

朗文



无师自通英语词典

LONGMAN

WORDWISE

DICTIONARY

英语版

商务印书馆

THE COMMERCIAL PRESS



H316
S006-2

朗文

-86

无师自通英语词典
LONGMAN
WORDWISE
DICTIONARY

英语版

商务印书馆

THE COMMERCIAL PRESS



图书在版编目(CIP)数据

朗文无师自通英语词典(英语版)/(英)萨默斯(Summers, D.)编. 北京:商务印书馆, 2005

ISBN 7-100-04309-3

I. 朗... II. 萨... III. 英语—词典 IV. H316

中国版本图书馆 CIP 数据核字(2004)第 122428 号

所有权利保留。
未经许可,不得以任何方式使用。

LǎNGWÉN WÚSHĪZITÓNG YÍNGYŪ CÍDIǎN

朗文无师自通英语词典

(英语版)

出版:商务印书馆

(北京王府井大街 36 号 邮政编码 100710)

<http://www.cp.com.cn>

培生教育出版亚洲有限公司

(香港铜鱼湾英皇道 979 号太古坊康和大厦 18 楼)

国内总发行:商务印书馆

国外以及香港、澳门、台湾地区总发行:

培生教育出版亚洲有限公司

印刷:北京中科印刷有限公司

ISBN 7-100-04309-3/H·1078

2005 年 5 月第 1 版 开本 850 × 1168 1/32

2005 年 5 月北京第 1 次印刷 印张 23 1/4

定价: 42.00 元

出版前言

“朗文词典”是世所公认的品牌词典，自出版以来，一直深受世界各地读者的青睐。2004年，商务印书馆与培生教育出版集团亚洲有限公司达成协议，决定在中国内地联合推出“朗文词典系列”，即《朗文当代英语大辞典》(Longman Dictionary of Language and Culture)、《朗文英语发音词典》(Longman Pronunciation Dictionary)、《朗文无师自通英语词典》(Longman Wordwise Dictionary)、《朗文袖珍英语词典》(Longman Pocket English Dictionary)、《朗文袖珍英语联想词典》(Longman Pocket Activator)、《朗文袖珍英语短语动词词典》(Longman Pocket Phrasal Verbs Dictionary)、《朗文袖珍英语习语词典》(Longman Pocket Idioms Dictionary)等。其中，《朗文当代英语大辞典》最具影响力，它把英语学习词典与百科全书功能合二为一，全球首创。《朗文英语发音词典》作为一部权威性的发音词典，将会对我国英语语音教学产生积极的影响。《朗文无师自通英语词典》注重“产出”(production)，突出“无师自通”(wordwise)的特色，是新近推出的一部品牌学习词典。我们相信，这个全新的朗文词典系列必将受到我国学生、英语教师及广大英语使用者的喜爱。

商务印书馆辞书研究中心

2005年元月

ACKNOWLEDGEMENTS

Director

Della Summers

Editorial Director

Adam Gadsby

Publisher

Laurence Delacroix

Managing Editor

Stephen Bullon

Senior Editor

Michael Murphy

Lexicographers

Elizabeth Beizai

Rosalind Combley

Sheila Dignen

Elizabeth Manning

Evadne Adrian-Vallance

Laura Wedgeworth

Deborah Yuill

Production Editors

Andrew Taylor

Michael Brooks

Pronunciation Editor

Dinah Jackson

Design

Jenny Fleet

Alex Ingr

Illustrators

Jeremy Banx

Andrew Clark

Emma Dodd

(Black Hat Company)

Sam Thompson

(Eikon Design Company)

Neil Stanton

(Eikon Design Company)

Project Manager

Alan Savill

Production

Clive McKeough

Project Administrator

Denise Denney

Exercises

Andrew Taylor

Proofreader

Gerard Delaney

序

我喜欢朗文系列的学生词典,因为这些词典都以简明的释义、丰富的例句和精美的插图满足了不同层次的读者的需要。《朗文无师自通英语词典》(Longman Wordwise Dictionary)同样具备这一特点,是专为从初级阶段向中级阶段过渡的读者设计的一部学生词典,着重讲解 2 000 个关键词,浅显介绍了 35 000 个其他单词、短语和例句,特别适合我国的中学生和大学低年级学生使用。

