An Analysis of *Longman Dictionary of Contemporary English*, Third Edition

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1. Introduction

This is the third of the *LDCE* analysis that appeared in *Lexicon*. The first one in two parts was published in 1979 (No. 8) and 1980 (No. 9) immediately after the publication of the dictionary (1978). After a decade, the second analysis also in two installments (No. 18 (1989) and No. 19 (1990)) came one year after the issue of the New Edition of the dictionary (1987). In the lexicographical studies, *LDCE* was mainly compared with the following dictionaries: *CULD, LDAE, BBI, COBUILD, OALD, WNCD*; and in those researches we pointed out some major problems to be dealt with and several flaws to be remedied. It would be too much to say that the editing board of the *LDCE* headed by Ms. Della Summers responded to our suggestions and comments, but it was a pleasant surprise for us and other Japanese users to find the second edition of the dictionary improved and revised as we wished.

According to the Preface by R. Quirk, the new edition of the Dictionary has two core features: coverage and definition, and in the Introduction by Della Summers four solutions to the learners' problems are provided: Fast Access, Spoken English, Frequency, and Phrases and collocations. And the data for these features are based on the British National Corpus, Longman Lancaster Corpus, and Longman Learner's Corpus.

The front matter consists of Short Forms and Labels (inside front cover), Pronunciation Table and Special signs (i), Acknowledgements (iv), Contents (viii), Preface by R. Quirk (ix-x), Introduction by Della Summers, Director of Dictionaries (xi), Explanatory Chart (xii-xiii), and Guide to the Dictionary (xiv-xxii). The Dictionary A-Z has 1668 pages, which is a considerable increase on the previous editions: the first edition with 1280 pages and the second with 1229.

Six aspects of the dictionary — entries, pronunciation, definition, examples, grammatical information, illustration — are compared with those aspects of the previous editions and with those of other competing dictionaries from the standpoint of foreign learners/teachers of English.

2. Entries

2.1. *LDCE*[3] claims to contain "over 80,000 words and phrases," which is an increase of no less than 24,000 or 42 percent over its predecessor (56,000). An estimated 41,000 are listed as headwords[1], and the rest include entries of phrases and idioms, phrasal verbs, run-on derivatives, collocations, and other vocabulary items printed in dark type[2]. In this section, focusing our attention on headwords, phrases and idioms, phrasal verbs, and run-on derivatives, we will compare *LDCE*[3] with *LDCE*[2] to find out about the innovations in the new edition. We will also try to see whether the words that advanced learners are likely to look up are included in it.

2.2. Let us first look at the changes in the number of entries between the two editions. The following table (Table 1) shows the result of comparison made on an average of 2.5 pages of every one hundred of *LDCE*[3].

Our sampling reveals an increase of 49.2% as a whole. Phrases and idioms, among others, have brought the greatest change in number, and also

Table 1

	LDCE[2]	*LDCE*[3]	Plus / Minus
Headwords	707	842	+135 (+19.1%)
Phrases & Idioms	115	484	+369 (+320.9%)
Phrasal verbs	60	64	+4 (+6.7%)
Run-on derivatives	138	132	−6 (−4.3%)
Total	1020	1522	+502 (+49.2%)

noticeable is the increase in headwords. It is worthy of note that one of the innovations lies in the addition of many entries of "headwords" and "phrases and idioms", the salient features of which we will examine in more detail.

2.3.   The method of presenting headwords is much the same as in the second edition except, for example, that affixes (e.g. *osteo-,-ory*) are incorporated in the dictionary body instead of being listed in the appendices, and that the plural forms of some words (e.g. *dogs, thongs*), whose meanings were shown as separate headwords, are grouped together under their singular forms. There are, in addition, some alterations in the treatment of homographs (e.g. *beck, oriental*).

In our sampling, there are a total of 179 new entries of headwords. 57 of them are words which were in fact included in *LDCE*² but were treated differently: some were entered as run-on derivatives (e.g. *catcher, humiliation, potentially, starless*) or as variants (e.g. *beauty salon, doggie, pound sterling*), while others like *fashion house, law firm, remaining* were shown in the example sentences under the headword entries. Listed as separate headwords in *LDCE*³, they are easier to find and explained more clearly than in *LDCE*².

Apart from the above, our sampling includes 122 newly added words, and the most conspicuous feature of them is that 87, or 71.3% are compounds. The numbers of those that are written as two words, hyphenated, and written as a single word are 56, 7, and 24 respectively. Examples of each are:

(1)   Compounds written as two words:
  beauty contest, control key, controlled experiment, convenience store, conventional oven, dodge ball, dog handler, glee club, human resources, humpback whale, hung parliament, lawn chair, law school, post-viral syndrome, potato peeler, pot roast, potted plant, pound cake, staple gun, starter pack, third class, voice mail, voice print, voodoo economics, voting booth, voting machine, etc.

(2)   Hyphenated compounds:
  dog-end, glass-eyed, hung-up, fast-track, etc.

(3)   Compounds written as a single word:
  bedchamber, beefburger, docudrama, fastball, hungover, lawmaker, layover, osteoarthritis, potholder, starfruit, thirtysomething, voltmeter, etc.

The addition of many compounds as headwords suggests that the third edition of *LDCE* has come even closer to the American lexicographical tradition in a way, and it could be thought of as an attempt at user-friendliness for finding words. Another feature of the newly added words is that 20 (16.4%) are labeled as *AmE* in contrast to 10 (8.2%) of *BrE*. Some examples of American words are *D.O.A., docent, fashion plate, lawn bowling, lawn sign*. From the standpoint of Japanese learners and lexicographers as well, inclusion of more American words in learner's dictionaries is a blessing in that we are generally more exposed to American English than to British English.

2.4.   Much more striking differences lie in the entries of phrases and idioms. *LDCE*³ treats both (not only the latter) as separate meanings, paying particular attention to the spoken variety of English. What deserve special mention are: (i) a marked increase in entries, and (ii) a wider coverage of spoken phrases. The increase in number is largely due to the fact that phrases of various kinds are treated in the same way as idioms (i.e. "a group of words with a meaning of its own that is different from the meanings of each separate word put together") would be in traditional dictionaries. Of a total of 381 new entries in our sampling, 157 are new additions, while 224 are those which were treated in other ways in *LDCE*². That is, some were given as collocations or example phrases, and others were shown by means of grammar codes. The following are some of the examples, classified according to their previous treatment, which are now given higher status and treated as separate meanings in *LDCE*³.

(4)   (Collocations →):
  go to bed with, at your earliest convenience, make sth fast, be humanly possible, in other words, have a think, etc.

(5)   (Examples →):
  conventional medicine, glassy eyes/stare, safety-minded, voluntary society, set opinions, start young, etc.

(6)   (Grammar codes →):
    the beauty of, be glad of sth, be glad to do sth, be hungry for, be void of, the remainder, etc.

Also among the newly added items, there are several phrases that would not be treated as separate entries in traditional dictionaries. For example,

(7)   catch yourself doing sth, gleam with happiness/joy etc., political/ religious orientation, otherwise known as, be remembered for sth/as sth, be back where you started, etc.

