Compact Oxford English Dictionary
for University and College Students

Edited by
Catherine Soanes
with Sara Hawker

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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 k̂l̅h̄r̃̄os ‘green’ + phyllon ‘leaf’.

chloroplast /klo ruh-plahst/ noun a structure in green plant cells which contains chlorophyll and in which photosynthesis takes place.
- **origin** from Greek k̂l̅h̄r̃̄os ‘green’ + plastos ‘formed’.

choocaholic noun variant spelling of **chocaholic**.

choocy noun (pl. chooccies) 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 coche.

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.

choochy noun **chocholic** also 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.
- **derivatives** chocolatey (also chocolaty) adjective.

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

chocolatier /chu kaleh-lay/ noun (pl. pronounced same) a person who makes or sells chocolate.

cholecalciferol /ko leh-suh lleh fuh rol/ noun a form of vitamin D (vitamin D₃), produced naturally in the skin by the action of sunlight.
- **origin** from Greek kholē ‘gall, bile’ + CALCIFEROL.

choler /koh ler/ noun 1 (in medieval science and medicine) one of the four bodily humours, believed to be associated with an irritable temperament.
- **origin** from Greek kholē ‘bile’.

cholera /koh ler uh/ noun an infectious disease of the small intestine which causes severe vomiting and diarrhoea.
- **origin** Latin, ‘diarrhoea, bile’.

choleric /kuh ler ik/ 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’ + steroids ‘stiff’.

chomp verb munch or chew food noisily or vigorously.
- **origin** imitating the sound.

chouk /chewk/ noun informal, chiefly Austral./NZ a hen or chicken.

choosing /choozing/ noun informal a thick slice of meat, especially pork or lamb.

choosier /choo sih/ adjective choosiest informal very careful when making a choice and so hard to please.
- **derivatives** choosiness noun.

chop verb 1 (chops, chopping, chopped) 1 cut something into pieces with repeated sharp, heavy blows of an axe or knife.
- **derivatives** chopped.

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.
- **noun** 2 (of language) rude and abusive.

choirmaster /kohr mas ter/ noun the musical director of an adult or children’s choir.

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.
- **noun** 2 having difficulty in breathing.

1 having or causing difficulty in breathing.

2 having difficulty speaking as a result of strong emotion.

choke up verb 1 prevent someone from breathing.

2 feel tearful or very upset.

choke up verb 3 suppress a strong emotion: she choked back tears of rage.

choke something back verb 4 (choke something back) suppress a strong emotion: she choked back tears of rage.

choke something back verb 5 (choke up or be choked up) feel tearful or very upset.

choke something back verb 6 having difficulty in breathing.

choke something back verb 7 having difficulty speaking as a result of strong emotion.

choke something back verb 8 (choke something back) suppress a strong emotion: she choked back tears of rage.

choke something back verb 9 (choke up or be choked up) feel tearful or very upset.

choke something back verb 10 suppress a strong emotion: she choked back tears of rage.

choke something back verb 11 (choke up or be choked up) feel tearful or very upset.

choke something back verb 12 suppress a strong emotion: she choked back tears of rage.
chop-chop | Christian

- ORIGIN perhaps related to CHEAP.
- chop-chop adverb & exclamation quickly.

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.

chorus noun 1 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 noun 2 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 riu/uh noun a disorder of the nervous system characterized by uncontrollable jerky movements.

- ORIGIN Greek kheresia ‘dancing together’.

choreographer /ko riu oh ruh for/ noun a person who designs the steps and movements for a ballet or other dance.

- ORIGIN from Greek kheroia ‘dancing together’.

choreograph /ko riu uh graf/ verb compose the sequence of steps and moves for a ballet or other dance.

- DERIVATIVES choreographic adjective.

- ORIGIN from Greek kheresia ‘dancing together’.

choreography /ko riu uh roh 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 kheresia ‘dancing together’.

chorine /kor  een/ 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, chourusing, chourused) (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’.

chri sm /kri zim/ noun a consecrated oil used for anointing in rites such as baptism in the Catholic, Orthodox, and Anglican Churches.

- ORIGIN Greek khrisma ‘anointing’.

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

- DERIVATIVES Christlike adjective Christly adjective.

- ORIGIN Greek Khrisostos ‘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 literally the worldwide body of Christians.

Christian adjective relating to or believing in Christianity or its teachings. • noun a person
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
Effective writing for college and career

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.

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

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.
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