这部词典的 2 000 个关键词是依据拥有 3 亿词的朗文语料库选定的,是英语中使用频率最高的词。认识了这 2 000 个关键词,也就是认识了任何文本中单词总量的 80%。为适应从初级阶段向中级阶段过渡这一特定的学习者群体,词典的编撰者可谓煞费苦心:词条栏目的编排和设计都是一目了然,不同的词类列为单独的词条,连各个义项都是自成段落。每个词条根据该词的特点分别设立了语法栏目介绍常用的结构,设立了短语和短语动词栏目介绍常见的成语和搭配,设立了用法栏目介绍同义词、反义词、常用句式等初学者应掌握的内容,并附有 16 页彩色插页和 300 多幅黑白插图。

以动词 break 为例。break 占了整整两页(72 至 73 页),首先用释义、例证和插图介绍了 cut、tear 和 break 的区别,并参见 smash 和 burst;然后不惜用大半页篇幅清楚地解释了 break 的 3 个重要义项并配有例句;接着又用整页的篇幅介绍了 break a record、break the news、break someone's heart、break your promise、break loose 和 break free 等短语,以及 break down、break in、break into、break out、break through 和 break up 等短语动词的用法。下一页(74 页)却列出了 27 个词条,再下一页(75 页)又用一整页介绍了 bring 的用法,体现了繁简有度的精神。

2 000 个关键词对英语的运用能起重要的作用,但是还要有各个方面的词汇来帮助学习者应付各种场合的需要。该词典共收录 35 000 个单词、短语和例证,有效地扩大了学习者的使用范围。特别

值得一提的是该词典的选词和释义既实用又跟上了时代的需要, microwave(微波炉)和 mouse(鼠标)之类的词比比皆是, 连插图也不例外。有一页彩色插图是 hi-tech room(高科技的房间), 确实独具匠心。

贴近生活、内容活泼、实用性强是学生词典应该具备的一个特点, 《朗文无师自通英语词典》做到了这一点。以 bye 一词为例, 词条中标出亦作 bye-bye, 是口语用词, 释义为 goodbye, 并使用一个例句 “Bye Max! It was nice meeting you!” 再以 how 这一词条的用法说明为例, 通过例句比较了 “How are you?” “How are you doing?” 和 “How do you do?” 的用法区别, 还清清楚楚地说明了如何回答。这样的一部词典已经远远超出了供读者查阅词义的功能, 而成为了学习英语的好帮手。

为适应各种不同层次的学习者的需要, 朗文出版社已经出版了各具特色的多种学生词典, 名称也有创新之处, 如 activator dictionary、active study dictionary 和 wordwise dictionary 等等, 尤其是 wordwise 一词, 更是给人耳目一新的感觉, 仿佛读者用了这部词典以后, 在词汇运用方面就会变得更加聪明。也许把 *Longman Wordwise Dictionary* 译为《朗文无师自通英语词典》倒也正符合它的原意吧!

汪榕培

苏州大学教授, 博士生导师

2005年元月于苏州幽兰斋

spelling

be-fore-hand /br'fɔ:hænd \$ br'fɔ:hænd/ **adverb** formal before a particular time or event: *You should have told me about this **beforehand**.*

pronunciation

be-gin /br'gɪn/ verb **began** /br'gæn/

part of speech

begin /br'gɪn/ **beginning**

important word

GRAMMAR

difficult past tenses

begin to do something
begin doing something
begin with something
begin by doing something

grammar patterns of important words

to start doing something, or to start to happen (⇒ same meaning **START**):

definition

*She **began to cry**. | The exam will **begin at 9:00**. | When did you **begin having these headaches**? | The band **began with one of their most famous hits**. | Let's **begin by looking at page 25**.*

examples

PHRASE

phrases

to begin with 1) used to introduce the first or most important point: *They made a lot of mistakes. **To begin with**, they spelt my name wrong.* 2) at the start of something: *To begin with, we all introduced ourselves.*

