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東信行教授
東信行教授追悼号

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岩崎研究会
An Analysis of *Longman Dictionary of Contemporary English*, Sixth Edition

TETSUO OSADA  JUNKO SUGIMOTO  YUKIYOSHI ASADA  YURI KOMURO

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:


2011: *Oxford Advanced American Dictionary for Learners of English* (henceforth *OAAD*)

2012: *Collins COBUILD Advanced Dictionary of English*, seventh edition (henceforth *COBUILD7*)

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* 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. 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, 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
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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 brain¹ on page 200 instead of brain² 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 read² on page 1506 in the group 16).
The coverage of our *LDOCE*6 sample material so built is shown in Table 2.1. Headwords in *LDOCE*5 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 *LDOCE*6 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 *LDOCE*6 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

<table>
<thead>
<tr>
<th>Group</th>
<th>LDOCE6 main</th>
<th>LDOCE6 run-on</th>
<th>LDOCE6 phv</th>
<th>LDOCE6 Total</th>
<th>LDOCE5 main</th>
<th>LDOCE5 run-on</th>
<th>LDOCE5 phv</th>
<th>LDOCE5 Total</th>
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<tbody>
<tr>
<td>1</td>
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</tr>
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<td>61</td>
<td>48</td>
<td>1</td>
<td>11</td>
<td>60</td>
</tr>
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<td>2,952</td>
<td>2,441</td>
<td>364</td>
<td>121</td>
<td>2,926</td>
</tr>
</tbody>
</table>

†: “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 LDOCE63):
abandonware, audiobook, augmented reality, autistic spectrum, autistic spectrum disorder, autogas, brainfreeze, brainmelt, ciabatta, citizen journalism, cosy\(^{24}\), couch surfing, fly-tipping, granita, graphene, green-collar, hydroge-nated, key worker, keylog, keylogger, Kindle, multi-user, munter, oversharing, salami slicing, unlike\(^3\), working families tax credit

As you can see, headwords like abandonware, augmented reality, citizen journalism, keylog, keylogger, Kindle, multi-user, unlike\(^3\) 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 cosy\(^2\) 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), brainstorm\(^2\) (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
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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 [spoken and written 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* (LDOCES: 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 list:

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 corpus:

..., 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 explanation 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)

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. 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 corpuses 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. 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. 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           |

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<thead>
<tr>
<th>Table 2.4 Number of each band in the Longman Communication 9000</th>
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<td>High-frequency</td>
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<td>W3</td>
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<tr>
<td>Total</td>
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<td>word types</td>
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</table>
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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>
<thead>
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<th></th>
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<th>Mid</th>
<th>Lower</th>
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<tbody>
<tr>
<td>S1</td>
<td>35 (1.1%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S1/W1</td>
<td>733 (24%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S1/W2</td>
<td>190 (6.2%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S1/W3</td>
<td>46 (1.5%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S2</td>
<td>150 (4.9%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S2/W1</td>
<td>214 (7.0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S2/W2</td>
<td>408 (13.4%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S2/W3</td>
<td>205 (6.7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S3</td>
<td>353 (11.6%)</td>
<td>181 (5.8%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S3/W1</td>
<td>39 (1.3%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S3/W2</td>
<td>203 (6.7%)</td>
<td>46 (1.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>S3/W3</td>
<td>216 (7.1%)</td>
<td>170 (5.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>W1</td>
<td>14 (0.5%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>W2</td>
<td>67 (2.2%)</td>
<td>91 (2.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>W3</td>
<td>160 (5.2%)</td>
<td>392 (12.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>3,033 (99.5%)</td>
<td>880 (28.4%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>1,004 (100%)</td>
<td>977 (100%)</td>
<td>811 (67.1%)</td>
</tr>
<tr>
<td>Mid</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>397 (32.9%)</td>
</tr>
<tr>
<td>Lower</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>1,004 (100%)</td>
<td>977 (100%)</td>
<td>1,208 (100%)</td>
</tr>
</tbody>
</table>
Table 2.8  Relationship between the Longman Communication 9000 and the top 3,000 most frequent words (B-2)

<table>
<thead>
<tr>
<th></th>
<th>W1</th>
<th>W2</th>
<th>W3</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>1,000 (100%)</td>
<td>868 (86.4%)</td>
<td>627 (52.7%)</td>
</tr>
<tr>
<td>Mid</td>
<td>0 (0%)</td>
<td>137 (13.6%)</td>
<td>562 (47.3%)</td>
</tr>
<tr>
<td>Lower</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>1,000 (100%)</td>
<td>1,005 (100%)</td>
<td>1,189 (100%)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>LDOCE6</th>
<th>LDOCE5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Spoken Words</td>
<td>S1</td>
<td>1,004</td>
</tr>
<tr>
<td></td>
<td>S2</td>
<td>977</td>
</tr>
<tr>
<td></td>
<td>S3</td>
<td>1,208</td>
</tr>
<tr>
<td>Total</td>
<td>3,189</td>
<td>2,994</td>
</tr>
<tr>
<td>Top Written Words</td>
<td>W1</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>W2</td>
<td>1,005</td>
</tr>
<tr>
<td></td>
<td>W3</td>
<td>1,189</td>
</tr>
<tr>
<td>Total</td>
<td>3,194</td>
<td>2,996</td>
</tr>
<tr>
<td>word types</td>
<td>3,913</td>
<td>3,583</td>
</tr>
</tbody>
</table>
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*):

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

Note that **buck** 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.

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* (adverb) [S1/W2], *let’s* [S1], *quick* (interjection) [S1], *run* (noun) [S1/
An Analysis of *Longman Dictionary of Contemporary English*, Sixth Edition

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

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

Some of these words are marked with both the S and W symbols, and note that *run* (noun) and *some* (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. 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* 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,\(^1\) 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_.\(^2\)

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,\(^3\) but the following 11 headwords are left unlabeled in _LDOCE6_ even though they are considered as “parent words” in the Academic Word List\(^4\):

- 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 [AWL] or
One notable difference between the two dictionaries in terms of their labeling policy is that *OALD* marks not only main headwords but also run-on headwords if they are on the Academic Word List, while *LDOCE* marks only the main headwords. It is obvious that *OALD* 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. *OALD* marks *conventional* and *conventionally* with the *AWL* label, but *conventionality* is left unmarked, providing its users with the accurate information. However, *LDOCE* 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 *LDOCE* far surpasses that in *OALD*, and we must conclude that the labeling of *AWL* in *LDOCE* is as inconsistent and misleading as that of *LDOCE*. We only identify two cases of such problem in *OALD*: two run-on headwords, *coordinator* (*co-ordinator*) and *converse*, are not marked. On the other hand, we find 12 main headwords in *LDOCE* 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, *LDOCE* 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:

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 ($) 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, /ɔ/ and /ɔ:/ 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 NURSE 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 /h/ and /ɔ/ has been the unique characteristic of *LDOCE*. In the “Pronunciation Table” of the printed version of *LDOCE5*, the two symbols are explained as follows.

- /h/ means that some speakers use /i/ and some use /ɔ/
- /ɔ/ means that some speakers use /a/ and some use /ɔ/

As mentioned in Section 3.1, however, *LDOCE6* no longer uses /h/ and /ɔ/. *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, /h/ and /ɔ/ “have been separated into series of variants, /a/, /i/ and /œ/, /o/ respectively, with /œ/ 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 /œ/.

As it is impossible to investigate how all instances of /h/ and /ɔ/ 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 /h/ in *LDOCE5*. The distribution of weak vowels in *LDOCE6* is summarized in Table 3.1,

<table>
<thead>
<tr>
<th>/h/ replaced by /œ/</th>
<th>/h/ replaced by /i/</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ate climate, delicate, private</td>
<td>-ace furnace, palace, preface, surface</td>
</tr>
<tr>
<td>-ed3) (given as the entry)</td>
<td>-est (given as the entry)</td>
</tr>
<tr>
<td>-ible audible, perceptible, possible</td>
<td>-et carpet, target, budget, planet</td>
</tr>
<tr>
<td>-ily happily, luckily, easily, heavily</td>
<td>-ice justice, office, practice, service</td>
</tr>
<tr>
<td>-ive infinitive, primitive, sensitive</td>
<td>-id liquid, solid, timid, vivid</td>
</tr>
<tr>
<td>-ity activity, quality, reality</td>
<td>-in4) cabin, margin, napkin</td>
</tr>
<tr>
<td>-ness goodness, happiness, kindness</td>
<td>-ine doctrine, engine, feminine</td>
</tr>
<tr>
<td>-ret garret, secret, interpret, turret</td>
<td>-is basis, crisis, tennis</td>
</tr>
<tr>
<td>-rily merrily, necessarily, ordinarily</td>
<td>-ist chemist, nationalist, tourist</td>
</tr>
<tr>
<td>-ret garret, secret, interpret, turret</td>
<td>-it credit, edit, habit, unit</td>
</tr>
<tr>
<td>-let leaflet, tablet, bracelet, scarlet</td>
<td></td>
</tr>
</tbody>
</table>
and it mostly coincides with Cruttenden's description. For example, the affixes in which he says /s/ is now most common, such as -ity, -itive, -ily, -ate, and -ible, are all transcribed with /s/ (2014: 114).

Similarly, four word endings in which LDOCE5 uses /s/ 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 /s/ in these word endings are changed to /s/ 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

<table>
<thead>
<tr>
<th>Word</th>
<th><em>LDOCE6</em></th>
<th><em>LPD3</em> (% of preference reported in <em>LPD3</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>absorb</td>
<td>/ab'sɔːb/</td>
<td>/ab'zɔːb/ (83%)</td>
</tr>
<tr>
<td>dissect</td>
<td>/dɪ'sekt/</td>
<td>/dai'sekt/ (89%)</td>
</tr>
<tr>
<td>equinox</td>
<td>/ɪk'wænks/</td>
<td>/'ekwænks/ (92%)</td>
</tr>
<tr>
<td>longitude</td>
<td>/'lɒndʒɪtjuːd/</td>
<td>/'lɒŋgtɪtjuːd/ (85%)</td>
</tr>
</tbody>
</table>

(ii) American pronunciation

<table>
<thead>
<tr>
<th>Word</th>
<th><em>LDOCE6</em></th>
<th><em>LPD3</em> (% of preference reported in <em>LPD3</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>finance</td>
<td>/fa'næns/</td>
<td>/fainæns/ (87%)</td>
</tr>
<tr>
<td>forehead</td>
<td>/'fɔːræd/</td>
<td>/'fɔːrheɪd/ (88%)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Transcription</th>
<th>Recording (British)</th>
<th>Recording (American)</th>
</tr>
</thead>
<tbody>
<tr>
<td>justifiable</td>
<td>/'dʒʌstəfaɪəbəl/</td>
<td>/dʒʌstə'faiəbəl/</td>
<td>/dʒʌstə'faiəbəl/</td>
</tr>
<tr>
<td>scallop</td>
<td>/'skələp, 'skæ- $ 'skæ-/</td>
<td>/'skələp/</td>
<td>/'skælp/</td>
</tr>
<tr>
<td>princess</td>
<td>/'prɪnsəs- $ 'prɪnsəs/</td>
<td>/'prɪnsəs/</td>
<td>/'prɪnsəs/</td>
</tr>
<tr>
<td>chrysanthemum</td>
<td>/'krɪzaenθəməm/</td>
<td>/'krɪ'zanθəməm/</td>
<td>/'krɪ'sanθəməm/</td>
</tr>
<tr>
<td>patronize</td>
<td>/'pætrənaɪz $ 'peɪ-, 'peɪ-/</td>
<td>/'pætrənaɪz/</td>
<td>/'pətrənaɪz/</td>
</tr>
<tr>
<td>newspaper</td>
<td>/'nju:spɛipə $ 'nu:z,peipər/</td>
<td>/'nju:spɛipə/</td>
<td>/'nu:spɛipər/</td>
</tr>
</tbody>
</table>

(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 /dai-/; 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 /dʒʌstə'faiəbəl/ is preferred by 75% of British English speakers and 82% of American English speak-
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, themself, 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, themself above cannot be retrieved at all. We can locate several instances of the plural form of themself, 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.\(^2\) 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, themself, 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, 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.

