

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

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1. Introduction

The sixth edition of the *Longman Dictionary of Contemporary English* (henceforth *LDOCE6*) came out in 2014 after an interval of five years from the publication of the previous edition. During this five year period, we have seen updates of several major monolingual dictionaries for advanced learners:

- 2010: *Oxford Advanced Learner's Dictionary of Current English*, eighth edition (henceforth *OALD8*)
- 2011: *Oxford Advanced American Dictionary for Learners of English* (henceforth *OAAD*)
- 2012: *Collins COBUILD Advanced Dictionary of English*, seventh edition (henceforth *COBUILD7*)¹⁾
- 2013: *Cambridge Advanced Learner's Dictionary*, fourth edition (henceforth *CALD4*)
Longman Advanced American Dictionary, third edition (henceforth *LAAD3*)

It is intriguing to note that Oxford and Cambridge continue to attach CD-ROM versions to their book-format dictionaries, while COBUILD and Longman have discontinued this custom. It is also noteworthy that *OALD8*, *OAAD*, and *COBUILD7*²⁾ have mobile app versions (either for iOS or Android), but *CALD4* and *LAAD3* do not, even though they did with previous versions. Among those five dictionaries named above, *LAAD3* is different in that Longman offers

free access to its online version only to those who purchase the dictionary, while online versions of other dictionaries are not restricted to their purchasers.³⁾ In the age of information technology, in which the always-on Internet connection is not unusual any more, and the use of tablets or mobile phones is becoming far more prevalent than that of desktop computers, it appears that dictionary makers are grasping for means to offer extra value to accord with the new age.

As is the case with the installment of the Academic Word List,⁴⁾ the preceding release of *LAAD3* has enabled us to predict some characteristics which the new edition of *LDOCE* might have. One such feature has to do with the format of the media available to the learners. The new edition of *LDOCE* no longer comes with its CD/DVD-ROM version, and its mobile app version is not on the market as expected. Instead, Longman offers free online access to the *Longman Dictionary of Contemporary English* online at <http://www.longmandictionaries.com> to those who purchase the book version of *LDOCE6*. The content of *LDOCE6*-online is, in fact, far richer than that of *LDOCE6*-book. The other feature we have been expecting is the introduction of the *Longman Communication 9000*, the *LAAD3* version of which is titled the *Longman 9,000 Word List*. A glance at any page is enough to notice the newly introduced marking of headwords among others; that is, the three-circle symbols indicating that the headwords belong to the *Longman Communication 9000*.

Another conspicuous feature in the pages of *LDOCE6*, apart from what we can expect from *LAAD3*, is the studded GRAMMAR boxes, which are apparently an upgraded version of what were installed in *LDOCE5*.

The main theme of this paper is to review *LDOCE6* in comparison with its previous version, *LDOCE5*, in order to see what updates have been made in this revision. Thus, it is quite natural that a relatively large amount of pages are devoted to the topics of the *Longman Communication 9000* and the GRAMMAR boxes.

This paper consists of seven sections. Section 2 deals with the comparison of headwords between *LDOCE5* and *LDOCE6*, the *Longman*

Communication 9000, and the treatment of the Academic Word List. Section 3 reviews the phonetic transcription schema employed in *LDOCE6* in comparison with *LDOCE5* and the *Longman Pronunciation Dictionary*. In Section 4, definitions, examples, and other miscellaneous information provided within main entries in *LDOCE6* are compared with those in *LDOCE5*. Section 5 covers grammar and usage, which includes the detailed discussion of the GRAMMAR boxes. Lastly, in Section 6, we review the COLLOCATIONS and THESAURUS boxes. The summary of this paper is given in Section 7.

2. Headwords

In this section, we look at headwords in *LDOCE6*. Our discussion includes the comparison of headwords between *LDOCE5* and *LDOCE6*, the nature of the *Longman Communication 9000*, and the labeling of headwords which are the members of the Academic Word List.

2.1. The comparison of headwords between *LDOCE5* and *LDOCE6*

Let us first take a look at headwords which are newly introduced in *LDOCE6* and headwords in *LDOCE5* which are not included in *LDOCE6*.

For the purpose of comparing headwords between *LDOCE5* and *LDOCE6*, we prepare sample material in accordance with the following procedure.¹⁾

We pick up headwords from five pages in every multiple of 100 in *LDOCE6*-book. If the first headword on the first page of the five-page group is numbered, then we extend our sample scope backward until we pick up the first headword of the set of the numbered headwords (thus, we begin with **brain**¹ on page 200 instead of **brain**² on page 201, which is to be the first page of the group 3). Likewise, if the last headword on the last page of the group is numbered, we then extend our sample scope forward until we pick up the last headword of the numbered set (thus, we end with **read**² on page 1506 in the group 16).

Table 2.1 Scope of the sample material

	pages		headwords
Group 1	1–6	A ¹	absent ²
Group 2	101–105	attired	avant-garde
Group 3	200–206	brain ¹	break ²
Group 4	301–305	Christmas stocking	City, the
Group 5	401–405	cosignatory	counter-revolution
Group 6	500–505	dirty ¹	discordant
Group 7	600–605	escape ¹	Euro-
Group 8	701–705	flower power	foist
Group 9	801–805	Grand Ole Opry, the	greenwash
Group 10	901–905	humidifier	hyperlink
Group 11	1000–1005	keyboard ¹	king
Group 12	1101–1106	magnitude	make ²
Group 13	1200–1205	multiple ¹	mutton
Group 14	1300–1305	overflow ¹	own ²
Group 15	1401–1405	ponytail	portraiture
Group 16	1500–1506	rate ¹	read ²
Group 17	1601–1605	S ¹	salary
Group 18	1700–1705	silt ¹	sir
Group 19	1801–1805	stiletto	stooped
Group 20	1901–1905	theorem	thing
Group 21	2000–2005	unknown ¹	unsettling
Group 22	2100–2106	work ¹	world ²

The coverage of our *LDOCE6* sample material so built is shown in Table 2.1. Headwords in *LDOCE5* are also picked up within the scope of the sample material shown in Table 2.1.

The number of headwords so collected in each group is shown in Table 2.2. The total numbers of main headwords, run-on headwords, and phrasal verbs in *LDOCE6* within the scope of our sample material are 2,469, 360, and 123, respectively. Since the total number of pages of the A-Z dictionary part of *LDOCE6* is 2,125, our sample material, which covers 110 pages, represents approximately 5.2% of the dictionary. It is, therefore, estimated that the total numbers of headwords

Table 2.2 Number of headwords in the sample material

	<i>LDOCE6</i>				<i>LDOCE5</i>			
	main	run-on	phv [†]	Total	main	run-on	phv [†]	Total
Group 1	112	16	2	130	110	17	2	129
Group 2	137	25	1	163	131	26	1	158
Group 3	88	10	14	112	85	11	14	110
Group 4	134	20	6	160	132	20	6	158
Group 5	103	12	8	123	101	12	6	119
Group 6	87	26	1	114	87	26	1	114
Group 7	117	33	0	150	118	33	0	151
Group 8	117	8	5	130	116	8	5	129
Group 9	144	17	3	164	141	17	3	161
Group 10	132	24	7	163	131	24	7	162
Group 11	99	11	8	118	95	11	8	114
Group 12	80	6	16	102	80	6	16	102
Group 13	131	29	1	161	129	29	1	159
Group 14	131	23	1	155	129	24	1	154
Group 15	119	9	7	135	119	9	7	135
Group 16	83	9	13	105	83	9	13	105
Group 17	124	14	4	142	125	14	4	143
Group 18	113	16	7	136	113	16	7	136
Group 19	133	17	8	158	133	17	8	158
Group 20	72	5	0	77	72	5	0	77
Group 21	164	29	0	193	163	29	0	192
Group 22	49	1	11	61	48	1	11	60
Total	2,469	360	123	2,952	2,441	364	121	2,926

†: "phv" stands for "phrasal verb"

and run-on headwords in *LDOCE6* as a whole are to be 47,481 and 6,923.

The headword to headword comparison between *LDOCE5* and *LDOCE6* reveals that there is not a large scale addition or deletion of headwords in the revision.²⁾

Within the scope of our sample material, 27 main headwords, which approximately account for 1.1% of the main headwords in the sample material, are newly added to *LDOCE6*³⁾:

abandonware, audiobook, augmented reality, autistic spectrum, autistic spectrum disorder, autogas, brainfreeze, brainmelt, ciabatta, citizen journalism, cosy²⁺, couch surfing, fly-tipping, granita, graphene, green-collar, hydrogenated, key worker, keylog, keylogger, Kindle, multi-user, munter, oversharing, salami slicing, unlike³, working families tax credit

As you can see, headwords like **abandonware, augmented reality, citizen journalism, keylog, keylogger, Kindle, multi-user, unlike³** are related to computers or the Internet, and **green-collar, autistic spectrum, autistic spectrum disorder** have something to do with things in which people are becoming more interested in these recent years; it is quite natural that these headwords are newly included in the new edition in accordance with the changing times, and we see no drastic change in the policy of headword selection between *LDOCE5* and *LDOCE6*. Note that *LDOCE6* also includes two new phrasal verbs, **cosy up** and **cosy up to sb**, under the newly introduced main headword **cosy²** above.

Recall that in Table 2.2, *LDOCE5* has 4 more run-on headwords than *LDOCE6*. This is because these 4 run-on headwords in *LDOCE5* shown below are upgraded to main headwords in *LDOCE6* (inside parentheses are the main headwords which contain them in *LDOCE5*):

abruptly (abrupt), availability (available), brainstorm² (brainstorming)⁵, overwhelmingly (overwhelming)

We do not find any instances in which main headwords in *LDOCE5* become run-on headwords in *LDOCE6*.

The following 3 main headwords in *LDOCE5* are not included in *LDOCE6*:

EU, the: in *LDOCE6* **European Union** is listed in the letter **E** with its abbreviation **EU**

S & L: in *LDOCE6* **savings and loan association** is listed in the letter **S**, but its abbreviation is not indicated

S & M: in *LDOCE6* **sadomasochism** is listed in the letter **S**

with its abbreviation **S & M**

As you can see, all of them are abbreviations, and note that non-abbreviated original phrases are still listed in *LDOCE6*.

2.2. *The Longman Communication 9000*

Let us move on to the discussion of the *Longman Communication 9000*, which, as the name indicates, is the massively expanded version of the *Longman Communication 3000* in *LDOCE5*. In this sub-section, we briefly look into the development of the method of marking important words in *LDOCEs* and *LAADs*, and review the *Longman Communication 9000* in terms of its contents and its relationship with the frequency information indicated by the SW symbols. Also a comparison is made between the *Longman Communication 9000* and the *Longman Communication 3000*.

2.2.1. **The development of the method of marking important words**

Here we review how the method of providing information on important headwords has developed over a succession of *LDOCE* and *LAAD* dictionaries.

The convention of marking important headwords begins in *LDOCE3* (1995), in which “the 3000 most frequent words in both spoken and written English” (*LDOCE3*: xi) are accompanied by the symbols S1, S2, S3, W1, W2, or W3 (or any combination of S and W) in the margin. A small notation is also given in the bottom margin on the odd pages, which reads “**1** 000, **2** 000, **3** 000 most frequent words in **S**spoken and **W**ritten English.” The back cover of the dictionary says the purpose of the marking is “to show learners which words are important.”

LAAD1 (2000) also adopts the marking system, claiming: “The dictionary also shows which are the most frequently used words in spoken and written English, If the number 1 appears in the symbol, then the word is among the 1,000 most frequent words in Spoken or

Written English. The number 2 indicates that a word ranks between 1,001 and 2,000 on the list, and the number 3 shows that a word ranks between 2,001 and 3,000" (*LAAD1*: xix). The frequency information is provided in the form of a small table in the margin.

LDOCE4 (2003) comes as "the first full-colour Longman ELT dictionary" (*LDOCE4*: xi), and the "top 3000 most frequent words are indicated in red" (*ibid.*). The SW symbols are allocated immediately after the corresponding headwords rather than in the margin. The "How to use the dictionary" section explains: "The 3000 most common words in English are printed in red letters. This shows you which are the most important words to know. S2 means that the word is one of the 2000 most common words in spoken English. W2 means that the word is one of the 2000 most common words in written English" (*LDOCE4*: xiv).

The explanation of the marking is more or less the same in *LAAD2* (2007): "The 3000 most frequent words in spoken and written English are highlighted in red. This shows you the important words you need to know. S1 S2 S3 show which are the most frequent 1000/2000/3000 words in spoken English. W1 W2 W3 show which are the most frequent 1000/2000/3000 words in written English" (*LAAD2*: ix).

The common features shared among these four dictionaries are that no specific name is given to the group of words as a whole, and that they do not provide a list of the 3,000 most frequent words in any form.

LDOCE5 (2009) is different in these points. First, it uses the name of the *Longman Communication 3000* for the first time in order to describe the selection of 3,000 headwords: "The 3000 most common words in English – the *Longman Communication 3000* – are printed in red letters. This shows you which are the most important words to know" (*LDOCE5*: xi). Second, *LDOCE5* has an appendix titled "*Longman Communication 3000*," in which the dictionary gives a page of explanation and the entire list of *Longman Communication 3000* headwords with their SW frequency marks. In this explanation, *LDOCE5* also gives an account of the SW symbols: "To ensure that

users have access to the appropriate information, the *Longman Dictionary of Contemporary English* marks all the words that are in the *Longman Communication 3000* in red accompanied by special symbols: W1, W2, and W3 for words that are in the top 1000, 2000 and 3000 most frequent words in written English, and S1, S2 and S3 for the top 1000, 2000 and 3000 most frequent words in spoken English” (*LDOCE5*: 2044).