different meanings

be-have /br'hæv/ verb

1 to do or say things in a particular way: *Some boys behaved badly at the party.*
2 to act politely and not cause trouble: *Children, please behave.*

spelling in British and American English

be-hav-iour BrE **behavior** AmE

nouns that do not have a plural

behaviour /br'hævɪə/ noun [no plural] the way that you do things

different entries for words that have different parts of speech

be-hind¹ /br'hænd/ preposition, adverb

at or near the back of something: *The car **behind us** was driving too close. | His diary had fallen **behind the sofa**.*

be-hind² adjective

behind with if you are behind with your work, you have not done as much work as you should have done: *I can't come out - I'm a bit **behind with my homework this week**.*

be-long /br'lon \$ br'lon/ verb

GRAMMAR

belong in a place

if something belongs somewhere, it is in the correct place or situation: *This kind of picture does not **belong** in a teenage magazine.* | *Where does this book **belong**?*

PHRASAL VERB

belong to

1 belong to something if you belong to a group, you are a member of it: *I don't **belong to** any political parties.*

2 belong to someone if something belongs to you, you own it: *That bike **belongs to** my sister.*

be-lov-ed /br'lʌvəd/ adjective written

loved very much: *She was the **beloved** wife of Tom Smith.*

bench /bentʃ/ noun, plural **benches** a long wooden seat for two or more people: *a garden bench*

best² adverb

1 most: *Which bit of the film did you **like best**?* | *His brother **knew** him **best**.*

2 in a way that is better than any other: *Which of the children **draws best**?* | *Michael **did best** in the spelling test* (=was most successful).

bite¹ /baɪt/ verb **bit** /bɪt/ **bitten** /'bɪtn/

GRAMMAR

bite into something

1 to cut or crush something with your teeth: *Sophie was **bitten by** a dog.* | *I can't stop **biting my fingernails**.* | *James **bit into** the apple.*

2 if an insect bites you, it pushes a sharp point into your skin and it hurts: *I think I've been **bitten by** ants.*

USAGE

Insects such as fleas and mosquitos **bite** you, but bees and wasps **sting** you.

boast /bəʊst \$ bəʊst/ verb to talk too proudly about yourself and tell other people how good or clever you are: *He **boasts** about his rich friends.* same meaning **BRAG** *He's always **boasting** about his rich friends.*

phrasal verbs

information on usage

difficult plurals of nouns

words that often go with other words

usage note

information about other words with the same meaning

INTRODUCTION

The new *Longman WordWise Dictionary* provides new practical solutions for students at pre-intermediate to intermediate level. It contains 35,000 words, phrases, and examples that will help students learn the language more quickly and effectively.

▶ **Learn 2000 key words and you will be able to understand 80% of the language**

Research has shown that if students learn 2000 basic words of English, they will be able to understand 80% of the English language. Based on their frequency in the 300 million-word Longman Corpus Network, including the Learners' Corpus, we have carefully selected 2000 words that form the core vocabulary of English. These 2000 *WordWise* words include difficult words such as *place* and *time*, and difficult verbs such as *see*, *get*, and *feel* that students need to fully master to progress in English.

▶ **Easy access** to the different meanings helps you get to the meaning you are looking for more quickly. The basic meanings are explained in a different, more pedagogical way using the Longman 2000-word Defining Vocabulary, so that all the definitions are easy to understand. Typical structures and collocations are highlighted to make these words easier to use.

▶ **Learn by example: authentic written and spoken English**

Thousands of authentic example sentences clearly show how words are really used in speech and writing. All the examples in this dictionary were selected for intermediate learners by teachers of English, based on their classroom experience.

▶ **An easy way to remember grammar structures**

Most of the 2000 key words show grammar structures, which can be difficult for students to remember because the patterns are different from their own language. We are showing these structures in grammar boxes at the beginning of the entries so students can access them quickly and avoid making grammar mistakes. For example:

GRAMMAR

begin to do something
begin doing something
begin with something
begin by doing something

▶ **Get natural with idiomatic expressions**

Common English phrases are highlighted to show which words are used together, so students can reuse them easily and sound more natural, for example: *leave a message*, *take place*, *break the news*, *have a bath*, *have breakfast*, *do your homework*, *do the cooking*, *make an effort* etc.