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 entries:

**disappointed**

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.* I disappointed customers | *[+ at/with/about] Local residents were disappointed with the decision.* I disappointed (that) I was disappointed that we played
so well yet still lost. I [- in] I'm very disappointed in you. I bitterly/deeply/terribly disappointed The girl's parents were bitterly disappointed at the jury's verdict. I 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. I disappointed customers I disappointed (that) I was disappointed that we played so well yet still lost. I disappointed at/with/about sth Local residents were disappointed with the decision. I disappointed by sth People are disappointed by the lack of political change. I disappointed in sb I'm very disappointed in you. I disappointed to hear/see/find etc Visitors were disappointed to find the museum closed. I 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

overrun

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 I The house was overrun with mice. 2 [I, T] to take more time or money than intended: The final speaker overrun 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 overrun 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 I 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-
**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

**still**

 sensed 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** 13 *environment* producing *pollution* or *carbon dioxide*: *dirty forms of energy*
- **own** 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.


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

**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:

**must** (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.* I '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.* I 'We must do this again,' he said. 'I've enjoyed it thoroughly.'

modification: "especially BrE" is deleted

**work** (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:

**pop** (senses 2 and 3), **audience** (sense 1), **sin** (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

\textit{abode}^2

\textit{LDOCE5}: the past tense of \textit{abide}
\textit{LDOCE6}: \textit{v} the past tense of \textit{abide}

NB: The same modification is identified in \textit{flown} and \textit{overran}.

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

\textit{circumscribe} (sense 1: example)

\textit{LDOCE5}: \textit{The President’s} power is \textit{circumscribed} by Congress and the Supreme Court.
\textit{LDOCE6}: \textit{The president’s} power is \textit{circumscribed} by Congress and the Supreme Court.

\textit{circulate} (sense 2: example)

\textit{LDOCE5}: \textit{Rumours} began \textit{circulating} that the Prime Minister was seriously ill.
\textit{LDOCE6}: \textit{Rumours} began \textit{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: \textit{Church of England}, \textit{chuck}^2 (sense 2), \textit{cinch}^1 (sense 2: example), \textit{circle}^1 (sense 3: example), \textit{counter}^3 (example), \textit{establish} (sense 4: example), \textit{establishment} (sense 1: example), \textit{Main Street} (sense 2: example), \textit{majesty} (sense 1: example), \textit{make}^1 (sense 4: example), \textit{multitude} (sense 3: example), \textit{Pope} (sense 1: example), \textit{popular} (sense 1: example), \textit{popularly} (example), \textit{rating} (sense 1: example), \textit{similar} (example), \textit{stimulate} (sense 1: example), \textit{unofficial} (example), \textit{unreserved} (example).
(3) “any more” becomes solid “anymore”

**count**₁ (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**

\[
\begin{align*}
LDOCE5: &\ n \ [\text{singular also + plural verb}] \ldots \\
LDOCE6: &\ n \ [\text{singular}] \ldots
\end{align*}
\]

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 \textbf{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**

\[
\begin{align*}
LDOCE5: &\ v \ [T \text{ not in progressive}] \ldots \\
LDOCE6: &\ v \ [T] \ldots
\end{align*}
\]
An Analysis of *Longman Dictionary of Contemporary English, Sixth Edition*  37

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:

\[\text{sting}^1 \text{ (sense 3)}\]

**LDOCE5**

[I,T usually passive] if you are stung by a remark, it makes you feel upset: *She had been stung by criticism.* I *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.* I *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 green¹. 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.

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

(Grammar codes are shown in square brackets and grammar patterns in bold font in the LDOCE6s.)

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.”

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). 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 some­
times 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, com­
paring 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 point and that even in such a case, only one category name may be given. In the case of nobody, 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. XDon’t say: Nobody didn’t come. I Nobody said nothing.
- Don’t use 'of' after nobody. XDon’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. XDon’t write: no body

---

In LDOCE5, there were no boxes for nobody 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**

<table>
<thead>
<tr>
<th>Title (category marker)</th>
<th>Number (in book)</th>
<th>Number (online only)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Untitled)</td>
<td>129</td>
<td>10</td>
<td>139</td>
</tr>
<tr>
<td>Patterns with ...</td>
<td>114</td>
<td>4</td>
<td>118</td>
</tr>
<tr>
<td>Singular or Plural Verb?</td>
<td>82</td>
<td>29</td>
<td>111</td>
</tr>
<tr>
<td>Using the progressive</td>
<td>57</td>
<td>9</td>
<td>66</td>
</tr>
<tr>
<td>Comparison</td>
<td>54</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>Word order</td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Countable or uncountable?</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>
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 (sense 1).

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

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

<table>
<thead>
<tr>
<th>GRAMMAR: Patterns with pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You <strong>pay</strong> an amount or you <strong>pay</strong> a person: <em>We paid $700.</em> <em>I pay the delivery man.</em></td>
</tr>
<tr>
<td>• You <strong>pay for</strong> something that you buy: <em>I’ll pay for the tickets.</em> <em>Don’t say: I’ll pay the tickets.</em></td>
</tr>
<tr>
<td>• You <strong>pay</strong> an amount or a person <strong>for</strong> something that you buy: <em>I paid £100 for this jacket.</em> <em>She paid me for the drinks.</em></td>
</tr>
<tr>
<td>• You <strong>pay</strong> someone an amount: <em>They paid the owner €3,000.</em></td>
</tr>
<tr>
<td>• You <strong>pay in</strong> a type of money: <em>Can I pay in euros?</em></td>
</tr>
<tr>
<td>• You <strong>pay by</strong> a particular method: <em>You can pay by credit card.</em></td>
</tr>
</tbody>
</table>

Words, especially nouns, with related meanings, tend to follow a set pattern of presentation or wording in each box. See such entries as: breakfast, lunch, dinner; bicycle/bike, bus, car, plane, train, aeroplane; spring, summer, autumn, fall, winter; week, month, year; morning, afternoon, evening, 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 either, half, neither, and none.

Type A: *clothes, everyone*

<table>
<thead>
<tr>
<th>GRAMMAR: Singular or plural verb?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clothes is a plural noun. If you want to talk about one shirt, one sock etc, you say a <strong>piece of clothing</strong> or an <strong>item of clothing</strong>.</td>
</tr>
<tr>
<td>• Clothes is always followed by a plural verb: <em>All my clothes are packed and I’m ready for my trip.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAMMAR: Singular or plural verb?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a singular verb after <strong>everyone</strong>: <em>Everyone likes her.</em> <em>Don’t say: Everyone like her.</em></td>
</tr>
</tbody>
</table>
Type B: genetics

<table>
<thead>
<tr>
<th>GRAMMAR: Singular or plural verb?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genetics is followed by a singular verb: Genetics is the study of genes.</td>
</tr>
</tbody>
</table>

Type C: class¹, data

<table>
<thead>
<tr>
<th>GRAMMAR: Singular or plural verb?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Class is usually followed by a singular verb: The class was working on some maths problems.</td>
</tr>
<tr>
<td>• In British English, you can also use a plural verb: The class were working on some maths problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAMMAR: Singular or plural verb?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In everyday English, data is usually followed by a singular verb: The data is collected by trained interviewers.</td>
</tr>
<tr>
<td>• In academic or very formal English, a plural verb is used: These data are summarized in Table 5.</td>
</tr>
<tr>
<td>• 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</td>
</tr>
</tbody>
</table>

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**

  **GRAMMAR: Using the progressive**

  - *Know* is not used in the progressive. You say: I know who that is. I do you know this song? *Don’t* say: I’m knowing who that is. I 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*, 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.)
• 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 both¹, half⁴, last², quite, rather, and such and 24 adverbs like even¹, just¹, and seldom.

• Countable or uncountable?
Typical example: type¹

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 I these types of building XDon't say: these type of building

This category deals with two countable nouns (type¹ and vegetable¹) and 23 always or usually uncountable nouns (accommodation, baggage, equipment, evidence¹, food, fruit¹, furniture, hair, headache, homework, housework, information, jewellery, knowledge, litter¹, luggage, news, permission, pollution, progress¹, sport¹, transport¹, trouble¹).

• 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.
An Analysis of Longman Dictionary of Contemporary English, Sixth Edition

**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.*

**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, expert, news), seven verbs (agree, include, invite, look, shout, work, worry), and eight adjectives (anxious, careful, different, guilty, involved, married, proud, similar) are included here and warnings following "Do not say" are given for agree, anxious, beginning, different, end, expert, include, involved, look, married, proud, similar, and worry.

- **Linking verbs** (New)
  
  Nineteen verbs are included in this category.

  Typical example: **appear**

  **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)).

- **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: *Our parties agree on this.* You can also say: *Our parties agree with each other on this.* *I My party agrees with yours on this.*

  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*, *in case* (under *case*1), *unless, until*, *when, while*

  **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 want to get home before it rains.* Don’t say: *before it will rain*
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.

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\(^1\).

  - little\(^1\) ("littler’ and ‘littlest’ are not often used")
  - more\(^1\) ("not used before the -er forms of an adjective or adverb")
  - most\(^1\) ("not used before the -est forms of an adjective or adverb")
  - worse\(^1\) ("The comparative form of bad is worse.")
  - worst\(^1\) ("The superlative form of bad is worst.")

- **Using the passive**
  
  There are two types of information in this category.