What is expected of learner's dictionaries is to give full information on a wide variety of common phrases, regardless of idiomaticity, for decoding as well as encoding message; an entry such as *would-be actor/murderer etc* (i.e. "someone who hopes to have a particular job or intends to do a particular thing", s.v. *would-be*), although it is not an idiom in the strict sense of the word, proves to be useful for understanding an actual example in "Does this mean that a sentence of life imprisonment is just as effective as a death sentence in deterring *would-be criminals* from violent acts?"[3] Because frequency of particular combinations is a great factor in deciding what to enter as phrases, the quantity of computerized corpora is likely to attract our attention; yet their quality is no less important, as *LDCE*[3] rightly says "we believe that any corpora that consist largely of newspapers, scripted radio broadcasts, or old-fashioned written material cannot be used as resource on which to base an accurate description of the language, particularly not of frequency of usage."[4] Since the Longman Corpus Network has spoken as well as written material, it has been made possible to cover a wide variety of phrases. Most importantly, *LDCE*[3] gives a lot of definite and reliable information on spoken phrases, based on its Spoken English Corpora which are claimed to be natural and unscripted; phrases that are typically used in speech, rather than in writing, are labeled as *spoken*, and some important words have special "spoken phrases" boxes or paragraphs.

In our sampling, there are 68 entries of spoken phrases. 36 of them are independently labeled as *spoken*, while 32 are given in the separate boxes of "spoken phrases" under either *mind* (v.) or *think* (v.). Since information of

this kind is completely new to this edition and particularly helpful to the learner in producing language, let us quote all our examples below to give an overview of the innovation in *LDCE*[3].

(8)   Phrases labeled as *spoken*:
    (you) beauty! <*AustrE*>, just because . . . , a busy bee, think you're the bee's knees <*BrE*>, the Beeb, where's the beef? <*especially AmE*>, you won't catch me doing sth, you'll catch it <*BrE*>, what do you do (for a living)?, that will do!, do as you're told, what will you do for sth?, could do with, what shall we do with?/what have you done with?, it's a dog's life, doggone it <*AmE old-fashioned*>, as far as I'm/we're concerned, as far as sth is concerned, as far as I know/as far as I can remember, I wouldn't go as far as to say, far from it, far be it from me to do sth, so far so good, not so fast, my humble apologies, in my humble opinion, give sb the hump/get the hump <*BrE*>, a hundred per cent, there's no law against (it), to my mind <*BrE*>, great minds think alike, have a potter/go for a potter, Don't (you) start! <*BrE*>, you started it!, this big/ many etc, sth gets my vote.

(9)   "Spoken phrases" box under *mind* (v.)
    never mind, never you mind, mind you <*BrE*>, would/do you mind, I wouldn't mind, do you mind!, if you don't mind, if you don't mind my saying so, mind! <*BrE*>, mind out! <*BrE*>, don't mind me, I don't mind if I do.

(10)   "Spoken phrases" box under *think* (v.)
    I think, I think I'll, I think so/I don't think so/I think not, I thought (that), I should/would think, I can't think who/where/what, do you think (that) . . . ?, who/what etc do you think?, (now I) come to think of it, who would have thought?, I thought as much, just think!, you would have thought (that)/you would think (that), anyone would think (that), I wasn't thinking/I didn't think, to think (that) . . . !, think nothing of it, if you think . . . , you've got another think coming!, when you think about it, that's what you/they etc think!

Although many of the above phrases would not be treated on their own in general dictionaries because they are not so fixed as to be called idioms (e.g. *what do you do (for a living)?*, *do as you're told*, *you started it!*, *that's what you/they etc, think!*), making an explicit mention of spoken phrases of high frequency considerably enhances the value of *LDCE* as a learner's

dictionary. In fact, entries of this kind might be more necessary for the average learner than some true idioms of very low frequency. We appreciate the editors' efforts to cover a wide variety of phrases, both written and spoken, based on the corpora, and it is hoped that they will make further improvements in collecting and analyzing corpora of spoken and written texts that will be even more representative of the range of language varieties necessary for the users of *LDCE*.

2.5.   Lastly, let us see briefly how far *LDCE*³ will meet the advanced learner's needs in reading texts. We have applied it to two articles of different subject matter from *Time* magazine, "Future Tech Is Now" (July 17, 1995, pp. 38–43) and "The U.N. at 50: Who Needs It?" (October 23, 1995, pp. 18–25). Our tentative examination of the texts reveals that there are some 50 words at least which are probably unfamiliar to the average Japanese college student, and that most of them are included in *LDCE*³. Some examples from the former article are *biogradable, genetic engineering, *genome, *Green revolution, superconductivity, *voice mail*, and from the latter are *counterinsurgency, pork-barrel, supremo* (asterisked items are new additions to *LDCE*³). There are some entries that are not found in any of *OALD⁵, COBUILD² or CIDE*: **cookie-cutter, démodé, quietus, tocsin*. Although a few words are missing (i.e. *Blue Helmet, demolition derby, Lou Gehrig's disease, rattletrap*), the coverage in *LDCE*³ proves to be enough for us to understand the texts examined, and it will be true of other material that Japanese college students read in learning English. (K. Urata)

3.   Pronunciation

3.1.   As shown in Table 2, the phonetic symbols for transcribing British pronunciation in *LDCE*³ are much the same as those in the previous edition, while the symbols for showing American pronunciation have changed considerably, and this in turn has brought some change to the scheme for showing British pronunciation.

3.2.   The phonetic symbols for consonants remain unchanged in this edition. They are so much the same in other dictionaries of this type that we do not need to make further reference to them here.

3.3.   The introduction of /ɒː/ for the vowel of s*o*ft and th*ough*t in Ameri-

can pronunciation seems to be the most remarkable change in the phonetic scheme of *LDCE*³. We welcome this change as it reflects the phonetic facts, since the tongue position of this vowel has been lowered and now it is more appropriate to transcribe it with /ɒː/, rather than with /ɔː/.[1]

3.4.   The vowel of h*o*me, which used to be transcribed as /əʊ/ for both British and American pronunciation in the previous editions, is shown as /əʊ|oʊ/ in *LDCE*³. We welcome this, too, but it should be noted that this transcription is not due to any change in American pronunciation, but to the change in attitude towards differentiating British and American pronunciation.

3.5.   Word-final postvocalic *r*, which used to be indicated as /ʳ/ for both British and American pronunciation, is indicated separately in *LDCE*³. Consequently, vowels of such words as f*ur*, h*ere*, p*air*, st*ar*, w*ar*, t*ire* and the second vowels of ass*ure* and fath*er* are differentiated (See Table 2).[2]

3.6.   The weak vowel /ə/, appearing before /r/ when an r-diphthong is followed by a weak vowel as in *serious*, used to be transcribed as /ə/ to suggest that it may or may not appear. In *LDCE*³, it is separately indicated for British and American pronunciation, reflecting the phonetic fact that /ə/ in this position is more likely to appear in British pronunciation.[3]

3.7.   All the changes cited above are results of the efforts to differentiate British and American pronunciation and to show the sounds as accurately as possible. We thoroughly approve this attitude and welcome all these changes, though we cannot but wonder if *LDCE*³ can really afford to devote so much space to the separate transcription for British and American pronunciation.

