



8th EDITION

第8版

牛津高阶 英语词典

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牛津 高阶英语词典

Oxford
Advanced Learner's Dictionary

第8版·英语版

A S Hornby

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请注意识别

此扉页用含有商务印书馆注册商标的特制防伪纸印制, 有这种扉页的《牛津高阶英语词典》(第8版)是正版图书。

Abbreviations used in the dictionary

<i>abbr.</i>	abbreviation
<i>adj.</i>	adjective
<i>adv.</i>	adverb
C	countable noun
<i>conj.</i>	conjunction
<i>det.</i>	determiner
I	intransitive verb
<i>n.</i>	noun
<i>pl.</i>	plural
<i>pp</i>	past participle
<i>prep.</i>	preposition
<i>pron.</i>	pronoun
<i>pt</i>	past tense
<i>sb</i>	somebody
<i>sing.</i>	singular
<i>sth</i>	something
<i>ymb.</i>	symbol
T	transitive verb
U	uncountable noun
<i>v.</i>	verb

<i>AustralE</i>	Australian English
<i>BrE</i>	British English
<i>CanE</i>	Canadian English
<i>EAFrE</i>	East African English
<i>IndE</i>	Indian English
<i>IrishE</i>	Irish English
<i>NAmE</i>	North American English
<i>NEngE</i>	English from Northern England
<i>NZE</i>	New Zealand English
<i>SAfrE</i>	South African English
<i>ScotE</i>	Scottish English
<i>SEAsianE</i>	South-East Asian English
<i>US</i>	English from the United States
<i>WAfrE</i>	West African English
<i>WelshE</i>	Welsh English

→ To see how the abbreviations are used to show how different types of verbs and nouns are used, look at pages **R 5–8** and **R 11–12**.

Symbols used in the dictionary

- ~ replaces the headword of an entry
- shows new part of speech in an entry
- ▶ derivative(s) section of an entry
 - in headword (affect), shows where a word can be broken
- ↔ in phrasal verbs, shows that the object may come either before or after the particle

- OPP** shows an opposite
- SYN** shows a synonym
- IDM** idiom(s) section of an entry
- PHRV** phrasal verb(s) section of an entry
- O³⁰⁰⁰** shows a word from the *Oxford 3000* (see page **R 43**)
- AW** shows word is from the *Academic Word List* (see page **R 44**)

Labels used in the dictionary

The following labels are used with words that express a particular attitude or are appropriate in a particular situation.

approving expressions show that you feel approval or admiration, for example *feisty*, *petite*.

disapproving expressions show that you feel disapproval or contempt, for example *blinkered*, *newfangled*.

figurative language is used in a non-literal or metaphorical way, as in *He didn't want to cast a shadow on (= spoil) their happiness*.

formal expressions are usually only used in serious or official language and would not be appropriate in normal everyday conversation. Examples are *admonish*, *bemirch*.

humorous expressions are intended to be funny, for example *ankle-biter*, *lurgy*.

informal expressions are used between friends or in a relaxed or unofficial situation. They are not appropriate for formal situations. Examples are *bonkers*, *dodgy*.

ironic language uses words to mean the opposite of the meaning that they seem to have, as in *You're a great help, I must say!* (= no help at all).

literary language is used mainly in literature and imaginative writing, for example *aflame*, *halcyon*.

offensive expressions are used by some people to address or refer to people in a way that is very insulting, especially in connection with their race, religion, sex or disabilities, for example *half-caste*, *slut*. You should not use these words.

slang is very informal language, sometimes restricted to a particular group of people, for example people of the same age or those who have the same interests or do the same job. Examples are *dingbat*, *dosh*.

taboo expressions are likely to be thought by many people to be obscene or shocking. You should not use them. Examples are *bloody*, *shit*.

technical language is used by people who specialize in particular subject areas, for example *accretion*, *adipose*.

The following labels show other restrictions on the use of words.

dialect describes expressions that are mainly used in particular regions of the British Isles, not including Ireland, Scotland or Wales, for example *beck*, *nowt*.

old-fashioned expressions are passing out of current use, for example *balderdash*, *beanfeast*.

old use describes expressions that are no longer in current use, for example *ere*, *perchance*.

saying describes a well-known fixed or traditional phrase, such as a proverb, that is used to make a comment, give advice, etc, for example *actions speak louder than words*.

™ shows a trademark of a manufacturing company, for example *Band-Aid*, *Frisbee*.

序

牛津大学出版社 2010 年推出《牛津高阶英语词典》(第 8 版)(*Oxford Advanced Learner's Dictionary*, 8th Edition), 商务印书馆凭其出版优质辞书的卓越声望以及雄厚的辞书编纂实力获得牛津大学出版社授权, 在国内出版本词典。这对我国学术界和外语界是莫大喜讯, 意义深远, 我谨在此表示钦佩。我本人虽然不是词典学家或辞书收藏家, 但由于学习和工作的需要, 我的书架和案头上先后有过《牛津高阶英汉双解词典》的第 3 版、第 4 版和第 7 版, 如今在我奔八之年又增添了一位良师益友, 格外欣喜。

《牛津高阶英语词典》是一部为母语非英语的使用者服务的“单语词典”或“英英词典”。人们不禁发问, 这里所说的单语词典对中国学习者有何意义? 它与英汉双解词典有何不同? 它为为英语为母语的人士而编纂的英语词典有何差别? 我的理解是, 给母语为非英语的使用者提供释义全为英语的单语词典, 意味着这位使用者或学习者的英语水平已从“中阶”进入“高阶”。也就是说使用者或学习者有能力在查阅英语词语时可以甩掉汉语这根拐杖独立行事。然而尚不能等同于英语为母语者那么顺手超脱, 他们仍然需要有关语法、惯用法、搭配和语用方面的信息。这些信息对于英语为本族语者早已耳濡目染, 了然于心; 但对英语为非母语者可能产生常见错误。故而, 给英语为非母语者提供的英语单语词典中单词的定义和解释力求简单明了, 易于为使用者和学习者理解消化。为此, 《牛津高阶英语词典》的编者把对英语词语的释义和举例用“牛津 3000 词”编写, 做到以简释繁, 将学习者逐步引入英语世界。更为重要的是, 英语单语词典所提供的信息全面, 完整, 原汁原味, 令学习者完全沉浸在英语的世界中思索、联想, 免去了某些汉语释义的羁绊。