  Type A: mind\(^2\)

<table>
<thead>
<tr>
<th><strong>GRAMMAR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using the progressive</strong></td>
</tr>
<tr>
<td>&lt;...&gt;</td>
</tr>
<tr>
<td><strong>Using the passive</strong></td>
</tr>
<tr>
<td>- In most of its meanings, mind is not used in the passive.</td>
</tr>
</tbody>
</table>
| - 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

Mind, 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 and think) are covered as type B. Nevertheless, just like mind, 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 (Available online only. For detailed discussion see Section 5.3.2.)
  
  Even though/even if: even
  
  Much: much
  
  Numbers with half: half
  
  Possessives: of
  
  Spelling: another
  
  When not to use ‘the’: the
  
  When to use ‘the’: the

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.* \(\times\) Don’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

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]\n
\[b) [T, usually passive]\n
*LDOCE6*:  
\[a) [I]\n
\[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 “**X**Don’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 “**X**Don’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) "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 \(\Delta\) 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 (appeal1, balance1, business, charge1, class1, confidence, record1, and signal1) 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.”
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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
<th>Adverb</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,514 (82.4%)</td>
<td>178 (9.7%)</td>
<td>134 (7.3%)</td>
<td>11 (0.6%)</td>
<td>1,837 (100%)</td>
</tr>
</tbody>
</table>

(upright 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

<table>
<thead>
<tr>
<th>High-frequency</th>
<th>Mid-frequency</th>
<th>Lower-frequency</th>
<th>AWL</th>
</tr>
</thead>
<tbody>
<tr>
<td>169 (84.5%)</td>
<td>29 (14.5%)</td>
<td>2 (1.0%)</td>
<td>18 (9.0%)</td>
</tr>
</tbody>
</table>

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
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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**: 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**: 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, taxi, and train) are moved to GRAMMAR boxes, and two (television and travel) are simply deleted in *LDOCE6*. Newly, three CBs (at party, taste, and view) 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 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 exam­
pies 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.

<table>
<thead>
<tr>
<th>COLLOCATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERBS</td>
</tr>
<tr>
<td>&lt;...&gt;</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>control/contain your anger</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>arouse/provoke anger (also stir up anger informal) (=make people angry)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>fuel anger (=make people even more angry)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>somebody’s anger goes away/subsides/fades (=it stops)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>&lt;...&gt;</td>
</tr>
</tbody>
</table>

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 funda­
mentally 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.

<table>
<thead>
<tr>
<th>THESAURUS</th>
<th>COLLOCATIONS CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;...&gt;</td>
<td></td>
</tr>
<tr>
<td>the latest</td>
<td>technology/equipment/news</td>
</tr>
<tr>
<td>up-to-date</td>
<td>equipment/information/book/map</td>
</tr>
<tr>
<td>new-fangled</td>
<td>device/contraption/gadget</td>
</tr>
<tr>
<td>high-tech</td>
<td>industry/company/equipment</td>
</tr>
<tr>
<td>state-of-the-art</td>
<td>technology/equipment</td>
</tr>
</tbody>
</table>

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, /i/ and /a/. 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
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"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 flush² (noun): in LDOCE5, flush¹ (noun) and flush² (verb)
- fly² (noun) and fly¹ (verb): in LDOCE5, fly² (verb) and fly¹ (noun)
thin\textsuperscript{2} (verb) and thin\textsuperscript{3} (adverb): in \textit{LDOCE}\textsuperscript{5}, thin\textsuperscript{2} (adverb) and thin\textsuperscript{3} (verb)

The reason for the reverse probably has something to do with the introduction of the \textit{Longman Communication 9000}. Thus, the superscript of \textit{flush} (verb) is changed from “2” to “1” because this headword, but not \textit{flush} (noun), is enlisted in \textit{Longman Communication 9000}, and, for that reason, listed before \textit{flush} (noun) in \textit{LDOCE}\textsuperscript{6}. Naturally, the superscript of \textit{flush} (noun) in \textit{LDOCE}\textsuperscript{5} is changed to “2” in \textit{LDOCE}\textsuperscript{6}. 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 \textit{LAAD}\textsuperscript{3}: ciabatta, couch-surfing, hydrogenated, and Kindle, in which hydrogenated was already included in \textit{LAAD}\textsuperscript{2}, and ciabatta, couch-surfing, Kindle are newly added in \textit{LAAD}\textsuperscript{3}. Note that couch-surfing is a run-on headword under couch-surf, which is also newly added in \textit{LAAD}\textsuperscript{3}.

4) The superscript of \textit{cosy}\textsuperscript{2} (noun) in \textit{LDOCE}\textsuperscript{5} is changed from “2” to “3” in \textit{LDOCE}\textsuperscript{6} because \textit{cosy}\textsuperscript{2} (verb) is newly added in \textit{LDOCE}\textsuperscript{6}.

5) Since the former run-on headword brainstorm (verb) under brainstorming (noun) becomes the main headword brainstorm\textsuperscript{2} in \textit{LDOCE}\textsuperscript{6}, the brainstorm (noun) with no superscript becomes brainstorm\textsuperscript{1}.

6) Although both Nation and Schmitt & Schmitt are mentioned in \textit{LAAD}\textsuperscript{3}, it is more likely that Schmitt & Schmitt have larger influence than Nation in that \textit{LAAD}\textsuperscript{3} 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 \textit{LAAD}\textsuperscript{3}’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 \textit{LAAD}\textsuperscript{3}, thus, between 2,000 and 9,000 in Nation (2013) and between 3,000 and 9,000 in Schmitt & Schmitt (2012); that is, unlike \textit{LAAD}\textsuperscript{3}, 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\textsuperscript{1} and plural\textsuperscript{2}) are actually marked with \textbullet\textbullet\textbullet\textbullet and no SW symbols are attached to them, but assignment is marked not only with \textbullet\textbullet\textbullet but also with \textbullet\textbullet\textbullet\textbullet and \textbullet\textbullet\textbullet\textbullet, and homework is marked with both \textbullet\textbullet\textbullet and \textbullet\textbullet\textbullet, 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 “\textbullet\textbullet\textbullet W3” in \textit{LDOCE}\textsuperscript{6}, but with “\textbullet\textbullet\textbullet W2”; and for the verb buy, the actual marking is not “\textbullet\textbullet S1 W1,” but “\textbullet\textbullet 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 \textit{LDOCE}\textsuperscript{6}’s comment here. If we expand the number of words to 3,000 as is claimed in \textit{LDOCE}\textsuperscript{6}, 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 \textit{LAAD3-book} and those in \textit{LAAD3-online} are not the same; we have found 23 instances, in which \textit{LAAD3-online} assigns the circles (all of them are marked as low-frequency), but \textit{LAAD3-book} does not. Our small survey performed here is based on the data available from \textit{LAAD3-book}. Speaking of \textit{LDOCE6}, as far as words in letter A are concerned, we do not find such gaps between \textit{LDOCE6-book} and \textit{LDOCE6-online}.

16) Note that \textit{LDOCE5} uses the label \textbf{AC} instead of \textbf{AWL}.

17) \textit{LDOCE5} also provides a PDF at \url{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 \textit{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 \textit{LDOCE5-book} or \textit{LDOCE5-online}; these words are on the official Academic Word List available at \url{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 \textbf{AC} label in \textit{LDOCE5}; thus, \textbf{code}¹ (n) and \textbf{code}² (v) are listed in the PDF, but only \textbf{code}² (v) is accompanied with the \textbf{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 \textbf{AWL} label in \textit{LDOCE6}.

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

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

21) Note that \textit{OALD8} marks headwords with the \textbf{AW} label to indicate that the headwords in question are on the Academic Word List.

22) The \textit{Longman Communication 9000} does not contain \textit{criteria}, \textit{maximise}, \textit{minimise}, and \textit{utilise}, but their variants \textit{criterion}, \textit{maximize}, \textit{minimize}, and \textit{utilize} are included in the \textit{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 \textit{nurse} vowel is used in words such as
bird, turn, and word.

3) Although the suffix -ed is transcribed with /a/ in the entry of the suffix, the weak vowels in words such as accented, haunted, wanted are transcribed with /i/.

4) The weak vowel in the word vitamin is transcribed with /a/.

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 the-saurus 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-up^2
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-up^1 has an extra sense 3, and pop-up^2 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-up^1 (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-up^2 (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
own^2 (sense 4 in LDOCE6): 4 informal to defeat someone very easily or by a large amount: Our team totally owned them!
work^1 (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 overrun^1 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
above^2
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
fog
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 command¹, congregation, constituency, contingent², 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).

**DICTONARIES CONSULTED and their ABBREVIATIONS**


WORKS CONSULTED

An Analysis of the *Collins COBUILD Advanced Dictionary of English*, Seventh Edition

Takahiro Kokawa  Rika Aoki  Rumi Takahashi  Kazuo Ikeda

1. Introduction

Since the product of the innovative COBUILD project was put on the market in 1987 as the *Collins COBUILD English Language Dictionary* (the original title of the first edition), seven revisions have been made to the EFL dictionary and the latest eighth edition, published in 2014, is now available. We began the analysis of the seventh edition of the dictionary in the spring of 2014, and while we were working on the research the updated eighth edition arrived on the market later that year. While we decided to keep the focus on the analysis of the seventh edition in comparison with the sixth and earlier editions of the *COBUILD* as well as with other peer EFL dictionaries, we also tried to look over the latest update from the 7th to the 8th edition and incorporate what we found in this paper where possible.

Team analyses has been made by Iwasaki Linguistic Circle for the first, second and third editions of the dictionary (Takebayashi et al., 1989, Masuda et al., 1997 and Masuda et al., 2003) as well as its American version (the *Collins COBUILD Advanced Dictionary of American English*; henceforth *COBAm*) (Masuda et al., 2008). We would now like to take a quick glance over the development of the dictionary from the 3rd to the 8th editions. (See also the tabulated overview (Table 1.1) on p. 75.)