3.8.   As we pointed out before,[4] the symbol /ɚː/ or /ɜː/ for the vowel of n*ur*se and the symbol /ɚ/ for the second vowel of teach*er* should be added to the scheme, in order not to give the impression that these monophthongs are pronounced as diphthongs.

3.9.   There have been few changes in the British pronunciations given in the dictionary. It is worth noting, though, that the vowel of p*oor* and s*ure* is shown as /ɔː/, instead of /ʊə/. This corresponds with the first pronunciation given in *LPD*, and seems to reflect the current tendency.[5]

3.10.   Stress shift is shown in *LDCE*³ far more carefully than in the pre-

vious editions. Lots of words, e.g., *adenoidal, Japanese, occupational, aboriginal* and *absentee* have been newly assigned the mark /◄/.

3.11. American pronunciations given in the dictionary remain almost the same except for the change in symbols.

3.12. Stress marks on idioms were far from satisfactory in *LDCE²*, but it is very regrettable that *LDCE³* seems to have given them up completely. This is something that goes against the needs of users. We hope that stress marks on idioms as well as on phrasal verbs will soon be assigned in this dictionary. It does not take up space to do that. And, in

Table 2   British and American Pronunciation of Vowels in *LDCE²* and *LDCE³*

	LDCE²	*LDCE³*
branch	/brɑːntʃ‖bræntʃ/	/brɑːntʃ‖bræntʃ/
palm	/pɑːm/	/pɑːm/
lot	/lɒt‖lɑːt/	/lɒt‖lɑːt/
soft	/sɒft‖sɔːft/	/sɒft‖sɒːft/
thought	/θɔːt/	/θɔːt‖θɒːt/
home	/həʊm/	/həʊm‖houm/
fur	/fɜːr/	/fɜː‖fɜːr/
nurse	/nɜːs‖nɜːrs/	/nɜːs‖nɜːrs/
hurry	/ˈhʌri‖ˈhɜːri/	/ˈhʌri‖ˈhɜːri/
here	/hɪər/	/hɪə‖hɪr/
pierce	/pɪəs‖pɪərs/	/pɪəs‖pɪrs/
pair	/peər/	/peə‖per/
scarce	/skeəs‖skeərs/	/skeəs‖skers/
star	/stɑːr/	/stɑː‖stɑːr/
start	/stɑːt‖stɑːrt/	/stɑːt‖stɑːrt/
war	/wɔːr/	/wɔː‖wɔːr/
horse	/hɔːs‖hɔːrs/	/hɔːs‖hɔːrs/
assure	/əˈʃʊər/	/əˈʃʊə‖əˈʃʊr/
assured	/əˈʃʊəd‖-ərd/	/əˈʃʊəd‖əˈʃʊrd/
tire	/taɪər/	/taɪə‖taɪr/
tired	/taɪəd‖taɪərd/	/taɪəd‖taɪrd/
power	/paʊər/	/paʊə‖paʊr/
powerful	/ˈpaʊəfəl‖ˈpaʊər-/	/ˈpaʊəfəl‖ˈpaʊr-/
father	/ˈfɑːðər/	/ˈfɑːðə‖-ðər/
Saturday	/ˈsætədi‖-ər-/	/ˈsætədi‖-ər-/
serious	/ˈsɪəriəs/	/ˈsɪəriəs‖ˈsɪriəs/

a way, it might be even more urgent than, for example, differentiating British and American pronunciation of the vowel of home, since stress patterns of idioms and phrasal verbs are not always self-explanatory.

(A. Shimizu)

4. Definitions

4.1. The definitions in *LDCE³* have been made even easier to understand and to access than in *LDCE²*. This is largely due to the non-use of round brackets in definitions, and to the introduction of "Signposts" in longer entries. We will focus on these two features first, and then we will look at the policy concerning the arrangement of meanings in *LDCE³*. The points we would like to stress in this section are user-friendliness and frequency.

4.2. As for the·use of round brackets in definitions, there are big differences between *LDCE²* and *LDCE³*. While brackets were sometimes used in definitions in *LDCE²* to "show that part of a definition can be either included or left out" and to "give information about how and when a word is normally used," they are not used at all in *LDCE³*, with the result that the kind of information previously given in brackets is now left out or, more often, given in other ways. Let us see some of the changes which result from the non-use of brackets. Compare the definitions in [2] (= *LDCE²*) and [3] (= *LDCE³*). (Cf. *LDCE²* F35)

<Brackets to show inclusion or exclusion of part of a definition>

(a) *bed and breakfast*

[2] (a private house or small hotel that provides) a place to sleep for the night and breakfast the next morning (s.v. **bed and breakfast**)

[3] a private house or small hotel where you can sleep and have breakfast, or this type of place (s.v. **bed and breakfast**)

(b) *ossify*

[2] to (cause to) change into bone (s.v. **ossify** 1)

[3] to change into bone or to make something change into bone (s.v. **ossify** 2)

<Brackets to give information on word use>

(c) *wow*

[2] (an expression of surprise and admiration) (s.v. **wow**[1] *interj*)

[3] used when you think something is impressive or surprising (s.v. **wow**[1] *interjection*)

(d) *glean*

[2] to gather (facts or information) in small amounts and often with difficulty (s.v. **glean** 1)

[3] to find out facts and information slowly and with difficulty (s.v. **glean** 1)

(e) *palpitate*

[2] (of the heart) to beat fast and irregularly (s.v. **palpitate** 1)

[3] if your heart palpitates, it beats quickly and irregularly (s.v. **palpitate** 1)

(f) *glaucous*

[2] (of a leaf, fruit, etc.) covered with a fine whitish powdery surface (s.v. **glaucous**)

[3] a glaucous leaf or plant has a fine white powdery surface (s.v. **glaucous**)

The use of brackets in definitions has its advantages and disadvantages. It makes the definitions more precise and compact, but at the same time makes them the more complicated. Definitions like (a) and (b) are cases in point. Particularly in (b) where both transitive and intransitive uses of a verb are shown, the definition format in *LDCE*[3] seems to be more user-friendly as a learner's dictionary, though it may be rather space-consuming.

(c) is an example of defining an interjection, where no proper definition is given because the word has no real meaning. *LDCE*[3]'s definition in (c) which is introduced by the word "used" is rule-based. That is, "the definition consists of rules expressing how the lexeme being defined is used, i.e. for what purposes and in what contexts." (Cf. Jackson 1988, p. 135.) *LDCE*[3] makes an extensive use of this type of definition without putting them in brackets, with regard to spoken phrases (e.g. *just because*) as well as interjections and function words. Below is an example of a rule-based definition of a spoken phrase.