英语国家已有多家出版社出版了供英语为非母语的读者使用的英语单语词典。在这类词典中, 以牛津大学出版社的《牛津高阶英语词典》历史最为悠久。就《牛津高阶英语词典》来说, 人们习惯于把 1948 年的 *A Learner's Dictionary of Current English* 作为第 1 版。时隔 15 年后牛津大学出版社于 1963 年推出第 2 版, 1974 年和 1989 年分别又更新出版了第 3 版和第 4 版。从 1989 年起, 《牛津高阶英语词典》的出版进入常规运作, 每 5 年更新一次版本, 时至今日, 已至第 8 版。正是一批批词典学家夜以继日的辛勤工作, 才使得《牛津高阶英语词典》经久不衰, 永葆青春, 至今在全球已有 3500 万册的发行量, 引领英语辞书出版的世界潮流。

鉴于《牛津高阶英语词典》(第 8 版)是牛津大学出版社继 2005 年推出第 7 版后历经 5 年打造而成, 这里, 有必要介绍一下它的编纂思路和特点。

《牛津高阶英语词典》(第 8 版)收录并详细解释了 184,500 个英语词和短语, 其中新增了 1000 个新词新义, 内容广泛, 涵盖了科学技术、经济贸易等方面, 也涉及日常生活的方方面面, 还包含一些俚语和方言; 如 malware(恶意软件), staycation(宅

假)、carbon trading(碳交易)、citizen journalism(公民新闻)、social bookmarking(社交书签)、X factor(X 因素)、stack it(笨拙地跌倒)等。书中的“牛津 3000 词汇表”(The Oxford 3000™)向学习者提供学习英语亟需掌握的常用词;“用语库”(Language Bank)有助于读者确切掌握词义及具体应用,这些对于英语学习者、使用者均有实用价值。

受语用学的启示,编者强调在自然语境下使用和学习英语。“搭配”(Collocation)和“同义词辨析”(Synonyms)栏目有助于学习者将应该掌握的最低词汇量扩展至 7500 个,有助于写作者写到相关论题的文章时拓宽思路和激发灵感,学会使用多种表达方式。

《牛津高阶英语词典》(第 8 版)最有特色的是其新增的 32 页“牛津写作指南”(Oxford Writing Tutor),用以帮助使用者计划、书写并检查自己的写作活动。这一栏目的具体内容包括写作过程,各种文体的写作方式及布局、技巧、窍门,并列有实用表达。对提高读者的写作能力极有帮助,大大增强了该词典的产出性。

编者在词典的释义上继续关注当代符号学、功能语言学、语义学、社会语言学等学科的理论 and 成果。为此,新版将第 7 版原有的 34 页“彩页专题”(Colour topic pages)扩编成 64 页的“图解词汇扩充”(Visual Vocabulary Builder)。不仅增加“环境”(The environment)、“包装”(Packaging)、“办公室”(Office)等栏目,还对已有的“体育运动”(Sports)、“服装”(Clothes)等栏目的内容作了进一步的丰富和扩充。所有这些符合我国看图识字的固有传统,用当代的术语说,体现了多元符号学和多模态技术的应用。

伴随着我们改革开放取得巨大成就,我国英语教学水平有了显著提高并取得丰硕成果,一支相当数量的具有高阶水平的英语使用者和学习者队伍已经形成。随着这部最新版《牛津高阶英语词典》(第 8 版)的出版,可以预期我国具有高水平的英语工作者和学习者的队伍将继续扩大,他们的水平将提得更高,他们也因此在工作和学习中更为得心应手,获得更大成效。

胡 壮 麟

北京大学外国语学院教授
2011 年 12 月 10 日于蓝旗营

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Foreword

Michael Swan

When A S Hornby began the work that was ultimately to lead to this 8th edition of the *Oxford Advanced Learner's Dictionary*, language teaching was in a transitional phase. The old bias towards teaching the written language, with heavy use of translation, was being replaced in many quarters by a focus on teaching speech without recourse to the mother tongue – a movement in which Hornby was heavily involved. However, the emphasis was still largely on presenting and practising forms rather than on training learners to deploy them in natural communication. Our profession was, at that time, decidedly better at teaching languages than at teaching people to use them.

In the intervening seventy years there have been profound changes, whose nature and scale Hornby could hardly have foreseen. The communicative language teaching movement and its offshoots have encouraged us to analyse and teach 'language in use'. We have become skilled at bridging the gap between the classroom and the world outside, and at producing learners who are able to use the languages they have studied for 'real life' purposes. The danger is that, as we concentrate on teaching learners to do things with language, we may lose our focus on the actual language that is needed to do these things. Discourse skills, negotiation for meaning, communication strategies, task performance, pragmatic competence and our various other current concerns may well be important, but the fundamental priorities have not changed. Language teaching is, ultimately, teaching language. Grammar, lexis and phonology remain central, and an adequate command of these is as necessary as it has ever been for efficient and effective communication. Today's learners of English, just like Hornby's students, need well-planned teaching and reference material to underpin their study.