▶ **No more mistakes with phrasal verbs**

Phrasal verbs are notoriously difficult for students of English because the meaning of a phrasal verb cannot be understood by putting together the meaning of its parts. When a verb is combined with a preposition or an adverb (e.g. *get up*, *take off*, *give back* etc), it can have a different meaning from the main meaning of the verbs *get*, *take*, *give* etc. For example, *take off* has nothing to do with 'taking something' but has three meanings that are different from the main meanings of *take*:

take off

1 to move clothes off your body:

→ *opposite* PUT ON: *Jane took off her coat and hung it up. | I bent down and took my shoes off.*

2 if a plane takes off, it leaves the ground and goes into the air: → *opposite* LAND *The plane took off at 8:45.*

3 to not go to work for a period of time: *Emma took three days off school last week when she was ill.*

The grammar structures are clearly shown in the examples so that students can see immediately that they can say, for example, *take your clothes off*, and also *take off your clothes*, but that *a plane takes off*, and that you cannot say 'take a plane off'!

We wish you rapid progress and every success with the new *Longman WordWise Dictionary*!

Laurence Delacroix
 PUBLISHER

WORKBOOK EXERCISES

▶ WORDBUILDING

Exercise 1

Compound nouns are formed from a noun + another noun. This dictionary contains many common compound nouns listed as separate entries so they are easy to find.

Match the words below to form compound nouns. *Example: cassette player*

cassette	bear
polar	phone
middle	dish
classical	class
mobile	music
satellite	player
pay	phone

Use the dictionary to check your answers.

Exercise 2

Now, form more compound words using the following words as the first part. Use your dictionary to help you.

Example: fire → fireplace

post
air
battle
bed
space
foot
water

▶ CHOOSING THE CORRECT WORD

Exercise 3

It is sometimes difficult in English to be sure you are using the correct word(s). Some words are presented differently in the dictionary to help you choose the correct word.

Look at the full-page entry for 'make' on page 380.

make /meɪk/ verb made/med/, made, making

▶ MAKE or DO?

It gives you the rule that you usually **MAKE** something, but you **DO** an action or activity.

Use this rule to put the following nouns in the correct column below.

housework cooking a cake
homework a plan shopping

Do	Make

Exercise 4

Sometimes, however, it isn't always possible in English to follow a rule. Some words are always used with each other. Look again at the entry for 'make':

Most common words used with **make**:

make a mistake
make a statement
make a noise
make an appointment
make a suggestion
make a difference
make a note
make a decision
make an effort
make progress
make a choice
make breakfast/lunch etc

Fill in the gaps in the following sentences, using the phrases from the list above. Look up the individual words in the dictionary if you are not sure of their meaning.

- I mustn't forget her telephone number. I'll _____ of it.
- I've got a terrible headache. I'll _____ with the doctor.
- I've been working on this essay all day but I haven't written anything. I've _____ no _____ at all.
- He's been thinking about buying the flat all day. He needs to _____, or they'll sell it to someone else.

Exercise 5

Read the sentences below and choose one of the words in *italics* to fill each gap. Use the dictionary entries for the words in *italics* to help you, and with verbs remember to use the correct tense.

- "I'll have a glass of orange, please, and a _____ of crisps."
(*package/packet*)
- "I can't make any decisions at work – my boss has all the _____."
(*power/energy*)
- Last year, a lot of _____ visited the United Kingdom.
(*strangers/foreigners*)
- "Can you _____ me to buy some milk at the supermarket?"
(*remind/remember*)
- She _____ me all about her holiday.
(*talk/tell*)
- Agassi picked up a serious _____ half way through the third game.
(*wound/injury*)
- "Let me give you some _____. Don't buy any more food from that supermarket."
(*advise/advice*)

- "I can't believe that he could do such a stupid thing! He's far too _____."
(*sensible/sensitive*)

FINDING AND USING THE CORRECT MEANING

Exercise 6

Some words are confusing because they have a number of different meanings, depending on where they are used. Look at the full-page entry for 'get' on page 249. Each numbered box shows you a different meaning. Read through each box to check you understand it. Then read through each sentence below and write the meaning number that matches most closely the meaning of 'get' as it is being used.