[3] **just because . . .** *spoken* used to say that although one thing is true, it does not mean that something else is true (s.v. **because** 3)

Next let us see (d), which illustrates the method of defining transitive verbs. There is a difference in the treatment of the object of a verb between the two editions. *LDCE*[2] maintained interchangeability of the headword and the definition by putting the object in brackets, whereas *LDCE*[3] ignores syntactic interchangeability and gives an easier definition without confronting the user with brackets. The same principle is also followed in defining prepositional phrases. Take a phrase *because of* for instance.

[2] **because of** by reason of; as a result of (s.v. **because** 2)

[3] **because of** as a result of a particular thing or of someone's actions (s.v. **because** 2)

As compared to *LDCE*[2], *LDCE*[3]'s definition above is more user-friendly in the sense that it shows typical objects of the prepositional phrase in an easy-to-understand way, but it is done at the expense of syntactic interchangeability. Judging solely from the definitions, the difference in syntactic properties between *because of* (preposition) and *therefore* (adverb) is not clear enough, since *LDCE*[3]'s definition of *therefore* is "as a result of something that has just been mentioned" (s.v. **therefore**). *LDCE*[3]'s method of expressing typical objects of transitive verbs and prepositional phrases explicitly is a welcome feature in a learner's dictionary, but it means that we have to pay closer attention to their word classes and the grammar codes shown before the definitions and also the illustrative examples which follow them, particularly for productive purposes.

Now let us turn to (e) and (f), which are examples of full sentence definitions. This method of defining, which has been one of the distinctive features of *COBUILD* since its first publication, is occasionally used in *LDCE* for the first time in this new edition. It is especially used to show a typical subject of a verb (as in (e)) and to show selectional restrictions for an adjective (as in (f)). Definitions are written in natural English, in a way that is easier to understand than in a traditional way of bracketing additional information. Full sentences are also used to show a typical object as well as a typical subject of a verb as in the following examples.

[3] if a place commands a view, you can see something clearly from it (s.v. **command**[2] *v* 5)

[3]   if a ship docks or you dock a ship, it sails into a dock (s.v. **dock²** *v* 1)

Unlike *COBUILD*, *LDCE³* gives full sentence definitions only when they seem easier to understand than traditional types of definition. The method used in *LDCE³* is an eclectic approach. Although this may give an impression of being inconsistent, it is to be welcomed as a user-friendly approach, considering not only the advantages but also the disadvantages of using full sentences in definitions.

4.3.   "Signposts" are shown in longer entries to help the user find the right definition easily and quickly. In the entry *organ*, for example, there are "signposts" such as ▶ **BODY PART** ◀, ▶ **MUSICAL INSTRUMENT** ◀, ▶ **ORGANIZATION** ◀, ▶ **NEWSPAPER/MAGAZINE** ◀, and ▶ **PLANT** ◀ before the definitions.

"Signposts" are words or short phrases of various kinds: synonyms, short definitions, hypernyms, typical subjects or objects of verbs, contexts and so on. They are usually equal to the most distinctive words or phrases used in the definitions. Some examples of signposts are given below. Note the relationship between the headword and the signpost on the one hand, and the signpost and the definition on the other.

<synonym>
▶ **HIT** ◀ to hit someone or something many times with your hand or with a stick (s.v. **beat¹** *v* 2)

<short definition>
▶ **END AN ARGUMENT** ◀ to end an argument by agreeing on something (s.v. **settle¹** *v* 3)

<hypernym>
▶ **ANIMAL** ◀ a very common animal that people keep as a pet or to guard a building (s.v. **dog¹** *n* 1)

<typical subject>
▶ **DOG** ◀ if a dog begs, it sits up with its front legs off the ground (s.v. **beg¹** *v* 7)

<typical object>
▶ **TOOTH** ◀ if a baby cuts a tooth, the tooth starts to grow (s.v. **cut¹** *v* 15)

<context, purpose etc.>
▶ **IN PARLIAMENT** ◀ a process in which members of the British parliament vote for something by dividing into groups (s.v. **division** 8)
▶ **FOR BLOCKING LIGHT** ◀ something you use to reduce or block light (s.v. **shade¹** *n* 2)

Generally speaking, the use of signposts is another welcome innovation in terms of user-friendliness. Regrettably, however, they are not noticeable enough as they are, because there are many other phrases and collocations that are also printed in dark type on the same page. There is some room for improvement in typography.

Besides signposts, there is another new device for easier access to the right definition. In some of the longer entries such as *sense*, there is a "menu" at the beginning of the entry to indicate the sections of meanings that are grouped together. The menu at **sense¹** (*n*), for example, consists of ① **JUDGMENT/UNDERSTANDING**, ② **A FEELING**, ③ **MAKE SENSE**, ④ **SEE/SMELL/TOUCH ETC**, ⑤ **SKILL/ABILITY**, ⑥ **MEANING**, ⑦ **CRAZY/SILLY**, and ⑧ **OTHER MEANINGS**. It is indeed a useful guide, without any problems in layout at all. I never fail to look through any menu provided, before going through the definitions in the entry.

4.4.   As for the arrangement of meanings, *LDCE³*'s policy is quite different from that of *LDCE²*. *LDCE³* lists meanings in order of frequency, and one of the most noticeable features in this connection is its treatment of phrases and idioms. While *LDCE²* listed idioms in alphabetical order after all the other definitions, *LDCE³* arranges idioms and phrases treated as separate meanings in order of frequency. Take the entries for *contrary* for example. Let us see the differences in the arrangement of meanings between the second and the third edition of *LDCE*.

contrary
[2]   **1** [*the* + S] *fml* the opposite: *They say he is guilty, but I believe the contrary.* **2 on the contrary** (used for expressing strong opposition or disagreement with what has just been said) not at all; no: . . . **3 to the contrary** to the opposite effect; differently: . . . (s.v. **contrary¹** *n*)
[3]   **1 on the contrary** used for showing that you disagree completely

with what has just been said: . . . **2 to the contrary** showing that the opposite is true: . . . **3 the contrary** the opposite of what has been said or suggested: *They say he is guilty, but I believe the contrary.* (s.v. **contrary**[1] *n*)

"The opposite", which is undoubtedly the most basic meaning of this word, was put first in *LDCE*[2], but comes last in *LDCE*[3]. This is presumably owing to its lowest frequency. It is a case in point which shows that priority is given to frequency in determining the arrangement of meanings.