Hornby's mission was to provide such material. He was by no means only a lexicographer. He wrote a widely-used three-level course, the *Oxford Progressive English Course*. His *Guide to Patterns and Usage in English*, which provided information about the structures into which individual nouns, verbs and adjectives enter, explored the interface between lexis and grammar long before electronic corpora made this an easy task. But Hornby was well aware that, of all the knowledge and skills which a language learner must master, the most important element,

and the one involving the heaviest learning load, is an adequate working vocabulary. In this connection he saw clearly that, along with a good learner's grammar, a student of English can benefit enormously from a well-produced, pedagogically-oriented monolingual dictionary. Such a work has the space to provide detailed practical information about the most important words of the language: pronunciations, key meanings, collocations, grammatical patterning, synonym comparisons, constraints on usage and so on. Hornby was that rare combination, a scholar-pedagogue who was equally at home analysing language and teaching a class, and he was the ideal person to produce a dictionary of this very special kind. It was perhaps inevitable that this gifted lexicographer should ultimately find himself in partnership with the world's most experienced dictionary publisher. The rest is history.

Hornby would have had no difficulty in recognizing this 8th edition as a continuation of his work. It has all the features that he regarded as essential: accurate simple definitions, realistic examples, information on pronunciation, guidance on the grammatical and collocational patterns that words enter into, and notes on synonym distinctions and other aspects of usage. At the same time, it contains a wealth of additional features that Hornby might not have foreseen, but would certainly have welcomed. The clarity of definitions is rigorously controlled with the help of a list of 3000 keyword families. There are various useful appendices, including pictorial vocabulary-building materials. There is even a 32-page 'Writing Tutor', with language banks for different genres and further interactive guidance on the CD-ROM. The electronic version of the dictionary also provides additional examples, etymologies, and thesaurus-type information. Hornby would, I believe, have been surprised and delighted at the character of his braingrandchild (if I may be allowed to infiltrate a new word into this lexicographical heartland).

This new edition of a classic dictionary brings together, once again, the work of a distinguished pedagogic lexicographer and an outstanding reference publisher, and in doing so makes an invaluable contribution to the central business of language teaching – teaching the language.

The Hornby Trust

The A S Hornby Educational Trust was set up by A S Hornby in 1961 and he generously gave a large part of his income to it. Today, a royalty from every copy of the *OALD* sold still goes to the Trust. Thanks to the Trust, in conjunction with the British Council, hundreds of teachers have had the opportunity to take part in regional ELT workshops around the world. Each year a number of Hornby scholarships are offered by the British Council, allowing teachers and teacher trainers from countries around the world to spend a year studying linguistics and ELT at British universities. Dr Amol Padwad was a Hornby scholar from 1999 to 2000.

Being a Hornby Scholar

The Hornby scholarship and the year of study at the University of Leeds are perhaps the most significant turning points in my personal and professional life. Personally, living in a different country and culture enriched my understanding and broadened my perspectives. Professionally, I gained a deeper understanding of my profession, saw my own context in a different light, and developed a greater sense of purpose and commitment. It was amazing and extremely helpful to join the global ELT community, and the fabulous Hornby Alumni family, with networking and contacts all over the world. I am still reaping the rich benefits of this membership.

Upon returning home to India, the contribution I could make to the ELT community in my area was more satisfying than the personal gains of prestige, recognition and career advancement. If asked for specific instances, I would like to list three: raising the awareness of the teachers of English in my area about ELT; promoting networking opportunities and the professional association for teachers; and launching some innovative initiatives in teacher development.

While trying to organize the first-ever ELT conference in 2003 in my district, I had to first explain what ELT meant, as it was an unknown term in that area a few years ago. The subsequent annual ELT conferences and other events over the years have changed the situation remarkably. Most teachers are now aware of ELT—our annual conferences attract a wide range of teachers and a variety of presentations related to ELT.

The national association ELTAI (English Language Teachers' Association of India) too was unheard of in my region, nor was there any awareness about joining professional associations for one's development. I was able to set up an ELTAI chapter in the region, now one of the most vibrant ones in India, which organizes ELT conferences and other events and promotes research in ELT.

Perhaps the most direct relation between my being a Hornby scholar and my contributions to the local ELT community is the ongoing 'English Teachers' Clubs (ETCs)' experiment. Taking my cue from a small voluntary group of young teachers from my town, who frequently met to tackle some of their urgent crises, I encouraged them to form an ETC as a long-term and sustainable professional development enterprise. It was the Hornby Trust which supported the ETC idea at the pilot stage and later as a larger project. Thanks to this project several ETCs in different parts of India are promoting the professional development of the member teachers, as well as strengthening ELT activities in the region. An informal online group of teachers from over 25 countries is at present trying out the experiment in their own contexts. Two masters-level studies (at the University of Exeter and the Institute of Education, London) have studied this experiment.

Six former Hornby Scholars from India, including me, were supported by the Hornby Trust in a unique nationwide project on the adaptation of prescribed course material for effective teaching, with Prof. N S Prabhu as the consultant. This project trained over 400 teachers in adapting prescribed materials to their diverse contexts, and also involved compiling a handbook for teachers based on the insights from the project.

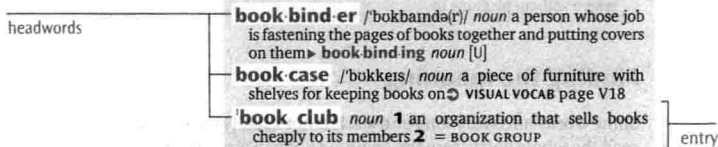
It is difficult to fully convey the tremendous value a Hornby scholarship adds to a person and a community. I salute the great A S Hornby for his vision and his endowment. One way of repaying the great debt we owe to him is to continue working for the empowerment of teachers of English and to take the Hornby legacy further.

Dr. Amol Padwad
Head, Department of English, J M Patel College,
Bhandara, India.
Hornby Scholar 1999-2000

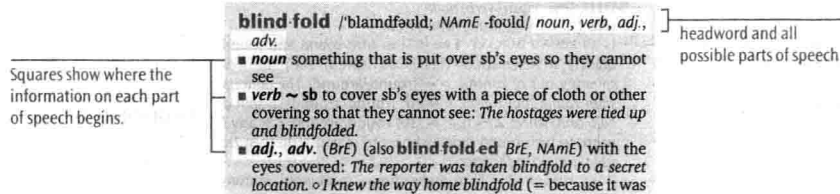
Key to dictionary entries

Finding the word

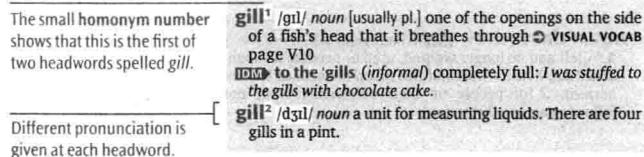
Information in the dictionary is given in **entries**, arranged in alphabetical order of **headwords**. **Compound words** are in separate entries, also arranged alphabetically.