The dictionary title in full has been changed several times. The first edition in 1987 was titled the *Collins COBUILD English Lan-
### Table 1.1 An overview of different versions of the COBUILD and three other EFL dictionaries

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electronic version</strong></td>
<td>Optional CD-ROM with separate ISBN sold</td>
<td>CD-ROM attached</td>
<td>CD-ROM attached</td>
<td>access code to online version (myCOBUILD.com) provided behind the back cover</td>
<td>access code to online version (an mobile app) provided behind the back cover</td>
<td>more updated free online version available</td>
<td>CD-ROM attached</td>
<td>CD-ROM attached</td>
<td>CD-ROM attached</td>
<td>access code to online version provided behind the back cover</td>
</tr>
<tr>
<td><strong>Extra columns</strong></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Vocabulary Builders</strong></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Color(s) used</strong></td>
<td>Black only</td>
<td>Black + blue</td>
<td>Black + blue</td>
<td>Dictionary text in black + blue; Picture Dictionaries and Word Webs in full color</td>
<td>Dictionary text in black + blue; Picture Dictionaries and Word Webs in full color</td>
<td>Dictionary text in black + blue; Picture Dictionaries and Word Webs in full color</td>
<td>Dictionary text in black + blue; Picture Dictionaries and Word Webs in full color</td>
<td>Dictionary text in black + blue; back matter pictorial illustrations in full color</td>
<td>Dictionary text in black, red, purple + blue; pictorial illustrations in full color</td>
<td>Dictionary text in black, red, purple + blue; pictorial illustrations in full color</td>
</tr>
<tr>
<td><strong>Dominant color of the cover</strong></td>
<td>Indigo</td>
<td>Indigo</td>
<td>Indigo</td>
<td>Black</td>
<td>Purple</td>
<td>Turquoise</td>
<td>Blue</td>
<td>Dark Indigo</td>
<td>Purple + light blue</td>
<td>Yellow + Indigo</td>
</tr>
<tr>
<td><strong>Total number of A-Z text pages</strong></td>
<td>1824</td>
<td>1695</td>
<td>1695</td>
<td>1828</td>
<td>1828</td>
<td>1828</td>
<td>1522</td>
<td>1796</td>
<td>1834</td>
<td>2125</td>
</tr>
<tr>
<td><strong>The Bank of English corpus that the dictionary is based on</strong></td>
<td>500 million words</td>
<td>520 million words</td>
<td>645 million words</td>
<td>4.5 billion words</td>
<td>4.5 billion words</td>
<td>645 million words</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
language Dictionary, and the second edition in 1995 has the title the Collins COBUILD English Dictionary, New Edition, losing the word 'Language' from its appellation. The name of the third edition in 2001 is the Collins COBUILD English Dictionary for Advanced Learners, laying down the level of its main target users. The fourth and the fifth editions are titled in a slightly different manner from the previous edition, namely, the Collins COBUILD Advanced Learner's English Dictionary. Rather unexpectedly, the sixth and the seventh editions lost the word 'Learner(s)' from its title, and are thus entitled the Collins COBUILD Advanced Dictionary of English. The eighth edition revived its claim to its service to the learners, hence the name the Collins COBUILD Advanced Learner's Dictionary, but lost its language marker, namely, 'of English.'

While always honoring the name of John Sinclair as the Founding Editor-in-Chief all through from the 3rd to the latest 8th editions, the dictionary has gone through a major renewal of its page design between COB5 (2006) and COB6 (2009). The most conspicuous renovation in page layout was the disappearance of the extra column which had been one of the major features of the COBUILD, making the A-Z dictionary text of the COBUILD appear more like other EFL dictionaries. (See 4.4 for more details.)

The founding father of the COBUILD project and the COBUILD dictionaries, John Sinclair, passed away in 2007, between the publications of COB5 and COB6, and the sixth edition was compiled by a team under different directors and managers, and by the collaboration of Collins and Heinle Cengage Learning. In fact, we were not certain whether COB6, which was differently titled from its previous edition because the words "sixth edition" did not appear on its cover but on only one page, was really the successor of COB5 until we found a line on p. xi on its front matter, "Welcome to the sixth edition of the COBUILD Advanced Dictionary for learners of English." It is as if COB6 was trying to leave the tradition of the COBUILD behind and start off as an entirely new dictionary. But through our limited research of COB3 through to COB8, we learned the main body of the
dictionary text has not changed much through the five revisions, and the changes during that period should be conceived more as updates rather than a renewal. Incidentally, COB7 and COB8 have the words “Seventh Edition” and “NEW 8th edition” on their covers respectively.

In COB6, COB7 and COB8, feature columns, including Picture Dictionaries, Word Webs, Word Partnerships, Word Links, Thesaurus entries and Usage notes are introduced to present a wide variety of extensive information, which will be discussed in Chapter 5 of this paper.

On the other hand, the visibility of the dictionary pages has certainly been improved through revisions, for example by the introduction of more colors in the dictionary pages. The dictionary text of COB3 was only in black. In COB4 and COB5, the dictionary text was presented in black and blue, with headwords, run-ons, etc. printed in blue. In the sixth and later editions, feature columns are presented in boxes in different colors, and all the Picture Dictionaries and Word Webs are complete with full-color illustrations and photographs.

Regarding electronic versions of the dictionary, COB3 has an optional CD-ROM version but it is sold separately with a separate ISBN code. COB4 and COB5 include a free CD-ROM version of the dictionary. COB6 and COB7 provide an access code to their online versions (in the case of COB6, a code for a web-based dictionary accessible through a browser; as for COB7, one for an iPhone or Android application) inside its back cover. Now Collins offers a free version of the COBUILD Learner's Dictionary online at www.collinsdictionary.com/cobuild. In fact, access to that webpage is not limited to owners or users of COB8. The free online dictionary seems to be no other than the A-Z dictionary contents of COB8, minus the feature columns called 'Vocabulary Builders' (see Chapter 6 of this paper) that we find throughout the print version of the dictionary.

We would like to discuss some of the information categories in COB7 one by one in the following sections.
2. Headwords

This section discusses the transition of presentation of headwords as well as run-ons and run-ins from COB3 through to COBS, in most cases focusing on the differences between those in COB6 and COB7.

2.1. Scope of the survey

We counted the headwords, run-ons and run-ins in one out of every section of 50 pages starting from page 51 up to page 1801 in COB7. The total number of sampled pages is 36, which account for approximately 1.97 percent of the A-Z text of the dictionary. We then compared them with those in the corresponding parts in the other editions of the COBUILD from COB3 to COB8.

We also selected some words that may have been added to English vocabulary in recent years, specifically from the fields of computing, communication and information technology. We looked up those words in the six editions of the COBUILD from COB3 to COB8, as well as in COBAm, OALD8, CALD4 and LDOCE6.

2.2. The number of entries in COB7

The number of independent headwords (namely entries) found in the sampled sections of our survey is 675. (We excluded 18 empty entries—namely, headwords that has no following information and merely leads the user to other entries—from our count. They are: anemia, anemic, anesthesia, anesthetic, anesthetize, defense, hi tech, hit or miss, maneuver, maneuverable, organization, organize, organizer, pedophile, pedophilia, tattle and vitro.) We also found 90 run-ins and run-ons in the same portions, excluding 3 empty run-ons.

We may roughly surmise the total count of entries in COB7 with this number: 675/36 (the number of sampled pages) \times 1,828 (the total number of pages in the A-Z section of COB7) = 34,275, namely around 18.75 entries per page.

Until COB5, the dictionary mentioned the size of its coverage of vocabulary in the blurb on its back cover as ‘Over 110,000 references’
(COB3) or ‘over 110,000 words, phrases and definitions’ (COB4 and COB5). It might have been necessary to complete with other EFL dictionaries, but the criteria of ‘references’ or ‘words, phrases and definitions’ are not very clear-cut. In COB6 and afterwards, the COBUILD ceased citing that rather ambiguous figure on its blurb, which we consider quite a fair and reasonable judgment. (Incidentally, other EFL dictionaries still refer to such marketing hype on their back covers: “230,000 words, phrases and meanings” (LDOCE6), “184,500 words, phrases and meanings” (OALD8) and “over 140,000 words, phrase, examples, . . .” (CALD4).) These numbers are relevant only when they are compared on the basis of a strictly common criteria.

2.3. Changes made through revisions

Now we would like to look at what headwords are added or deleted through each of the revisions from COB3 to COB8. Items that are newly introduced in the respective new versions in the sample portion adopted by the author of this chapter are as follows:

<table>
<thead>
<tr>
<th>new in</th>
<th>number</th>
<th>instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>COB4</td>
<td>6</td>
<td>common stock, comms, gamer, JPEG, nicad, witchy (or witch-like)</td>
</tr>
<tr>
<td>COB5</td>
<td>3</td>
<td>anger management, peer pressure, roadkill</td>
</tr>
<tr>
<td>COB6</td>
<td>2</td>
<td>chav, games console</td>
</tr>
<tr>
<td>COB7</td>
<td>1</td>
<td>flatscreen</td>
</tr>
<tr>
<td>COB8</td>
<td>1</td>
<td>peeps</td>
</tr>
</tbody>
</table>

With regard to deletions, the following items found in the sample portion of COB3 are missing in COB4 and the versions thereafter.

| independent headwords | 2 | peepbo, peg leg |
| run-ons and run-ins   | 12 | divide off, flatness, flatteringly, grow away from, grub up, grub out, hitch up, peg out, spasmically, vividness, wistfully, wistfulness |
When the number of dictionary pages were substantially reduced in the revision from COB3 to COB4 (from 1,824 pages to 1,695), run-ons and run-ins for less frequent phrasal verbs and transparent derivatives with productive suffixes such as -ly and -ness may have been targeted for removal. The information deleted does not seem to have found its way into other places in the related entries, so the user have no access to the information that was omitted in COB4 and later editions.

In the revision from COB4 to COB5, we found two items that had been removed, namely, androgyny and road manager, but they somehow reappeared in COB6. It may have something to do with the revival of the number of pages from 1695 (COB4 and COB5) to 1828 (COB6 and thereafter).

No headwords were found deleted in the sampled portion of our survey in the revisions from the fifth through to the eighth editions of the dictionary.

2.4. Characteristics of COBUILD revisions from the sixth through to the eighth editions in terms of entry and page assignment

Through our research we found out that the COBUILD has a policy of strictly maintaining its page number of the A-Z dictionary section (1,824) through revisions, and also of applying revisions without affecting the position of entries other than the ones undergoing alteration. That is to say, regardless of the edition (COB6, COB7 or COB8), each page starts and ends with the same headwords or information as the page with the same number in every other edition.

Thus, when COB7 inserted the four-line entry flatscreen into page 601, they adjusted each line to accommodate slightly more words and managed to make room for two more lines in each column. Now, page 601 in both COB6 and COB7 starts with the identical thirteenth sense of the word flat and ends with the same entry, flatware.

This policy may be quite preferable and reassuring for editorial work on the part of the publisher, with many useful columns contain-
An Analysis of the Collins COBUILD Advanced Dictionary of English, Seventh Edition  81

ing pictorial and usage information incorporated in the dictionary text, which should not be divided between pages, but at the same time this approach may have prevented the editorial and lexicographical team from applying extensive and ambitious alterations to the existing dictionary text.

2.5. Characteristics of derivative presentation of COB7

COB7 designates derivatives as run-ins at the end of each related sense in an entry, and also presents that derivative as an independent headword separately if the dictionary regards it as important. Thus, the run-on communication is presented at the first and the third senses of communicate, both times in blue, and COB7 also has an independent headword communication right after the entry communicate. This is not done in LDOCE6, OALDS nor CALD4, but is a regular practice in all the editions from COB3 to COB8.

At first glance, this approach may seem redundant and space-consuming, but in fact it is pedagogically very meaningful in that it clearly designates the links between related words. It also presents precise information as to exactly which sense of a polysemous word is correlated to its derivative, as many derivatives correspond to only some of the meanings of the parent word.