Let us see another example from *LDCE*[3]. The following is an entry for *beg* where the meanings of the headword and of the phrases that contain it are arranged in order of frequency. Signposts in 2, 3, and 7 indicate a synonym, typical objects and a typical subject of the headword *beg*, and the definitions follow them in the dictionary. In 1, 4, 5 and 6, phrases that contain the headword *beg* are treated as separate meanings, and they are defined in the form of the phrases. Note that a common spoken phrase *I beg your pardon* is listed as the first meaning because of the frequency with which the word *beg* is used in the phrase.

beg
[3]   **1 I beg your pardon   2 ▶ ASK ◀   3 ▶ MONEY/FOOD ◀**
      4 I beg to differ   5 beg the question   6 be going begging
      7 ▶ DOG ◀   (s.v. **beg** *v*)

It is clear from the above that *LDCE*[3] gives prominence to phrases and idioms by treating them as separate meanings, and by arranging them in order of frequency along with the other meanings instead of listing them on their own at the end of the entry.   (K. Urata)

5. Examples

5.1. *LDCE*[3] states in "Guide to the Dictionary" (p. xvi) that all the examples are based on what they find in the spoken and written corpus material in the Longman Corpus Network, adding "Some examples are taken direct from the corpus; some have been changed slightly from the corpus to remove difficult words; and some have been written specially for

the entry." It is impossible to tell exactly how authentic *LDCE*[3]'s examples are, but we may safely say that even invented examples are based more or less on findings from the corpus material. On the whole, the examples are easy to understand. One of the new features which have made them easier to understand is *LDCE*[3]'s fuller treatment of the figurative use of some words. As for words which are often used in a figurative way, *LDCE*[2] occasionally showed their use by just giving examples preceded by a note (fig.), without providing any explanation. In what follows, the first and the second example sentences show the literal meaning of the word *grab*, and the third one shows its figurative use.

[2]   **1** to take hold of (a person or thing) with a sudden rough movement, esp. for a bad or selfish purpose: *He grabbed the money and ran off. | They grabbed her by the arm and forced her into their car. |* (fig.) *Don't miss this chance to travel — grab it before the boss changes her mind.* (s.v. **grab**[1])

LDCE[2] seems to have assumed that the figurative meaning of this word is self-evident. *LDCE*[3], on the other hand, has abandoned this seemingly user-*un*friendly way of showing the figurative use solely by giving examples. Instead, it treats it as a separate meaning and explains it more clearly.

[3]   **5 grab a chance/opportunity** *informal* to take the opportunity to do or have something immediately: *Grab your chance to travel while you're still young!* (s.v. **grab**[1])

The figurative use of the word is given prominence and is explained fully in the third edition, which is a welcome new feature in terms of user-friendliness. Some more examples of similar cases are given below. Take note of the examples marked as "(fig.)" in *LDCE*[2] and their treatment in *LDCE*[3].

[2]   **2** [A] causing this feeling: *looking down from a* **dizzy height** *|* (fig.) *She rose to the dizzy height* (= important position) *of vice-president.* (s.v. **dizzy**)
[3]   **2 the dizzy heights** *humorous* an important position: *Naomi had reached the dizzy heights of manageress.* (s.v. **dizzy**)

[2] **1** [C; U] (the ability to make) the sound(s) produced in speaking and singing: . . . (fig.) "*I don't think you should get married." "Ah, the voice of experience!*" (= you are saying that because of your own (bad) experience) (s.v. **voice¹**)

[3] **8 the voice of reason/sanity/experience etc** opinions or ideas that are reasonable, sensible, based on experience etc: "*Marriage is a very risky business." "Ah, there speaks the voice of experience!*" (s.v. **voice¹**)

As is evident from the above, figurative examples marked as such in *LDCE²* receive fuller treatment in *LDCE³*.

5.2.   The most noticeable feature to be mentioned here is *LDCE³*'s treatment of collocations. As compared to *LDCE²*, collocations have increased greatly in number in the new edition. Thus at *settlement*, the number of collocations shown in dark type is two in *LDCE²*, while it is five (or, we might say, as many as ten) in *LDCE³*. One finds in *LDCE²* such collocations as **reached a settlement** and **in settlement of**, while in *LDCE³* one finds **reach/achieve a settlement, negotiated/political/peaceful etc settlement, divorce/peace/financial etc settlement, out-of-court settlement**, and **in settlement**.

In *LDCE³*, "collocations are shown in dark type, and are followed by a short definition in brackets, or an example, or both." ("Guide to the Dictionary" p. xvi.) Let us illustrate the three different ways of presenting collocations, with examples taken from the entry for *step*.

> **take a step** *Take two steps forward and one step back.* | **retrace your steps** (= go back the way you came) | **direct/bend your steps** *literary* (= walk in a particular direction) *The sun was setting as he bent his steps towards home.* (s.v. **step¹** *n* 1)

Collocations are given far more prominence in *LDCE³* than in *LDCE²*, and this is undoubtedly a very welcome innovation, especially for productive purposes. What is more, *LDCE³* claims that collocations are shown in frequency order, with the most important collocations coming first. At *express*, for example, collocations are shown in the following order.

> **express sympathy/fear/anger etc, express interest, express opposition to, express thanks/gratitude, express yourself, can't ex-**

press (s.v. **express¹** *v* 1)

It is difficult to assess the extent to which *LDCE³*'s ordering of collocations represents real English in frequency, but their efforts to show them in order of frequency should be properly appreciated from an educational point of view. To sum up, the value of examples throughout the dictionary has been raised considerably owing to its thorough treatment of collocations: there is an abundance of collocations, which are given typographical prominence and clear explanation, arranged in order of frequency.

<div align="right">(K. Urata)</div>

6.   Grammatical Information

Grammatical information on the words contained in *LDCE³* is comprised of three parts: the word class of a headword, the inflections of words, and the word's syntax ── the various patterns in which a word combines with other words to make (parts of) sentences. This section mainly reviews how the last category of grammatical information is provided in this new edition; that is, what kind of grammatical information is provided with regard to the word's syntax and how it is presented as compared with the two predecessors, *LDCE¹* and *LDCE²*.

6.1.   Word Class

As for the word class, there is not much to say, except that some minor reclassification of headwords has been made. Five word classes are newly introduced: *number* (example: **two, third¹, hundred**), *modal verb* (example: **can, will**), *quantifier* (example: **much², most²**), *prefix* (example: **dis-, in-**) and *suffix* (example: **-ness, -able**). Even though the number of headwords under the new word class of *number* is quite small, their treatment lacks consistency. For instance, **first** and **second¹** are classified as *number*, whereas the word class of *n* [C], and not *number*, is attached to **fifth** and **fourth**, and yet **third** and **ninth** are given, in a separate entry, both *number* and *n* [C]. The same inconsistent treatment holds true of *modal verbs*. The proper label-presentation is given only to **cannot, must¹, ought**, and **should**. Thus **cannot**, which is properly labeled as *modal verb*, **must¹** as *modal verb* [negative short form **mustn't**], **ought** as *modal verb*, and

should as *modal verb* [negative short form **shouldn't**] are in clear contrast with the others; **can** is labeled and presented as *strong v* [modal verb], **could** as *modal verb 3rd person singular* **could** *negative short form* **couldn't**, **may¹** as *modal verb negative short form* **mayn't**, **might¹** as *modal verb negative short form* **mightn't**, **shall** as *modal verb negative short form* **shan't**, **will** as [modal verb] *v*, and **would** as *v* [modal verb]. Thus we have four different presentations for one word class which comprises as few as ten headwords: we have the word class *modal verb* for **must¹**, *strong v* [modal verb] for **can**, [modal verb] *v* for **will**, and *v* [modal verb] for **would**. In addition, a more systematic presentation of the negative short form for each modal verb is required. Incidentally, it is puzzling that the *third person singular* form is cited only for **could**. Overall a much more careful and consistent treatment and presentation should be included.