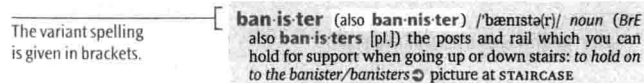
Some headwords can have more than one part of speech.



There are some words in English that have the same spelling as each other but different pronunciations.



There are also some words in English that have more than one possible spelling, and both spellings are acceptable. Information about these words is given at the most frequent spelling.



At the entry for the less frequent spelling a cross-reference directs you to the main entry.

ban-nis-ter = BANISTER

Irregular forms of verbs are treated in the same way.

Some words that are **derivatives** of other words do not have their own entry in the dictionary because they can be easily understood from the meaning of the word from which they are derived (the root word). They are given in the same entry as the root word, in a specially marked section.

be-lated /br'leɪtɪd/ *adj.* coming or happening late: *a be-lated birthday present* ▶ **be-lated-ly** *adv.*

The blue triangle shows where the derivative section starts.

You can find **idioms** and **phrasal verbs** in separate sections, marked with special symbols.

fetch 0^w /fetʃ/ verb

1 ^ow (especially BrE) to go to where sb/sth is and bring them/it back: ~ sb/sth to fetch help/a doctor ◊ She's gone to fetch the kids from school. ◊ ~ sb sth Could you fetch me my bag? 2 ~ sth to be sold for a particular price **GVN** sell for: The painting is expected to fetch \$10 000 at auction.

IDM fetch and 'carry (for sb) to do a lot of little jobs for sb as if you were their servant

PHRV fetch 'up (informal, especially BrE) to arrive somewhere without planning to

idioms section with symbol **IDM** (see page R14)

phrasal verbs section with symbol **PHRV** (see pages R9–10)

Finding the meaning

Some words have very long entries. It is not usually necessary to read the whole entry from the beginning, if you already know something about the general meaning that you are looking for.

spin 0^w /spɪn/ verb, noun

verb (spin-ning, spun, spun /spʌn/)

▶ **TURN ROUND QUICKLY** 1 ^ow [I, T] to turn round and round quickly; to make sth do this: (+ adv./prep.) The plane was spinning out of control. ◊ ~ (round/around) The dancers spun round and round. ◊ ~ sth (round/around) to spin a ball/coin/wheel 2 ^ow [I, T] ~ (sb) round/around | + adv./prep. to turn round quickly once; to make sb do this: He spun around to face her.

▶ **MAKE THREAD** 3 [I, T] to make thread from wool, cotton, silk, etc. by twisting it: She sat by the window spinning.

Meanings that are closely related share the same short cut.

Short cuts show the context or general meaning.

Understanding and using the word

abandoned 0^w **AW** /ə'bændənd/ adj.

1 ^ow left and no longer wanted, used or needed: an abandoned car/house ◊ The child was found abandoned but unharmed. 2 (of people or their behaviour) wild; not following accepted standards

Words from the Academic Word List are marked with **AW** (see page R44).

Words printed in larger type and with a 0^w symbol are part of the Oxford 3000 list of important words (see page R43). Small keys indicate which parts of the entry are most important.

aardvark /'ɑ:dva:k; NAmE 'ɑ:rdva:rk/ noun an animal from southern Africa that has a long nose and tongue and that eats insects

pronunciation, with American pronunciation where it is different (see pages R45–6)

Stress marks show stress on compounds.

baby grand noun a small GRAND PIANO

Irregular forms of verbs, with their pronunciations. Irregular plurals of nouns are also shown.

cling /klɪŋ/ verb (clung, clung /kluŋ/) 1 [I] to hold on tightly to sb/sth: ~ to sb/sth survivors clinging to a raft ◊ ~ on to sb/sth She clung on to her baby. ◊ ~ on Cling on tight! ◊ ~ together They clung together, shivering with cold. 2 **SYNONYMS** at HOLD 2 [I] to stick to sth: a dress that clings (= fits closely and shows the shape of your body) ◊ ~ to sth The wet shirt clung to his chest. 3 [I] ~ (to sb) (usually disapproving) to stay close to sb, especially because you need them emotionally

prepositions, adverbs and structures that can be used with this word

label giving information about usage (see inside front cover)

examples of use in *italic type*

comparatives and superlatives of adjectives

hearty /'hɑ:ti; NAmE 'hɑ:ti/ adj., noun
adj. (heart-ier, heart-i-est) 1 [usually before noun] showing friendly feelings for sb: a hearty welcome 2 (sometimes disapproving) loud, cheerful and full of energy: a hearty and boisterous fellow ◊ a hearty voice 3 [only before noun] (of a

information on use of adjectives (see page R12)

dock /dɒk; NAmE da:k/ *noun, verb*

■ **noun** **1** [C] a part of a port where ships are repaired, or where goods are put onto or taken off them: *dock workers*
 ◦ *The ship was in dock.* ↪ see also **DRY DOCK** **2** **docks** [pl.] a group of docks in a port and the buildings around them that are used for repairing ships, storing goods, etc. **3** [C] (NAmE) = **JETTY** **4** [C] (NAmE) a raised platform for loading vehicles or trains **5** [C] the part of a court where the person who has been accused of a crime stands or sits during a trial: *He's been in the dock (= on trial for a crime) several times already.* ↪ **COLLOCATIONS** at **JUSTICE** **6** [U] a wild plant of northern Europe with large thick leaves that can be rubbed on skin that has been stung by **NETTLES** to make it less painful: *dock leaves*
 ■ **verb** **1** [I, T] ~ (sth) if a ship docks or you dock a ship, it sails into a **HARBOUR** and stays there: *The ferry is expected to dock at 6.* **2** [I, T] ~ (sth) if two **SPACECRAFT** dock, or are **docked**, they are joined together in space

information on different types of noun (see pages R11–12)

word used in definition that is not in the Oxford 3000

fixed form of noun

common phrase in bold type in example (see page R13)

verb codes and frames (see pages R5–8)