LAAD3 (2013) employs a different framework, and the number of words in the list is drastically expanded to 9,000, hence the group of these important words are referred to as the *Longman 9,000 Word List*. *LAAD3* does not give the actual list of these 9,000 words, but it has one and a third pages of explanation of the list, from which we can easily postulate that recent literature in vocabulary acquisition by Paul Nation, and Diane Schmitt and Norbert Schmitt has more than a little influence on the enlargement of the vocabulary list⁶⁾:

Longman dictionaries have traditionally highlighted the 3,000 most frequent words in English, so that learners know which words they need to learn first in order to understand 80% of the language. Research into vocabulary acquisition (by Paul Nation, and Diane Schmitt and Norbert Schmitt) has shown, however, that the size of vocabulary needed for a reader to be able to understand a wide variety of authentic texts may be as large as 8,000–9,000 word families. (*LAAD3*: xi)

The *Longman 9,000 Word List* is “divided into three bands and marked with circles” (*ibid.*), thus ●●●, ●●○, and ●○○ represent “high frequency words,” “mid frequency words,” and “low frequency words,” respectively. The high frequency words are “the top 3,000 words” on the *Longman 9,000 Word List*, the mid frequency words are “the next most important 3,000 words,” and the low frequency words are “the less frequent yet important 3,000 words.” In addition to this new type of frequency marking, *LAAD3* inherits the conventional three levels of SW symbols to indicate “the 1,000 most frequent words in written and spoken English,” “the next 1,000 (1,000–2,000) most frequent words,” and “the words in the 2,000–3,000 frequency range” (*ibid.*). A

notable feature of the *Longman 9,000 Word List* is that it contains headwords which are not necessarily frequent on a corpus⁷⁾:

... , when you are learning a language, there are some specialized vocabulary items which you do need to know. For example, you need to know whether a **noun** is **singular** or **plural**. You may be asked to write an **assignment** for your **homework**. None of these words are frequent on a conversational corpus, but they are essential for language learning. For this reason, for our frequency lists, we have also taken account of words used in textbooks, classrooms, and in the student's learning environment. (*LAAD3*: xi)

LDOCE6 also introduces a new version of its essential vocabulary framework, the *Longman Communication 9000*. A full page of explanation⁸⁾ is given as an appendix, in which the reason for the installment of the *Longman Communication 9000* is stated as follows:

Longman dictionaries have traditionally highlighted the 3000 most frequent words in English, so that learners know which words they need to learn first. These 3000 words enable you to understand 86% of the language. In order to understand a wide variety of authentic texts, however, research into vocabulary acquisition has shown that you may need to know as many as 8000–9000 word families. For this reason, we have now created a list of 9000 most frequent words in English – the *Longman Communication 9000* – and we are highlighting it for the first time in this new edition of the *Longman Dictionary of Contemporary English*. (*LDOCE6*: 2126)⁹⁾

The method of marking 9,000 headwords with three circles is the same as the one in *LAAD3*, and the whole list is divided into three bands as well.¹⁰⁾ Furthermore, the *Longman Communication 9000* shares a policy on the selection of words with the *Longman 9,000 Word List* in that it “is not, . . . , solely based on the raw frequency of words in speech and writing; it is also based on learner's needs, through an analysis of the Longman Learner's Corpus, and on an examination of course books from elementary to advanced levels,” thus, “the *Communication 9000* takes account of, for example, words

for food, or words that describe the language (*verb, adjective*) which are sometimes infrequent in written corpora but commonly learned in classrooms" (*LDOCE6*: 2126). Also, *LDOCE6* announces that it observes the convention of providing frequency information with the SW symbols. Unlike *LAAD3*, however, *LDOCE6* gives a 13-page list of the 3,000 high frequency words with their SW frequency status after the explanation page of the *Longman Communication 9000*.¹¹⁾

It must be noted here that there lies a significant difference between those groups of important, thus marked, headwords in *LDOCEs* before *LDOCE6* and *LAADs* before *LAAD3* – whether or not they are given any specific names – and the ones in *LDOCE6* and *LAAD3*. The latter two claim that they try to pay closer attention to users' learning environment than the former, and that they actually incorporate words which are not frequently observed in a non-learning environment.

The two-layer marking system in *LDOCE6*, that is, one by the three-circle symbols and the other by the SW symbols, however, appears rather complicated in that both symbols feature the number 3,000 in one way or another. The total number of 9,000 words in the *Longman Communication 9000* are divided into three bands, with each band consisting of 3,000 words; the sum total of the three levels of frequent words in spoken English, with each level consisting of 1,000, is 3,000, and the same is true of written English. Nevertheless, it is rather opaque, as far as what is announced in the dictionary's introduction or explanation pages are concerned, how these two kinds of information are related, or whether they are even related at all.

2.2.2. The contents of the *Longman Communication 9000*

As we have seen, the *Longman Communication 9000* is built on a different concept than its predecessors. Here we take a closer look at the *Longman Communication 9000* in terms of its relationship with the SW frequency information.

Let us first recall that *LDOCE5* "marks all the words that are in the *Longman Communication 3000* in red accompanied by special symbols [the

SW symbols]” (*LDOCE5*: 2044); that is, the *Longman Communication 3000* is simply the sum total of headwords which are marked with the SW symbols. We identify 3,583 headwords in the list.¹²⁾ Table 2.3 shows the actual number of headwords marked with the SW symbols.

On the other hand, we identify the sum total of 9,027 words in the *Longman Communication 9000*, and we also confirm that 3,194 words are marked with the SW symbols.¹³⁾ The figures in Table 2.4 show the

Table 2.3 Number of headwords marked with the SW symbols in *LDOCE5*

Top Spoken Words	S1	997
	S2	1,001
	S3	996
Total		2,994
Top Written Words	W1	999
	W2	1,001
	W3	996
Total		2,996
word types		3,583

Table 2.4 Number of each band in the *Longman Communication 9000*

High-frequency	3,049
Mid-frequency	3,104
Lower-frequency	2,874
Total	9,027

Table 2.5 Breakdown of the top 3,000 most frequent words in *LDOCE6*

Top Spoken Words	S1	1,004	(S1 only: 35)
	S2	977	(S2 only: 150)
	S3	1,208	(S3 only: 534)
Total		3,189	
Top Written Words	W1	1,000	(W1 only: 14)
	W2	1,005	(W2 only: 158)
	W3	1,189	(W3 only: 552)
Total		3,194	
word types		3,913	

number of words in each band of the *Longman Communication 9000* and the figures in Table 2.5 show the number of words in each level of frequency in the top 3,000 most frequent words in spoken and written English.

As you can see in Table 2.4, the number of words in each band in the *Longman Communication 9000* is not exactly 3,000. Likewise, the number of words in each frequency level in Table 2.5 is not exactly 1,000, and S3 and W3, in particular, contain nearly 200 more words than the standard. Out of 3,913 SW-marked words in Table 2.5, 3,189 words are marked with Ss, of which the sum total of 791 are marked only with Ss (S1, 35; S2, 150; S3, 534); and 3,194 words are marked with Ws, of which the sum total of 724 are marked only with Ws (W1, 14; W2, 158; W3, 552). As many as 2,470 words are marked with the combination of S and W.

Table 2.6 shows the relationship between the three bands in the *Longman Communication 9000* and the SW symbols. The bottom cell in the second column headed by "High" indicates that 99.5% of the high-frequency words are marked with the SW symbols. The remain-

Table 2.6 Relationship between the *Longman Communication 9000* and the top 3,000 most frequent words (A)

	High		Mid		Lower	
S1	35	(1.1%)	0	(0%)	0	(0%)
S1/W1	733	(24%)	0	(0%)	0	(0%)
S1/W2	190	(6.2%)	0	(0%)	0	(0%)
S1/W3	46	(1.5%)	0	(0%)	0	(0%)
S2	150	(4.9%)	0	(0%)	0	(0%)
S2/W1	214	(7.0%)	0	(0%)	0	(0%)
S2/W2	408	(13.4%)	0	(0%)	0	(0%)
S2/W3	205	(6.7%)	0	(0%)	0	(0%)
S3	353	(11.6%)	181	(5.8%)	0	(0%)
S3/W1	39	(1.3%)	0	(0%)	0	(0%)
S3/W2	203	(6.7%)	46	(1.5%)	0	(0%)
S3/W3	216	(7.1%)	170	(5.5%)	0	(0%)
W1	14	(0.5%)	0	(0%)	0	(0%)
W2	67	(2.2%)	91	(2.9%)	0	(0%)
W3	160	(5.2%)	392	(12.6%)	0	(0%)
Total	3,033	(99.5%)	880	(28.4%)	0	(0%)

ing 0.5% is made up of the following 16 words; almost all of them are related to learning in one way or another, as is claimed on the explanation page of the *Longman Communication 9000*:

adjective (noun), **adverb** (noun), **eraser** (noun), **hobby** (noun), **intermediate** (adjective), **noun** (noun), **plural** (adjective), **plural** (noun), **preposition** (noun), **pronoun** (noun), **rectangle** (noun), **singular** (adjective), **singular** (noun), **textbook** (noun), **triangle** (noun), **verb** (noun)

It must be also noted here that 880 words are ranked in the mid-frequency band although they are marked with the SW symbols, that is, 28.4% of the mid-frequency words are SW-marked. The situation here is obviously different from the one concerning the *Longman Communication 3000*, in which words in the *Longman Communication 3000* are all marked with the SW symbols and the SW-marked words are all members of the *Longman Communication 3000*. In the framework of the *Longman Communication 9000*, even those words in the high-frequency band are not among the top 3,000 words either in spoken or written English; and even those words among the top 3,000 words in spoken or written English are not included in the high-frequency band, which is also made up of “the 3000 most frequent words” (*LDOCE6*: 2126); the *Longman Communication 9000* is not built by a simple addition of the *Longman Communication 3000* and the less frequent 6,000 words. Note also that none of the lower-frequency words are marked with the SW symbols.

Tables 2.7 and 2.8 also show the relationship between the three bands in the *Longman Communication 9000* and the SW symbols, but from a different perspective from Table 2.6.

Table 2.7 Relationship between the *Longman Communication 9000* and the top 3,000 most frequent words (B-1)

	S1	S2	S3
High	1,004 (100%)	977 (100%)	811 (67.1%)
Mid	0 (0%)	0 (0%)	397 (32.9%)
Lower	0 (0%)	0 (0%)	0 (0%)
Total	1,004 (100%)	977 (100%)	1,208 (100%)

Table 2.8 Relationship between the *Longman Communication 9000* and the top 3,000 most frequent words (B-2)

	W1		W2		W3	
High	1,000	(100%)	868	(86.4%)	627	(52.7%)
Mid	0	(0%)	137	(13.6%)	562	(47.3%)
Lower	0	(0%)	0	(0%)	0	(0%)
Total	1,000	(100%)	1,005	(100%)	1,189	(100%)

Table 2.6, Table 2.7, and Table 2.8 reveal that only S1, S2, and W1 belong to the high-frequency band, and that the rest of the categories belong to the mid-frequency band. As we have pointed out, words marked with the SW symbols are either in the high-frequency band or in the mid-frequency band; 77.5% of the SW-marked words belong to the high-frequency band, and 22.5% of the SW-marked words belong to the mid-frequency band.

A comparison between *LDOCE5* and *LDOCE6* in terms of the number of SW-marked words is shown in Table 2.9. As you can see, the total number of SW-marked words increases by 330 in *LDOCE6*.

The overall impression of the result of the comparison is that there has been a major modification to the marking of the SW symbols: 129 words which are marked in *LDOCE5* are not marked in *LDOCE6*; 459 words, which account for 11.7% of all the SW-marked words in *LDOCE6*, are newly marked; and 337 words, which account for 8.6%, go through the alteration of their SW symbols.

Table 2.9 Number of the words marked with the SW symbols in *LDOCE6* and *LDOCE5*

		<i>LDOCE6</i>	<i>LDOCE5</i>
Top Spoken Words	S1	1,004	997
	S2	977	1,001
	S3	1,208	996
	Total	3,189	2,994
Top Written Words	W1	1,000	999
	W2	1,005	1,001
	W3	1,189	996
	Total	3,194	2,996
	word types	3,913	3,583

Out of the 129 words mentioned above, 70 words remain in the mid-frequency band, and 38 in the lower-frequency band. The remaining 21 words listed below are left out of the *Longman Communication 9000* (the SW symbols in brackets are the ones marked in *LDOCE5*):

buck¹ (noun) [S1], **buddy** (noun) [S3], **but**³ (adverb) [S2/W3], **bye**² (noun) [S3], **cash**² (verb) [S3], **chuck**¹ (verb) [S3], **cooker** (noun) [S3], **daft** (adjective) [S3], **dead**² (adverb) [S3], **dude** (noun) [S3], **enquiry** (noun) [S2/W2], **fair**³ (adverb) [S2/W3], **gosh** (interjection) [S2], **holding** (noun) [W3], **lord**¹ (noun) [S3/W2], **net**³ (verb) [W3], **nil** (noun) [S3], **no way** (adverb) [S2], **nope** (adverb) [S3], **quid** (noun) [S2], **yep** (adverb) [S1]

Note that **buck**¹ and **yep** are marked S1.

In Table 2.10, the figures in the column under “deleted” show the number of headwords which are deprived of the SW symbols indicated in the same row, and those in the column under “added” show the number of headwords which are newly marked with the SW symbols indicated in the same row.¹⁴⁾

We can see that 13 words are newly marked with S1, and 11 words with W1. Let us illustrate below which are the new S1 and W1 words in *LDOCE6*:

S1: **anymore** (adverb) [S1/W3], **can't** [S1], **either**³ (adverb) [S1/W2], **let's** [S1], **quick**² (interjection) [S1], **run**² (noun) [S1/

Table 2.10 Number of deletion and addition of the SW symbols

		deleted	added
Top Spoken Words	S1	5	13
	S2	33	117
	S3	46	245
	Total	84	375
Top Written Words	W1	4	11
	W2	35	95
	W3	34	136
	Total	73	242

W1], **scary** (adjective) [S1], **some**³ (adverb) [S1/W1], **ten** (number, noun) [S1/W2], **thank you** (interjection) [S1], **this**² (adverb) [S1], **time**² (verb) [S1/W2], **welcome**¹ (interjection) [S1]

W1: **cannot** (modal verb) [W1], **four** (number, noun) [S2/W1], **homepage** (noun) [S2/W1], **low**² (adverb) [W1], **million** (number) [S3/W1], **north**³ (adverb) [S3/W1], **percent**¹ (adjective, adverb) [W1], **run**² (noun) [S1/W1], **some**³ (adverb) [S1/W1], **two** (number) [S2/W1], **worst**¹ (adjective) [S2/W1]

Some of these words are marked with both the S and W symbols, and note that **run**² (noun) and **some**³ (adverb) are ranked within the top 1,000 words in both spoken and written English.

Finally, it must be noted here that the *Longman Communication 9000* in *LDOCE6* and the *Longman 9,000 Word List* in *LAAD3* are not the same. In order to grasp the characteristics of each list, we have carried out a small survey, in which we compare all the headwords marked with the three circles in the letter A in both dictionaries.¹⁵ We have then found that 52 out of 575 headwords with the circles in *LDOCE6* are not marked with the circles in *LAAD3*, and that 41 out of 569 headwords marked with the circles in *LAAD3* are not marked with the circles in *LDOCE6*. As many as 101 words are marked with different combinations of circles between the two dictionaries.

2.3. Academic Word List

In a succession of *LDOCE* dictionaries, the marking of headwords contained in the Academic Word List was first introduced in *LDOCE5*; however, as Dohi *et al.* (2010) point out, the marking of the academic words was rather inconsistent and misleading. The policy of incorporating the Academic Word List, however, is inherited in *LDOCE6*, in which headwords in question are marked with the **AWL** label.

We first compare the labeling of **AC** in *LDOCE5*¹⁶ and **AWL** in *LDOCE6* to see how the update has been implemented. We also check if the labeling in *LDOCE6* properly reflects the original Academic

Word List. Then we compare the labeling of the Academic Word List between *LDOCE6* and *OALD8* to see if there is any difference. Lastly, we examine the relationship between the *Longman Communication 9000* and the Academic Word List.

Since both *LDOCE5*-online and *LDOCE6*-online are devised with “Advanced Search” functions which enable users to search headwords accompanied with **AC** or **AWL** labels,¹⁷⁾ we compare the search result to see if any update has been done in *LDOCE6*. As a result, we have found that the following 12 headwords are newly marked with **AWL** label (we see no cases in which headwords with **AC** label in *LDOCE5* are listed without **AWL** in *LDOCE6*).

adequately (adverb), **alternatively** (adverb), **appropriately** (adverb),
approximately (adverb), **availability** (noun), **domination** (noun),
dramatically (adverb), **radically** (adverb), **relevance** (noun),
researcher (noun), **traditionally** (adverb), **uniquely** (adverb)

Note that all of these words are run-on headwords in *LDOCE5* and elevated to main headwords in *LDOCE6*.¹⁸⁾

In terms of the comparison with the official Academic Word List, we do not find any instances in which **AWL** labels are appended to non academic words,¹⁹⁾ but the following 11 headwords are left unlabeled in *LDOCE6* even though they are considered as “parent words” in the Academic Word List²⁰⁾:

academy, adapt, commit, commodity, community, edit,
income, logic, so-called, tradition, trend

Such is the situation with the labeling of **AWL** in *LDOCE6*, we carry out a small survey in order to see whether or not the labeling in *LDOCE6* is appropriate or acceptable. We choose the letter “C” as the scope of our small survey, for it contains a larger number of words than any other letter on the Academic Word List, and we review the labeling of words on the Academic Word List in *LDOCE6* and *OALD8*.