6.2. Word Inflection

Concerning the word inflection, one innovation noticeable at first glance is that the irregular inflections of nouns, verbs, adjectives and adverbs are now fully spelled out, with their grammatical (or inflectional) notation placed in front. Thus, for example, we have the inflectional presentations of *plural* **oases** for **oasis**, *past tense* **rode**/*past participle* **ridden** for **ride**, and *comparative* **better** *superlative* **best** for **well¹**. In *LDCE²*, however, the inflectional presentations were shown in the simplest and the least space-consuming way; the respective forms were **-ses; rode, ridden;** and **better, best**. This welcome improvement derives from the principle of user-friendliness pervading the new edition.

6.3. Word's Syntax

6.3.1. Directionality in Presentation

One of the most widely known views of the lexicon is that "the lexicon is really an appendix of the grammar, a list of basic irregularities" (Bloomfield 1933: 274). This view conforms to a frequently articulated desideratum for an ideal lexicon — a lexicon that contains the minimum information necessary and that therefore has to provide a record of precisely the idiosyncratic information associated with each lexical item. Since a word's meaning is necessarily idiosyncratic, the inclusion of a word's

meaning in its lexical entry conforms to Bloomfield's characterization of the lexicon as a locus of idiosyncrasy. But how should we consider the inclusion of a word's grammar in its lexical entry?

Let us now examine the way in which word-grammatical information is provided in *LDCE³*. Comparing the newest edition with its immediate predecessor *LDCE²*, one of the major revisions is that the letter grammar codes such as [I] and [L] , the total number of which was nine in *LDCE²*, are now drastically reduced to four. The letter codes retained in the newest edition are [I] (intransitive) and [T] (transitive) for the verb, and [C] (countable) and [U] (uncountable) for the noun. The other five letter codes that were employed in *LDCE²* but are eliminated in *LDCE³*, *i.e.* [A] (attributive), [F] (following the noun), [L] (linking verb), [P] (plural), and [S] (singular), are now spelled out in full and replaced by much more user-friendly terms. They are [only before noun], [not before noun], [linking verb], [plural] and [singular] respectively. The grammar codes used in the original *LDCE¹* amounted to as many as 80, which is twenty times the number of those in *LDCE³*. (The codes set up in *LDCE¹* were made up of 19 capital letters such as [A] and [C], the capital letter with an Arabic numeral such as [B3] and [T5], or the capital letter combined with a small letter and an Arabic numeral such as [Wa3] and [Wv5]. *LDCE¹* made use of six small letters and ten Arabic numerals altogether.) *LDCE¹* attracted considerable attention in TESL circles and was even labeled 'the revolutionary dictionary' for these 80 epoch-making grammar codes, but the drastic reduction in the number of grammar codes in the newest edition seems to imply that the pressure for user-friendliness has been so strong that it has forced the 'revolutionary' code presentations that *LDCE¹* once boasted to be changed into plain, explicitly written-out presentations. In view of user-friendliness, this directional change of presentation seems to be on the right track.

6.3.2. Grammatical Information on Verbs

The tendency to treat the lexicon as a locus of idiosycrasy leads to collocational presentations of verbs in dark type instead of systematized presentations of word-grammar. For instance, in *LDCE²* **feed¹** had the systematized word-grammatical presentations of 1 [T **(on, with)**], 2 [I

(on)], 3 [T + *obj* + *adv/prep*], 4 [T + *obj*(*i*) + *obj*(*d*)] and 5 [T], whereas **feed**[3], its equivalent in *LDCE*[3], has the collocational presentations of 1 [T] a) **feed sth to sb | feed sb on sth**, 2 [T], 3 [I], 4 [T] **feed sth with | feed sth into | feed sth to sb**. Space-consuming, expository presentations are employed to the detriment of systematicity in grammatical presentation. Another example to cite here for illustration is the grammar code for **stand** 12 'to accept successfully or without undesirable results' in *LDCE*[1]. The original code [Wv6;T1, 3, 4: *usu. nonassertive*] in *LDCE*[1] was revised to **stand** 15 [T *usu. in questions and negatives; not in progressive forms*] [+ *v-ing*] [*v* + *obj* + *v-ing*] in *LDCE*[2]. In *LDCE*[3] the grammatical information about this specific meaning of **stand** is presented in a much more simplified way than in its two predecessors. It is subdivided into **stand** 9 [T], **stand** 10 [I, T] followed by **stand sth** and **stand sb doing sth** in dark type, and **stand** 11 [T]. The use of dark-type collocational presentations to show the grammatical pattern in 'written-out' form represents a major change in the policy of grammatical presentation. Thus we find the tendency toward a simpler presentation of word-grammatical information all the more noticeable in the latest edition. Yet, in terms of systematic informativeness the grammatical information given in *LDCE*[2] seems to have been of greater value to intermediate and advanced English learners, because those who can make full use of *LDCE*-type dictionaries must have a command of English at the intermediate or advanced level.

6.3.3.   Grammatical Information on Adverbs

What seems to be a novel attempt from the viewpoint of grammatical information is that the grammatical label [sentence adverb] is attached to some adverbs and adverbials. Adverbs and adverbials are classified into adjuncts, subjuncts, disjuncts, and conjuncts depending upon how they modify a central element in a sentence or upon the way they link one clause with another. Of the four subclasses of adverbs, disjuncts and conjuncts are called sentence-modifying adverbs or "sentence adverbs." Disjuncts express the speaker's comment, evaluation and value judgment of, or attitude toward the content of what is being said. On the other hand, conjuncts express the speaker's assessment or judgment of the relation between two adjoining clauses or sentences. In *LDCE*[3], however, the label

[sentence adverb] is attached to disjuncts and conjuncts without making any distiction between the two. Thus this bundling together of disjuncts and conjuncts under one label poses a problem; since disjuncts and conjuncts are syntactically and semantically different as mentioned above, it seems only proper that they be given different labels. My suggestion, therefore, is that [linking adverb] should be the proper label for conjuncts, whereas [sentence adverb] should be retained exclusively for disjuncts.

In addition to the problem of distinction, there is the problem of inconsistency of labeling: some disjuncts and conjuncts rightly bear the label [sentence adverb], but others do not. Disjuncts which have the label [sentence adverb] attached to them are **actually**, **admittedly**, **alas**, **allegedly**, **apparently**, **basically**, **briefly**, **certainly**, **clearly**, **commercially**, **essentially**, **evidently**, **fortunately**, **frankly**, **happily**, **hopefully**, **ideally**, **incredibly**, **indeed**, **ironically**, **maybe**, **naturally**, **normally**, **obviously**, **officially**, **originally**, **outwardly**, **personally**, **plainly**, **predictably**, **presumably**, **privately**, **probably**, **regretfully**, **regrettably**, **remarkably**, **reportedly**, **reputedly**, **sadly**, **seemingly**[1], **seriously**, **significantly**, **specifically**, **supposedly**, **surely**, **technically**, **thankfully**, **theoretically**, **tragically**, **unfortunately**, and **unhappily**.