Build your vocabulary

The dictionary also contains a lot of information that will help you increase your vocabulary and use the language productively.

stable 0-IV **AWI** /'steɪbl/ *adj., noun, verb*

■ **adj.** **1** ⇨ firmly fixed; not likely to move, change or fail
SYN steady: *stable prices* ◦ a *stable relationship* ◦ *This ladder doesn't seem very stable.* ◦ *The patient's condition is stable (= it is not getting worse).* **2** ⇨ (of a person) calm and reasonable; not easily upset **SYN** balanced: *Mentally, she is not very stable.* **3** (technical) (of a substance) staying in the same chemical or **ATOMIC** state: *chemically stable*
OPP unstable ▶ *stably* /'steɪbl/ *adv.*

WORD FAMILY
stable *adj.* (≠ unstable)
stability *noun* (≠ instability)
stabilize *verb*

Special symbols show synonyms and opposites.

Word families show words related to the headword.

Notes help you choose the right word, and also help with difficult grammar points. They are all listed on pages R15–19.

Synonyms

valuable

precious • **priceless** • **irreplaceable**

These words all describe sth that is worth a lot of money or very important to sb.

valuable worth a lot of money: *The thieves took three pieces of valuable jewellery.*

precious rare and worth a lot of money; loved or valued very much: *a precious Chinese vase, valued at half a million pounds* ◦ *precious memories of our time together*

priceless extremely valuable; loved or valued very much: *a priceless collection of antiques*

irreplaceable too valuable or special to be replaced

PATTERNS

- valuable/precious/priceless/irreplaceable possessions
- valuable/precious/priceless antiques/jewels/jewellery

words listed in order of how frequent they are

Cross-references refer you to information in other parts of the dictionary.

bear 0-IV /beə(r); NAmE ber/ *verb, noun*

■ **noun** **1** a heavy wild animal with thick fur and sharp **CLAWS** (= pointed parts on the ends of its feet). There are many types of bear: *a black bear* ↪ see also **GRIZZLY BEAR**, **POLAR BEAR**, **TEDDY BEAR** **2** (finance) a person who sells shares in a company, etc., hoping to buy them back later at a lower price ↪ compare **BULL**. ↪ see also **BEARISH**
IDIOM like a bear with a sore head (informal) bad-tempered or in a bad-tempered way

Compare refers you to a word with a contrasting meaning.

See also refers you to a word with a similar or related meaning.

Numbers

- 10000-foot view** /ten 'θauznd 'fʊt 'vju:/ *noun* (*business*) a broad general view or description of a problem **SEE** HELICOPTER VIEW, OVERVIEW: *Let me give you the 10000-foot view.*
- 1040 form** /ten 'fɔ:ti fɔ:m; NAmE 'fɔ:rti fɔ:rm/ *noun* (in the US) an official document in which you give details of the amount of money that you have earned so that the government can calculate how much tax you have to pay
- 12** /twelv/ *noun* (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least twelve years old; a film/movie that has this label: *I can take the kids too – it's a 12.*
- 1471** /'wʌn fɔ: sevn wʌn; NAmE fɔ:r/ (in Britain) the telephone number you can use to find out the telephone number of the person who called you most recently, and the time the call was made
- 15** /fif'ti:n/ *noun* (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least fifteen years old; a film/movie that has this label
- 18** /er'ti:n/ *noun* (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least eighteen years old; a film/movie that has this label
- 18-wheeler** /er'ti:n 'wi:lə(r)/ *noun* (NAmE) a very large truck with nine wheels on each side
- 20/20 vision** /'twenti twenti 'vɪʒn/ *noun* the ability to see perfectly without using glasses or CONTACT LENSES
- 2.1** /tu: 'wʌn/ *noun* the upper level of the second highest standard of degree given by a British or an Australian university: *I got a 2.1*
- 2.2** /tu: 'tu:/ *noun* the lower level of the second highest standard of degree given by a British or an Australian university
- 24-hour clock** /'twenti fɔ:r əvə 'klɒk; NAmE əvər 'klɑ:k/ *noun* the system of using twenty four numbers to talk about the hours of the day, instead of dividing it into two units of twelve hours
- 24/7** /'twenti fɔ: 'sevən; NAmE fɔ:r/ *adv.* (*informal*) twenty-four hours a day, seven days a week (used to mean 'all the time'): *She's with me all the time—24/7.*
- 3-D** (also **three-D**) /θri: 'di:/ *noun* [U] the quality of having, or appearing to have, length, width and depth: *These glasses allow you to see the film in 3-D.*
- 3G** /θri: 'dʒi:/ *abbr.* third generation (used to describe a level of performance for MOBILE/CELL PHONES that makes it possible to move data to and from the Internet): *3G technology*
- 35mm** /θs:ti'fʌv 'mɪlɪmɪtə(r); NAmE θs:rti-/ *noun* the size of film that is usually used in cameras for taking photographs and making films/movies
- 360-degree feedback** /θri: handrən sɪksti drɪ'grɪ: 'fi:dbæk/ (also **360-degree appraisal**) *noun* [U] (*business*) information provided by all the people that an employee deals with, used as a way of deciding how well the employee does their job: *360-degree feedback assessments*
- 4 × 4** /fɔ: baɪ 'fɔ:; NAmE fɔ:r baɪ 'fɔ:r/ *noun* a vehicle with a system in which power is applied to all four wheels, making it easier to control
- 411** /fɔ: wʌn 'wʌn; NAmE fɔ:r/ *noun* **1** [U] the telephone number of the service that you use in the US to find out a person's telephone number: *Call 411.*
2 the 411 [sing.] (NAmE, *informal*) the true facts about a situation or the information you need: *He'll give us the 411 on what to expect.*
- 7/7** /'sevn 'sevn/ *noun* (BrE) the abbreviation for the date 7 July, 2005, when several bomb attacks took place in London
- the \$64,000 question** /sɪksti fɔ: θauznd dɒlə 'kwɛstʃən; NAmE fɔ:r, dɑ:lər/ *noun* (*informal*) the thing that people most want to know, or that is most important: *It's a clever plan, but the sixty-four thousand dollar question is: will it work?*
- 9/11** /'naɪn rɪlevn/ *noun* the abbreviation for the date September 11, 2001, when TERRORISTS flew planes into the World Trade Center in New York, the Pentagon in Washington, D.C., and a field in Pennsylvania, killing thousands of people
- 911** /'naɪn wʌn 'wʌn/ the telephone number used in the US to call the police, fire or ambulance services in an emergency: (NAmE) *Call 911.*
- 99** /'naɪntɪ'naɪm/ *noun* (BrE) an ice cream in a cone with a stick of chocolate in the top
- 999** /'naɪn naɪm 'naɪm/ the telephone number used in Britain to call the police, fire or ambulance services in an emergency: (BrE) *Dial 999.*