As a result, we find no cases in either dictionary, in which headwords not listed on the Academic Word List are marked with **AW**²¹⁾ or

AWL. One notable difference between the two dictionaries in terms of their labeling policy is that *OALD8* marks not only main headwords but also run-on headwords if they are on the Academic Word List, while *LDOCE6* marks only the main headwords. It is obvious that *OALD8* is far more accurate and user-friendly. For example, main headword **conventional** contains run-on headwords **conventionally** and **conventionality** in both dictionaries; **conventional** and **conventionally** are on the Academic Word List, but **conventionality** is not. *OALD8* marks **conventional** and **conventionally** with the **AWL** label, but **conventionality** is left unmarked, providing its users with the accurate information. However, *LDOCE6* cannot properly provide its users with the accurate information because neither of the run-on headwords, **conventionally** nor **conventionality**, is marked.

If we are to exclude inflected forms of verbs and nouns from consideration, for most of them are not listed as individual headwords in either dictionary, it turns out that the number of headwords which fail to be marked as members of the Academic Word List in *LDOCE6* far surpasses that in *OALD8*, and we must conclude that the labeling of **AWL** in *LDOCE6* is as inconsistent and misleading as that of *LDOCE5*. We only identify two cases of such problem in *OALD8*: two run-on headwords, **coordinator** (**co-ordinator**) and **converse**, are not marked. On the other hand, we find 12 main headwords in *LDOCE6* which are not marked with **AWL** label:

categorise, ceaseless, coincidence, collapsible, commissioner, commit, commitment, commodity, communication, community, conceptualise, creative

Note that **commit, commodity, and community** are the “parent words” in the Academic Word List. Note also that **categorise, conceptualise, and creative** contain unmarked run-on headwords **categorization, conceptualisation, and creatively**, respectively, which are also members of the Academic Word List. In relation to run-on headwords, as we have pointed out, *LDOCE6* does not mark them throughout the dictionary, and we can identify 18 unmarked run-on

headwords under the **AWL**-labeled main headwords:

challenger, chemically, coherently, comprehensively, computational, conceivably, conceptually, conclusively, concurrently, consistently, constitutionally, contactable, controversially, conventionally, convincingly, cooperatively, correspondingly, crucially

Not all members of the Academic Word list are included in the dictionaries. Two headwords, **componentry** and **conceptualisation**, are not included in *OALD8*, and the following 8 words are not included in *LDOCE6*:

componentry, computable, conformability, conformable, conformance, constitutive, contrarily, contrastive

If the marking of words on the Academic Word List is meant to enhance the usability of the dictionary for academic purposes, and if the dictionary supports the gist of the Academic Word List, it may be plausible to claim that the dictionary should include all the members of the List as its headwords, whether they are to be main or run-on, with a condition that all of them are accompanied by appropriate example sentences.

We also compare **AWL**-labeled headwords with the words in the *Longman Communication 9000* to see how much the idea of the Academic Word List is incorporated into the *Longman Communication 9000*. As a result, we see no significant relationship between the two, and we confirm that the following 20 words are left out of the *Longman Communication 9000*²²⁾:

academy, aggregate, append, automate, compute, concurrent, converse, depress, deviate, discrete, incidence, incline, innovate, invoke, legislate, levy, negate, practitioner, predominant, underlie

Recall that *LDOCE6* claims: "The *Longman Communication 9000* is not, . . . , solely based on the raw frequency of words in speech and writing; it is also based on learner's needs, through an analysis of the Longman Learner's Corpus, and on an examination of course books

from elementary to advanced levels” (*LDOCE6*: 2126). However, our simple comparison reveals that the *Longman Communication 9000* is not built in tandem with the Academic Word List, which further makes the role or the standpoint of the Academic Word List in *LDOCE6* appear more vague.

(Section 2 by Osada)

3. Pronunciation

This section reviews the phonetic transcription schema used in *LDOCE6* in comparison with that of the previous edition and the third edition of the *Longman Pronunciation Dictionary* (henceforth *LPD3*). The pronunciation provided in the online version will also be discussed.

3.1. The transcription schema

The transcription schema of *LDOCE6* is mostly the same as in the previous edition. “Pronunciation is shown using the International Phonetic Alphabet (IPA)” and “[i]f the British and American pronunciations are different, the British pronunciation is shown first and the American pronunciation has a dollar sign (\$) ¹ in front of it” (*LDOCE6*: xi). Following the fourth and fifth editions, *LDOCE6* continues to mark the stress pattern of compounds directly on the headwords (e.g., **Christmas 'Eve**, **'Christmas present**).

The choice of phonetic symbols is basically the same as in the previous edition. The only change is that the current edition has stopped using the two weak vowel symbols, /ɜ/ and /ʊ/. This will be discussed in more detail in Section 3.2.

Possible suggestions for the improvement of the transcription schema of *LDOCE6* include the adoption of /ɜ:/ for the American NURSE²) vowel and the indication of stress patterns on idioms and phrasal verbs. For more details, refer to the reviews of the previous editions (Urata *et al.* 1999, Ichikawa *et al.* 2005, and Dohi *et al.* 2010).

3.2. The transcription of weak vowels

The use of the weak vowel symbols /ɨ/ and /ɥ/ has been the unique characteristic of *LDOCE*. In the “Pronunciation Table” of the printed version of *LDOCE5*, the two symbols are explained as follows.

- ɨ means that some speakers use /ɪ/ and some use /ə/
 ɥ means that some speakers use /ʊ/ and some use /ə/

As mentioned in Section 3.1, however, *LDOCE6* no longer uses /ɨ/ and /ɥ/. *LDOCE5* has already stopped using these symbols in its DVD-ROM version, and the disuse has now extended to the printed version. In *LDOCE5-DVD*, /ɨ/ and /ɥ/ “have been separated into series of variants, /ə/, /ɪ/ and /ə/, /ʊ/ respectively, with /ə/ always given the first place” (Dohi *et al.* 2010: 103). Nevertheless, in the current edition, only one variant is given, probably to save space, and it is not always /ə/.

As it is impossible to investigate how all instances of /ɨ/ and /ɥ/ in *LDOCE5* are transcribed in *LDOCE6*, the investigation in this section is restricted to the transcription of weak vowels in word endings. Of the total of 29 word endings listed by Cruttenden (2014: 114) and Takebayashi (1996: 276–278), 20 are transcribed by /ɨ/ in *LDOCE5*. The distribution of weak vowels in *LDOCE6* is summarized in Table 3.1,

Table 3.1 The transcription of *LDOCE5* /ɨ/ in *LDOCE6*

/ɨ/ replaced by /ə/	/ɨ/ replaced by /ɪ/
-ate climate, delicate, private	-ace furnace, palace, preface, surface
-ed ³⁾ (given as the entry)	-est (given as the entry)
-ible audible, perceptible, possible	-et carpet, target, budget, planet
-ily happily, luckily, easily, heavily	-ice justice, office, practice, service
-itive infinitive, primitive, sensitive	-id liquid, solid, timid, vivid
-ity activity, quality, reality	-in ⁴⁾ cabin, margin, napkin
-ness goodness, happiness, kindness	-ine doctrine, engine, feminine
-ret garret, secret, interpret, turret	-is basis, crisis, tennis
-rily merrily, necessarily, ordinarily	-ist chemist, nationalist, tourist
	-it credit, edit, habit, unit
	-let leaflet, tablet, bracelet, scarlet

and it mostly coincides with Cruttenden's description. For example, the affixes in which he says /ə/ is now most common, such as **-ity**, **-itive**, **-ily**, **-ate**, and **-ible**, are all transcribed with /ə/ (2014: 114).

Similarly, four word endings in which *LDOCE5* uses /ʊ/ are examined; they are **-ument** as in **argument** and **document**, **-uble** as in **insoluble** and **voluble**, **-ulate** as in **accumulate** and **manipulate**, and **-ulous** as in **fabulous** and **incredulous**. It is found that all instances of /ʊ/ in these word endings are changed to /ə/ in *LDOCE6*.

3.3. The choice of variants

The next point to investigate is whether the phonetic transcription of *LDOCE6* has been updated from the previous edition. To confirm this, the phonetic transcriptions of the words used in the Wells's pronunciation polls (1998, 2007) are investigated. These are the words of "uncertain or controversial pronunciation" (Wells 1999), and the results of the polls are reported in *LPD3*. The total number of words in both polls is 125 (96 words for 1998 and 29 words for 2007). After ten words that overlap between the two polls and three words (**jumped**, **Polynesia**, and **transferable**) whose pronunciations are not provided in *LDOCE6* are removed, the first variants of 112 words are compared with those of the previous edition and *LPD3*.

The investigation reveals that except for the weak vowels, no change has been made to the phonetic transcription of the first variants in the British and American pronunciations. In other words, the pronunciation has not been updated from the previous edition. In their review of the fifth edition, Dohi *et al.* point out that only a few pronunciation changes have been made since *LDOCE3* and say that "... there are likely to be lags between the given variants and the current trends in pronunciation... It may be time for a wide-ranging review of the choice of variants" (2010: 102). The following table introduces possible candidates for an update of the phonetic transcription. All of them are preferred by over 80% of the respondents in the pronunciation polls.

Table 3.2 The first variants of *LDOCE6* and *LPD3*

(i) British pronunciation

Word	<i>LDOCE6</i>	<i>LPD3</i> (% of preference reported in <i>LPD3</i>)
absorb	/əb'sɔ:b/	/əb'zɔ:b/ (83%)
dissect	/dɪ'sekt/	/daɪ'sekt/ (89%)
equinox	/'i:kwənɒks/	/'ekwənɒks/ (92%)
longitude	/'lɒndʒɪtju:d/	/'lɒŋɡɪtju:d/ (85%)

(ii) American pronunciation

Word	<i>LDOCE6</i>	<i>LPD3</i> (% of preference reported in <i>LPD3</i>)
finance	/fə'næns/	/'faɪnæns/ (87%)
forehead	/'fɔ:rəd/	/'fɔ:rhed/ (88%)

Updating the pronunciation of dictionaries is a difficult and time-consuming task that requires sensitive and careful decision making. Nevertheless, it is the responsibility of the dictionary editors to be conscious of the pronunciation change and provide the model of pronunciation useful to learners.

3.4. The pronunciation in the online version

One major advantage of the online version over the printed version is that learners can listen to the pronunciation. In the online version of *LDOCE6*, learners can listen to the pronunciation of all headwords by clicking on the red speaker icon to hear the British pronunciation and on the blue speaker icon to hear the American pronunciation. Also, by clicking on the phonetic transcription, learners can refer to the page that introduces the list of phonetic symbols with example words.

Dohi *et al.* (2010) point out that one problem of *LDOCE5-DVD* is the discrepancy between the recorded pronunciation and the transcription. In order to find out whether this problem has been solved, the recorded pronunciations of words used in Wells's pronunciation polls (1998, 2007) are examined, since these words are likely to show a discrepancy. From the total of 112 words mentioned in Section 3.3, two more words (**says** and **youths**) are removed since their pronunciations are not recorded. The recorded pronunciations of both British and American English are checked to see whether they match the tran-

scriptions of the first variants of both accents. The results show that 43 out of the 110 words show a discrepancy: Six show a discrepancy in both the British and American pronunciations, 21 in only the British pronunciation, and 16 in only the American pronunciation. Two examples from each category are given in Table 3.3.

Table 3.3 Recorded pronunciation in the online version of *LDOCE6*

Word	Transcription	Recording (British)	Recording (American)
justifiable	/ˈdʒʌstəfaɪəbəl/	/dʒʌstəˈfaɪəbəl/	/dʒʌstəˈfaɪəbəl/
scallop	/'skɒləp, 'skæ- \$ 'sku:-/	/'skæləp/	/'skæləp/
princess	/'prɪn'ses- \$ 'prɪnsəs/	/'prɪnsəs/	/'prɪnsəs/
chrysanthemum	/'krɪ'sæntəməm/	/'krɪ'zæntəməm/	/'krɪ'sæntəməm/
patronize	/'pætrənaɪz \$ 'peɪ-, 'pæ-/	/'pætrənaɪz/	/'pætrənaɪz/
newspaper	/'nju:sp'eɪpə \$ 'nu:z,p'eɪpər/	/'nju:sp'eɪpə/	/'nu:z,p'eɪpər/

(The shaded transcription indicates a discrepancy.)

When clicking to listen to the pronunciation, learners will naturally assume that they can listen to the first variant, and the discrepancy may confuse them. For example, there is only one variant given for words such as **justifiable** and **chrysanthemum**, but the pronunciation the learners will hear is different from the transcription. To avoid confusion, the editor should carefully monitor how the person pronounces each word in the recording session and make sure that the pronunciation matches the transcription.

It is natural that the pronunciation of a number of words fluctuates among individuals, and the recorded pronunciation does not necessarily represent the most preferred pronunciation. However, the recorded pronunciation of some words does reflect the pronunciation that is preferred by the majority. Examples include **absorb** /-z-/ , **dissect** /daɪ-/ , **equinox** /e-/ for British pronunciation, and **finance** /'faɪnəns/ and **forehead** /-hed/ for American pronunciation. Remember that these are the possible candidates for an update of the phonetic transcription as introduced in Table 3.2. To add one more example, the recorded pronunciation of **justifiable** /dʒʌstəˈfaɪəbəl/ is preferred by 75% of British English speakers and 82% of American English speak-

ers (*LPD3*), and thus, it is another candidate for an update of the phonetic transcription.

There are two strengths to using the online version of *LDOCE6* regarding pronunciation. One is that learners can also listen to the pronunciation of example phrases and sentences in the main “Dictionary” section. “All examples in the dictionary entries have a pronunciation recorded by a native British or American speaker” (“Help page” of *LDOCE* Online), and learners can click on the green speaker icon to listen to them. This is a huge advantage to the learners since they can listen to the pronunciation of words in isolation and in connected speech. It can help them know more about the characteristics of English such as stress shift and weak forms and be more familiar with the rhythm and intonation patterns of English phrases and sentences.

Secondly, following *LDOCE5-DVD*, learners can also listen to the pronunciation of each headword in the “Culture” section, which encompasses 9,000 encyclopedic entries such as geographical and biographical names. The phonetic transcription is provided between slashes, and the transcription schema appears to be the same as that of the “Dictionary.” Although the possibility of pronouncing or listening to these words may be little, to be able to listen to the pronunciation of the entries is beneficial to learners.

Finally, there was a function called “Pronunciation Search” in *LDOCE4-CD* and *LDOCE5-DVD* that enabled learners to find words by typing in the phonetic symbols. Despite having minor faults, this was a unique function, but it has disappeared in the online version of *LDOCE6*.

(Section 3 by Sugimoto)

4. Definition, examples, and other information in main entries

In this section, we look at definition, examples, and some other information provided within main entries in *LDOCE6*.

