

Oxford Advanced
Learner's Dictionary
of Current English

A S Hornby

Eighth edition

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OXFORD
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Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

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First published 1948 (12 impressions)

Second edition 1963 (19 impressions)

Third edition 1974 (28 impressions)

Fourth edition 1989 (50 impressions)

Fifth edition 1995 (65 impressions)

Sixth edition 2000 (117 impressions)

Seventh edition 2005 (105 impressions)

Eighth edition 2010

2015 2014 2013 2012 2011

9 8 7 6 5 4 3 2 1

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The British National Corpus is a collaborative project involving Oxford University Press, Longman, Chambers, the Universities of Oxford and Lancaster and the British Library.

ISBN: 978-0-19-4799003 (paperback)

ISBN: 978-0-19-4799027 (paperback/cd pack)

ISBN: 978-0-19-4799041 (hardback/cd pack)

Oxford advanced learners dictionary of current English A.S.Hornby managing editor Joanna Thornhill principle editor Diana Lea senior editor Dibs Parkinson editor Phillips ... phonetics editor Michael Ashby	منوان و نام پدیدآور
تهران: انتشارات آکسفورد، ۱۳۸۹-۲۰۱۰م	مختصات نشر
۸۷۲۰۸۶ ریالی/معمور	مختصات ظاهری
۲۲۰۰۰۰ ریال	شابک
فیبیا	وضیعت فهرست نویسی
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انست لوزی ویرایش هشتم، ۲۰۱۰ انتشارات آکسفورد	پایه‌اشت
آکسفورد، فونسی...	آوازیسی عنوان
زبان انگلیسی، سوژه نامه ها	موضوع
خوبن پای، آلبرت سینسی	شناسه افزوده
Hornby, Albert Sydney	شناسه افزوده
ترنسول، جوانا ویراستار	شناسه افزوده
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۱۷۱۲۸۷/۱۲۸۶	رده بندی کنگره
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۲۰۷۷۷۷	شماره کتابشناسی ملی



دانشیار

فرهنگ آکسفورد ادونیس لرنرز

Oxford ADVANCED LEARNER'S Dictionary

ویرایش هشتم

صحافی: نوری

لیتوگرافی: آبرنگ

چاپ: آزاده

نوبت چاپ: اول ۸۹

تیراژ: ۵۲۰۰ نسخه

قیمت: ۲۲۰۰۰۰ ریال

مرکز پخش: انتشارات: ۷-۶۶۹۶۲۴۳۴ شماره: ۶۶۴۹۰۰۳۹

تهران، خیابان انقلاب، بین خ ۱۲ فروردین و اردیبهشت، خ روانمهر، پلاک ۱۳۳

and muscle; (of meat) containing no fat. ④ not productive; of poor quality, as *a lean harvest*; *lean years* (i. e. years during which not much is produced). —n. ① meat without fat. **lean-ness** [li:nɪs] n.

lean [li:n] vi. & t. (pret. & p. p. **leaned** [li:nd] or **leant** [lent]) ① (P 21, 23) slope or incline; be out of the perpendicular, as *the Leaning Tower of Pisa*; *trees that lean over in the wind*. ② (P 23, 24) rest on or against something in order to get support, as *to lean on a table*; *to lean upon one's elbows* (i. e. bend the upper part of the body and support oneself on the elbows).



The Leaning Tower of Pisa

Lean on my arm. ③ (P 23, 24) bend the body, as *to lean forward [back]*; *to lean over a fence*; *to lean out of a window*. ④ (P 24) (fig.) rely or depend, as *to lean on a friend's advice*; *to lean on others for support*. ⑤ (P 24) tend to or be inclined to. *Do all oriental philosophies lean towards fatalism?* ⑥ (P 18) cause to rest against; put into a leaning position, as *to lean a ladder against a wall*; *to lean one's elbows on the table*. —n. a slope, as *a tower with a slight lean*.

lean-ing [li:nɪŋ] n. ① a tendency or liking, as *to have a leaning towards pacifism*.

leant [lent] pret. & p. p. of *lean*.

lean-to [li:ntu:] n. a building or shelter (usu. small) that has a roof that slopes only in one way and which rests against the wall of another building (or a wall of rock); (used attrib.) *a lean-to roof [shelter]*.

leap [li:p] vi. & t. (pret. & p. p. **leapt** [lept] or **leaped** [li:pt]) ① (P 21, 23, 24) jump. *He leapt on his enemy with a knife in his hand*. *Look before you leap*. *He leapt at the opportunity* (fig., i. e. seized it eagerly). ② (P 1) jump or spring over, as *to leap a wall*; cause to jump over, as *to leap a horse over a hedge*. —n. a jump or spring; a sudden forward or upward move-

ment. *a leap in the dark*, an attempt to do something, the result of which must be very doubtful.

by leaps and bounds, with very rapid progress. **leap-frog**, n. a game in which one player jumps over others standing with bent backs. **leap year**, n. a year in which February has 29 days.



leapt [lept] pret. & p. p. of *leap*. Playing leap-frog

learn [lɜ:n] vi. & t. (pret. & p. p. **learned** [lɜ:nd] or **learnt** [lɜ:nt]) (P 1, 2, 10, 11, 13, 15, 21) gain as knowledge; become familiar with by studying, by being taught, by practice, etc.; become aware; be informed of. *How long have you been learning English?* *He is learning to swim*. *You should learn (how) to ride a horse*. *Has he learnt his lessons?* *I was sorry to learn the sad news of his death* (to learn that he died). *We have not yet learned* (i. e. been informed) *whether he arrived safely*. *Some boys learn slowly*.

learn-er [lɜ:nə] n. one who is learning; a beginner.