Contents

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A /eɪ/ noun, symbol, abbr.

■ **noun** (also **a**) (pl. **As**, **A's**, **a's** /eɪz/) **1** [C, U] the first letter of the English alphabet: 'Apple' begins with (an) **A/A**. **2** **A** [C, U] (music) the 6th note in the SCALE of C MAJOR **3** [C, U] the highest mark/grade that a student can get for a piece of work or course of study: She got (an) **A in/for** Biology. ◊ He had **straight A's** (= nothing but **A's**) all through high school. **4** **A** [U] used to represent the first of two or more possibilities: Shall we go for **plan A** or **plan B**? **5** **A** [U] used to represent a person, for example in an imagined situation or to hide their identity: Assume **A** knows **B** is guilty. ◊ see also **A-FRAME**, **A LEVEL**, **A-ROAD**

IDM **from A to B** from one place to another: For me a car is just a means of getting from **A** to **B**. **from A to Z** including everything there is to know about sth: He knew his subject from **A** to **Z**.

■ **symbol** **1** used in Britain before a number to refer to a particular important road: the **A34** to Newbury **2** used (but not in the US) before numbers which show standard METRIC sizes of paper: a sheet of **A4 paper** (= 297 × 210mm) ◊ **A3** (= 420 × 297mm) ◊ **A5** (= 210 × 148mm)

■ **abbr.** (in writing) **AMP** (s)

a 0-w /ə; strong form eɪ/ (also **an** /ən; strong form æn/)

indefinite article

HELP The form **a** is used before consonant sounds and the form **an** before vowel sounds. When saying abbreviations like 'FM' or 'UN', use **a** or **an** according to how the first letter is said. For example, **F** is a consonant, but begins with the sound /e/ and so you say: an **FM** radio. **U** is a vowel but begins with /j/ and so you say: a **UN** declaration. **1** **an** used before countable or singular nouns referring to people or things that have not already been mentioned: a man/horse/unit ◊ an aunt/egg/hour/x-ray ◊ I can only carry two at a time. ◊ There's a visitor for you. ◊ She's a friend of my father's (= one of my father's friends). **2** **a** used before uncountable nouns when these have an adjective in front of them, or phrase following them: a good knowledge of French ◊ a sadness that won't go away **3** **an** any; every: A lion is a dangerous animal. **4** **an** used to show that sb/sth is a member of a group or profession: Their new car's a BMW. ◊ She's a Buddhist. ◊ He's a teacher. ◊ Is that a Monet (= a painting by Monet)? **5** used in front of two nouns that are seen as a single unit: a knife and fork **6** used instead of one before some numbers: A thousand people were there. **7** used when talking about prices, quantities and rates **SYD** per: They cost 50p a kilo. ◊ I can type 50 words a minute. ◊ He was driving at 50 miles an hour. **8** a person like sb: She's a little Hitler. **9** used before sb's name to show that the speaker does not know the person: There's a Mrs Green to see you. **10** used before the names of days of the week to talk about one particular day: She died on a Tuesday.

a- /eɪ/ prefix (in nouns, adjectives and adverbs) not; without: atheist ◊ atypical ◊ asexually

A1 /eɪ 'wʌn/ adj. (informal) very good: The car was in **A1** condition.

A2 (level) /eɪ 'tu: lev/ noun [C, U] a British exam usually taken in Year 13 of school or college (= the final year) when students are aged 18. Students must first have studied a subject at AS level before they can take an A2 exam. Together AS and A2 level exams form the A-level qualification, which is needed for entrance to universities: A2 exams ◊ Students will normally take three A2 subjects. ◊ He's doing an A2 (level) in History. ◊ More than 20 subjects are on offer at A2 level at our college.

AA /eɪ 'eɪ/ abbr. **1** (usually **the AA**) Automobile Association (a British organization which provides services for car owners) **2** ALCOHOLICS ANONYMOUS

AAA /eɪ 'eɪ/ abbr. **1** American Automobile Association (an American organization which provides services for car owners) **2** (in the UK) Amateur Athletic Association

A & E /eɪ ənd 'i:/ abbr. ACCIDENT AND EMERGENCY

A & R /eɪ ənd 'ɑ: (r)/ abbr. artists and repertoire (the department in a record company that is responsible for finding new singers and bands and getting them to sign a contract with the company)

aard-vark /'ɑ:dvɑ:k; NAmE 'ɑ:rdvɑ:rk/ noun an animal from southern Africa that has a long nose and tongue and that eats insects

aargh /ɑ:; NAmE ɑ:t/ exclamation used to express fear, anger, or some other strong emotion: Aargh—get that cat off the table!

aback /ə'bæk/ adv.