4.1. The Longman Defining Vocabulary

Let us first briefly review the defining vocabulary in *LDOCE6*. Both

LDOCE5 and *LDOCE6* have a page of explanation which is exactly the same as the other, and a list of defining vocabulary. *LDOCE5* has 2,062 words and phrases, and *LDOCE6* has 2,085 words and phrases on their lists.¹⁾ Since there are no cases in which words and phrases listed in *LDOCE5* are deleted in *LDOCE6*, the difference in number between the two dictionaries, that is, 23, shows the number of words and phrases newly added in *LDOCE6*. These words and phrases are shown below:

air force, anymore, award (noun), **cannot, click** (noun/verb), **cruelty, cycle** (verb), **drawing** (noun), **economy, electrical, eleven, employee, fog, forever, friendship, informal, membership, sailor, themselves, themselves, TV, twelve, visitor**

However, a close look at these newly added words and phrases with the help of *LDOCE6*-online "Advanced Search" function, which enables the users to search for words and phrases within the definition part, reveals the inconsistent treatment of defining vocabulary in *LDOCE6* in two aspects. The first is concerned with the appropriateness of some of those added words. For example, **themselves** above cannot be retrieved at all. We can locate several instances of the plural form of **themselves**, that is, **themselves**, but **themselves** itself is newly added in *LDOCE6*. Likewise, **air force** is used only in **pilot officer, USAF**, and **Waf**, of which **USAF** and **Waf** are the *LDOCE6*-online-only headwords, and **cruelty** is only found in **crime, human right**, and **raw**^{2,2)} The other aspect has something to do with the format. Even though *LDOCE6* claims that words which are not in the Defining Vocabulary "are shown in SMALL CAPITAL LETTER, followed by an explanation in brackets," some of the newly added words and phrases are still shown in small capital letters. For example, **fogs**³⁾ in **fog lamp, peasouper, smog**, and **sock**² are used in small capital letters, and in the online-only headword **Foggy Bottom**, **fog** is even paraphrased as "FOG (=thick mist)."⁴⁾

In comparison with the *Longman Communication 9000*, we find that the following members of the Longman Defining Vocabulary are not included in the *Longman Communication 9000*:

as opposed to, deal with, find out, in spite of, let go of, lie down, look after, look for, lord, make up, only just, ought, pence, pick up, relating to, spacecraft, themselves, these, those

As you can see, most of them are idioms or phrasal verbs.

4.2. Definition, examples, and some other information provided in main entries

In this subsection, we review the information provided in the main entries, such as definition, examples, grammar notes,⁵⁾ and register notes to see what types of update can be observed in *LDOCE6* compared with *LDOCE5*.

In order to carry out the comparison between *LDOCE5* and *LDOCE6*, we first pick 2,438 main headwords which are shared in common by the two dictionaries from the sample material we use in Section 2. Then we compare the information in the main entries with the help of the search result retrieved from *LDOCE5*-online and *LDOCE6*-online together with the description in *LDOCE5*-book and *LDOCE6*-book.⁶⁾

The result of the comparison reveals that, even though we can identify a certain amount of modification, there is no big change, except for grammar notes, in the overall policy of compilation, and that the contents of main entries in *LDOCE5* and *LDOCE6* are basically the same.

In our sample material, the cases in which the entire entry is rewritten are rather rare, and the following 4 cases illustrate relatively larger modification compared with other entries⁷⁾:

disappointed⁸⁾

LDOCE5

unhappy because something you hoped for did not happen, or because someone or something was not as good as you expected: *Dad seemed more disappointed than angry.* | *disappointed customers* | [+ at/with/about] *Local residents were disappointed with the decision.* | **disappointed (that)** *I was disappointed that we played*

so well yet still lost. | [+ in] *I'm very disappointed in you.* | **bitterly/deeply/terribly disappointed** *The girl's parents were bitterly disappointed at the jury's verdict.* | **disappointed to hear/see/find etc** *Visitors were disappointed to find the museum closed.*

LDOCE6

unhappy because something you hoped for did not happen, or because someone or something was not as good as you expected: *Dad seemed more disappointed than angry.* | *disappointed customers* | **disappointed (that)** *I was disappointed that we played so well yet still lost.* | **disappointed at/with/about sth** *Local residents were disappointed with the decision.* | **disappointed by sth** *People are disappointed by the lack of political change.* | **disappointed in sb** *I'm very disappointed in you.* | **disappointed to hear/see/find etc** *Visitors were disappointed to find the museum closed.* | **bitterly/deeply/terribly disappointed** *The girl's parents were bitterly disappointed at the jury's verdict.*

modification: (1) the order of examples is changed; (2) a phrase is added; (3) an example is added

overrun¹

LDOCE5

1 [T usually passive] if unwanted things or people overrun a place, they spread over it in great numbers: **be overrun by/with sth** *a tiny island overrun by tourists* | *The house was overrun with mice.* **2** [I, T] to take more time or money than intended: *The final speaker overran by at least half an hour.* **3** [T usually passive] if soldiers overrun a place, they take control of it: *Poland was overrun by the Russian army.*

LDOCE6

1 [I, T] to take more time or money than intended: *The final speaker overran by at least half an hour.* **2** [T] if a place is overrun by unwanted things or people, they spread over it in great numbers: **be overrun by/with sth** *a tiny island overrun by tourists* | *The house was overrun with mice.* **3** [T] if a place is overrun by soldiers, they take control of it: *Poland was overrun by the Russian army.*

modification: (1) the order of senses is changed; (2) senses 2 and 3 in *LDOCE6* are modified; (3) grammar note "usually pas-

sive” is deleted

simulcast

LDOCE5

[T usually passive] *AmE* to broadcast a programme on television and radio at the same time

LDOCE6

[T] to broadcast something at the same time on two or more MEDIA such as television, radio, or Internet, or at the same time as it is happening: *Her keynote speech at the conference is going to be simulcast on the Web.*

modification: (1) sense is rewritten; (2) an example is added; (3) grammar note “usually passive” is deleted

still¹: sense 1

LDOCE5

up to a particular point in time and continuing at that moment: *I still haven't finished painting the spare room.* | *Do you still have Julie's phone number?*

LDOCE6

used when saying that something continues to be the same as before, or has not happened yet: *He still lives with his parents.* | *Do you still have Julie's phone number?* | *I still haven't finished painting the spare room.*

modification: (1) sense is rewritten; (2) the order of examples is changed; (3) an example is added

Other cases of modification are restricted to partial updates. The addition of new sense with a new sense number is found only in the following 9 headwords:

- AV:** 2 the abbreviation of **Alternative Vote**
- cougar:** 2 *AmE informal* an older woman in a romantic or sexual relationship with a younger man
- dirty**¹: 13 **ENVIRONMENT** producing POLLUTION OF CARBON DIOXIDE: *dirty forms of energy*
- own**²: 4 *informal* to defeat someone very easily or by a large amount: *Our team totally owned them!*

- populate:** 2 *technical* to fill a computer DATABASE OR TABLE with information
- pop-up¹:** 3 **pop-up restaurant/bar/shop etc** a restaurant, bar, shop etc that is opened somewhere for a short, limited period of time
- pop-up²:** 2 a restaurant, bar, shop etc that is opened somewhere for a short, limited period of time
- porn:** 2 **property/food/car etc porn** television programmes, advertisements, magazines, or books about homes, food, cars etc, which people enjoy looking at because they contain attractive images of things they would like to have – used humorously or to show disapproval
- work¹:** 34 **work a trend/look etc** to wear something fashionable – used especially in magazines: *Gemma looks great as she works the nautical look.*

In addition to the above cases, the sense in **countable** is followed by a new sentence, “In this dictionary countable nouns are marked [C],” sense 2 of **thin¹** incorporates new idioms, “**as thin as a rake/rail/whippet** (=very thin),” and a new example is identified in **humility**:

humility: *He spoke with great humility about his role, praising the efforts of his teammates above his own.*

Let us illustrate some of the instances in which a part of sense or examples are modified⁹⁾:

(1) partial modification of senses

green card (sense 2)

LDOCE5

a British motor insurance document that you need when you drive abroad

LDOCE6

a British motor insurance document that you need when you drive in a country that is not a member of the European Union

modification: “drive abroad” → “drive in a country that is not a member of the European Union”

Keystone Cops, the*LDOCE5*

a group of characters in humorous US SILENT FILMS. They are police officers who are very stupid and are always making silly mistakes. A group of people, especially policemen, are sometimes compared to the Keystone Cops if they fail to do something properly because they have made stupid mistakes.

LDOCE6

a group of characters in humorous US SILENT FILMS. They are police officers who are very stupid and are always making silly mistakes. A group of people, especially police officers, are sometimes compared to the Keystone Cops if they fail to do something properly because they have made stupid mistakes.

modification: “policemen” → “police officers”

(2) partial modification of examples

kick¹ (sense 13)*LDOCE5*

*The London Stock Exchange **was dragged kicking and screaming** into the 20th century.*

LDOCE6

*The company **was dragged kicking and screaming** into the 21st century.*

modification: “The London Stock Exchange” → “The company”; “the 20th century” → “the 21st century”

(3) partial modification of idioms

world¹ (sense 16)*LDOCE5*

do sb a world of good to be very good for someone’s health or mental state: *A bit of fresh air and exercise will do her a world of good.*

LDOCE6

do sb a/the world of good to be very good for someone’s health or mental state: *A bit of fresh air and exercise will do her a world of*

good.

modification: “do sb a world of good” → “do sb a/the world of good”

Register notes are modified in relatively a high number of cases:

must¹ (sense 4)

LDOCE5

especially BrE spoken used to suggest that someone should do something, especially because you think they will enjoy it or you think it is a good idea: *You must come and stay with us in London sometime.* | *‘We must do this again,’ he said. ‘I’ve enjoyed it thoroughly.’*

LDOCE6

spoken used to suggest that someone should do something, especially because you think they will enjoy it or you think it is a good idea: *You must come and stay with us in London sometime.* | *‘We must do this again,’ he said. ‘I’ve enjoyed it thoroughly.’*

modification: “*especially BrE*” is deleted

work¹ (sense 17)

LDOCE5

WORK IN AN AREA [T] if you work a particular area or type of place, you travel around the area for your job, or work in that type of place: *Markowitz works the Tri-State area.*

LDOCE6

WORK IN AN AREA [T] *especially AmE* if you work a particular area or type of place, you travel around the area for your job, or work in that type of place: *Markowitz works the Tri-State area.*

modification: “*especially AmE*” is added

Other cases of modification of register information, for example, “*especially BrE*” becomes “*BrE*,” are found in the following headwords:

pop¹ (senses 2 and 3), **audience** (sense 1), **sin**¹ (senses 4 and 5), **kiddo**, **working class**

We identify 4 types of probable systematic modification as below:

- (1) parts of speech are added to headwords which are the inflected forms of verbs

abode²

LDOCE5: the past tense of ABIDE

LDOCE6: v the past tense of ABIDE

NB: The same modification is identified in **flown** and **overran**.

- (2) titles, such as “President” and “Prime Minister,” which are printed with their initial letters upper-case in *LDOCE5*, are written with their initial letters lower-case in *LDOCE6*

circumscribe (sense 1: example)

LDOCE5: *The President's power is circumscribed by Congress and the Supreme Court.*

LDOCE6: *The president's power is circumscribed by Congress and the Supreme Court.*

circulate (sense 2: example)

LDOCE5: **Rumours** began **circulating** that the Prime Minister was seriously ill.

LDOCE6: **Rumours** began **circulating** that the prime minister was seriously ill.

NB: Other such titles include Queen, King, and Pope, and they are printed with their initial letter lower-case in the following headwords: **Church of England**, **chuck**² (sense 2), **cinch**¹ (sense 2: example), **circle**¹ (sense 3: example), **counter**³ (example), **establish** (sense 4: example), **establishment** (sense 1: example), **Main Street** (sense 2: example), **majesty** (sense 1: example), **make**¹ (sense 4: example), **multitude** (sense 3: example), **Pope** (sense 1: example), **popular** (sense 1: example), **popularly** (example), **rating** (sense 1: example), **similar** (example), **stimulate** (sense 1: example), **unofficial** (example), **unreserved** (example).

- (3) “any more” becomes solid “anymore”

count¹ (sense 5: example)

LDOCE5: I don't count him as a friend any more.

LDOCE6: I don't count him as a friend anymore.

NB: The same modification is identified in **mailbomb**, **overtake** (sense 4), **overuse**.

- (4) “used in order to show disapproval” becomes “used to show disapproval”

ethnocentric

LDOCE5: based on the idea that your own race, nation, group etc is better than any other – used in order to show disapproval: *ethnocentric history textbooks*

LDOCE6: based on the idea that your own race, nation, group etc is better than any other – used to show disapproval: *ethnocentric history textbooks*

NB: The same modification is identified in **eugenics**, **fodder** (sense 2), **make**² (sense 2).

The largest modification in main entries is probably the one carried out to grammar code part, and within the scope of our sample material, we confirm that 4 types of grammar notes, “usually passive,” “often passive,” “not in progressive,” and “also + plural verb” are deleted. For example, sense 1 in **circumscribe** in *LDOCE5* is accompanied with a grammar note “often passive,” but in *LDOCE6* the note is deleted; instead, another notation “**Circumscribe** is usually passive” is added at the end of the sense with the **GRAMMAR** label.

circumscribe

LDOCE5: v [T] 1 [often passive] . . .

LDOCE6: v [T] 1 . . . 2 . . . **GRAMMAR** **Circumscribe** is usually passive.

This type of modification is observed in **cost**² (sense 4), **disable**, **populate**, **ration**², **ravage**, and **raze**. We also find that another type of modification is applied to **working class**, in which grammar note “also + plural verb” is deleted, and GRAMMAR box “Singular or plural verb?” is newly added instead.

working class

LDOCE5: *n* [singular also + plural verb] . . .

LDOCE6: *n* [singular] . . .

GRAMMAR: Singular or plural verb?

- The **working class** is usually followed by a singular verb: *The working class **has** suffered a lot.*
- In British English, you can also use a plural verb: *The working class **have** suffered a lot.*

GRAMMAR GUIDE ► NOUNS

It must be noted here, however, that not all deleted grammatical information is revived in those ways. Take an example from the case of **etch** (sense 3). In *LDOCE5*, the grammar note “usually passive” is given, and both in *LDOCE6*-online and in *LDOCE6*-book, the grammar note is equally deleted, but only *LDOCE6*-online provides the alternative grammatical information “**Etch** is usually passive in this meaning” headed by the **GRAMMAR** label, and no substitution is made in *LDOCE6*-book. The same is true with **foil**², **gratify**, **hydrate**, **overrun**¹, **overwhelm**, **simulcast**, and **sting**¹ (sense 3). Likewise, a grammar note “not in progressive” assigned to **abominate** in *LDOCE5* is deleted in *LDOCE6*, but only *LDOCE6*-online provides with a new GRAMMAR box, and *LDOCE6*-book is left unsupplemented.

abominate

LDOCE5: *v* [T not in progressive] . . .

LDOCE6: *v* [T] . . .

We identify the same gap between *LDOCE6*-book and *LDOCE6*-online in two other headwords, namely, **discern** and **own**², for the grammar note “not in progressive,” and one headword, **populace**, for the grammar note “also + plural verb.” Note also that an inconsistency occurs in that grammar note “not in progressive” still exists in **abhor**, **count**¹ (sense 6), **grasp**¹ (sense 2), **reach**¹ (senses 5 (b) and 6), and **read**¹ (senses 2 and 7); and that “also + plural verb” remains in **audience** (sense 2).¹⁰⁾ The discussion of whether these types of grammatical information are to be presented in the form of the grammar code, the **GRAMMAR** label, or the GRAMMAR box being put aside, when we take into account these instances of the deletion of grammatical information without any substitution (at least in *LDOCE6*-book) and the inconsistency observed in the manner of providing grammatical information, the modification carried out to the grammar code in this revision is not to be considered thorough and successful.

