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# Compact Oxford English Dictionary

for University and  
College Students

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**chloroform** **noun** a sweet-smelling liquid used as a solvent and formerly as a general anaesthetic.

– ORIGIN from **CHLORINE** + **FORMIC ACID**.

**chlorophyll** /klo-ruh-fil/ **noun** a green pigment which enables plants to absorb light so as to provide energy for photosynthesis.

– ORIGIN from Greek *khlōros* 'green' + *phullon* 'leaf'.

**chloroplast** /klo-ruh-plahst/ **noun** a structure in green plant cells which contains chlorophyll and in which photosynthesis takes place.

– ORIGIN from Greek *khlōros* 'green' + *plastos* 'formed'.

**chocaholic** **noun** variant spelling of **CHOCOHOOLIC**.

**choccy** **noun** (pl. **choccies**) informal chocolate, or a chocolate sweet.

**choc ice** **noun** Brit. a small bar of ice cream with a thin coating of chocolate.

**chock** **noun** a wedge or block placed against a wheel to prevent it from moving.

– ORIGIN Old French *çoche*.

**chock-a-block** **adjective** informal, chiefly Brit. completely full of people or things pressed close together.

– ORIGIN first in nautical use, with reference to tackle having two blocks (pulleys) running close together.

**chock-full** **adjective** informal filled to overflowing.

– ORIGIN unknown.

**chocoholic** (also **chocaholic**) **noun** informal a person who is very fond of chocolate.

**chocolate** **noun** **1** a food made from roasted and ground cacao seeds, eaten as a sweet or mixed with milk and water to make a drink. **2** a sweet made of or covered with chocolate. **3** a deep brown colour.

– DERIVATIVES **chocolatey** (also **chocolaty**) adjective.

– ORIGIN Nahuatl.

**chocolate-box** **adjective** Brit. (of a view or picture) pretty in a conventional or idealized way.

**chocolatier** /chok-uh-lat-i-er/ **noun** (pl. pronounced same) a person who makes or sells chocolate.

– ORIGIN French.

**choice** **noun** **1** an act of choosing. **2** the right or ability to choose. **3** a range from which to choose: *a menu offering a wide choice of dishes*. **4** a person or thing that has or can be chosen: *this disk drive is the perfect choice for your computer*. • **adjective** **1** of very good quality. **2** (of language) rude and abusive.

– PHRASES **of choice** chosen as one's favourite or the best: *champagne was his drink of choice*.

– ORIGIN Old French *chois*.

**choir** **noun** **1** an organized group of singers, especially one that takes part in church services. **2** the part of a large church between the altar and the nave, used by the choir and clergy.

– ORIGIN Old French *quer*, from Latin *chorus*.

**choirboy** (or **choirgirl**) **noun** a boy (or girl) who sings in a church or cathedral choir.

**choke** **verb** **1** prevent someone from breathing by squeezing or blocking their throat or depriving them of air. **2** have trouble

breathing. **3** fill a space so as to make movement difficult or impossible: *the roads were choked with traffic*. **4** (**choke something back**) suppress a strong emotion: *she choked back tears of rage*. **5** (**choke up** or **be choked up**) feel tearful or very upset. • **noun** a valve in the carburettor of a petrol engine used to reduce the amount of air in the fuel mixture.

– ORIGIN Old English.

**choker** **noun** a necklace or band of fabric which fits closely round the neck.

**chokey** **noun** Brit. informal, dated prison.

– ORIGIN Hindi, 'customs house, police station'.

**choky** **adjective** **1** having or causing difficulty in breathing. **2** having difficulty speaking as a result of strong emotion.

**cholecalciferol** /ko-li-kal-sif-uh-rol/ **noun** a form of vitamin D (vitamin D<sub>3</sub>), produced naturally in the skin by the action of sunlight.

– ORIGIN from Greek *kholē* 'gall, bile' + **CALCIFEROL**.

**choler** /kol-uh/ **noun** **1** (in medieval science and medicine) one of the four bodily humours, believed to be associated with an irritable temperament. **2** old use anger or bad temper.

– ORIGIN from Greek *kholē* 'bile'.

**cholera** /kol-uh-ruh/ **noun** an infectious disease of the small intestine which causes severe vomiting and diarrhoea.

– ORIGIN Latin, 'diarrhoea, bile'.

**choleric** /kol-uh-rik/ **adjective** bad-tempered or irritable.

**cholesterol** /kuh-less-tuh-rol/ **noun** a compound which occurs normally in most body tissues and is believed to lead to disease of the arteries if present in high concentrations in the blood (e.g. as a result of a diet high in animal fat).

– ORIGIN from Greek *kholē* 'bile' + *stereos* 'stiff'.