But it is also appropriate to include at least some of the following disjuncts as well: **academically**, **(more) accurately**, **advisably**, **altogether**, **amazingly**, **annoyingly**, **appropriately**, **arguably**, **artistically**, **assuredly**, **avowedly**, **bluntly**, **broadly**, **candidly**, **characteristically**, **cleverly**, **conceivably**, **confidentially**, **conveniently**, **decidedly**, **definitely**, **fatally**, **figuratively**, **flatly**, **generally**, **honestly**, **inevitably**, **likely**, **literally**, **luckily**, **mercifully**, **metaphorically**, **patently**, **perhaps**, **possibly**, **really**, **roughly**, **sensibly**, **simply**, **somehow**, **strictly**, **truly**, **truthfully**, **undoubtedly**, **unquestionably**, and **wisely**.

Some disjuncts appear as bold phrases in the form of either **to put it ~ly** or **~ly speaking**, but without the grammatical label [sentence adverb]. Some such examples are **to put it bluntly [simply]** and **broadly [comparatively, generally, roughly, strictly] speaking**.

These bold adverbial phrases as well as bold phrases such as **really and truly**, **rightly or wrongly**, **quite rightly**, **likely as not**, **funnily enough**

and single-form disjuncts are both semantically and functionally equivalent. Thus labeling like [sentence adverbial] for these adverbial phrases would make this dictionary more accessible for the users. Moreover, the fact that bold phrases such as **oddly enough, strangely enough, not surprisingly** bear the label [sentence adverb] whereas **funnily enough** and **quite rightly** do not is another case of inconsistency.

Conjuncts bearing the label [sentence adverb] include **accordingly, anyhow, anyway, consequently, equally, finally, firstly, further, furthermore, hence, incidentally, instead, lastly, likewise, meantime, meanwhile, moreover, nevertheless, nonetheless, otherwise, overall, second(ly), similarly,** and **thus**. Equally important conjuncts such as **also, alternatively, altogether, besides, conversely, eventually, first, however, therefore,** and **third(ly)** should carry the label. Thus far we have shown that the treatment of the label [sentence adverb] in *LDCE*³ faces two other problems.

Bold phrase adverbials like **in a sense, in actuality, in general, in (point of) fact, as a matter of fact, to be honest/frank,** and **to be sure** should be labeled [sentence adverb]. By the same token, bold phrase adverbials such as **in addition, on the contrary, on the other hand, if anything, by the way, first of all, after all, in the final/last analysis, above all, to begin with** and many others should bear the label [linking adverb].   (M. Matsuyama)

7.   Illustrations
7.1.   The total number of illustrated words has somewhat increased in *LDCE*³, though at first sight *LDCE*³ seems to contain much fewer illustrations accompanying entry words compared with *LDCE*². Of over 550 illustrations[1] in *LDCE*², more than 350 have been purged, while only about 200 entry words have been newly accompanied by illustrations in *LDCE*³, which gives an impression that *LDCE*³ contains fewer illustrations. *LDCE*³ boasts "over 2300 words illustrated, including 24 pages of full colour"[2], though it is not clear what is required of a word to be counted as "illustrated". In order to assert that *LDCE*³ contains as many as 2,300 illustrated words, we would have to count as illustrated almost all the

words appearing in the illustrations whenever there are (parts of) pictures corresponding to them (e.g. parts of a car, organs of a human body, and both *sheet* and *newspaper* in a picture showing *a sheet of newspaper*). In the same manner, we could also estimate that some 2,000 words were illustrated in the "over 550 " pictures in *LDCE*², and it should be noted that the number of illustrated words has not increased as greatly as suggested on the dust cover of *LDCE*³.

7.2.   There has been a drastic change in the choice of words to be illustrated. Over 300 of the 470 pictures of nouns, which accounted for 85.5%[3] of all the pictures in *LDCE*², have disappeared, leaving lots of words such as *cat, blossom, flower, church* and *pot* without illustrations. Most of these nouns are of the kind that need no pictures[4] in a dictionary of this type, and we appreciate the efforts made to concentrate the use of illustrations where they are really needed as part of the definitions. About 100 nouns such as *thistle, commuters, satelite dish, bagel, samosa* and *mobile phone* have been newly illustrated. Apparently, most of these new pictures seem to have been added for cultural reasons, though there are cases for which we cannot guess why.

Although we rated highly the efforts shown in *LDCE*² to use illustrations as an important part of definitions of words with abstract meanings such as *degree, focus* and *refraction*, as well as those including ideas of process, such as *cartwheel* and *diffuse*[5], most of such pictures have been deleted, with only a few new ones added in *LDCE*³. Pictures showing groups of related objects, such as *the solar system* and *chairs*, have been one of the features of *LDCE*². Of the 54 such pictures, 24 have been purged, while several (e.g. *pieces* and *vegetable*) have been relocated in colour pages in *LDCE*³.

7.3.   Very little space used to be devoted to pictures for illustrating words other than nouns in *LDCE*¹⁻², but now *LDCE*³ contains over 180 pictures illustrating verbs (of which 21 are for phrasal verbs), including excellent ones explainig the differences between related verbs (and verbal phrases), such as *hear-listen, nod-shake one's head* and *steal-rob* in the main pages. Five of the colour pages featuring verbs (Verbs in the Kitchen, Physical Contact1–2, Sounds, and Types of Walk) have been all successfully de-

signed to show the meanings of related verbs.

Pictures illustrating phrasal verbs such as *fill in, take off* and *tell off*, also have drastically increased in number, considering that *LDCE*² contained only 3 illustrated phrasal verbs, *mop up, prop up* and *roll out*, all of which have lost their pictures for some reason.

7.4. Illustrations for adjectives seem to have been greatly enriched, though most of the 17 pictures illustrating adjectives in *LDCE*² have been deleted. In the colour pages are lots of adjectives for describing people and clothes, as well as various conditions of being "broken", while in the main pages newly added illustrations explain the meanings of adjectives such as *boring, dizzy, sharp-blunt*, and *thick-thin* appropriately.

7.5. Prepositions and adverbs were hardly illustrated in the previous editions. In *LDCE*³, however, a whole colour page has been devoted to prepositions of position and direction, with a picture of a cycle race, and a newscaster using 15 prepositions in his on-the-spot broadcast. We appreciate this as an ambitious and successful innovation. Illustrations for adverbs are much the same as in *LDCE*², though it should be noted that adverbial phrases such as *arm in arm, neck and neck* and *with one's legs crossed* have been illustrated.

7.6. Colour pages have been well exploited by using them for showing colours and for describing people. It is worth noting that the pictures on the colour pages tell us that the editors of *LDCE*³ are well conscious of the fact that peoples of various ethnic backgrounds are now speaking English.

7.7. Generally speaking, we rate highly *LDCE*³'s ambitious attempts to illustrate and its attitude towards what and how to illustrate. Nevertheless, we sometimes cannot help wondering about the criteria for purging and adding illustrations. Why have *acorn* and *thistle* been illustrated while pictures illustrating any other nuts and flowers have totally disappeared? And now that *hand* has lost its detailed illustration, we cannot find out what to call our fingers!