Example: He got the car repaired. **7**

- "Can you get me a carton of juice from the shop?" **1**
- He didn't get back from the office until 9 o'clock. **2**
- Simon got a brand new bicycle for his 16th birthday. **3**
- "I'm afraid, Mrs Smith, that your husband's illness isn't getting any better." **4**
- "Get away from that fire! It's dangerous." **5**

Exercise 7

Now use the correct form of 'get' to help you complete the following sentences. In some of the sentences, you will also need to add one or two more words to give the sentence meaning.

Example: If you go outside in winter without a sweater, you'll **get cold**.

- "If you don't behave well during the year, you won't _____ for Christmas."
- "I'm sorry. I can't come out tonight. I have to

my homework by tomorrow."

3 "He wasn't very happy at all. In fact, he very when he saw what had happened."

4 "You'll never be able to lift that on your own. You should to help you."

5 "What time do you think you'll tonight? I need to know what time to started on the dinner."

Exercise 8

Now look at the entry for 'play':

play /pleɪ/ verb

GRAMMAR

play (against) something/someone

play with something/someone

play for something/someone

- 1 to take part in a sport or game: *Do you know how to play tennis?* | *The boys were playing computer games.* | *England played against France in the final.* | *The USA will play Norway.* | *He plays for the Chicago Bulls* (=he is on their team).
- 2 if you play a musical instrument, you use it to produce music: *I'm learning to play the piano.* | *He played me a tune on his guitar.*

USAGE

Always use 'the' after the verb **play** and before the names of musical instruments: *Anna plays the piano, and Sam plays the trumpet.* Never use 'the' after the verb **play** and before the name of a particular sport: *In the winter I play football, and in the summer I play tennis.*

- 3 if children play, they have fun doing things with toys or with their friends: *Henry loves playing with his toy cars.* | *When you've finished your lunch, you can go and play.*
- 4 if you play a record, radio etc, or it plays, it produces music or sounds: *The DJ played some great records.* | *My favourite song was playing on the radio.*
- 5 to take part in a film, programme, or play as one of the characters in it: *Brad Pitt played the hero in the film.*

Study the different meanings of 'play' listed by sense number. Then write down the correct sense number in the space provided for each of the following sentences.

Example: Anthony spends all day playing with his toys. 3

- 1 He'll be playing Macbeth next year on Broadway.
- 2 Adams played football for Arsenal his entire career.
- 3 The boys played on the beach for the whole afternoon.
- 4 She's been playing the guitar since she was 5 years old.
- 5 "You two kids should go out and play. Get some fresh air!"
- 6 The band played its tape to the record company executive.

WORDBUILDING

Exercise 9

Look at the 'Most common words used with ...' section in the full-page entries for GIVE, MAKE, and DO in the dictionary. These show words used frequently with a particular word.

Now fill in the gaps below. You'll find answers in the 'Most common words used with ...' sections.

- 1 "Hello. Is that the Doctor's surgery?" "Yes?"
"I'd like to an appointment, please."
- 2 "He's missed all the trains. Can anybody him a lift home?"
- 3 His boss him permission to take a day off work to visit his sick mother.
- 4 When she crashed into that tree, she some real to her car.
- 5 I don't have enough information for my essay - I need to some

- 6 She was really sorry that they were always arguing. She decided to _____ real _____ to improve the relationship.

