fax or on-line.*
fax² *v* [T] to send someone a letter or message using a fax machine: **fax sb sth** *She asked me to fax her the details.*

fear-ful /'fiə:əl/ 'fɪr-/ *adj* **1** formal frightened that something might happen: *a shy and fearful child* | [-of] *People are fearful of rising crime in the area.* | **fearful that** *Officials are fearful that the demonstrations will cause new violence.* **2** *BrE* extremely bad; awful, terrible: *The room was in a fearful mess.* **3** [only before noun] written very frightening; terrifying: *a fearful creature* — **fearfulness** *n* [U]

fec-und /'fekənd, 'fɪ:kənd/ *adj* formal able to produce many children, young animals, or crops; fertile — **fecundity** /'fɪ:kəndɪtɪ/ *n* [U]

fe-male¹ /'fi:meɪl/ *adj*
1 relating to women or girls; male; → **feminine**: *female voters* | *Over half of the staff is female.*
2 belonging to the sex that can have babies or produce eggs; male: *a female spider*
3 a female plant or flower produces fruit; male

fend-er /'fendə \$-ər/ *n* [C] **1** *AmE* the side part of a car that covers the wheels; wing *BrE*; → see picture at **CAR** **2** a low metal wall around a FIREPLACE that prevents burning wood or coal from falling out

fender-bender *n* [C] *AmE* informal a car accident in which little damage is done

feng shui¹ /fʌŋ 'ʃweɪ-/ *n* [U] a Chinese system of organizing the furniture and other things in a house or building in a way that people believe will bring good luck and happiness

feng shui² *v* [T] **feng shui** a room/house etc to place the furniture and other things in a room or house in a particular position so that it is arranged according to the feng shui system

fen-land /'fenlənd, -lənd/ *n* [C, U] a FEN

fen-nel /'fenl/ *n* [U] a pale green plant whose seeds are used to give a special taste to food and which is also used as a vegetable

fer-vent /'fɜ:vənt \$'fɜ:r-/ *adj* believing or feeling something very strongly and sincerely: *a fervent appeal for peace* | *fervent admirer/believer etc* *a fervent supporter of human rights* — **fervently** *adv*

fiend-ish /'fi:ndɪʃ/ *adj* **1** cruel and unpleasant: *a particularly fiendish practical joke* **2** very clever in an unpleasant way: *a fiendish plan* — **3** extremely difficult or complicated: *several fiendish exam questions* — **fiendishly** *adv*

air-port [S2] [W3] /'eəpɔ:t \$'eɪpɔ:t/ *n* [C] a place where planes take off and land, with buildings for passengers to wait in: → **airfield**: *The plane landed at Heathrow Airport.* | *Her family went to see her off at the airport.*

WORD FOCUS: AIRPORT

what you do at the airport: When you arrive at the airport, you go into the **terminal** building. You check in for your passport at the **check-in desk**. You show your passport at **passport control** and then go through **security**, where they check that you are not carrying any weapons. If you have time you can wait for your flight in the **departure lounge**. When your flight is called, you go through the **departure gate** in order to get onto the plane. The plane then takes off from the **runway**. After your plane has landed, you go to the **baggage reclaim** to collect your bags, then go through **customs** and **immigration**, where they check your passport and your bags. You then go out into the **arrivals** area of the airport.

meal [S2] [W2] /mi:l/ *n*

1 [C] an occasion when you eat food, for example breakfast or dinner, or the food that you eat on that occasion

WORD FOCUS: MEAL

meals at different times of day: **breakfast, brunch, lunch, tea** BrE, **dinner, supper**
a meal outside: **picnic, barbecue** also **barbie** informal, **cookout** AmE
when you quickly eat a little food: **snack, a bite** to eat a very big meal for a lot of people: **banquet, feast** parts of a meal: **starter** BrE, **appetizer** AmE (the first course) | **main course/entree** especially AmE, **side dish** (eaten with the main course) | **dessert** also **pudding, sweet** BrE (sweet food eaten at the end of the meal)

wet¹ [S2] [W3] /wet/ *comparative wetter, superlative wettest* *adj*

1 WATER/LIQUID covered in or full of water or another liquid; **2** *dry*: *I've washed your shirt but it's still wet.* | *wet grass* | **get (sth) wet** *Take an umbrella or you'll get wet.* | [+with] *His face was wet with sweat.* | *The man in the boat was wet through* (=completely wet). | **soaking/dripping/sopping wet** (=very wet) *The towel was soaking wet.*

WORD FOCUS: WET

very wet: **soaked, drenched**
a little wet: **damp, moist**
wet and soft: **soggy**
when the air feels wet: **humid, damp, muggy**

DERIVED WORDS

Derived words are shown at the end of the entry. These are words that can easily be understood if you know the meaning of the main word. Many of them end in '-ly' or '-ness'.

WORD FOCUS BOXES

These are a completely new feature. The Word Focus boxes show you groups of words that are related to the word you have looked up in the dictionary. Here are some examples of Word Focus boxes:

At **airport** the box takes you through all the things that you have to do when catching a plane at an airport

At **meal** the box tells you about different types of meals, and different parts of a meal.

At **wet** there is a list of different ways of saying that something is 'wet'.

This is a very useful tool for vocabulary-building, and it can also remind you of a word that you may have forgotten.