2.6. Information on proper nouns and proprietary names

COB7 cites the adjective/nationality form of quite a few proper names, such as Burmese, Liberian, and so on, but perhaps through loyalty to the British lexicographical tradition, it does not cite the names of the country from which the words originate. (Incidentally, LDOCE6, OALD8 and CALD4 cite neither.) On the other hand, COB7 presents such proprietary names as Gameboy and iPod as its headwords. We presume the dictionary (or any EFL dictionaries published in Britain) might be more user-friendly if it cited proper names, such as the existing names of countries, alongside their adjective form, so that users may not be left uninformed as to words in their definitions in COB7 (e.g. Burma or Liberia).
2.7. Frequency band designation in COB3 and later editions

One of the key features of the COBUILD dictionary have been the designation of the frequency of entry words with diamonds. COB3 used a five-diamond system, thus classifying English vocabulary in seven levels (words with five diamonds are most frequently used ones (Level 7), down to words with one diamond (Level 3), words that have no diamond but still are entered in the dictionary (Level 2) and finally the words that are not treated in the dictionary at all (Level 1)). From COB4 onward, the system is streamlined to a three-diamond system, identifying five levels of frequency. In COB3, COB4 and COB5, the diamonds are designated in extra columns. In COB6, COB7 and COB8, they are given right after the headwords.

COB7 explains the frequency banding as follows:

Information on the frequency of words in this dictionary is given using three frequency bands, shown as blue diamonds in the headword line. The most frequent words have three diamonds, the next most frequent two, and the ones which are less frequent have one diamond. Words which occur less frequently still, but which deserve an entry in the dictionary, do not have any diamonds. (p. xiv)

Our comparison of frequency band designation in COB3 and later editions revealed that five, four and three diamonds in COB3 exactly correspond to three, two, and one diamond(s) in COB4 and following editions, and items with two and one diamond(s) in COB3 are uniformly demoted to unmarked (no diamonds) in terms of frequency banding. And there seem to be no changes in specific frequency designations at all in the sampled sections of the six dictionaries surveyed, if we keep this systematic correspondence in mind.

As was discussed in Masuda et al. (1997: 26), as long as diamonds are assigned not to specific senses of a polysemous word, but to a whole set of meanings that a headword assumes, we cannot rely on frequency band designation for very precise information on the importance of a specific use of a word. So, when the designation of frequency was reduced from five to three diamonds, there may not be a
fatal loss of information, and the five bands with three stars instead of seven with five stars may be more manageable for users of the dictionary.

What we would have liked the dictionary to show is exactly how frequent or important if a word is given three, two or one diamond and which places in the frequency ranking each band designates, perhaps somewhere in the front matter, as was clearly shown in COB3 (pp. xlii-xliii). Some learners are keen to know what levels of words in the vocabulary ranking they are familiar with.

Incidentally, the online version available to us at the time of this research (see Chapter 1) adopts a five dot ‘Word Frequency’ designation for each entry, but the system does not seem to correspond either to the system in COB3 or that in the later versions.

2.8. Reflection of newer words through revisions
We selected 48 items related to computer, communications and information technology and compared their treatment in the six editions of the COBUILD and three other EFL dictionaries published in the 2010s. The whole result is tabulated in Table 2.3a, 2.3b and 2.3c on pages 84-86.
Table 2.3a  Treatment of recent PC-, ICT- and technology-related items

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>android (as an operating system)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓ android 2 (*1)</td>
<td>✓ android 2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>android (as a device with the android OS)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>✓ android 3</td>
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<tr>
<td>app (for 'application software')</td>
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<td>✓ (+Word Web)</td>
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<td>✓ (+Word Web)</td>
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<td>✓ c-mail (also E-mail, email)</td>
<td>✓ e-mail (also E-mail, email)</td>
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<td>✓ email (also e-mail)</td>
<td>✓ email (also e-mail)</td>
<td>✓ e-mail (n.), email (v.)</td>
<td>✓ e-mail (n.), email (v.)</td>
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<td>✓</td>
<td>✓</td>
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</tr>
<tr>
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<td>✓ (noun and adjective)</td>
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</table>

(*1) ✓ means that the item given is treated, -' not treated. The number after the headword is the sense number under which the given item is presented. Items with dark background means that the given item is newly introduced in the COBUILD series.
Table 2.3b  Treatment of recent PC-, ICT- and technology-related items

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<td>✓ (short message system)</td>
<td>✓ (short message system)</td>
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Table 2.3c  Treatment of recent PC-, ICT- and technology-related items

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<td>tablet (in the sense of tablet PC or device)</td>
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<td>√ tablet 2</td>
<td>-</td>
<td>√ tablet PC</td>
<td>√ tablet 3 (also tablet computer)</td>
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<td>text (= ~ messaging)</td>
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<td>√ text 6</td>
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<td>√ text (n.) 2</td>
<td>√ text*1(n.) 6 (*2)</td>
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<td>√ text 7</td>
<td>√ text 7</td>
<td>√ text 6</td>
<td>√ text (v.) 3</td>
<td>√ text (v.) 2</td>
<td>√ text*2 (v.)</td>
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<tr>
<td>tweet (n.) (= a message on Twitter)</td>
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<td>-</td>
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<td>√ tweet 2</td>
<td>√ tweet 2</td>
<td>-</td>
<td>√ tweet 2</td>
<td>√ tweet (v.) run-on</td>
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<td>tweet (v.) (= to send a message on Twitter)</td>
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<td>√ tweet 3</td>
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<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>twitter (v.) (= to send a message on Twitter)</td>
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</table>

(*2) "1", "2", etc. denote separate entries with differentiation in superscripted numbers.
An Analysis of the Collins COBUILD Advanced Dictionary of English, Seventh Edition

The items that have been incorporated in the COBUILD dictionaries are as follows:

Table 2.4 Items newly introduced in the individual revisions

<table>
<thead>
<tr>
<th>Items new in</th>
<th>firewall, IT, IP address, MPEG, PDA, text (n.), text (v.), USB</th>
</tr>
</thead>
<tbody>
<tr>
<td>COB4 (2003)</td>
<td>blog, weblog, iPod, MP3 player, smartphone</td>
</tr>
<tr>
<td>COB5 (2006)</td>
<td>ICT</td>
</tr>
<tr>
<td>COB6 (2009)</td>
<td>android (OS; device), app, flatscreen, social networking, tablet, tweet (n.)</td>
</tr>
<tr>
<td>COB7 (2012)</td>
<td>social media, tweet (v.)</td>
</tr>
</tbody>
</table>

Among them, android (both in the sense of an operating system and a device that runs on the OS) is exclusively found in COB7 and COB8, while LDOCE6, OALD8 and CALD4 mention the word only in the sense of a robot. In fact, the recent editions of the COBUILD (COB7 and COB8) achieves coverage of current PC- and ICT-related vocabulary quite comparable to other recent major EFL dictionaries.

2.9. Conclusion

We can see from this limited research on the headwords in the COBUILD dictionaries that although they are not too slow in their attempt to document and explain recent words, specifically in the field of PC and ICT, the overall updating of the COBUILD editions in each revision is rather conservative and limited in scope.

(Section 2 by Kokawa)

3. Pronunciation

This section compares the phonetic transcription of COB7 with that of five dictionaries, COB6, COBAm, LDOCE6, CALD4, and OALD8.

3.1. Overview

It appears that there is no significant change in the pronunciation transcription system in COB7. Pronunciation is shown after the headword using the International Phonetic Alphabet (IPA) between a pair of slashes.
According to the section called PRONUNCIATION in the Activity Guide, the model pronunciation of COB1 is Received Pronunciation (RP) for British English, which is "the result of a programme of monitoring spoken English and consulting leading reference works" and General American (GenAm) for American English, which is transcribed with "the advice and helpful criticism of Debbie Posner" (p. xxiii). The pronunciation of GenAm only appears when GenAm "differs from the usual British pronunciation more significantly" (p. xxiii), that is, when the difference between RP and GenAm is not systematic. GenAm is given after the code AM, which is the same in the previous editions. If there is more than one common variant in RP, alternative pronunciations are also shown. In the section IPA SYMBOLS, readers can consult a list of transcription symbols with notes explaining the difference between RP and GenAm, stress rules, and the importance of unstressed syllables.

As for the pronunciation of grammatical words, it first gives a weak form, followed by its strong form after the code STRONG. More details of the pronunciation of grammatical words are available in the section IPA SYMBOLS (p. xxvi).

3.2. Transcription system
In this section, we review the transcription system of COB1 compared with five other dictionaries. The system seems to be unchanged in the newest edition, COB8, which was published in 2014.

3.2.1. Consonants
COB1 has unique transcription symbols for syllabic consonants and a voiceless labial-velar fricative [ʃ]. Syllabic l, such as in the second syllable of handle /hændl/, is transcribed as /l/, and syllabic n, as in hidden /hɪdn/, is shown as /n/. Other dictionaries such as LDOCE6 and OALD8 transcribe them without superscripts, though there are explanations of syllabic consonants in their front matter. CALD4 adopts the same system for syllabic consonants, using a superscript /ə/ as in sudden /səd.ən/. A voiceless labial-velar fricative is transcribed
as /hw/ in COB7, which indicates that “some people say /w/, and others, including many American speakers, say /hw/” (p. xxv), while no other dictionary employs this system, and why is transcribed as /wai/.

The superscript /r/ indicates rhotic vowels in COB7, which appears in GenAm, or only when /r/ followed by a vowel in RP, as in author /ɔːθər/. For these vowels, LDOCE6 always gives RP and GenAm pronunciations separately, as in order /ˈɔːdər $ ˈɔːdə(r)/ (in which $ means GenAm), while OALD8 uses parentheses, as in order /ˈɔːdəz(r)/. In CALD4, the superscript /r/ refers to the /r/ in RP only, and the /r/ in GenAm is transcribed as /əːr/.

### 3.2.2. Vowels

Table 3.1 summarizes the vowel symbols of the six dictionaries by categorizing the vowels into three groups: short vowels, long vowels, and diphthongs. Keywords for each vowel are based on Standard Lexical Sets (SLS) introduced by Wells (1982).

The transcription system of COB7 is British-centered in terms of the order of the transcription of British and American pronunciation, and the use of superscripts for GenAm. In transcribing LOT vowels, a

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<th>COB7</th>
<th>COB6</th>
<th>COBAm</th>
<th>LDOCE6</th>
<th>CALD4</th>
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<tr>
<td>THOUGHT</td>
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<tr>
<td>PALM</td>
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<tr>
<td>NURSE</td>
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<td>ə</td>
</tr>
</tbody>
</table>
rounded /o/ in RP and an unrounded /a/ in GenAm, COB7 uses only /o/ and explains the rule in the front matter (p. xxv). Other dictionaries, on the other hand, apply both /o/ and /a/ for each headword, as shown in Table 3.1. From the viewpoint of economy of pronunciation transcription, COB7 can be said to be efficient.