IDM **be taken a back** (by sb/sth) to be shocked or surprised by sb/sth: She was completely taken aback by his anger. ◊ see also TAKE SB ABACK ◊ **SYNONYMS** at SURPRISE

aba-cus /'æbəkəs/ noun (pl. **aba-cuses** /-kəsɪz/) a frame with small balls which slide along wires. It is used as a tool or toy for counting.

aba-lone /'æbələʊni; NAmE 'loʊ-ŋ/ noun [C, U] a SHELL-FISH that can be eaten and whose shell contains MOTHER-OF-PEARL

abandon 0-w /'æbəndən/ verb, noun

■ **verb** **1** **an** to leave sb, especially sb you are responsible for, with no intention of returning: ~ sb The baby had been abandoned by its mother. ◊ ~ sb to sth The study showed a deep fear among the elderly of being abandoned to the care of strangers. **2** **an** to leave a thing or place, especially because it is impossible or dangerous to stay **SYD** leave: ~ sth Snow forced many drivers to abandon their vehicles. ◊ He gave the order to abandon ship (= to leave the ship because it was sinking). ◊ ~ sth to sb/sth They had to abandon their lands to the invading forces. **3** **an** ~ sth to stop doing sth, especially before it is finished; to stop having sth: They abandoned the match because of rain. ◊ She abandoned hope of any reconciliation. **4** to stop supporting or helping sb; to stop believing in sth: ~ sb The country abandoned its political leaders after the war. ◊ ~ sth By 1930 he had abandoned his Marxist principles. **5** ~ yourself to sth (literary) to feel an emotion so strongly that you can feel nothing else: He abandoned himself to despair.

■ **noun** [U] (formal) an uncontrolled way of behaving that shows that sb does not care what other people think: He signed cheques with careless abandon. **IDM** see GAY adj.

abandoned 0-w /'æbəndənd/ adj.

1 **an** left and no longer wanted, used or needed: an abandoned car/house ◊ The child was found abandoned but unharmed. **2** (of people or their behaviour) wild; not following accepted standards

abandon-ment /'æbəndənmənt/ noun [U] (formal) **1** the act of leaving a person, thing or place with no intention of returning **2** the act of giving up an idea or stopping an activity with no intention of returning to it: the government's abandonment of its new economic policy

abase /ə'beɪs/ verb ~ yourself (formal) to act in a way that shows that you accept sb's power over you ► **abase-ment** noun [U]

abashed /ə'bæʃt/ adj. [not before noun] embarrassed and ashamed because of sth that you have done **OPF** unabashed

abate /ə'beɪt/ verb [I, T] (formal) to become less strong; to make sth less strong: The storm showed no signs of abating. ◊ ~ sth Steps are to be taken to abate pollution. ► **abatement** noun [U]

ab-at-toir /'æbətwa:(r)/ noun (BrE) = SLAUGHTERHOUSE

abaya /ə'beɪjə; NAmE 'əbeɪjə/ noun a full-length piece of clothing worn over other clothes by Arab men or women

abba /'ɒbɑ/ (also **appa**) noun (Inde) (especially as a form of address) a father

ab-bess /'æbɛs/ noun a woman who is the head of a CONVENT



abbey /'æbi/ *noun* a large church together with a group of buildings in which MONKS or NUNS live or lived in the past: Westminster Abbey ◊ a ruined abbey

abbot /'æbat/ *noun* a man who is the head of a MONASTERY of an ABBEY

ab-breviate /ə'brɪ:vɪət/ *verb* [usually passive] ~ sth (to sth) to make a word, phrase or name shorter by leaving out letters or using only the first letter of each word
SYD shorten: the Jet Propulsion Laboratory (usually abbreviated to JPL) ▶ **ab-breviated** *adj.*: Where appropriate, abbreviated forms are used.

ab-breviation /ə'brɪ:vɪ'eɪʃn/ *noun* 1 [C] ~ (of/for sth) a short form of a word, etc: What's the abbreviation for 'Saint'? 2 [U] the process of abbreviating sth

ABC /ˌeɪ biː 'siː/ *noun, abbr.*

■ **noun** [sing.] (BrE) (NAmE ABCs [pl.]) 1 all the letters of the alphabet, especially as they are learnt by children: Do you know your ABC? 2 the basic facts about a subject: the ABC of gardening **IDM** see EASY

■ **abbr.** 1 American Broadcasting Company (a large national American television company) 2 Australian Broadcasting Corporation (the Australian national public broadcasting company)

ABD /ˌeɪ biː 'diː/ *abbr.* (NAmE) all but dissertation (having completed all the work for a higher degree except the DISSERTATION): ABD students may apply.

ab-di-cate /'æbdɪkeɪt/ *verb* 1 [I, T] to give up the position of being king or queen: He abdicated in favour of his son. ◊ ~ sth She was forced to abdicate the throne of Spain. 2 [T] ~ responsibility/your responsibilities to fail or refuse to perform a duty ▶ **ab-di-ca-tion** /'æbdɪ'keɪʃn/ *noun* [U, C]

ab-do-men /'æbdəmən/ *noun* 1 the part of the body below the chest that contains the stomach, BOWELS, etc. 2 the end part of an insect's body that is attached to its THORAX ◊ **VISUAL VOCAB** page V11

ab-dom-in-al /'æbdəmɪnəl/ (NAmE 'dɑ:m-/ *adj., noun*

■ *adj.* [only before noun] (anatomy) relating to or connected with the abdomen: abdominal pains