Exercise 10

Use the dictionary to complete the words and phrases below:

Example: absent-minded = a person who often forgets things

- 1 post _____ (someone who is studying at a university who has already done a degree)
- 2 body _____ (someone whose job is to protect an important person)
- 3 earth _____ (a sudden shaking of the earth's surface)
- 4 hair _____ (a thin piece of metal, used to hold a woman's hair in place)
- 5 neck _____ (a piece of jewellery that you wear around your neck)
- 6 pick _____ (someone who steals from people's pockets in public places)
- 7 pull _____ (another word for a sweater)

▶ DEFINITIONS

Definitions in *Longman WordWise* tell you much more than just what a word means. For example, look at the definition for *saddle* and the question and answer below.

saddle = a leather seat on a horse or bicycle

- 1 Q Name two places where you'd expect to find a **saddle**.
- A On a horse or bicycle.

Exercise 11

Now answer the following questions. Look up the definition of the word in **bold** to help you.

- 1 Q Write down four facts about an **owl**.

- 2 Q How is the sky when it is **overcast**?

- 3 Q If an animal **hibernates**, when does it wake up?

Exercise 12

Longman WordWise definitions also provide useful extra information and vocabulary. Fill in the gaps in the sentences below. Then check your answers by looking up the word in **bold**.

Example: A croak is a deep low **sound** in your throat.

- 1 An **engine** is a _____ that uses oil, petrol, or electricity to make it move.
- 2 A **dome** is a _____ with a round roof.
- 3 A **clarinet** is a wooden musical _____ like a long black tube, which you play by blowing into it.
- 4 A **cauliflower** is a _____ with green leaves on the outside and a large firm white centre.
- 5 **Pepper** is a hot-tasting _____ made from the seeds of a plant.
- 6 A **car** is a _____ with four wheels and an engine, which carries a small number of people.
- 7 A **beetle** is an _____ with a hard round back.

Exercise 13

Look at the meaning and example sentences in the dictionary entries for the words in **bold** below, and then answer the questions.

- 1 Where is **saliva** produced?
- 2 Describe a situation when you might show **gratitude**.
- 3 Where might you find a **misprint**?

- If you are **overdrawn**, how much money do you have?
- What kinds of food might **sizzle** when being cooked?
- If somebody remembers your birthday, are they **thoughtful** or **thoughtless**?

Exercise 14

Read the definitions and fill in the gaps for the words below.

- sa__er: a small round plate that you put a cup on
- li__id: a substance such as water which flows and is not solid or a gas
- re____gle: a shape with four straight sides with two longer and two shorter sides
- sn__ze: to sleep for a short time
- co__ter: someone who travels to work each day
- ti__e: if you stand or walk on your toes

▶ HOW TO SAY THE WORD

If a word has more than one syllable, when we speak, we put stress on one of the syllables (we speak that syllable more strongly or louder).

Look at the entry for *permission*:

per·mis·sion /pə'mɪʃən \$pə'mɪ-
ʃən/ noun [no plural]

The small ' shows you which syllable should be stressed.

Exercise 15

Now look at the stress patterns of these words and circle the correct stress. You may

find speaking the word out loud helps you to decide.

- ACTor or actOR
- BREAKdown or breakDOWN
- ENGine or engine
- Alive or aLIVE
- UNDerneath or underNEATH
- EXaggerate or exAGGerate

Check your answers in the dictionary.

Each dictionary entry is given a pronunciation. The symbols used to show this are based on the International Phonetic Alphabet (IPA). A list of the symbols is given on the inside front cover. Look again at the entry for *permission*.

Exercise 16

Try to guess these words from their phonetic representations.

- kʊk _____
- 'bɔɪ-ɪf _____
- ɪ'klɪps _____
- kwi:n _____
- ə'grɪ:mənt _____
- ʃʌʃ _____

In English, the same letters can sometimes be pronounced in different ways, or different letters can be pronounced in the same way. For example, the **bold** letters in *city*, *psychic*, and *soon* all produce the sound s.

Exercise 17

Put the following words under the correct sound in the table below (the **bold** letters show the sound). The numbers under the pronunciation symbol tell you how many different spellings of the same sound there

are in the list (so, for example, for the sound k, there are four words to find from the list).

pilot	decide	chord	come
aisle	caller	capture	know
generous	chauffeur	while	awkward
citrus	photo	kill	wrote
the	psychology		

- *refuse*¹ means 'to say firmly that you will not do something' or that you will not allow someone to do something
- *refuse*² means 'waste material such as old food or paper'

The dictionary lists the two words separately under separate entry numbers so that the words cannot be confused.