BATH words, which are pronounced with /aː/ in RP and /æ/ in GenAm, are transcribed with both /aː/ and /æ/ without the code AM, while the pronunciation of CLOTH words, /o/ in RP and /ɔ/ in GenAm, are given with both /o/ and /ɔ/ with the code AM, as in cloth /klɔð̆/, AM klɔːð̆/. For the word fog, however, a GenAm variant is not provided, which has not been revised since the second edition, as indicated in Masuda et al. (2003). As for the vowel of SQUARE words, the transcription of COB7 is /uoʊ/, which is much more simple than that of other dictionaries, as shown below.

<table>
<thead>
<tr>
<th>Diphthongs</th>
<th>FACE</th>
<th>PRICE</th>
<th>MOUTH</th>
<th>CHOICE</th>
<th>GOAT</th>
<th>START</th>
<th>SQUARE</th>
<th>NEAR</th>
<th>FORCE/NORTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ei</td>
<td>ei</td>
<td>ei</td>
<td>ei</td>
<td>ei</td>
<td>ei</td>
<td>ei</td>
<td>ei</td>
<td>ei</td>
</tr>
</tbody>
</table>

\[
\text{where} \begin{align*}
<\text{COB7}> & \quad /\text{weə}/ \\
<\text{LDOCE6}> & \quad /\text{weə $ wer}/ \\
<\text{OALD8}> & \quad /\text{weə(r); NAmE wer}/
\end{align*}
\]

LDOCE6 and OALD8 give not only RP variant but also the GenAm variant /wer/, while COB7 provides a brief explanation for simplified vowels in GenAm in the front matter (p. xxv). Thus, it is impossible for a COB7 user to know the precise American pronunciation unless they read the “Activity Guide” pages.
One thing contrary to this British-centered tendency is the transcription of the goat vowel: COB7 uses only /ou/ for this diphthong, which is generally considered to be American, while other dictionaries use both /ou/ for GenAm and /o/ for RP. Again, COB7 supplies an explanation that the symbol /ou/ “is used to represent the sound /o/ in RP, and also the sound /o/ in GenAm, as these sounds are almost entirely equivalent,” though the reason why they chose not /o/ but /ou/ is not clarified. An exception to this system is the transcription of a new headword in COB1, overthink /ˌəʊvəˈθɪŋk/. For the sake of consistency, it should be corrected as /ˌouvəˈθɪŋk/.

3.2.3. Reduced vowels

In the section IPA SYMBOLS, they describe the important role of reduced vowels /ə əʊ/ in English pronunciation (p. xxvi). Until COB3, possible vowel reduction was shown with italicized vowel symbols, as in accept /ˈæksept/, which “saves space and provides an accurate description of vowel reduction” (Masuda et al., 2003). From COB4, however, this use of italics disappeared, and therefore the pronunciation of accept is given as /ˈæksept/.

This British-centered transcription tendency, which was mentioned in 3.2.2, is also observed in the transcription of reduced vowels. The 14 suffixes which are pronounced as /ɪ/ in RP and /ə/ in GenAm (Takebayashi, 1996), are all transcribed only with the RP variant: -ace /ɪs/, -et /ɪt/, -ice /ɪs/, -id /ɪd/, -ily /ɪli/, -in /ɪn/, -ine /ɪn/, -is /ɪs/, -ist /ɪst/, -it /ɪt/, -ization /ˌaɪzaʃən/, -ed (the marker of the past tense and past participle) /ɪd/, -es (the marker of the plural and third-person singular present tense) /ɪz/, -est (the marker of the superlative) /ɪst/.

3.2.4. Stress

The salient characteristic of COB7 is recognized in the way of transcribing stress, which “is shown by underlining the vowel in the stressed syllable” (p. xxv). It is a system continued since the first edition, although the stressed syllables are not only underlined but also highlighted in boldface type in the first edition. This transcription
method may be user-friendly, in that a user is able to recognize the stressed syllable at a glance, compared to IPA style \( /' \), used in other dictionaries. However, it could confuse a user when a word is multisyllabic and has both primary and secondary stresses, for the underlining for primary and secondary stresses are identical.

### 3.3. Comparison of COB7 and pronunciation dictionaries

In this subsection, we compare the transcriptions of COB7 with those of the *Longman Pronunciation Dictionary* 3rd edition (LPD3) and the *English Pronunciation Dictionary* 18th edition (EPD18) in order to examine whether it reflects actual language use.

There are 14 headwords whose transcription differs significantly from the two pronunciation dictionaries: **accent** has no GenAm variant \(-sent/\); **almond** includes no variant with \( /l/ \), though according to LPD3 75% of Americans pronounce it with \( /l/ \); it is better for **baptize** to have not only a variant with the primary stress on the second syllable but also a variant with the first syllable stressed, for LPD3 poll shows that 92% of Americans pronounce it as \( /'bæptaiz/ \); **February** has no \(-ru-/ \) variant; **hero** could have a variant \( /hi:roʊ/ \) due to its popularity among Americans; for **kilometre** the first-choice variant should be \(-'lʊ-/ \) considering both RP and GenAm; **luxurious** does not include \( /lʌk-/ \) for British pronunciation; **luxury** has no \( /'lʌg-/ \) for GenAm; **necessary** is not given a \(-sər-/ \) variant; **perpetual** has no \(-ˈtju-/ \) for RP; **quagmire** would rather have \( /ˈkwɒɡ-/ \) for RP because LPD3 indicates 62% of British English speakers prefer this stress pattern; the vowel for the first syllable of **really** should be \( /ə/ \) for RP and \( /iː/ \) for GenAm according to the result of pronunciation poll in LPD3; **sloth** needs to include not only \( /slɔːθ/ \) but also \( /sloːθ/ \) due to the fact that both LPD3 and EPD18 show the latter variant as the first-choice for GenAm; **translate** has no variable with the primary stress on the first syllable for American pronunciation in spite of the LPD3 poll result which indicates that 83% Americans show a preference for it.
The transcription of the headwords above has not been revised in subsequent editions. It is not always possible for dictionaries to follow and reflect the latest trends of pronunciation in real-life conversations, but constant revision is nevertheless required.

3.4. Mobile app

COB7 includes a mobile app for iPhone, Android, and mobile web browsers. Although it enables a user to look up words and to listen to their pronunciation anywhere they like, it is far from easy or convenient to use for several reasons. First, no pronunciation transcription is available, but instead audio recordings are provided for all words. Second, only a British recording is accessible even for words which are pronounced differently in American English. Finally, the quality of recordings is so poor that fricative sounds cannot be heard clearly enough. Thus, it can be said that there is still plenty of room for improvement in pronunciation transcription and recordings.

(Section 3 by Aoki)

4. Definitions
4.1. Overview

We compared definitions in COB6 with those in COB7 to see whether there were any differences. Every 100th and 101st pages of COB7 were taken as samples, and the definitions that were added, deleted or changed were identified. The body of COB7 consists of 1,852 pages. Therefore, the sample pages account for approximately two percent of the dictionary.

Our survey showed that flatscreen and LGBT, which is an acronym for “lesbian, gay, bisexual, and transgender,” were the only two entry words added to the sample pages in COB7, and their definitions were the only ones newly added. The rest of the definition sentences and the meaning splits on the sample pages were identical to those on the corresponding pages in COB6. Thus, we presume that definitions in COB7 have not changed much from those in COB6.

There is a list of defining vocabulary in the back matter of COB6.
and COB7. The two lists show that the defining vocabulary of COB7 and that of COB6 are exactly the same. The number of the words listed is 3,197. Incidentally, the list of defining vocabulary in COB8 is replaced by a list of “frequent words.” According to the explanation, it is “a list of the 3,000 most frequent words in the Collins Corpus.”

There is a guide for the dictionary users in the front matter of COB7. The explanations on the definitions in COB7 and those in COB6 are exactly the same. Actually, the guide has not changed since COB4. Definitions used to be explained more in detail in COB3, but explanations in the guide were shortened in COB4. The succeeding editions, including COB8, adopted the shorter version.

4.2. A comparison of definition sentences in COB3 and COB7

It was revealed that there were not many differences between the definitions in COB6 and those in COB7. Therefore, we compared definitions of the sample pages of COB7 with those on the corresponding pages of COB3 to see the differences in the definitions in the two editions. We chose COB3 as a counterpart for COB7 since our last review of a COBUILD dictionary was the one on COB3.

Table 4.1 shows the definitions that are added, deleted or changed in COB7. It shows that most of the definition sentences on the sample pages of COB7 do not differ much from those on the corresponding pages of COB3 except for those of the new entry words that were added even though there is a gap of eleven years between the two editions. As far as the sample pages are concerned, COB8, which is the latest edition of the COBUILD dictionaries as of 2015, also inherits the definition sentences of COB7 as they are. (See Table 4.1 on pp. 95–96.)

4.2.1. Added definitions

According to Table 4.1, the number of definitions that are not in COB3 but are included in COB7 is 14, which accounts for about 1% of the definitions on the sample pages of COB7. The numbers next to some of the entry words represent the number of meaning splits in
Table 4.1 Comparisons of definitions in COB3 and COB7