■ **noun** **abdominals** (also **informal abs**) [pl.] the muscles of the abdomen

ab-duct /'æbdʌkt/ *verb* ~ sb to take sb away illegally, especially using force **SYD kidnap** ▶ **ab-duc-tion** /'æbdʌkʃn/ *noun* [U, C]

ab-duct-ee /'æbdʌk'tiː/ *noun* a person who has been abducted

ab-duct-or /'æbdʌk'tɔ(r)/ *noun* 1 a person who abducts sb 2 (also **abductor muscle**) (anatomy) a muscle that moves a body part away from the middle of the body or from another part ◊ **compare** ADDUCTOR

abed /ə'bed/ *adv.* (old use) in bed

Aber-do-nian /'æbdəʊniən/ (NAmE 'æbər'dou-/ *noun* a person from Aberdeen in Scotland ▶ **Aber-do-nian** *adj.*

ab-er-rant /'æbərənt/ *adj.* (formal) not usual or not socially acceptable: aberrant behaviour

ab-er-ra-tion /'æbərɪʃn/ *noun* [C, U] (formal) a fact, an action or a way of behaving that is not usual, and that may be unacceptable

abet /'æbet/ *verb* (ft-) ~ sb to help or encourage sb to do sth wrong: He was abetted in the deception by his wife. **IDM** see AID v.

abey-ance /ə'beɪəns/ *noun* [U]

IDM in **abeyance** (formal) not being used, or being stopped for a period of time

ABH /ˌeɪ biː 'etʃ/ *abbr.* (BrE, law) ACTUAL BODILY HARM

abhor /əb'hɔː(r)/ *verb* (-rr-) (not used in the progressive tenses) ~ sth (formal) to hate sth, for example a way of behaving or thinking, especially for moral reasons **SYD detest, loathe**

ab-hor-rence /əb'hɔːrəns/ (NAmE 'hɔːr-; '-hɑːr-/ *noun* [U, sing.] (formal) a feeling of strong hatred, especially for moral reasons

ab-hor-ent /əb'hɔːrənt/ (NAmE 'hɔːr-; '-hɑːr-/ *adj.* ~ (to sb) (formal) causing hatred, especially for moral reasons **SYD repugnant**: Racism is abhorrent to a civilized society.

abide /ə'baɪd/ *verb* (abided, abided) **HELP** In sense 2 **abode** is also used for the past tense and past participle. 1 [T] **can't/couldn't abide sb/sth** to dislike sb/sth so much that you hate having to be with or deal with them **SYD bear, stand**: I can't abide people with no sense of humour. ◊ He couldn't abide the thought of being cooped up in an office. 2 [I] + **adv./prep.** (old use or formal) to stay or live in a place: May joy and peace abide in us all.

PREV ▶ **a abide by sth** (formal) to accept and act according to a law, an agreement, etc: You'll have to abide by the rules of the club. ◊ We will abide by their decision.

abid-ing /ə'baɪdɪŋ/ *adj.* (formal) (of a feeling or belief) lasting for a long time and not changing

abil-ity 0-**er** /ə'bɪləti/ *noun* [pl. -ies]

1 **er** [sing.] ~ to do sth the fact that sb/sth is able to do sth: The system has the ability to run more than one program at the same time. ◊ Everyone has the right to good medical care regardless of their ability to pay. ◊ A gentle form of exercise will increase your ability to relax. **OPD inability** 2 **er** [C, U] a level of skill or intelligence: Almost everyone has some musical ability. ◊ He was a man of extraordinary abilities. ◊ students of mixed abilities ◊ A woman of her ability will easily find a job. ◊ I try to do my job to the best of my ability (= as well as I can).

-ability, -ibility 0-**ABLE**

abi-ot-ic /'eɪbər'ɒtɪk/ (NAmE 'ɑːtɪk/ *adj.* (technical) not involving biology or living things: abiotic processes

ab-ject /'æbdʒekt/ *adj.* [usually before noun] (formal) 1 terrible and without hope: abject poverty/misery/failure 2 without any pride or respect for yourself: an abject apology ▶ **ab-ject-ly** *adv.*

ab-jure /əb'dʒʊə(r)/ (NAmE əb'dʒʊr/ *verb* ~ sth (formal) to promise publicly that you will give up or reject a belief or a way of behaving **SYN renounce**

ab-la-tion /ə'bleɪʃn/ *noun* [U] (geology) the loss of material from a large mass of ice, snow or rock as a result of the action of the sun, wind or rain

ab-la-tive /'æblətɪv/ *noun* (grammar) (in some languages) the form that a noun, a pronoun or an adjective can take to show, for example, who or what sth is done by or where sth comes from ◊ **compare** ACCUSATIVE, DATIVE, GENITIVE, NOMINATIVE, VOCATIVE ▶ **ab-la-tive** *adj.*

ablaze /ə'bleɪz/ *adj.* [not before noun] 1 burning quickly and strongly: The whole building was soon ablaze. ◊ Cars and buses were set ablaze during the riot. 2 full of bright light or colours: There were lights still ablaze as they drove up to the house. ◊ ~ with sth The trees were ablaze with the colours of autumn. 3 ~ (with sth) full of strong emotion or excitement: He turned to her, his eyes ablaze with anger.

able 0-**er** /'eɪbl/ *adj.*

1 **er** ~ to do sth (used as a modal verb) to have the skill, intelligence, opportunity, etc. needed to do sth: You must be able to speak French for this job. ◊ A viral illness left her barely able to walk. ◊ I didn't feel able to disagree with him. ◊ Will you be able to come? **OPD unable** ◊ **note** at CAN! 2 (abler /'eɪblə(r)/, ablest /'eɪblɪst/) intelligent; good at sth: the ablest student in the class ◊ We aim to help the less able in society to lead an independent life. ◊ **see also** ABLY

WORD FAMILY
able *adj.* (≠ unable)
ably *adv.*
ability *noun* (≠ inability)
disabled *adj.*
disability *noun*

-able, -ible *suffix* (in adjectives) 1 that can or must be: calculable ◊ taxable 2 having the quality of: fashionable ◊ comfortable ◊ changeable ▶ **-ability, -ibility** (in nouns): capability ◊ responsibility **-ably, -ibly** (in adverbs): noticeably ◊ incredibly

able-bodied *adj.* physically healthy, fit and strong in contrast to sb who is weak or disabled

able seaman *noun* a sailor of lower rank in the British navy