7.8. A cross-reference is indispensable when the picture illustrating an entry word does not accompany it, so that the user looking up the word may have access to the illustration. If we take one of the colour pages titled RESTAURANT on page 918 for example, we find that a verbal phrase,

TAKE THE ORDER, and a compound noun, *coat stand*, are lacking cross-references under the entries. Four of the words illustrated there, *chef, apron, cutlery*, and *cheeseboard* are assigned cross-references under the entries but with wrong page numbers. The verb POUR not only lacks cross-reference, but is given an independent illustration of its own accompanying the entry word. Another such example is *waistcoat*, which is illustrated on both p.984 and p.1604, again lacking cross-reference under the entry. Just to mention a few more examples, *pattern, fabric* and *clothes* lack the cross-references to direct users to the colour pages titled PATTERNS AND FABRICS and DESCRIBING CLOTHING. We cannot but conclude that a systematic cross-check across all the illustrations has yet to be done to get rid of such flaws and to make the dictionary more useful, at the same time saving space for other essential elements, such as grammatical and usage information.   (A. Shimizu)

8. Conclusion

By way of concluding remarks, let us give a summary of the analysis.

As for Entries, the addition of many compounds as headwords and the inclusion of more specifically American items are welcome features of the new edition. And the efforts to cover a wide variety of phrases, both written and spoken, have made this edition useful for non-native learners of English. A brief test has proved the coverage in *LDCE* to be enough for the advanced learner's needs.

Concerning pronunciation, the symbols for showing American pronunciation have changed considerably, and the effort to differentiate British from American pronunciation and to show the sounds as accurately as possible is welcome. Although the stress shift is shown in this new edition far more carefully than in the previous editions, it is regrettable that the new edition has given up indicating stress marks on idioms and phrasal verbs.

In describing definitions, two technical devices newly adopted in this edition — the non-use of round brackets in definitions and the introduction of Signposts in longer entries — have successfully helped the dictionary users to understand and to access the definitions. Signposts would

serve better if they were typographically improved. "Menu" is also a useful guide. Meanings of a headword, along with its idioms and phrases treated as separate meanings, are arranged in order of frequency.

As for examples, the new edition treats the figurative use of a word as a separate meaning and explains fully the figurative example, which is a new feature in terms of userfriendliness. Collocations and examples are given special prominence so that they may be of use for productive purposes.

As for grammatical information, among the newly introduced word classes, number and modal verb, consistent treatment in label-presentation is required. The welcome improvement about word inflection and syntactic information is in written-out presentation systems for the great benefits of users. Reduction of the letter grammatical codes from nine in *LDCE*² to four in the new edition is also on the right track when it comes to userfriendliness. So is the use of dark-type collocational presentations to show the grammatical pattern in written out form. As regards sentence adverbs which pose problems, a suggestion — the use of [linking adverb] — is made by the reviewer.

As for illustrations, there has been a drastic change in the choice of words to be illustrated. Pictures illustrating verbs, verbals, phrasal verbs are successfully designed in this edition. Ambitious colour pages devoted to the illustration of prepositions and adverbs are informative. A systematic cross check across all the illustrations has yet to be done.

In preparing learner's dictionaries, there are two vital assignment problems. One is the handling of the language corpus and the other is dictionary user research. As the language database gets larger and more sophisticated, it gets more difficult to use it properly for dictionary-making. We believe the motto of the Longman dictionary "Corpus-based, but not corpus-bound" still to hold good with this edition. As English is coming near to the status of linga franca in various parts of the world, users of EFL dictionaries will become larger in number and more variegated. It is hoped that the lexicographers at Longman will keep themselves informed about prospective users of the dictionary. The dictionary, which is placed between two extremes in terms of principal characteristics ("the *ALD* presenting (still) a traditional approach, *COBUILD* at the other extreme of

innovation, *LDOCE* somewhere in between". cf. Allen (1996), p. 44), will hold to a middle course, steered by lexicographical flexibility of the editorial team.

NOTES

Section 1

We wish to thank Prof. Robert H. Thornton for reading and suggesting improvements. All errors that remain are our responsibility.

Section 2

1) Our counting on every five pages estimates the number of headwords to be 40, 944.

2) Cf. Shimizu et al. (1989, p. 236): "*LDCE*² says it contains some 56,000 entries, It should be noted that the term entry includes all boldfaced vocabulary entries in the main body as well as word beginnings and endings in the back matter sections."

3) From Thomas J. Swinscoe, *Reading for Real: An Intermediate Reading Text* (Tokyo: Newbury House/Shohakusha, 1994), p. 38. The entry-form in *LDCE*³ shows very clearly that the adjective *would-be* can be used in combination with a noun referring to a person who does something wrong, as well as a noun referring to a person who does a particular job. Cf. *OALD*⁵ (s.v. *would-be*).

4) *LDCE*³, dust cover.

Section 3

1) Some Americans do not distinguish the vowels of *cot* and *caught*. Wells (1982), p. 473.

2) Transcription for the vowel of *flower*, *flour*, *power* and *sour* in American pronunciation varies between /aʊr/ and /aur/ in *LDCE*³. This, however, seems to have nothing to do with phonological analysis, but comes from mere inconsistency.

3) Transcription varies again, when /aʊr/(or,/aur/ʔ) is followed by a weak vowel, thus *floury* is /ˈflaʊəri‖ˈflauri/, while *flowery* is /ˈflaʊəri/ in *LDCE*³.

4) Shimizu, A. et.al. (1990), p. 42.

5) In Pronunciation Table (p. i), however, *sure* is still given as the keyword of /ʊə/.

Section 6

1) Italicized *sentence adverb* in **seemingly** 2 should be [sentence adverb].

Section 7

1) *LDCE*², F 49.

2) *LDCE*³, dust cover.

3) Shimizu, A. et al. (1989), p. 230.

4) Landau says, " . . simple words need no pictures: they need definitions." Landau (1984), p. 112.

5) Shimizu, A. et al. (1989), p. 230.

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BBI Benson, Morton, Evelyn Benson, and Robert Ilson (comps.) *The BBI Combinatory Dictionary of English: A Guide to Word Combinations.* Amsterdam: John Benjamins, 1986.

CIDE Cambridge International Dictionary of English. Cambridge: CUP, 1995

COBUILD[2] *Collins COBUILD English Dictionary*, New Edition. London: Harper Collins, 1995.

CULD Chambers Universal Learners' Dictionary. Edinburgh: Chambers, 1980.

LDAE Longman Dictionary of American English. A dictionary for Learners of English. New York: Longman, 1983.

LDCE[2] *Longman Dictionary of Contemporary English*, New Edition. Harlow: Longman, 1987.

LDCE[3] *Longman Dictionary of Contemporary English*, 3rd ed. Harlow: Longman, 1995.

LPD Longman Pronunciation Dictionary. Harlow: Longman, 1990.

OALD[5] *Oxford Advanced Learner's Dictionary of Current English*, 5th ed. Oxford: OUP, 1995.

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