In terms of the relationship among grammar notes, definition, and examples, the modification made to sense 3 of **sting**¹ appears rather strange:

sting¹ (sense 3)

LDOCE5

[I,T usually passive] if you are stung by a remark, it makes you feel upset: *She had been stung by criticism.* | **sting sb into (doing) sth** *Her harsh words stung him into action.*

LDOCE6

[I,T] if you are stung by a remark, it makes you feel upset: *Their criticism really stung.* | **be stung into (doing) sth** *Her harsh words stung him into action.*

LDOCE6 deletes the grammar note “usually passive” and changes the example from a passive sentence to an active sentence using **sting**¹ as an intransitive verb. However, the definition which suggests the use of passive sentences still remains in *LDOCE6*. In addition, contrary to the modification to the grammar note, a phrase given in *LDOCE5*, which is of the active structure, is changed into the passive structure,

but its active structure example is untouched and remains in *LDOCE6*. The revision produces somewhat convoluted information.

Let us finish this section by pointing out a case of another inconsistency observed in a reference to a THESAURUS box. In our sample material we find a case in which a new reference to THESAURUS box in **environmentally friendly** is added in sense 4 of **green**¹. However, *LDOCE6*-book does not have any THESAURUS box under the headword **environmentally friendly**, while the same headword in *LDOCE6*-online has the THESAURUS box in question; in fact, the same THESAURUS box is already provided in *LDOCE5*-online.

(Section 4 by Osada)

5. Grammar and usage

This section discusses the ways in which *LDOCE6* provides information and advice on grammar and usage topics, including a comparison of the two editions, *LDOCE5* and *LDOCE6*. The dictionary mainly employs four different methods to provide information on grammar: (1) grammar labels (codes and patterns), (2) a concise grammar text entitled GRAMMAR GUIDE, (3) GRAMMAR boxes, and (4) grammar notes following the label **GRAMMAR**. We will examine these four ways of presenting grammatical information and then briefly examine the usage notes, which are mainly provided in USAGE boxes.

5.1. Grammar codes and patterns

Presenting grammar information in the form of labels has been common practice in dictionaries and the labels used are largely shared across the major learners' dictionaries. In the case of the *LDOCEs*, the current system of grammar codes and patterns was first introduced in its third edition, in which the list of such codes and patterns was grouped simply as "Grammar Codes." In *LDOCE4*, some modifications were made and the list was renamed to its current use "Grammar codes and patterns." The three consecutive editions from *LDOCE4*

Table 5.1 Grammar codes and patterns (from the list provided in the dictionary) with corresponding labels used in *CALD4*.

Parts of speech	<i>LDOCE6</i>	<i>CALD4</i>
noun	[C]	[C]
noun	[U]	[U]
verb	[I]	[I]
verb	[T]	[T]
noun	[singular]	[S]
noun	[plural]	[plural]
verb	[linking verb]	[L]
verb	[always + adv/prep]	[+ adv/prep]
verb	[not in progressive]	[not continuous]
adjective	[no comparative]	
adjective	[only before noun]	[before noun]
adjective	[not before noun]	[after verb]
adjective	[only after noun]	[after noun]
adverb	[sentence adverb]	
adverb	[+ adj/adv]	
noun	[also + plural verb <i>BrE</i>]	[+ sing/plu verb]
noun		[as form of address]
verb	try to do sth	[+ to infinitive]
verb	order sb to do sb	[+ obj + to infinitive]
verb	help do sth	[+ infinitive without to]
verb	see sb/sth do sth	[+ obj + infinitive without to]
verb	enjoy doing sth	[+ -ing verb]
verb	hear sb doing sth	[+ obj + -ing verb]
verb	decide who/what/ whether etc	[+ question word]
verb		[+ speech]
verb	request that	[+ that]
verb	bring sb sth	[+ two objects]
verb		[usually passive]

(Grammar codes are shown in square brackets and grammar patterns in bold font in the *LDOCEs*.)

through *LDOCE6* have used the same list of codes and patterns, providing the same explanations and example sentences, except for one minor change that was introduced in the latest edition: in the example

sentence for the pattern **surprised (that)**, “*I’m surprised you didn’t know that,*” the final pronoun “*that*” was changed to the more specific “*the answer.*”¹⁾

The list, however, does not include all the grammar codes used by the dictionary. Exceptions to the list are, as far as we know, “[usually/often passive],” “[usually in negatives]” (**see eye to eye** in **see**¹ (sense 36)), “[usually in questions and negatives]” (**bother**¹, **mind**², **stand**¹ (sense 7)), “[always in imperative or infinitive]” (**mind out** under **mind**²), and “[always after a possessive]” (**own**¹).²⁾ We will discuss the label “[usually/often passive]” in detail later (see Section 5.4).

5.2. GRAMMAR GUIDE

A new feature, the GRAMMAR GUIDE, has been added to the language supplement section, which only dealt with topics concerning “formality in spoken and written English” in *LDOCE5*. This 32-page guide is intended to “provide helpful and concise information on key grammar topics such as verb tenses, verb patterns and the order of adjectives” (*LDOCE6*: ix) and is divided into five parts: 1 Adjectives, 2 Adverbs, 3 Nouns, 4 Verbs, and 5 Prepositions. The guide is sometimes cross-referenced with relevant grammar notes in the dictionary.

5.3. GRAMMAR boxes

The GRAMMAR boxes in *LDOCE6* typically have a title or heading that shows which grammar point(s) the boxes concern, as we have already seen in Section 4.2, in the example of **working class** (“Singular or plural verb?”). There are 593 GRAMMAR boxes in *LDOCE6* in its print edition, as compared with 152 in *LDOCE5*, of which, at a rough count, 136 are shared between the two editions. However, comparing the number of GRAMMAR boxes between *LDOCE5* and *LDOCE6* is not a straightforward process.

This is because the number of boxes does not correspond to the number of entries or headwords that include such grammar notes. If an entry has more than one GRAMMAR box, each box is counted. For example, in the entry for **agree**, there are three boxes with cate-

gorizing titles or headings (see Table 5.2 below) and one with no such category marker, in which case the number of boxes is counted as four.

It should be noted that a box may contain information about more than one grammar point³⁾ and that even in such a case, only one category name may be given. In the case of **nobody**¹, for example, there are four grammar/usage topics in one box under the title “Negatives.”

GRAMMAR: Negatives

- Don't use another negative word such as 'not' or 'nothing' after **nobody**. You say: *Nobody came. Nobody said anything.* ✗Don't say: *Nobody didn't come. | Nobody said nothing.*
- Don't use 'of' after **nobody**. ✗Don't say: *nobody of them | nobody of his parents*
- You use **none of** when talking about a group of people: *None of them saw him.*
- You use **neither of** when talking about two people: *Neither of his parents went to the wedding.*
- **Nobody** is written as one word. ✗Don't write: *no body*

In *LDOCE5*, there were no boxes for **nobody**¹ and only the final topic of spelling was mentioned in the form of a warning note: “Do not write this as ‘no body’” at sense 1.

Now, we will see what categories are treated in GRAMMAR boxes in *LDOCE6*.

Table 5.2 Number of GRAMMAR boxes by category in *LDOCE6*

Title (category marker)	Number (in book)	Number (online only)	total
(Untitled)	129	10	139
Patterns with . . .	114	4	118
Singular or Plural Verb?	82	29	111
Using the progressive	57	9	66
Comparison	54	0	54
Word order	29	0	29
Countable or uncountable?	25	0	25

Prepositions with . . .	20	0	20
Linking verbs	19	0	19
Reciprocal verbs	16	2	18
Choosing the right tense	13	0	13
Order of adjectives	11	0	11
Negatives	10	0	10
Comparatives	5	0	5
Using the passive	3	0	3
Adjectives that already mean “very”	0	1	1
Even though/even if	1	0	1
Much	1	0	1
Numbers with	1	0	1
Possessives	1	0	1
Spelling	1	0	1
When not to use	0	1	1
When to use	0	1	1
Total	593	57	650

5.3.1. Titled categories

● Patterns with . . .

The largest of all the categories, the actual wording for this category name is “Patterns with aim/ask, etc.,” if the entry is “aim/ask, etc.” This category is partly concerned with grammar patterns that verbs, nouns, and other words follow and often reinforces grammar information already provided in the entries.

Take the example of the verb **pay**¹ (sense 1).

1 GIVE MONEY [I,T] to give someone money for something you buy or for a service: *How would you like to pay? [+ for] Mum paid for my driving lessons. | pay (in) cash You'd get a discount for paying cash. | pay by cheque/credit card Can I pay by credit card? | pay sb for sth He didn't even offer to pay me for the ticket. | pay sb to do sth Ray paid some kids to wash the car. | pay sb sth I paid him \$5 to cut the grass. | pay (sb) in dollars/euros etc He wanted to be paid in dollars.*

This description is followed by the “Patterns with” GRAMMAR box:

GRAMMAR: Patterns with pay

- You **pay** an amount or you **pay** a person: *We paid \$700. | Pay the delivery man.*
- You **pay for** something that you buy: *I'll pay for the tickets.* ✗Don't say: *I'll pay the tickets.*
- You **pay** an amount or a person **for** something that you buy: *I paid £100 for this jacket. | She paid me for the drinks.*
- You **pay** someone an amount: *They paid the owner €3,000.*
- You **pay in** a type of money: *Can I pay in euros?*
- You **pay by** a particular method: *You can pay by credit card.*

Words, especially nouns, with related meanings, tend to follow a set pattern of presentation or wording in each box.⁴⁾ See such entries as: **breakfast, lunch¹, dinner; bicycle¹/bike¹, bus¹, car, plane¹, train¹, aeroplane⁵⁾; spring¹, summer¹, autumn, fall², winter¹; week, month, year; morning¹, afternoon¹, evening¹, night; ocean, sea.**

“Don't say” warnings are provided in 95 out of 118 boxes.

● **Singular or plural verb?**

Included here are mainly three types of noun, in addition to **either², half¹, neither¹, and none¹.**

Type A: **clothes, everyone**

GRAMMAR: Singular or plural verb?

- **Clothes** is a plural noun. If you want to talk about one shirt, one sock etc, you say a **piece of clothing** or an **item of clothing**.
- **Clothes** is always followed by a plural verb: *All my clothes are packed and I'm ready for my trip.*

GRAMMAR: Singular or plural verb?

Use a singular verb after **everyone**: *Everyone likes her.* ✗Don't say: *Everyone like her.*

Type B: **genetics****GRAMMAR: Singular or plural verb?**

Genetics is followed by a singular verb: ***Genetics is** the study of genes.*

Type C: **class**¹, **data****GRAMMAR: Singular or plural verb?**

- **Class** is usually followed by a singular verb: *The class **was** working on some maths problems.*
- In British English, you can also use a plural verb: *The class **were** working on some maths problems.*

GRAMMAR: Singular or plural verb?

- In everyday English, **data** is usually followed by a singular verb: *The data **is** collected by trained interviewers.*
- In academic or very formal English, a plural verb is used: *These data **are** summarized in Table 5.*
- When talking about one fact or piece of information, you say a **piece of data**: *This is a useful piece of data.* ✗Don't say: *datas*

Type A includes those nouns that are “used in the plural, and [have] no singular form,” and those that are used only in the singular. These are usually marked “[plural]” and “[singular]” respectively.

Nouns of type B are those that end in -s but are followed by a singular verb (such as **measles**, **economics**). Those nouns ending in -ics and referring to technical fields like **aerodynamics**, **logistics**, etc., are covered here.

The majority of nouns in type C (mainly collective or group nouns) are “usually followed by a singular verb” but in British English, you can also use a plural verb. Such nouns have usually been given the grammar code “[also + plural verb *BrE*].” In this edition, *LDOCE* places 52 verbs in GRAMMAR boxes under the title “Singular or plural verb?” and removes the code “[also + plural verb *BrE*” from those entries, except for the entry **audience** (sense 2), which retains

the code, while the code for sense 1 has been omitted, as already pointed out in Section 4.2.⁶⁾

● Using the progressive

In this category, there are 66 non-progressive verbs or non-progressive uses of some words, of which only 9 are available online.

Typical example: **know**¹

GRAMMAR: Using the progressive

- **Know** is not used in the progressive. You say: *I know who that is.* | *Do you know this song?* *XDon't say: I'm knowing who that is.* | *Are you knowing this song?*
- However, the participle **knowing** is sometimes used: *Knowing she would appreciate it, I offered to help.*

These verbs were labeled “[not in progressive]” in *LDOCE5*, a label that was omitted, during the process of revision, from *LDOCE6*. As already seen in Section 4.2, there are also those verbs, like **abhor** and **count**¹, that are not dealt with under this category in the GRAMMAR box and that retain the label “[not in progressive].”

● Comparison

When Randolph Quirk said the following in the Foreword of the dictionary, he may have had this category in mind:

This edition now also offers new grammar information in the printed dictionary Grammar points include comparisons between verbs that have a similar meaning but a different grammatical behavior, for instance showing key patterns such as talk about something and discuss something. (*LDOCE6*: vii)

Out of 54 headwords, 29 verbs and eight nouns are compared with other word(s): for example, admit – confess; advise – recommend/suggest/prefer; lay – lie; say – tell; work – job.⁷⁾

● Word order

Typical example: **often**

GRAMMAR: Word order

- **Often** usually comes before a verb: *I often go to bed late.*
- **Often** usually comes after the verb 'be': *She is often late.*
- **Often** usually comes after an auxiliary verb such as 'do' or 'have': *I have often wondered what happened to him.*
- **Often** is used at the beginning of a sentence, especially when something seems surprising: *Often I don't go to bed until 2 a.m.*
- **Often** is also used at the end of a sentence: *Do you go to bed late often?*

This category includes **both**¹, **half**¹, **last**², **quite**, **rather**, and **such** and 24 adverbs like **even**¹, **just**¹, and **seldom**.

● Countable or uncountable?

Typical example: **type**¹

GRAMMAR: Countable or uncountable?

Type is a countable noun and should be plural after words such as 'these', 'those', and 'many': *this type of building | these types of building* ✗Don't say: *these type of building*

This category deals with two countable nouns (**type**¹ and **vegetable**¹) and 23 always or usually uncountable nouns (**accommodation**, **baggage**, **equipment**, **evidence**¹, **food**, **fruit**¹, **furniture**, **hair**, **headache**, **homework**, **housework**, **information**, **jewellery**, **knowledge**, **litter**¹, **luggage**, **news**, **permission**, **pollution**, **progress**¹, **sport**¹, **transport**¹, **trouble**¹).

● Prepositions with . . .

The actual wording for this category name is "Prepositions with aim/ask, etc.," if the entry is "aim/ask, etc.," just like the "Patterns with . . ." category we saw above. This type of note mainly shows which preposition(s) should be used to express meaning.

GRAMMAR**Countable or uncountable?**

<...>

Prepositions with the news

- If someone or something is **on the news**, they appear or there is a report about them on a television or radio news programme: *The minister was on the 10 o'clock news.* | *I saw the pictures of the crash on the news.*
- If someone or something is **in the news**, they are being discussed in newspapers and on news programmes: *Education has been in the news a lot this week.*

GRAMMAR: Prepositions with shout

- You **shout at** someone when you are angry with them: *My teacher never shouts at us.*
- You **shout to** someone when you want them to hear you: *He shouted to me to throw down the rope.*
- You **shout for** something that you want: *They shouted for the driver to stop.*

Five nouns (**beginning**, **birthday**, **end**¹, **expert**¹, **news**), seven verbs (**agree**, **include**, **invite**¹, **look**¹, **shout**¹, **work**¹, **worry**¹), and eight adjectives (**anxious**, **careful**, **different**, **guilty**, **involved**, **married**, **proud**, **similar**) are included here and warnings following “XDon’t say” are given for **agree**, **anxious**, **beginning**, **different**, **end**¹, **expert**¹, **include**, **involved**, **look**¹, **married**, **proud**, **similar**, and **worry**¹.