**chomp** **verb** munch or chew food noisily or vigorously.

– ORIGIN imitating the sound.

**chook** /chuuk/ **noun** informal, chiefly Austral./NZ a hen or chicken.

– ORIGIN probably from English dialect *chuck* 'chicken'.

**choose** **verb** (past **chose**; past part. **chosen**) **1** pick someone or something out as being the best of two or more alternatives. **2** decide on the course of action: *the men chose to ignore his orders*.

– ORIGIN Old English.

**choosy** **adjective** (**choosier**, **choosiest**) informal very careful when making a choice and so hard to please.

– DERIVATIVES **choosiness** **noun**.

**chop**<sup>1</sup> **verb** (**chops**, **chopping**, **chopped**) **1** cut something into pieces with repeated sharp, heavy blows of an axe or knife. **2** strike something with a short, heavy blow. **3** get rid of something or reduce it by a large amount: *the share price was chopped from 50p to 21p*.

• **noun** **1** a thick slice of meat, especially pork or lamb, next to and usually including a rib. **2** a downward cutting blow or movement. **3** (**the chop**) Brit. informal dismissal from employment, or the cancellation of a plan or project.

– ORIGIN variant of **CHAP**<sup>1</sup>.

**chop**<sup>2</sup> **verb** (**chops**, **chopping**, **chopped**) (in phrase **chop and change**) Brit. informal repeatedly change one's opinions or behaviour.

– ORIGIN perhaps related to **CHEAP**.

**chop-chop** **adverb & exclamation** quickly.

– ORIGIN pidgin English.

**chopper** **noun** **1** a short axe with a large blade.

**2** informal a helicopter. **3** (**choppers**) informal teeth. **4** informal a type of motorcycle with high handlebars.

**choppy** (**choppier, choppiest**) **adjective** (of the sea) having many small waves.

– DERIVATIVES **choppiness** **noun**.

**chops** **plural noun** informal a person's or animal's mouth, jaws, or cheeks.

– ORIGIN unknown.

**chopstick** **noun** each of a pair of thin, tapered sticks held in one hand and used as eating utensils by the Chinese and Japanese.

– ORIGIN pidgin English, from a Chinese dialect word meaning 'nimble ones'.

**chop suey** /chop soo-i/ **noun** a Chinese-style dish of meat with bean sprouts, bamboo shoots, and onions.

– ORIGIN Chinese, 'mixed bits'.

**choral** **adjective** relating to or sung by a choir or chorus.

– DERIVATIVES **chorally** **adverb**.

**chorale** **noun** a simple, stately hymn tune for a choir or chorus.

– ORIGIN from Latin *cantus choralis*.

**chord**<sup>1</sup> **noun** a group of three or more musical notes sounded together in harmony.

– DERIVATIVES **chordal** **adjective**.

– ORIGIN from **ACCORD**.

**USAGE:** Do not confuse **chord** with **cord**.

**Chord** means 'a group of musical notes' (an *E major chord*), whereas **cord** means 'thin string or rope' or 'a part of the body resembling string or rope' (the *spinal cord*).

**chord**<sup>2</sup> **noun** a straight line joining the ends of an arc.

– PHRASES **strike** (or **touch**) a **chord** say or do something that arouses sympathy, enthusiasm, etc. in others.

– ORIGIN a later spelling of **CORD**.

**chordate** /kor-dayt/ **noun** an animal of a large group, including all the vertebrates, which have a skeletal rod of cartilage supporting the body.

– ORIGIN from Latin *chorda* 'rope'.

**chore** **noun** a routine or boring task, especially a household one.

– ORIGIN from former *char* or *chare* 'an odd job'.

**chorea** /ko-ri-uh/ **noun** a disorder of the nervous system characterized by uncontrollable jerky movements.

– ORIGIN Greek *khoreia* 'dancing together'.

**choreograph** /ko-ri-uh-grahf/ **verb** compose the sequence of steps and moves for a ballet or other dance.

**choreographer** /ko-ri-og-ruh-fer/ **noun** a person who designs the steps and movements for a ballet or other dance.

**choreography** /ko-ri-og-ruh-fi/ **noun** **1** the sequence of steps and movements in a ballet or other dance. **2** the art of designing such sequences.

– DERIVATIVES **choreographic** **adjective**.

– ORIGIN from Greek *khoreia* 'dancing together'.

**chorine** /kor-eeen/ **noun** a chorus girl.

**chorister** **noun** a member of a church choir.

– ORIGIN Old French *cueriste*.

**chorizo** /chuh-ree-zoh/ **noun** (pl. **chorizos**) a spicy Spanish pork sausage.

– ORIGIN Spanish.