<table>
<thead>
<tr>
<th>sample pages</th>
<th>number of definitions</th>
<th>Added</th>
<th>deleted</th>
<th>changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 100–101</td>
<td>back-stabbing 67</td>
<td>back-stabbing</td>
<td>backwards 6</td>
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<tr>
<td></td>
<td>back-to-back</td>
<td>bacon 2</td>
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<td></td>
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<td>bacon 3</td>
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<td>bacon 4</td>
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<td>bad 19</td>
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<td>bad 20</td>
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<td></td>
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<td>bad 21 (in someone’s bad books)</td>
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<td></td>
<td></td>
<td>badge 2</td>
<td></td>
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<tr>
<td>pp. 200–201</td>
<td>burn 13 74</td>
<td>bunk 3</td>
<td>Burmese 2</td>
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<td>bunk off</td>
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<td>bunker 4</td>
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<td>buoyancy 2</td>
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<td>burn 13</td>
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<tr>
<td>pp. 300–301</td>
<td>common stock 64</td>
<td>common 13 (make common cause with)</td>
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<tr>
<td>(commissioner - communicate)</td>
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<td>common 13 (the common good)</td>
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<td></td>
<td></td>
<td>commons</td>
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<td>pp. 400–401</td>
<td>deep vein thrombosis 67</td>
<td>deep vein thrombosis</td>
<td></td>
<td>default</td>
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<tr>
<td>(deep vein thrombosis - define)</td>
<td></td>
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<tr>
<td>(electrify - eliminate)</td>
<td></td>
<td>elevation 4</td>
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<td></td>
<td></td>
<td>‘see also white elephant’</td>
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<tr>
<td>pp. 600–601</td>
<td>flatscreen 78</td>
<td>flatten 5</td>
<td></td>
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<tr>
<td>(flatscreen - flatware)</td>
<td></td>
<td>flattered 2</td>
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<td>flattering</td>
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<tr>
<td>pp. 700–701</td>
<td>grow 12 75</td>
<td>grow away from</td>
<td></td>
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<td>(ground sheet - grudging)</td>
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<td>grow out</td>
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<tr>
<td>pp. 800–801</td>
<td>incoming 63</td>
<td></td>
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<tr>
<td>(included - increasingly)</td>
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<tr>
<td>pp. 900–901</td>
<td>LGBT 63</td>
<td>lexicon 3</td>
<td></td>
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<tr>
<td>(level crossing - liberty)</td>
<td></td>
<td></td>
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<tr>
<td>pp. 1000–1001</td>
<td>mission 59</td>
<td>misunderstand</td>
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<td></td>
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<tr>
<td>(mis-sell - misunderstand)</td>
<td></td>
<td>mistress 2</td>
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<td></td>
<td></td>
<td>mistress 3</td>
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<td>mistress 5</td>
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<td>mistress 6</td>
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<td>sample pages</td>
<td>number of definitions</td>
<td>Added</td>
<td>deleted</td>
<td>changed</td>
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<tr>
<td>pp. 1100–1101 (order - organize)</td>
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<td>ordinary shares</td>
<td>order 8</td>
<td>organ</td>
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<td></td>
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<td>order 9</td>
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<td></td>
<td></td>
<td></td>
<td>ordinary 2</td>
<td></td>
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<tr>
<td>pp. 1200–1201 (politic - polymer)</td>
<td>59</td>
<td></td>
<td></td>
<td>poll</td>
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<tr>
<td>pp. 1300–1301 (rectangle - redistribute)</td>
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<td>red 4</td>
<td></td>
<td></td>
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<td></td>
<td>red-hot 4</td>
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<td>red-hot 5</td>
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<tr>
<td>pp. 1400–1401 (scuffling - seaport)</td>
<td>83</td>
<td>skull 3</td>
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<td></td>
<td></td>
<td>scuttle 4</td>
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<td>sea 4</td>
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<td></td>
<td></td>
<td>sea 5</td>
<td></td>
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<td></td>
<td></td>
<td>seal 11 (seal of approval; approval)</td>
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<td></td>
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<td>seal 11 (my lips are sealed; lip)</td>
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<td></td>
<td></td>
<td>seal 11 (signed and sealed; sign)</td>
<td></td>
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</tr>
<tr>
<td>pp. 1500–1501 (spangle - speak)</td>
<td>71</td>
<td>spanking 3</td>
<td></td>
<td>Spanish</td>
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<td></td>
<td>spar 3</td>
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<td></td>
<td></td>
<td>spare 7</td>
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<td>spare 8</td>
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<td>spare 10 (spare no effort)</td>
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<td>spare 12 (spare someone's blushes)</td>
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<td></td>
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<td>spat 3</td>
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<td></td>
<td></td>
<td>spate 2</td>
<td></td>
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<tr>
<td>pp. 1600–1601 (tart - tax)</td>
<td>64</td>
<td>tasty 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>tattoo 4</td>
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<td></td>
<td></td>
<td>taut 2</td>
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<td></td>
<td></td>
<td>taut 4</td>
<td></td>
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<tr>
<td>pp. 1700–1701 (uncultivated - undergraduate)</td>
<td>65</td>
<td>under 13 (under canvas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 1800-1801 (wiper away or wipe off - with)</td>
<td>72</td>
<td>wire 6</td>
<td>wire 5</td>
<td>wiper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>witchy</td>
<td>wise 3</td>
<td>wish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wise 5 (none the wiser, any the wiser)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>wit 10 (battle of wits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>1,226</td>
<td>14</td>
<td>59</td>
<td>10</td>
</tr>
</tbody>
</table>
An Analysis of the Collins COBUILD Advanced Dictionary of English, Seventh Edition

COB7. Actually, the following had already been included in COB4: burn 13, common stock, comms, deep vein thrombosis, default 3, electronic book, grow 12, ordinary shares, wire 6, and witchy. Back-to-back was added in COB5, and back-stabbing was included in COB6. As mentioned above, flatscreen and LGBT were included in COB7.

Some of the added words listed above are those that are related to computers such as burn 13 (to write or copy data onto a CD-ROM), default 3, and flatscreen. Flatscreen is one of the latest inventions and it is natural that it was not included until COB7.

LGBT also describes a concept that recently came to be commonly recognized by the general public, and thus it may not have been incorporated into the entries until COB7.

4.2.2. Deleted definitions

The number of definitions that are in COB3 but are not included in COB7 is 59. The numbers next to some of the entry words indicate the number of meaning splits in COB3. Actually, all of the 59 definitions had already been deleted from the entries in COB4. It is interesting that many of them are definitions of phrases or words used especially in British English and/or in informal contexts. The following are some of the examples: “to know something backwards” (backwards 6 [British English]), bring home the bacon (bacon 2 [INFORMAL], bacon 3 [INFORMAL]), saves your bacon (bacon 4 [BRIT, INFORMAL]), do a bunk (bunk 3 [BRIT, INFORMAL]), bunk off [BRIT, INFORMAL], “to be burned or get burned” (burn 13 [INFORMAL]), red-hot 4 [INFORMAL], red-hot 5 [INFORMAL], scuttle 4 [mainly BRIT], in spate (spate 2 [mainly BRIT]), and tasty 2 [BRIT, INFORMAL].

Definitions that are labeled as old-fashioned in COB3 are also not included in COB7. The following are the examples: lexicon 3, mistress 2 which means “a female teacher”, mistress 3 which means “the woman that a servant works for”, and spanking 3. These had also been deleted from the entries in COB4.
Interestingly, most of the idioms that are not found in COB7 are included in OALD8, which also targets advanced learners of English. The following are not included in COB7 but are found in OALD8: “to be in someone’s bad books” (book 9 in COB3), “to make common cause with” (cause 6 in COB3), the common good (common 13 in COB3), my lips are sealed (lip 6 in COB3), signed and sealed (sign 11 in COB3), spare someone’s blushes (blush 2 in COB3), under canvas (canvas 4 in COB3), none the wiser (none 5 in COB3), and battle of wits (battle 14 in COB3).

There are also phrases that are not found in GOBI but are included as examples in OALD8. For example, as for incoming 4 in COB3, OALD8 shows its collocation in an example in the entry for incoming 2 as follows: the incoming tide. A seal of approval is given as an example of seal 2 in OALD8. A battle of wits is also shown as an example in the entry for wit in OALD8. A few phrases that are not included even in OALD8 can be considered as free combinations rather than idioms such as in a bad way (bad 19 in COB3) and a bad word to say about (bad 20 in COB3).

We can see that not a few definitions for words and phrases were deleted from the entries in COB4, and they have not been re-included in the later editions. Consequently, COB7 may have missed to include idioms and phrases that are actually in frequent use and worth noting for advanced learners.

4.2.3. Changed definitions
4.2.3.1. Simplified definitions

There are some definitions in COB7 that are changed from those in COB3. There are ten definitions that are modified on the sample pages of COB7, but they all seem to have undergone minor modifications. For example, compare the following definitions of Burmese 2 in COB3 and COB7:

2 A Burmese is a Burmese citizen or a person of Burmese origin. (COB3)
A Burmese is a person who comes from Burma. (COB7)

Interestingly, *citizen* and *origin* are done away with in the definition in *COB7* although they are both included in the defining vocabulary of *COB7*. Actually, the definition remained the same until *COB5*. However, the definition was simplified in *COB6*, and *COB7* adopted the simpler version.

The following is another example of simplification. The definition sentence for *element* 8 is defined as follows in *COB3* and *COB7* respectively:

8 If you say that someone is in their *element*, you mean that they are in a situation they enjoy. If you say that they are out of *element*, you mean that they are in a situation that they do not enjoy. (COB3)

8 PHRASE If you say that someone is in their *element*, you mean that they are in a situation they enjoy. (COB7)

As we can see, the amount of information is reduced in the definition in *COB7*, since the meaning of the phrase “out of *element*” is deleted from the entry in *COB7*. This may not benefit the dictionary users. As it is remarked in Masuda *et al.* (2003: 23), “for advanced learners, informative definitions are often more desirable than easy but less informative ones. Easier and shorter definition sentences can end up conveying a reduced amount of information.”

4.2.3.2. Numbered cross-references

Another feature of *COB7* is that their cross-references are numbered in the same way their meaning splits are numbered. For example, compare the entry for *elephant* in *COB3* and *COB7*:

**elephant** An *elephant* is a very large animal with a long, flexible nose called a trunk, which it uses to pick up things. Elephants live in India and Africa. → See also *white elephant*. (COB3)

**elephant** [I] N-COUNT An *elephant* is a very large animal with a long, flexible nose called a trunk, which it uses to pick up things. Elephants live in India and Africa. [2] → see also *white elephant*. (COB7)
In the entry in COB7, the cross-reference “see also white elephant.” is numbered. The cross-references are also numbered in the entries for the following words: elevation, misunderstand, organ, and wish.

The practice of numbering the cross-references began in COB6, but it is difficult to see the benefit of this new practice. This makes the cross-references stand out in an entry since they are preceded by numbers in colored boxes. However, this can mislead the users. A numbered cross-reference can be mistaken for another sense of an entry word. For example, in the case of the entry for elephant, white elephant is not another meaning but a related compound of elephant.

4.2.3.3. Cross-references replaced by definitions

In COB3, the definition of wiper was not given in its entry and users had to look up windscreen wiper instead since it was given as a synonym for wiper in its entry. This cross-reference is replaced by the definition sentence for windscreen wiper in COB7. Compare:

wiper A wiper is the same as a windscreen wiper. (COB3)
wiper N-COUNT [usu pl] A wiper is a device that wipes rain from a vehicle’s windscreen. (COB7)

Actually, the cross-reference had already been replaced by the definition in COB4. Replacing a cross-reference with a definition can be considered as an improvement in terms of user-friendliness. It spares the users an extra look-up. Actually, the practice of replacing a cross reference with a definition for the sake of user-friendliness has been done in other learner’s dictionaries. For example, the cross-references in the following entries in OALD1 are also replaced by the definitions in OALD8: endive 1, mouthguard, pantsuit, and upscale.

4.2.3.4. Changes in the order of definitions

The second meaning and the third meaning of Spanish are switched around in COB3 and COB7. This may have occurred based on the data in the Collins Corpus. The meanings are listed in the order of frequency in COBUILD dictionaries, and Spanish meaning its people
may have been used more often compared to that meaning its language in the data in the up-dated corpus. See the following:

Spanish

1 **Spanish** means belonging or relating to Spain, or to its people, language or culture.
2 **Spanish** is the main language spoken in Spain, and in many countries in South and Central America.
3 The **Spanish** are the people who come from Spain. (COB3)

Spanish

1 ADJ **Spanish** means belonging or relating to Spain, or to its people, language or culture.
2 N-PLURAL The **Spanish** are the people of Spain.
3 **Spanish** is the main language spoken in Spain, and in many countries in South and Central America. (COB7)

In COB7, the order of the definitions is not only switched around but the definition sentence of the second meaning is simplified compared to that of the third meaning in COB3. The definition remained the same until COB5, but it was simplified by replacing the relative clause “who come from” with “of” in COB6. COB7 adopted the simpler version.