● **Linking verbs** (New)

Nineteen verbs are included in this category.

Typical example: **appear**

GRAMMAR**Linking verbs**

Appear is a linking verb. This type of verb links the subject of the sentence with an adjective or noun: *His explanation appears unlikely.* | *This appears a good solution.*

These are also given the label “[linking verb]” in *LDOCE5* and retain the label in *LDOCE6*, even if they are provided in the “Linking verbs” box. However, at least three other verbs that are not treated in GRAMMAR boxes are given this label in the dictionary (**measure**¹ (sense 3), **represent** (sense 3), **stand** (senses 5, 11, and 12)).⁸⁾

● Reciprocal verbs (New)

This is a new type of grammatical information introduced in the 6th edition.

Typical example: **agree**

GRAMMAR
Reciprocal verbs
Agree is a reciprocal verb. This type of verb is used when saying that two or more people or groups do something that involves both or all of them: <i>Our parties agree on this.</i> You can also say: <i>Our parties agree with each other on this.</i> <i>My party agrees with yours on this.</i>

The dictionary has 18 such verbs and their grammar notes are cross-referenced with “GRAMMAR GUIDE – verbs.”

● Choosing the right tense

There are mainly three types of topics here, classified by parts of speech.

Conjunctions: **before**, **if**¹, **in case** (under **case**¹), **unless**, **until**, **when**, **while**¹

GRAMMAR: Choosing the right tense
You use the present simple with before to talk about a future event. Don't use 'will'. You say: <i>I want to get home before it rains.</i> ✗Don't say: <i>before it will rain</i>

Adverbs: **first**², **last**², **lately**, **yet**¹

GRAMMAR: Choosing the right tense

Lately is usually used with perfect tenses (for example 'I have been'), not with the simple past (for example 'I was'). You say: *I've been very busy lately.* *✗Don't say: I was very busy lately.*

Modal verbs: **will**¹, **would**

GRAMMAR: Choosing the right tense

- You use **will** when talking about the future: *I'm sure the party will be a big success.*
- Usually **will** changes to **would** when reporting what someone said or thought: *She said she was sure that the party would be a big success.*
- If the event is still in the future, **will** is sometimes used, especially after the present perfect tense: *Lots of people have said they will come to the party.*

● **Order of adjectives**

Typical example: **beautiful**

GRAMMAR: Order of adjectives

If there is more than one adjective, the adjectives are usually used in a fixed order.

You say: It's a beautiful old village. ✗Don't say: It's an old beautiful village.

You say: He has beautiful brown eyes. ✗Don't say: He has brown beautiful eyes.

GRAMMAR GUIDE ▶ ADJECTIVES

Eleven adjectives (**beautiful**, **big**¹, **little**¹, **long**¹, **lovely**, **new**, **nice**, **old**, **short**¹, **small**¹, **young**¹) are treated in this way, all cross-referenced with "GRAMMAR GUIDE – adjectives," where more information is given using a table that shows the order of adjectives according to nine adjective types from opinion (**good**, **nice**) to age (**old**) to

origin (**English**), ending with purpose/type (**electric**).

● Negatives

This category mainly warns against the use of double negatives (**hardly**, **nobody**¹, **none**¹, **no one**, **not**, **nothing**¹, **nowhere**) and includes other types of explanation (**both**¹, **need**¹, **neither**³). (The underlined words are also treated in *LDOCE5*.)

● Comparatives

This category includes only five words: **little**¹, **more**¹, **most**¹, **worse**¹, and **worst**¹.

little¹ (“‘littler’ and ‘littlest’ are not often used”)

more¹ (“not used before the -er forms of an adjective or adverb”)

most¹ (“not used before the -est forms of an adjective or adverb”)

worse¹ (“The comparative form of **bad** is **worse**.”)

worst¹ (“The superlative form of **bad** is **worst**.”)

● Using the passive

There are two types of information in this category.

Type A: **mind**²

GRAMMAR

Using the progressive

<...>

Using the passive

- In most of its meanings, **mind** is not used in the passive.
- **Mind** can only be used in the passive when it means ‘take care of’ (senses 21 and 22): *The children are being minded by a neighbour.*

Type B: **feel**¹

GRAMMAR
Using the progressive
<...>
Using the passive
In more formal English, you say it is felt that when saying what many people think: <i>It was felt that the experiment should be stopped.</i>

Mind², of course, is not the only verb that is not used in the passive. There are many more such verbs and they are treated elsewhere in the dictionary, as we will see in more detail later (see Section 5.3.2).

In GRAMMAR boxes, only two verbs (**feel**¹ and **think**¹) are covered as type B. Nevertheless, just like **mind**², there are other verbs of this type but they are not treated under the title (“Using the passive”). They are included in entries for those verbs in the untitled GRAMMAR boxes.

● Other titles

There are eight one-member categories.

Adjectives that already mean “very”: **very**¹ (Available online only.

For detailed discussion see Section 5.3.2.)

Even though/even if: **even**¹

Much: **much**¹

Numbers with half: **half**¹

Possessives: **of**

Spelling: **another**

When not to use ‘the’: **the**¹

When to use ‘the’: **the**¹

5.3.2. Untitled categories

There are 138 GRAMMAR boxes that are not given categorizing titles. These sometimes treat similar topics to those already titled, while some offer new information not found in earlier editions. We will

examine three of these in some detail and give tentative titles to them.

● Ergative verbs

Typical example: **bake**

GRAMMAR

Bake belongs to a group of verbs where the same noun can be the subject of the verb or its object.

- You can say: *Bake the cake for 40 minutes.* In this sentence, 'the cake' is the object of **bake**.
- You can also say: *The cake should bake for 40 minutes.* In this sentence, 'the cake' is the subject of **bake**.

These notes are cross-referenced with the “GRAMMAR GUIDE – verbs” (*LDOCE6*: A29), where the identical definition of such verbs is given. Not so named by the dictionary, these constitute ergative verbs. It might be that *LDOCE6* avoids using the category name “ergative verbs” because it sounds highly technical.⁹⁾

● Not used with very

Typical example: **hilarious**

GRAMMAR

Hilarious is not used with 'very'. You say: *The film was absolutely hilarious.* xDon't say: *The film was very hilarious.*

Sixteen adjectives are selected as examples of this group that are not used with “very.”¹⁰⁾ The GRAMMAR box for the entry **very**¹ in *LDOCE5* states: “Do not use **very** with adjectives that have ‘very’ as part of their meaning, for example ‘terrible’ (=very bad) and ‘fascinating’ (=very interesting).” As mentioned previously, the grammar notes to the same effect, entitled “Adjectives that already mean ‘very’,” are not in the print dictionary, but only available online.

● Using the passive

Typical example: **discover**

GRAMMAR

In more formal English, you say **it is discovered** that something is true:
It was discovered that lightning was electrical.

We already saw this type of verb when we touched on the category “Using the passive” above. For this reason, we use the same category name here, although a more specifically termed category would help the user to understand its function. We have an additional 16 verbs here (**accept**, **acknowledge**, **agree**, **assume**, **calculate**, **claim**¹, **conclude**, **confirm**, **decide**, **estimate**², **fear**², **find**¹, **know**¹, **report**², **suppose**, **understand**).

5.4. Notes following the label **GRAMMAR**

LDOCE6 introduced another type of note dedicated to giving advice on grammar points. These notes follow the blue symbol or label **GRAMMAR**, like **SYN** and **OPP**.

GRAMMAR **Immortalize** is usually passive.

Typically, they replace the grammar codes “[usually passive]” or “[often passive],” which are not listed amongst the grammar codes in the dictionary as pointed out above in Section 5.1, but which were used in *LDOCE5* and removed from *LDOCE6* with the introduction of this label.

Compare the grammar labels used at **retire** (sense 1) between *LDOCE5* and *LDOCE6*.

LDOCE5: a) [I]

b) [T, usually passive]

LDOCE6: a) [I]

b) [T] . . . **GRAMMAR** **Retire** is usually passive when used as a transitive verb.

This type of grammar note and change in the manner of presentation in *LDOCE6* has already been touched upon in Section 4, which also

pointed out that with several verbs (**etch**, **foil**², **gratify**, etc.), the label “[usually/often passive]” is deleted without being provided with such grammar information in a different guide except in *LDOCE6-online*.

There are 213 such grammar notes in *LDOCE6*, out of which 200 concern the passive use of verbs and most of which state that such and such a verb is usually/often used in the passive.¹¹⁾

In the case of **overcome**, in *LDOCE5*, sense 3 has no “[usually passive]” label while *LDOCE6* has a grammar note that states “**Overcome** is usually passive in this meaning.” At the same time, perhaps reflecting the change, the explanation of sense 3 is rewritten as follows:

LDOCE5: If an emotion overcomes someone, they cannot behave normally because they feel the emotion so strongly: [+ with]
Charles was overcome with grief.

LDOCE6: If someone is overcome by emotion, they cannot behave normally because they feel the emotion so strongly: **be overcome by/with sth** *Charles was overcome with grief.*
[Underline supplied by the reviewer.]

Similar changes occurred (with no change in phrasing in their definition) for **infect** (sense 2), **lay**² (sense 20: **lay low**), **light**³ (sense 2), **pass down** (under **pass**²), **return**¹ (sense 7), **tip**² (sense 4).

Other grammar notes of this type concern the following:

article: **accident** “XDon’t say: *by an accident*”
imperative: **see** (sense 6) “always used in the imperative” (*LDOCE5* “[only in imperative]”)
fire away (under **fire**²) “usually used in the imperative” (*LDOCE5* “[only in imperative]”)
say (sense 8) “usually used in the imperative” (*LDOCE5* “[usually in imperative]”)
preposition: **opinion** “XDon’t say: *on my opinion* | *according to my opinion*”¹²⁾

Five other nouns are concerned with prepositions (**consideration** sense 2, **fashion**¹ sense 1, **foot**¹ sense 4, **point of view** sense 2, **web** sense 1).¹³⁾

progressive: **run**¹ (sense 8), **say**¹ (sense 3) “usually used in the progressive”

to infinitive: **mind**² (sense 2) “~~X~~Don’t say: *I don’t mind to wait a little longer.*”

5.5. USAGE boxes

Notes dedicated to usage in the form of boxes are new to the *LDOCE*, but usage notes themselves are not. They have been provided in abundance in the form of common error notes introduced by a warning triangle \triangle in the GRAMMAR box or COLLOCATIONS box, or even as grammar notes.

In the new edition, there are 45 such USAGE boxes, out of which 32 come from the previous edition’s GRAMMAR boxes, some unchanged, others modified.¹⁴⁾ Just like the GRAMMAR boxes, titles or headings describing the usage topics to be covered are provided for each of said boxes: “Hard, hardly” (under **hardly**); “Gotten or got?” (under **gotten**); “Less, fewer” (under **less**²); “Miss, fail to” (under **miss**¹), etc. Sometimes, more detailed or user-friendly explanation is provided in *LDOCE6*. For example, for **river**, with the title “Word order with names of rivers”

USAGE: Word order with names of rivers

- In Britain and Europe, the name usually comes after the word ‘river’. You usually say: *the River Thames, the River Seine, the River Rhone, the River Nile, the River Ganges.*
- In the US and outside Europe, the name usually comes before the word ‘river’. You usually say: *the Yangtze River, the Amazon River, the Congo River, the Hudson River, the Mississippi River, the Colorado River.*

Compare this to *LDOCE5*, which stated, after a warning triangle, “Be careful about word order with river names – you say *the River Thames, the River Amazon etc*, but *the Hudson River, the Mississippi River etc.*”

There are also cases, like **always** and **no one**, where a single Grammar Box in *LDOCE5* was split into a GRAMMAR box and a USAGE box in *LDOCE6*.

(Section 5 by Asada)

6. Collocations and Thesaurus

This section focuses on COLLOCATIONS boxes (henceforth CBs) and THESAURUS boxes (henceforth TBs), two special vocabulary building devices introduced in the previous edition. In terms of these two features, no major changes are made in both the paper edition and online edition.

6.1. COLLOCATIONS boxes

CBs were introduced in the previous edition, and it was a significant improvement: “*LDCE4* already has collocation boxes to list major word partnerships but *LDCE5* has improved on *LDCE4* in almost every way.” (Dohi *et al.* 2010: 115). However, comparison of *LDOCE5* and *LDOCE6* clearly shows no substantial change is made to CBs both in the print version and the online version. After comparing the two editions, this section discusses what kind of entries CBs are given to, and reports minor changes made and differences between the paper and online versions.

6.1.1. Number of COLLOCATIONS boxes

First of all, the number of CBs in *LDOCE6* stays almost the same in *LDOCE5*. Table 6.1 below shows the numbers of CBs in the last three editions of *LDOCE*. The “Advanced Search” function of the *LDOCE6* online version gives us 1,837 hits of CBs. Comparing the paper edition to the online edition reveals that 1,372 out of 1,837 entries are found only online, and that the paper dictionary has 473 CBs at 465 entries. The paper edition basically allows one entry to have only one CB; however, eight headwords (**appeal**¹, **balance**¹, **business**, **charge**¹, **class**¹, **confidence**, **record**¹, and **signal**¹) have two CBs. Also, the covers of both *LDOCE5* and *LDOCE6* give the same figures regarding the overall number of individual collocations included: “Integrated Collocations Dictionary with over 65,000 collocations.”

Table 6.1 Number of COLLOCATIONS boxes in the *LDOCE*

<i>LDOCE4</i>	<i>LDOCE5</i>	<i>LDOCE6</i>
299 (298 entries)	469 (461 entries)	473 (465 entries)

(The figures regarding *LDOCE4* and *LDOCE5* are based on Dohi *et al.* (2010: 115).)

Manually checking those 1,837 hits reveals that some entries have more than one CB especially in the online version. For example, the noun **appeal**¹ has one for its sense of request and another for appeal in legal context (both in paper and online). Examples of entries with two CBs are **act**¹ (noun), **diet**¹ (noun), and **group**¹ (noun), and ones with three CBs are **action**¹ (noun), **answer**¹ (noun), **entry** (noun), and **exchange**¹ (noun). **End**¹ (noun) has four CBs, and there are, albeit a small number, some entries with as many as five CBs: **point**¹ (noun), **position**¹ (noun), and **power**¹ (noun). Altogether, 229 entries have more than one CB, and the online version has the total of 2,070 CBs. According to the cover of the paper dictionary, 147,000 collocations are available online. Comparing the online version to the DVD-ROM of *LDOCE5* shows that CBs that are found only online are also almost identical to the additions to the DVD.

6.1.2. Headwords with COLLOCATIONS boxes

This section now investigates what kind of entries are provided with CBs. Headwords with CBs are mainly nouns of high frequency. Table 6.2 shows the breakdown of parts of speech of all the headwords with CBs. More than 80% of the CBs are provided at noun entries, and 9.7% at adjective and 7.3% at verb entries. Although the percentage is very low and the information is available only in the online version, some adverbs (*e.g.* **economically**, **seriously**, **sharply**) have CBs. This seems characteristic to the Longman dictionaries as the *Longman Collocations Dictionary and Thesaurus* (2013) (henceforth *LCDT*) is the only dictionary that has adverbs as headwords among three major collocations dictionaries, that is *Oxford Collocations Dictionary*, the second edition (2009), and *Macmillan Collocations Dictionary* (2010), and *LCDT* (Ishii

et al. 2014: 29). It is a common practice to provide collocational information at noun entries due to the assumption that users would look up base words of collocations, which are often nouns, as a starting point to express their ideas. This may explain the large proportion of nouns. However, as Walker (2009: 293) points out, there has been no research to prove the assumption right. *LDOCE6* seems aware of this problem as it deals with adjective + noun collocations not only at noun entries, but also at adjective entries, although their numbers are small. Setting adverbs as starting points may also show that *LDOCE6* takes a bidirectional approach in terms of providing collocational information.