learn-ed [lɜ:nd] part. adj. having or showing much knowledge; scholarly, as *a learned man* [book]; *to look learned*. **learn-ed-ly**, adv.

learn-ing [lɜ:nɪŋ] n. ① knowledge gained by study, as *a man of great learning*.

learnt [lɜ:nt] pret. & p. p. of *learn*.

lease [li:s] n. ① a contract or agreement by which one person (the *lessor*) agrees to allow another (the *lessee*) to use land or a building for a certain period of time, usu. in return for a money payment (called *rent*); the rights given under such a contract, as *to take a house* [farm, etc.] *on a lease of several years*; *to take a lease of a piece of land*; *to put out land on lease*. *When does the lease expire* (i. e. how long does it last)? *We hold the land by [on] lease*. *a new lease of life*, a new chance of living or of being active, due to recovery of health, the removal of anxiety, etc. —vt. (P 1) give or take possession of (land, a

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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.

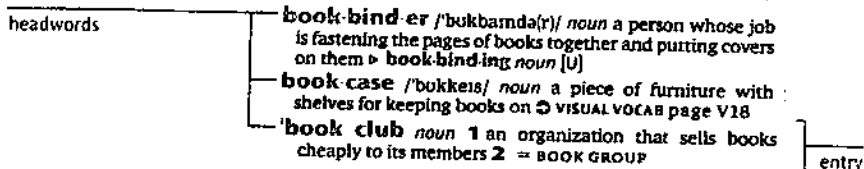
It is difficult to fully convey the tremendous value a Hornby scholarship adds to a person and a community. I salute the great A S Hornby for his vision and his endowment. One way of repaying the great debt we owe to him is to continue working for the empowerment of teachers of English and to take the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

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

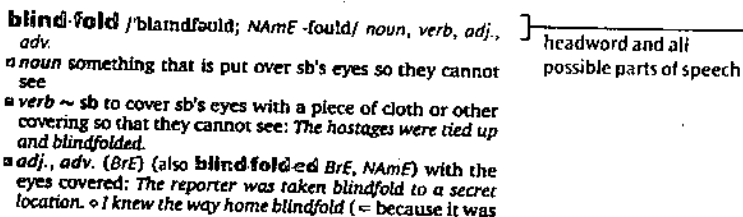
Key to dictionary entries

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.



Squares show where the information on each part of speech begins.

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

The small homonym number shows that this is the first of two headwords spelled *gill*.

gill¹ /gɪl/ *noun* [usually pl.] one of the openings on the side of a fish's head that it breathes through ◊ **VISUAL VOCAB** page V10

IMP ▶ to the 'gills (*informal*) completely full: *I was stuffed to the gills with chocolate cake.*

gill² /dʒɪl/ *noun* a unit for measuring liquids. There are four gills in a pint.

Different pronunciation is given at each headword.

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.

The variant spelling is given in brackets.

ban-is-ter (also **ban-nis-ter**) /'bæɪnɪstə(r)/ *noun* (*BrE*) also **ban-is-ters** [pl.] the posts and rail which you can hold for support when going up or down stairs: *to hold on to the banister/banisters* ◊ picture at **STAIRCASE**

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 /brɪ'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.

phrasal verbs section with symbol **PHV** (see pages R9-10)

fetch 0= /fetʃ/ verb

1 => (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 **SYN** sell for: The painting is expected to fetch \$10 000 at auction. **PHV** fetch and carry (for sb) to do a lot of little jobs for sb as if you were their servant **PHV** fetch 'up (informal, especially BrE) to arrive somewhere without planning to

idioms section with symbol **IDM** (see page R 14)

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.

Short cuts show the context or general meaning.

spin 0= /spɪn/ verb, noun

◦ verb (spɪn-ɪŋ, spun, spun /span/)

• **TURN ROUND QUICKLY** 1 => [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 => [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

Understanding and using the word

Words printed in larger type and with a **0=** 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.

abandoned 0= **AM** /əˈbændənd/ adj.

1 => 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 **AWL** (see page R44)

aardvark /ɑːˈdvɑːk; **NAME** /ɑːrdvɑːrk/ 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 /kɪŋ/ verb (clung, clung /kɪŋ/) 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. ◦ **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 /ˈhɑːti; **NAME** /hɑːti/ adj., noun ◦ adj. (heart-ɪər, heart-ɪ-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 R 12)

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

word used in definition that is not in the Oxford 3000

dock /dɒk; NAmE dɑ: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

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.

Special symbols show synonyms and opposites.

stable 0↔ **ADJ** /'steɪbl/ adj., noun, verb
 □ **adj.** 1 0↔ 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 0↔ (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 ▶ *stə'blɪ* /'stɛrblɪ/ adv.

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

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

words listed in order of how frequent they are

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

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

bear 0↔ /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

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

Compare refers you to a word with a contrasting meaning.

Numbers

- 10000-foot view** /,ten 'θauznd 'fot '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:rm; *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** /fɪf'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** /eɪ'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** /eɪ'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* əvə 'klɒk/ *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: 'sevn; *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: hʌndrəd ən sɪksti dɪgrɪ: '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, da: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** /,nʌm 'levn/ *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** /,nʌm wʌn 'wʌn/ the telephone number used in the US to call the police, fire or ambulance services in an emergency: (*NAME*) *Call 911.*
- 99** /,nʌmtɪ'nʌm/ *noun* (*BrE*) an ice cream in a cone with a stick of chocolate in the top
- 999** /,nʌm nʌm 'nʌm/ the telephone number used in Britain to call the police, fire or ambulance services in an emergency: (*BrE*) *Dial 999.*