**chortle** **verb** laugh loudly with pleasure or amusement. • **noun** a loud laugh of pleasure or amusement.

– ORIGIN coined by Lewis Carroll in *Through the Looking-Glass*; probably a blend of **CHUCKLE** and **SNORT**.

**chorus** **noun** (pl. **choruses**) **1** a part of a song which is repeated after each verse. **2** a piece of choral music, especially one forming part of an opera or oratorio. **3** a large group of singers performing with an orchestra. **4** a group of singers or dancers in a musical or an opera.

**5** (in ancient Greek tragedy) a group of performers who comment on the main action of the play. **6** something said at the same time by many people. • **verb** (**choruses, chorusing, chorused**) (of a group of people) say the same thing at the same time.

– ORIGIN Latin, from Greek *khoros*.

**chorus girl** **noun** a young woman who sings or dances in the chorus of a musical.

**chose** **past of CHOOSE**.

**chosen** **past participle of CHOOSE**.

**choucroute** /shoo-kroot/ **noun** sauerkraut.

– ORIGIN French.

**chough** /chuff/ **noun** a black bird of the crow family with a red or yellow bill.

– ORIGIN probably imitating its call.

**choux pastry** /shoo/ **noun** very light pastry made with egg, used for eclairs and profiteroles.

– ORIGIN from French *chou* 'cabbage, rosette'.

**chow** /chow/ **noun** **1** informal food. **2** (also **chow chow**) a Chinese breed of dog with a tail curled over its back, a bluish-black tongue, and a thick coat.

– ORIGIN from pidgin English *chow chow* 'mixed pickle'.

**chowder** **noun** a rich soup containing fish, clams, or corn with potatoes and onions.

– ORIGIN perhaps from French *chaudière* 'stew pot'.

**chow mein** /chow mayn/ **noun** a Chinese-style dish of fried noodles with shredded meat or seafood and vegetables.

– ORIGIN Chinese, 'stir-fried noodles'.

**chrism** /kri-z'm/ **noun** a consecrated oil used for anointing in rites such as baptism in the Catholic, Orthodox, and Anglican Churches.

– ORIGIN Greek *khrisma* 'anointing'.

**Christ** **noun** the title given to Jesus. • **exclamation** used to express irritation, dismay, or surprise.

– DERIVATIVES **Christlike** **adjective** **Christly** **adjective**.

– ORIGIN Greek *Christos* 'anointed one'.

**christen** **verb** **1** name a baby at baptism as a sign of admission to a Christian Church.

**2** informal use something for the first time.

– DERIVATIVES **christening** **noun**.

– ORIGIN Old English, 'make Christian'.

**Christendom** **noun** literary the worldwide body of Christians.

**Christian** **adjective** relating to or believing in Christianity or its teachings. • **noun** a person

## 2.1 College

This section provides an introduction to some of the main types of writing that you will encounter at college and university. It will help you to prepare well-planned essays, reports, summaries, and other assignments, and also offers useful advice on note-taking, referencing, and plagiarism.

### ▶ ESSAYS AND DISSERTATIONS

As a student, you will find that it is essential to master the skill of writing well-reasoned, articulate, and well-presented essays. You will usually need to write essays as part of your coursework and in exams, and you may also be required to submit a dissertation (also called an *extended essay* or a *thesis*) in order to achieve a degree or similar qualification.

As you progress in your course of study, you will realize that, in addition to being crucial to gaining good grades and therefore a good qualification, successful essay-writing is also vital to successful learning. Once you have developed the ability to analyse an issue, research it, outline an argument and consider opposing arguments in a coherent way, give evidence for your viewpoint, and reach a conclusion, you should have gained a much clearer understanding of your subject in the process. You will also find that such skills will stand you in good stead in your working life.

#### *Coursework essays*

The main purpose of an essay is to provide a formal framework which will enable your tutors to assess your ability to construct a reasoned argument and to evaluate your understanding of an aspect of your subject. You are likely to be asked to write essays as part of your coursework or in an exam (there is more information on [Writing in Exams](#) on page 53).

It is likely that you will need to complete a number of essays during a course of study. Many tutors will give you instructions as to the length of an essay, and you should follow a structured format; you will find guidelines on this in the [Writing the essay](#) section below. Of course, different subjects require different approaches; there is no one way of writing in higher education and tutors may often have their own ideas as to what constitutes a good essay. If you are unsure as to what is

expected of you, it is a good idea to discuss what your tutor is looking for in your writing before you begin. The following guidelines are intended to serve as a general model for essays which can be adapted to the specific needs of your course.

Writing an essay can be thought of as a process, and as such you may find it helpful to break down the task of essay-writing into a number of stages. Here is a suggested approach to follow.