Table 6.2 Parts of speech of headwords with CBs

Noun	Adjective	Verb	Adverb	Total
1,514 (82.4%)	178 (9.7%)	134 (7.3%)	11 (0.6%)	1,837 (100%)

(*upright*¹ is counted as adjective)

Next, Table 6.3 shows the frequency of headwords with CBs. *LDOCE6* marks top 9,000 frequent words (see Section 2.2) by three bands: high frequency (the 3,000 most frequent words), mid frequency (the next 3,000 frequent words), and lower frequency (the next 3,000 most frequent words) (*LDOCE6*: 2126). It also indicates words included in the Academic Word List (AWL) (see Section 2.3). We collected first ten CBs from each alphabet section and fewer from ones with under ten CBs (G, J, K, N, Q, U, and Y) in the paper version, and analyzed the total of 200 CBs as samples.

Table 6.3 Frequency of sampled headwords

High-frequency	Mid-frequency	Lower-frequency	AWL
169 (84.5%)	29 (14.5%)	2 (1.0%)	18 (9.0%)

More than 80% of the CBs are given at the high-frequent words, and most of the sampled CBs are among the most frequent 6,000 words.

It cannot be explained how selection was made of words to be provided with CBs; however, high-frequent words, mainly nouns, are given more collocational information, and it seems a reasonable criteria

for a learner's dictionary. Judging from its low rate (9.0%), AWL is probably not a consideration that influenced the selection of CBs.

6.1.3. Categories

Dohi *et al.* (2010: 116–118) explain well how collocations are categorized in CBs and report some discrepancies found. Questions about categories, or category names are posed relative to the following three entries.

- (1) **course**¹: Collocations such as **a language/art/design etc course** and **a training course** are categorized under “ADJECTIVES,” but they should belong to “ADJECTIVES/NOUN +.”
- (2) **address**¹: A collocation, **an address book**, is assigned under “PHRASES”; however, it should be in the “+NOUN” category.
- (3) **concert**: The category “NOUNS” should be “+NOUN.”

(1) and (3) are corrected, but (2) is not in *LDOCE6*. A possible reason for keeping **an address book** under “PHRASES” might be priority over efficient use of space as it is the only collocation given that will make the “address +NOUN” category.

Some CBs have at the end of the box a section called “COMMON ERRORS.” It provides “information about common mistakes that people make when using a word, based on research from the Longman Learners' Corpus (a database of over 10 million words of English written by students from around the world)” (*LDOCE6*: xii). According to our count, in *LDOCE5* 82 CBs have a “COMMON ERRORS,” and in *LDOCE6*, 80 CBs. Three “COMMON ERRORS” in *LDOCE5* (at **plane**¹, **taxi**¹, and **train**¹) are moved to GRAMMAR boxes, and two (**television** and **travel**) are simply deleted in *LDOCE6*. Newly, three CBs (at **party**¹, **taste**¹, and **view**¹) added “COMMON ERRORS” information in the online version.

6.1.4. The online version

It has been already mentioned that the online version contains far more CBs than the print version, and there is one more benefit due to

the space availability. In the online version, all the collocations are given sentence examples. For example, **anger**¹ has a CB both in the paper and online versions; however, while in the former, “VERBS” section lists the following four sets of collocations without any examples to illustrate the usage: **hide your anger** | **control/contain your anger** | **arouse/provoke anger** (*also stir up anger informal*) (=make people angry) | **fuel anger** (=make people even more angry) | **sb’s anger goes away/subsides/fades** (=it stops), the latter enjoys the merit of space and provides each collocation one or two examples.

COLLOCATIONS

VERBS

< . . . >

hide your anger

- *For a second he was unable to hide his anger.*

control/contain your anger

- *I could not control my anger any longer.*

arouse/provoke anger (*also stir up anger informal*) (=make people angry)

- *The referee’s decision provoked anger among the fans.*

fuel anger (=make people even more angry)

- *The row could fuel growing anger among the Labour party.*

somebody’s anger goes away/subsides/fades (=it stops)

- *I counted to ten and waited for my anger to go away.*
- *His anger slowly subsided.*

< . . . >

This advantage is already seen in the DVD version of *LDOCE5* (Dohi *et al.* 2010: 114–115).

6.2. THESAURUS boxes

THESAURUS boxes (henceforth TBs) given in *LDOCE6* are fundamentally the same as Thesaurus notes in *LDOCE5* in terms of the layout and coverage. They are assigned to high-frequent words, like CBs. The number of TBs in the paper edition (516) of *LDOCE6* slightly increased from the number of Thesaurus notes in *LDOCE5* (514).¹⁾ “Advanced Search” tells us that the online version has 932 TBs, and

416 TBs are only available online. In both the Introductions of *LDOCE5* and *LDOCE6*, it states that Thesaurus notes or TBs “contain information on 18,000 related words and phrases, with an additional 30,000 online” (*LDOCE6*: ix).

Some TBs have a section called “COLLOCATIONS CHECK” where synonyms are compared to one another in terms of frequent or typical collocations they produce. For example, the TB for **modern** explains the subtle differences in meaning between the following five synonyms (and the headword itself) and then compares and contrasts their collocations.

THESAURUS	
<...>	
COLLOCATIONS CHECK	
the latest	technology/equipment/news
up-to-date	equipment/information/book/map
new-fangled	device/contraption/gadget
high-tech	industry/company/equipment
state-of-the-art	technology/equipment

Very few minor changes from the previous edition are observed such as slight modifications or cuts of example sentences. For example, in the TB of **continue**, there are three example sentences given to **persevere** in *LDOCE5*, but one of them (“*The two sides will just have to persevere until they can reach an agreement.*”) is cut out in *LDOCE6*.

Although there is no substantive change made to the basic organization and descriptions, together with thorough cross-references between entries, TBs provide a good lexical network of words, catering to users’ encoding purposes.

(Section 6 by Komuro)

7. Summary

The overall impression gained from the result of our analysis of

LDOCE6 is that there is not a major change in this revision except the introduction of the *Longman Communication 9000* and some arrangement of grammatical information.

As far as our sample material is concerned, the addition and the deletion of headwords in comparison with *LDOCE5* are not carried out on a massive scale, and most of the headwords newly added are related to computers, the Internet, or things in which people are becoming interested in over recent years.

As the Introduction in *LDOCE6* claims, "The *Longman Communication 3000* is now the *Longman Communication 9000*" (viii). But it must be noted that the *Longman Communication 9000* is of the completely different framework and that it is not the *Longman Communication 3000* plus additional 6,000. While the *Longman Communication 3000* was simply a collection of headwords which were marked with the SW symbols in the dictionary, not all the headwords with the SW symbols are categorized in high-frequency, which represents the top 3,000 words in the *Longman Communication 9000*; as a result, 880 SW-marked headwords are excluded from the category.

The frequency information indicated by the SW symbols is largely updated; 8.6% of SW-marked headwords in *LDOCE6* are assigned different marks, and 11.7% of SW-marked headwords in *LDOCE6* are newcomers.

The assignment of the **AWL** label in *LDOCE6*, unfortunately, is as incomplete as the one in *LDOCE5*. It is highly recommended that the dictionary maker consider the thorough revision of the assignment and improve the current situation in accordance with the original Academic Word List.

In relation to pronunciation, the transcription schema of *LDOCE6* is mostly the same as in the previous edition, except for the replacement of the two weak vowel symbols, /ɪ/ and /ʊ/. Regrettably, the pronunciation has not been updated. The online version may be useful for learners because they can listen to the pronunciation of not only headwords but also example phrases and sentences in the main "Dictionary" section, and to headwords in the encyclopedic entries of the

“Culture” section.

LDOCE6 adds 23 new words and phrases to the defining vocabulary employed in *LDOCE5*; however, we find some of them are used only in a few instances, and, even worse, none for at least one of them. In addition, some new members of the defining vocabulary are still used in small capital letters. Thus, it is plausible to claim that the defining vocabulary in *LDOCE6* needs a wholesale review of the selection of its members and that the dictionary maker needs to solve the current inconsistencies in formal aspect.

More than a few small changes are found in information given in main entries, such as definition, examples, and register notes, but we basically do not find large differences between *LDOCE5* and *LDOCE6*. The only exception to this is the way *LDOCE6* provides grammatical information; in our sample material, grammar notes provided in the form of grammar codes, such as “[often passive],” “[not in progressive],” and “[also + plural verb]” are rearranged and provided in the form of GRAMMAR boxes. However, the results of the modification are inconsistent and the transition of the manner in which the dictionary provides grammatical information cannot be claimed to be successful.

LDOCE covers a wide range of grammar/usage topics by employing perhaps more devices than other major English learners’ dictionaries do. The number of boxes dedicated to providing grammar/usage information has increased since the previous edition and new features to explain grammar points have been added simultaneously, although this increase in the number of GRAMMAR boxes, for example, does not automatically mean a corresponding increase in the volume of grammar information provided in *LDOCE6*.

As we can see from a number of citations or examples taken from the dictionary, *LDOCE6* has adopted a policy of presenting grammar/usage information in more fixed patterns like explaining related topics in more or less identical ways, using patterned wording, giving “Don’t say” warnings, providing more example sentences, etc., in GRAMMAR boxes.

It is usually true that the more grammar/usage information available, the better and more helpful this is for the user-learner, but, at the same time, it is debatable whether the new features and recasting of the presentation of grammar information are all welcome additions to every user of the dictionary. More advanced users, for instance, may go for quicker reference made possible by grammar codes than having to read the often repetitive styles of explanation found in the GRAMMAR boxes.

There have been no substantive changes made in terms of COLLOCATIONS boxes and THESAURUS boxes. Basically, the same entries have the same boxed information provided with minor changes. Both COLLOCATIONS boxes and THESAURUS boxes are assigned to highly frequent words and strengthen the encoding functions of the dictionary. The online version has far more information about collocations and related words than the paper version; however, the information found there is fundamentally the same as that of the *LDOCE5-DVD*.

NOTES

Section 1

- 1) Note that a new version of *COBUILD*, that is *COBUILD8*, was published after *LDOCE6* in 2014.
- 2) *COBUILD7* offers its mobile app free of charge for its purchasers. However, *COBUILD8* stops providing its app version.
- 3) Note that we have not confirmed whether those generous online versions offer exactly the same quantity and quality of information as their book versions.
- 4) Recall that marking members of the Academic Word List was introduced in *LAAD2* (2007) and then in *LDOCE5* (2009).

Section 2

- 1) The online version of *LDOCE6* contains a number of headwords which are not included in the book version of *LDOCE6*, which is also the case with *LDOCE5*. For the comparison of headwords between *LDOCE5* and *LDOCE6*, however, our discussion mainly focuses on the book version of each dictionary.
- 2) Note that the superscript numbers given to the following 3 pairs of main headwords in *LDOCE6* are different in *LDOCE5* since their order has reversed:

flush¹ (verb) and **flush**² (noun): in *LDOCE5*, **flush**¹ (noun) and **flush**² (verb)
fly² (noun) and **fly**³ (verb): in *LDOCE5*, **fly**² (verb) and **fly**³ (noun)

thin² (verb) and **thin**³ (adverb): in *LDOCE5*, **thin**² (adverb) and **thin**³ (verb)

The reason for the reverse probably has something to do with the introduction of the *Longman Communication 9000*. Thus, the superscript of **flush** (verb) is changed from “2” to “1” because this headword, but not **flush** (noun), is enlisted in *Longman Communication 9000*, and, for that reason, listed before **flush** (noun) in *LDOCE6*. Naturally, the superscript of **flush** (noun) in *LDOCE5* is changed to “2” in *LDOCE6*. The same is true with the other two pairs **fly** (noun)/**fly** (verb) and **thin** (verb)/**thin** (adverb).

3) Only 4 of these newly added headwords are contained in *LAAD3*: **ciabatta**, **couch-surfing**, **hydrogenated**, and **Kindle**, in which **hydrogenated** was already included in *LAAD2*, and **ciabatta**, **couch-surfing**, **Kindle** are newly added in *LAAD3*. Note that **couch-surfing** is a run-on headword under **couch-surf**, which is also newly added in *LAAD3*.

4) The superscript of **cosy**² (noun) in *LDOCE5* is changed from “2” to “3” in *LDOCE6* because **cosy**² (verb) is newly added in *LDOCE6*.

5) Since the former run-on headword **brainstorm** (verb) under **brainstorming** (noun) becomes the main headword **brainstorm**² in *LDOCE6*, the **brainstorm** (noun) with no superscript becomes **brainstorm**¹.

6) Although both Nation and Schmitt & Schmitt are mentioned in *LAAD3*, it is more likely that Schmitt & Schmitt have larger influence than Nation in that *LAAD3* employs Schmitt & Schmitt’s suggestion that “3,000 word families is a suitable size for the group of high-frequency words” (Nation 2013: 23) as below: “The traditional boundary of high frequency has been 2,000 word families, but according to most of the above perspectives, this seems too low. On balance, it seems that 3,000 word families is a more pedagogically useful criterion” (Schmitt & Schmitt 2012: 492). Nation (2013), on the other hand, says that he “will stay with 2,000” (Nation 2013: 23). It must be noted here, however, that *LAAD3*’s use of the terms, high-/mid-/low-frequency, is not equal to that of Nation’s or Schmitt & Schmitt’s. In Nation (2013) and Schmitt & Schmitt (2012), the low-frequency boundary starts at the 9,000 level, and the mid-frequency covers the vast territory between the high- and the low-frequency bands of *LAAD3*, thus, between 2,000 and 9,000 in Nation (2013) and between 3,000 and 9,000 in Schmitt & Schmitt (2012); that is, unlike *LAAD3*, words are not evenly allocated to each band in these references.

7) It must be noted here that, in the A-Z dictionary part, **noun**, **singular**, and **plurals** (**plural**¹ and **plural**²) are actually marked with ●●● and no SW symbols are attached to them, but **assignment** is marked not only with ●●● but also with **S2** and **W3**, and **homework** is marked with both ●●● and **W3**, which leads to a speculation that, contrary to what is implied in the citation here, **assignment** and **homework** are frequent in spoken English.

8) The marking of examples given on this explanation page is not accurate. The verb **acquire** is not marked with “●●● **W3**” in *LDOCE6*, but with “●●○ **W2**”; and for the verb **buy**, the actual marking is not “●●○ **S1 W1**,” but “●●● **S1 W1**”

9) It is not clear exactly where the figure 86% comes from. Nation (2013) says that the coverage of the British National Corpus by the top 2,000 words is 86% (Nation 2013: 21–2), which contrasts with *LDOCE6*’s comment here. If we expand the number of words to 3,000 as is claimed in *LDOCE6*, the coverage according to the table given in

Nation (2013: 21) would become 90%. Also recall that *LAAD3* claims that the 3,000 most frequent words cover 80% of the English language.

10) Note that *LAAD3*, Nation (2013), and Schmitt & Schmitt (2012) use the term “low frequency,” but *LDOCE6* uses “lower frequency.”

11) It is announced on this page that the full list of 9,000 words is available in the *Longman Dictionary of Contemporary English* online, but no list is provided at the designated website.