Vowels	Consonants
ə	ʃ
1 about	1 shone
2	2
3	dʒ
ɪ	1 joke
1 pick	2
2	s
ʌ	1 sit
1 mum	2
2	3
aɪ	f
1 eye	1 fall
2	2
3	k
ɔː/ɒ	1 quarter
1 taught	2
2	3
3	4
	r
	1 ripple
	2
	n
	1 not
	2

► CONFUSING WORDS

Sometimes, two words have the same spelling but very different meanings and sometimes different pronunciations. Look at the words *refuse*¹ and *refuse*² below.

Exercise 18

Use the dictionary to find out which separate entry correctly explains the use of the **bold** word in each of the sentences below. Write the number of the entry in the space provided.

- 1 When I came in late for the fifth day in a row, my boss gave me the **sack**.
- 2 He was given a good **blow** on the head and fell unconscious.
- 3 He looked very **grave** after he spoke to the doctor.
- 4 Sam **booked** a table for 8:00 pm in the restaurant.
- 5 They **ducked** under the table.
- 6 She couldn't **bear** to be without him.

Some words sound the same, but are spelt differently and have different meanings. For example, *prise* means 'to force something open or away from something else', while *prize* means 'something that is given to someone who is successful in a competition, race etc'.

Exercise 19

Choose the correct words in **bold** below to complete the sentences. Look them up in the dictionary if you need help.

- 1 She had blue eyes and a beautiful skin.

"Don't forget to take some money for your bus home." **fare/fair**

- 2 "He's _____ so much since I last saw him."
As the ball hit him, he let out a long _____ . **grown/groan**
- 3 "What time are you going to _____ him?"
"I didn't enjoy the meal at all. The _____ was horribly overcooked."
meat/meet
- 4 After five years of terrible warfare, the entire population was ready for _____ .
"I'd like a _____ of the chocolate cake, please." **piece/peace**
- 5 "Lower the _____ or the boat will capsizе in this strong wind!"
"I'm going shopping – there's a 50% off _____ down at the department store."
(sale/sail)
- 6 "I was so _____ I could barely pick up my bag."
Top football teams now play games at least two or three times a _____ .
(week/weak)

▶ PHRASAL VERBS

In English, verbs that are made up of two or three words are called 'phrasal' verbs. Sometimes, their meaning may be very different from that of the main verb. For example, look at the phrasal verb entries for **point** and **check** below:

PHRASAL VERB

point out

1 **point something out** to tell someone about a mistake that they had not noticed or a fact they had not thought about: *She pointed out that I had made a mistake.*

2 **point something/someone out** to point at a person or thing so that people will know who they are or where they are: *Geoff pointed out his sister on the dance floor.*

PHRASAL VERBS

check in/into

check into something to go to the desk at a hotel, airport etc and say that you have arrived → *same meaning* BOOK IN: *We have to check in an hour before the flight leaves. | We checked into a motel.*

check up on

check up on someone to get information about someone, for example to make sure that they are honest: *We always check up on new employees.*

check out

1 **check something out** *informal* to get information in order to discover whether something is true, correct, or acceptable: *If you're not sure about the spelling, check it out. | Roy went in to check out the menu.*

2 **check out** to pay the bill and leave a hotel: *What time did he check out?*

Exercise 20

Use the dictionary to check the meaning of the following phrasal verbs. Then fill in the spaces in the sentences below with the correct form of the correct phrasal verb.

Example: She **pointed out** all the problems with the essay.

think over check out tell off
come back scare off mix (something) up

- 1 He was _____ for breaking the window.
- 2 I'm really not sure whether to buy a new car or not. I'll have to _____ it _____.
- 3 I think we _____ the burglar when we put the key in the lock.
- 4 She knew that once she left the country, she would probably never _____.
- 5 He _____ of the hotel at 11 am and drove to the airport.
- 6 Sally had so many pairs of socks, she got them all _____.