### Planning your time

Writing is a complex developmental process as well as a final product and everyone constructs an essay in different ways. Some students find that they have actually to start writing a first draft before they have a concept of what the final essay will be like, in order to discover what they are thinking. Others find that they can make notes and construct a plan from those notes at an earlier stage in their thinking.

Whatever kind of a writer you are, writing a schedule or action plan for each essay will help you to manage your time. The following example of a schedule gives you an outline of the types of activities you need to consider and it is particularly useful for someone who is able to prepare an essay in specific stages.

WEEK/DATE	ACTIVITY	NOTES
7–8 November	Preparation: think about question/discuss with tutor/assemble reading list	Appointment 10.30 am on Monday 7th
9–18 November	Library and other research	Need to book Simpson and Jarvis textbooks from Restricted Loan (try Thursday or Friday pm)
18/19 November	Assemble all notes/materials; write essay plan.	
20–25 November	Write essay	Two drafts; leave gap between 1 and 2
26 November	Final read through; final tweaks if necessary.	**Check references/bibliography. Ask Anna or Mark to read essay too if they have time!
27 November	Hand in essay	

As you become more experienced in academic study you will come to develop your own learning style and be able to assess how long you need to spend on these tasks. However, you should always leave yourself plenty of time for preparing and completing the essay.

### Understanding the essay question

As your first step in preparing for the essay, take some time to think about what the question means and what you are being asked to do. You may think that the question looks straightforward and want to charge straight in and begin reading, or even writing a first draft of your essay.

case you must ensure that your writing is neat and, above all, legible.

Here is an example of a covering letter for the CV/résumé shown on page 68:

26 Windmill Road  
Bristol  
BS2 6DP  
2 May 2007

Ms Kate Roberts  
Human Resources Manager  
Business Solutions International  
Ambassador House  
Marcham Way  
LONDON  
WC2 9TP

Dear Ms Roberts

**Vacancy for Business Analyst**

I am writing in reply to your advert for the above post, which appeared in *The Guardian* on Tuesday 30 April 2007, and I enclose my CV in application.

I am currently in the final year of a BA (Hons) course in Business Economics at City University, Bristol, and will graduate next month. I have always wanted to pursue a career as an economist within an international environment and have been able to tailor my studies to that end. I have obtained A grades in the Economic Data Analysis, International Economics, and Economics of Business Strategy modules, and am currently completing a dissertation on the growth of e-commerce in the European Union. I am fluent in spoken and written Spanish, having built on my A-level proficiency in that subject when working in Spain and Mexico.

In addition to the qualifications and abilities outlined above, I have kept my IT skills fully up to date (including MS Excel and Access) and am competent in a wide range of business data analysis operations. The post also requires someone with good communications skills who is able to negotiate with corporate clients: I enjoy making new contacts and establishing relationships with a wide range of people, and have successfully liaised with Spanish companies when arranging student activities while working in Seville.

I feel that the position offered would be ideal in giving me the opportunity to use my education and skills to provide a high level of service for the international client profile you describe. I look forward to hearing from you.

Yours sincerely

Sara Green

## *speculative job applications*

If you know that you want to work for a particular company but you have not seen an advert for a suitable vacancy, then you can submit a speculative job application. This will consist of your CV/résumé, tailored appropriately to the type of job you are interested in, together with a covering letter of application.

## Preparation

When approaching a prospective employer with a speculative application, it is vital first to build up a thorough background knowledge of the company and the types of career opportunities it can offer. You can do this by a number of means:

- watching out for job adverts that the company publishes in the local, national, or trade press
- visiting its website
- searching for articles about the company or its sector of the industry in the press or on the Internet
- talking to people who already work there (your careers adviser may well be able to put you in touch with former students who have joined a particular organization)

Once you have done this, you should also find out the name of the correct person or department to send your application to: you could find this out by phoning the company or consulting its website. This will ensure that your letter or email does not get mislaid or passed over.

## Composing the application letter/email

Read through the advice given in [Composing the letter](#) on page 70: all these points also apply for a speculative job application letter or email. In addition, you will need to:

- state at the outset who you are and what type of job you are interested in
- say why you are particularly interested in working for the organization
- outline what you can offer, focusing on specific skills, qualifications, or personal qualities

You could then finish your letter by stating when you would be available for work or for interview, or, in the event of no suitable vacancies being currently available, by asking the company to keep your details on file should any arise in the future. If you are applying by letter, you could enclose a stamped, self-addressed envelope to increase your chances of a response.

## Further action

If you are making a number of speculative applications to different organizations, make sure that you keep a copy of each letter/email and CV/résumé. You should also keep a list of companies whom you have contacted, together with a note of when you contacted them and what the outcome of your approach was, if any. If you are offered a job, it is