12) As we have mentioned, *LDOCE5*-book has a full list of the *Longman Communication 3000* as an appendix, and *LDOCE5*-online has the “Advanced Search” function which enables the users to search for headwords marked with the SW symbols. Unfortunately, however, we have found that both the appendix list and the online search result are not perfect. In addition to the fact that *LDOCE5*-book list has 6 instances (such as **interest** (noun)) which are not marked with the proper SW symbols, there are some problems as follows, so that some collation and modification has to be done to obtain a complete list of the *Longman Communication 3000*:

- (a) the *LDOCE5*-book list misses 3 headwords (**objective** (adjective), **phenomenon** (noun), and **register** (noun)) which are in fact marked with SW symbols in the dictionary’s A-Z part
- (b) the *LDOCE5*-book list has 11 headwords (such as **final** (noun)) which are not marked with SW symbols in the dictionary’s A-Z part
- (c) the *LDOCE5*-online result leaves out 17 headwords (such as **according to** (preposition)) which are in fact marked with SW symbols in the dictionary’s A-Z part
- (d) the *LDOCE5*-online result has 2 headwords (**estimated** (adjective) and **estimator** (noun)) which are not marked with SW symbols in the dictionary’s A-Z part.

In order to obtain a complete list of the *Longman Communication 3000*, we add headwords in (a) to the *LDOCE5*-book list, and then we subtract headwords in (b); the final number becomes 3,583 in all.

13) *LDOCE6*-online has the “Advanced Search” function with which the users are able to search for headwords marked with circles (for the *Longman Communication 9000* words) or headwords marked with the SW symbols (for the top 3,000 frequent words in spoken and written English); thus, with the help of the search result we are able to make a full list of the *Longman Communication 9,000* and another full list of headwords which are marked with the SW symbols. Also, *LDOCE6*-book has a list of the 3,000 high-frequency words with their SW frequency status; unlike the case of *LDOCE5*, we do not find any discrepancy between this *LDOCE6*-book list and the search result of *LDOCE6*-online.

14) Note that the sum total of “deleted” words in Table 2.10 is 157, which exceeds the number given in our discussion, that is, 129. The reason for this discrepancy lies in the fact that some words are marked with the combination of S and W. The same is true of the case with the sum total of “added” words.

15) *LAAD3*-online is devised with the “Advanced Search” function which enables the users to search for words marked with the three circles. However, since it is not

designed to search for words with the SW symbols, the comprehensive comparison between the two lists is not done. It must also be noted here that words with the circles in *LAAD3*-book and those in *LAAD3*-online are not the same; we have found 23 instances, in which *LAAD3*-online assigns the circles (all of them are marked as low-frequency), but *LAAD3*-book does not. Our small survey performed here is based on the data available from *LAAD3*-book. Speaking of *LDOCE6*, as far as words in letter A are concerned, we do not find such gaps between *LDOCE6*-book and *LDOCE6*-online.

16) Note that *LDOCE5* uses the label **AC** instead of **AWL**.

17) *LDOCE5* also provides a PDF at http://ldoce.longmandictionariesonline.com/tr/LDOCE_AWL.pdf, in which a couple of pages of explanation of the Academic Word List by Averil Coxhead are available together with “a list of the words from the Academic Word List that are highlighted” in *LDOCE5*. However, we find at least 20 headwords (one of them is a run-on headword) which are included on the PDF list but not in either *LDOCE5*-book or *LDOCE5*-online; these words are on the official Academic Word List available at <http://www.victoria.ac.nz/lals/resources/academicwordlist>. We also find 6 instances, in which the PDF gives words which have more than one part of speech, but only one of them is marked with the **AC** label in *LDOCE5*; thus, **code**¹ (n) and **code**² (v) are listed in the PDF, but only **code**² (v) is accompanied with the **AC** label in the dictionary.

18) It must be noted here that no correction is made to those 20 headwords mentioned in the note 17 above, and that they are still listed without the **AWL** label in *LDOCE6*.

19) It must be noted here, however, that the marking of **Incorporated** (with the initial letter in upper-case) in *LDOCE6* is controversial even though **incorporated** (with the initial letter in lower-case) is actually on the original Academic Word List, for the only definition given to **Incorporated** in *LDOCE6* is “used after the name of a company in the US to show that it has become a CORPORATION.” Note also that *OALD8* does not append the **AW** label to **incorporated** meaning “formed into a business company with legal status.”

20) In *LDOCE6*, **licence** is not marked with the **AWL** label, but **license** is marked, and run-on headwords **criteria**, **maximise**, **minimise**, and **utilise** are not marked with the **AWL** label, but the main headwords containing them, that is, **criterion**, **maximize**, **minimize**, and **utilize** are marked with **AWL** labels.

21) Note that *OALD8* marks headwords with the **AW** label to indicate that the headwords in question are on the Academic Word List.

22) The *Longman Communication 9000* does not contain **criteria**, **maximise**, **minimise**, and **utilise**, but their variants **criterion**, **maximize**, **minimize**, and **utilize** are included in the *Longman Communication 9000*; thus, we do not list these 4 words here.

Section 3

1) In the printed version, the dollar sign used to demarcate the British and American pronunciations has a slant line across the S instead of a vertical line. However, as it is explicitly described as a “dollar sign” in “How to use the Dictionary,” we will continue using the usual dollar sign in this section.

2) The word written in small capital letters is the representative of the group of words that share the same vowel in one accent. The **NURSE** vowel is used in words such as

bird, turn, and word.

- 3) Although the suffix **-ed** is transcribed with /ə/ in the entry of the suffix, the weak vowels in words such as **accented, haunted, wanted** are transcribed with /ɪ/.
- 4) The weak vowel in the word **vitamin** is transcribed with /ə/.

Section 4

- 1) The number of words and phrases listed in *LDOCE6* is actually 2,086, but **in spite of** is listed twice; one under the letter "I," and the other under the letter "S."
- 2) Note that **crueltys** are also shown in lower-case in the senses of these three headwords in *LDOCE5* even though **cruelty** is not yet a member of the defining vocabulary in *LDOCE5*.
- 3) The addition of **fog** might be also controversial in that it appears only in the following 10 headwords:

**cloud¹, fog¹, fogbound, foggy, Foggy Bottom, foghorn, fog lamp,
peasouper, smog, sock²**

Moreover, in **cloud¹, fog** appears not in the definition part but in the online-only THESAURUS box; in **fog¹**, it appears in examples and the online-only COLLOCATION box; and **Foggy Bottom** is the online-only headword.

4) In relation to this, note that some of this type of formal inconsistency in *LDOCE5* are not corrected, but inherited in *LDOCE6*. For example, **hundredth**, which is written **hundred(th)** on the list, is a member of the Longman Defining Vocabulary both in *LDOCE5* and *LDOCE6*, but in both *LDOCE5* and *LDOCE6* it is used in small capital letters in **decimal point**, which is the only retrievable headword in *LDOCE6*-online.

5) For the detailed comparison of GRAMMAR boxes, see Section 5.

6) It must be noted that in the course of our survey here, we find several gaps between *LDOCE5*-book (and also *LDOCE5*-DVD) and *LDOCE5*-online in terms of the number of senses within an entry. For example, in *LDOCE5*-book (and *LDOCE5*-DVD), **pop-up¹** and **pop-up²** are presented in the following structure:

pop-up¹

1 pop-up book/card etc a book, card etc with a picture that stands up when you open the pages

2 pop-up menu/window a MENU or WINDOW that can appear suddenly on a computer screen while you are using it

pop-up²

a window, often containing an advertisement, that suddenly appears on a computer screen, especially when you are looking at a website

On the other hand, the same entries in *LDOCE5*-online are written as follows:

pop-up¹

1 pop-up book/card etc a book, card etc with a picture that stands up when you open the pages

2 pop-up menu/window a MENU or WINDOW that can appear suddenly on a computer screen while you are using it

3 pop-up restaurant/bar/shop etc a restaurant, bar, shop etc that is opened somewhere for a short, limited period of time

pop-up²

1 a WINDOW, often containing an advertisement, that suddenly appears on a computer screen, especially when you are looking at a website

2 a restaurant, bar, shop etc that is opened somewhere for a short, limited period of time

As you can see, **pop-up¹** has an extra sense 3, and **pop-up²** has an extra sense 2 in *LDOCE5-online*. To make things appear complicated, *LDOCE6-book* incorporates these extra definitions so that the comparison between *LDOCE5-book* and *LDOCE6-book* notes the addition, on one hand, whereas the comparison between *LDOCE5-online* and *LDOCE6-online* reveals nothing:

pop-up¹ (*LDOCE6*)

1 pop-up book/card etc a book, card etc with a picture that stands up when you open the pages

2 pop-up menu/window a MENU or WINDOW that can appear suddenly on a computer screen while you are using it

3 pop-up restaurant/bar/shop etc a restaurant, bar, shop etc that is opened somewhere for a short, limited period of time

pop-up² (*LDOCE6*)

1 a WINDOW, often containing an advertisement, that suddenly appears on a computer screen, especially when you are looking at a website

2 a restaurant, bar, shop etc that is opened somewhere for a short, limited period of time

We find the same type of gap in the following cases; senses (and examples) shown below are in *LDOCE5-online* but not in *LDOCE5-book*:

AV (sense 2 in *LDOCE6*): **2** the abbreviation of **Alternative Vote**

own² (sense 4 in *LDOCE6*): **4** *informal* to defeat someone very easily or by a large amount: *Our team totally owned them!*

work¹ (sense 34 in *LDOCE6*): **34 work a trend/look etc** to wear something fashionable – used especially in magazines: *Gemma looks great as she works the nautical look.*

7) Note that **overrun¹** and **simulcast** have some gaps in their grammar notes between *LDOCE6-book* and *LDOCE6-online*. We will discuss this matter later in this section.

8) It is not clear why **[+ at/with/about]** and **[+ in]** in *LDOCE5* is written as **[disappointed at/with/about]** and **[disappointed in]** in *LDOCE6*, for in other entries in *LDOCE6* the use of **[+]** remains.

9) Other than these small partial modifications, we find the following 5 cases of apparent correction:

(i) definition number: **a)/b) → 1/2**

above²

LDOCE5

a) [only before noun] . . . **b) the above** *formal* . . .

LDOCE6

- 1 [only before noun] . . .
- 2 **the above** *formal* . . .
- (ii) sentence initial number: Arabic → spelling
safety (sense 4: example)
LDOCE5: 30,000 people fled to the safety of the capital.
LDOCE6: Thirty thousand people fled to the safety of the capital.
- (iii) wrong reference: adjective **steamed up** (the actual headword is written **steamed-up**) → phrasal verb **steam up**
fog²
LDOCE5: . . . [SYN] mist up, steamed up . . .
LDOCE6: . . . [SYN] mist up, steam up . . .
- (iv) wrong order of information: exchanging the order of register and phrase
couldst
LDOCE5: v old use thou couldst words meaning 'you could'
LDOCE6: v thou couldst old use words meaning 'you could'
- (v) unnecessary information: deletion of unnecessary grammatical information “T”
dis
LDOCE5: v [T] another spelling of DISS
LDOCE6: v another spelling of DISS

10) Note, however, that the grammar note “also + plural verb” in sense 1 of **audience** is replaced with a new GRAMMAR box.

Section 5

1) Some may not like the common practice of not distinguishing the two grammatical categories, gerund and present participle. The dictionary states that (the pattern) “**enjoy doing sth** or **hear sb doing sth** shows that a verb can be followed by a present participle” and gives two example sentences: “*I enjoy meeting new people.* | *Peter could hear them laughing.*” Other learners’ dictionaries share this practice, although the dictionary definition of the two terms does not support it: the two -ing forms are usually distinguished in their usage. We should perhaps accept this practice since showing the two grammatically distinct but formally identical words by using the same label is practical and convenient for learners.

2) Adjectives that only come in an attributive position are labeled “[only before noun]” in the dictionary. There seems to be one exception: the code “[always before noun],” instead of “[only before noun],” is used at the entry **third-degree**. *LDOCE3* also used the label “[always before noun]” for **first-degree**, but the later two editions use “[only before noun]” for the adjective.

3) The same was also true of those boxes in *LDOCE5*.

4) The same practice is employed for the names of the months, although not dealt with in GRAMMAR boxes.

5) The GRAMMAR box for **aeroplane** is available only online.

6) **Upper class**, which is treated as a noun of this type, had no label in *LDOCE5* and **human resources**, also treated as such a noun, is confusingly labeled [U]. Available only online are **command**¹, **congregation**, **constituency**, **contingent**², **ensemble**,

entourage, leadership, local authority, local council, and populace.

7) Some verbs are not compared with other verb(s): Try – try to do/try . . . ing; make – be made of/from/by. The boxes for “cause” and “reason” say virtually the same thing and the same can be said about the boxes for “let” and “permit.” In **other**, where usage of “other,” “others,” and “another” is compared, there is also a warning to the effect that “another” is written as one word, not “an other.”

8) **grow** (sense 5 (a)) (labeled “[I, always + adj]”) is not treated as a linking verb in *LDOCE6* while *OALD8* and *CALD4* both label it as a linking verb.

9) This category includes such verbs as **bake, begin, blow¹, boil¹, break¹, burn¹, change¹, close¹, cook¹, decrease¹, dry², end², fasten, fill¹, fly¹, fry¹, increase¹, land², move¹, open², ring², start¹**, and **vary**. We can add to this list such verbs as **finish¹** and **stop¹**, which are not treated as ergative verbs here but which, at the end of their GRAMMAR boxes, both being titled “patterns with . . .,” the same explanation starting with “. . . belong to a group of verbs where . . .” are given. It is arguable whether information about ergative verbs will be helpful for learners.

10) They are **amazing, awful¹, brilliant, crazy¹, delighted, dreadful, enormous, excellent, fun², great¹, hilarious, huge, impossible¹, mad, ridiculous, and terrible. Fascinating**, given as an example in *LDOCE5*, is not listed in *LDOCE6*.

11) The phrasing is not exactly the same for every entry and both “. . . is passive” and “. . . is used in the passive” are used.

12) In *LDOCE5*, this information was provided in the common errors section of the COLLOCATIONS box for the word.

13) These nouns were not given such warning notes in *LDOCE5*.

14) It is not always easy to draw the line between usage and grammar points. Furthermore, it may be interesting to see how the same (grammar/usage) information has been presented in different locations in different editions of the dictionary. For example, the warning against confusing “indoor” and “indoors” was treated as a “Don’t confuse” warning following a warning triangle in *LDOCE4*, in a GRAMMAR box in *LDOCE5*, and in a USAGE box in *LDOCE6*, and in the case of **front¹** (“in front” vs. “opposite”), such notes appeared in a WORD CHOICE box in *LDOCE4*, in a GRAMMAR box in *LDOCE5*, and now in a USAGE box in *LDOCE6*, where we believe it belongs.

Section 6

1) The figure is based on the review of *LDOCE5* by Dohi *et al.* (2010: 137).

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CALD4: McIntosh, Colin. *Cambridge Advanced Learner’s Dictionary*, 4th ed. Cambridge: Cambridge University Press, 2013. Print.

COBUILD7: Sinclair, John. *Collins COBUILD Advanced Dictionary of English*. 7th ed. Glasgow: HarperCollins, 2012. Print.

LAAD1: Summers, Della. *Longman Advanced American Dictionary*. 1st ed. Harlow: Pearson Education, 2000. Print.

LAAD2: Summers, Della. *Longman Advanced American Dictionary*. 2nd ed. Harlow: Pearson Education, 2007. Print.

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- LDOCE5*: Mayor, Michael. *Longman Dictionary of Contemporary English*. 5th ed. Harlow: Pearson Education, 2009. Print.
- LDOCE6*: Laurence Delacroix. *Longman Dictionary of Contemporary English*. 6th ed. Harlow: Pearson Education, 2014. Print.
- LPD2*: Wells, John. *Longman Pronunciation Dictionary*. 2nd ed. Harlow: Pearson Education, 2000. Print.
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