4.3. Menus

In the review of COB3, it was pointed out that most of the menus in COB3 were based on the grammatical functions of the entry words (Masuda et al., 2003: 29). For instance, there are two grammar-based sections in the menu for **live** in COB3 (ibid.). The title for the two sections are ① VERB USES and ② ADJECTIVE USES. Most of the menus in COB7 are also grammar-based. However, it is obvious that this system is not convenient for users who are not good at English grammar. For example, if users are unable to find out the part of speech of **live** from its context, they have to read through both sections in order to find out the right meaning. In addition to it, even if they could choose the right section, users are compelled to read through the whole section in order to spot the meaning they are look-
ing for since there are no clues that help them scan for the information they are searching for.

In contrast, *OALD8* has a sense-based short cut at the beginning of every meaning split in the entry for *live*. There are five meaning splits and each of them has one of the following short cuts: IN A PLACE, BE ALIVE, TYPE OF LIFE, BE REMEMBERED, and HAVE EXCITEMENT. The users can use these short cuts as clues while looking up a meaning of the word. These sense-based short cuts must be easier to use compared to those based on grammar functions for most users.

There are also some entry words that have sense-based menus in *COB3*. For example, there are five sense-based sections and two grammar function-based sections in the menu for *make*: ① CARRYING OUT AN ACTION, ② CAUSING OR CHANGING; ③ CREATING OR PRODUCING; ④ LINK VERB USES; ⑤ ACHIEVING OR REACHING; ⑥ STATING AN AMOUNT OR TIME, and ⑦ PHRASAL VERBS. As it was pointed out in Masuda et al. (2003: 31), it is preferable that the entries be divided into smaller sense sections so that the users can find a meaning more easily. However, each sense section of the entry for *make* is still rather long in *COB3*. While there are only five sense-based meaning splits for *make* in *COB3*, there are 19 meaning splits in the entry for *make* in *OALD8*. This menu in *COB3* has not been changed in *COB7*. In fact, the menus do not seem to have undergone much revision since *COB3*.

*COBUILD* dictionaries have consistently followed ‘one word, one entry’ policy since the first edition. This often have irritated its users because it is difficult for the users to spot the meaning they are looking for especially in long entries. That was the reason why superheadwords and menus were introduced in *COB2* and *COB3* respectively. Menus are especially essential to guide the users when more than one word of different parts of speech are listed under a headword. Thus, the words such as *mean*, *present* and *wind* were provided with a menu in *COB3*. However, most of the menus turned out to be superheadwords grouped together and placed in a box at the top of entries.
If they were to be used as a device to help the users retrieve the meaning they want more easily, we think that they should have been improved for the benefit of users in later editions.

Words with a long entry do not always have a menu in COB3. For example, as it is pointed out in Masuda et al. (2003: 30), there are 41 meaning splits in the entry for work, but there is not a menu for this entry. This was not rectified in COB7. There are 39 meaning splits for work in COB7, but there is not a menu for its entry. Other entry words that have a long entry without a menu include run, say and turn to name a few.

4.4. Information in the extra columns

Extra columns were one of the key features of COBUILD dictionaries from the first edition until COB5. Information regarding the part of speech of entry words, sentence patterns, synonyms, antonyms, labels, and frequency bands were among the information listed in the extra columns. Since they were eye-catching, they could be used as “short cuts” when looking for a meaning of a word especially in long entries of polysemous words. However, the extra columns were done away with in COB6 and the pieces of information that used to be listed in the extra columns were either incorporated in the entries or in the Vocabulary-Builder boxes. This change had a profound effect on the use of the dictionaries.

4.4.1. The cause of the abolition of the extra columns

One of the causes of doing away with the extra columns may be a change in the publishers of the COBUILD dictionaries. Harper Collins Publishers had been working with Cengage Learning since 2005, and it was Cengage Learning (which was then Thomson ELT) that introduced the new features typical to ELT materials such as Vocabulary Builders and Definition PLUS to COBAm which was published in 2007. As a result, pages in COBAm turned out to be more colorful and eye-catching compared to those of preceding COBUILD dictionaries. COB6, which was published in 2009, inherited the same design
from \textit{COBA}m, and the extra columns were done away with. The information that was formerly listed in extra columns was incorporated either into the entries or into Vocabulary Builders and Definition PLUS in \textit{COB}6.

\textit{COB}7 inherited the same design from \textit{COB}6. Therefore, it does not have extra columns. The layout of \textit{COB}7 is similar to that of other learner's dictionaries. Incidentally, there are no extra columns in \textit{COB}8 either.

\subsection{4.4.2. Clues for the retrieval of senses}

Since the information that used to be in the extra columns was incorporated into entries or Vocabulary-Builder boxes, they became less salient and could no longer be used as clues to find a meaning from an entry. This may be considered as a disadvantage for the users since there are not any other devices besides menus that help the users spot the meaning they are looking for.

Apparently, the pages of \textit{COB}7 are colorful and it seems that it is easier to retrieve information from their pages compared to the preceding editions. However, as far as the definitions are concerned, it has become even more difficult for the users to spot a wanted meaning since the extra columns were done away with.

\section{4.5. Labels}

Labels were in the extra columns until \textit{COB}5. There are three kinds of labels: Geographical labels, style labels and pragmatic labels. They have not changed much since the first edition. We will discuss them in the following sections.

\subsection{4.5.1. Geographical labels}

There are not any differences between the geographical labels in \textit{COB}7 and those in \textit{COB}6. Actually, the geographical labels have not changed since \textit{COB}4. There were only two kinds of geographical labels (BRIT and AM) in \textit{COB}3, but the following labels were added in \textit{COB}4: AUSTRALIAN, IRISH, NORTHERN ENGLISH, and
SCOTTISH. The number of the labels is not so large compared to, for example, OALD8. There are different labels for various regional dialects of English spoken in the world such as the following in OALD8: CanE (Canadian English), EAfrE (East African English), IndE (Indian English), NAmE (North American English), NZE (New Zealand English), SAfrE (South African English), SEAsianE (South-East Asian English), WAfrE (West African English), and Welsh English.

The guide in the front matter in COB7 is exactly the same with that in COB6. In fact, the guide has not been changed since COB4.

4.5.2. Style labels

Style labels in COB7 are also the same with the ones used in COB6. In fact, they have not been changed since COB3. The following are the style labels used in COB7: BUSINESS, COMPUTING, DIALECT, FORMAL, HUMOROUS, INFORMAL, JOURNALISM, LEGAL, LITERARY, MEDICAL, MILITARY, OFFENSIVE, OLD-FASHIONED, RUDE, SPOKEN, TECHNICAL, TRADEMARK, VERY OFFENSIVE, VERY RUDE, and WRITTEN.

It is interesting that the labels that are usually considered as denoting register rather than style such as BUSINESS, COMPUTING, JOURNALISM, LEGAL, MEDICAL, and MILITARY, are included among the “style” labels in COB7. This increases the number of style labels in COB7 compared to those in other learner’s dictionaries.

4.5.3. Pragmatic labels

Pragmatic labels in COB7 are the same with the ones used in COB6. They were written in lower cases and put in rectangles until COB5. However, they are written in small capitals and put in square brackets since COB6. The types of labels have not changed since COB4. The following are the pragmatic labels in COB7: APPROVAL, DISAPPROVAL, EMPHASIS, FEELINGS, FORMULAE, POLITENESS, and VAGUENESS.

The use of labels which convey pragmatic information was one of
the key features of COBUILD dictionaries since the first edition. The explanations in the guide in the front matter did not change from the first edition until COB5 but they changed in COB6. The use of each label is explained in more detail in COB6 compared to the previous editions. The explanations in COB7 are the same with those in COB6.

4.5.4. The order of the labels

Since the extra columns are done away with, the labels were incorporated into the entries. They are put in square brackets and placed after a definition. When three kinds of labels are used together, they come in the following order: a geographical label, a style label and a pragmatic label.

4.6. Summary

We compared definitions in COB3 and COB7 and identified the definitions that were added, deleted, or changed in COB7. Every 100th and 101st pages of COB7 were taken as samples. The results are shown in Table 4.1. As the results show there are not many differences between the definition sentences in COB7 and COB6. There are only two new entry words added in COB7 and the definitions for those two words are the only new definitions added to the sample pages in COB7.

The defining vocabulary of COB7 is exactly the same with that of COB6. The explanations for the definitions in the front matter of COB7 are also the same with those in the front matter of COB6.

There were some changes in the definition sentences from the first edition up to the third edition as our previous analyses showed5). However, there seems to have not been many changes in the definitions since COB3 up to COB7 except for some deletion of senses especially for phrases in COB4 and some addition of new entry words in each edition.

Collaboration with a new publisher brought in some ELT features to COBUILD dictionaries. Consequently, COB6 came to have a strong visual impact compared to its previous editions. The later edi-
tions inherited the same design from COB6. As pointed out above, some definitions were simplified by doing away with some of the difficult vocabulary or expressions used in COB6. This may seem to be an improvement, but this kind of simplification may deprive its users of the opportunities to be exposed to the vocabulary or expressions that are difficult but may often be used in daily conversations or in written texts. The amount of information conveyed by the simplified or shortened definitions is reduced compared to that conveyed by the original definitions. This may be considered as a disadvantage especially for the advanced learners of English.

We could not see any changes as to the types and uses of labels in COB6 and COB7. In fact, the style labels have not changed since COB3, and the geographical and pragmatic labels have not changed since COB4. The labels were placed in the extra columns until COB5, but they were incorporated into entries since COB6 and thus became less salient. The labels are put in square brackets and placed after a definition in an entry. When two or more labels are attached to a definition, they are listed in the following order: a geographical label, a style label, and a pragmatic label.

(Section 4 by Takahashi)

5. Examples

COB7 says that the examples in COBUILD dictionaries have been taken from the Collins Corpus, which contains words taken from websites, newspapers, magazines, and books published around the world, and from spoken material from radio, TV, and everyday conversations. The data tells us how words are used, what they mean, and which words are used together (COB7, p. v). In this section we will examine what changes have been made in the examples in COB5 and COB6 and then compare those in COB7 with other learners’ dictionaries: COBAm, OALD8 and LDOCE6. Also, we will look into some grammatical patterns and semantic contents of the examples.
5.1. Comparison of COB7 and former COBUILD dictionaries

According to COB5, there are over 75,000 examples in the dictionary. Table 5.1 shows the results of the survey of examples conducted on the same pages in COB5, COB6 and COB7. From the sampling pages of COB5, five examples were deleted, nine examples were added, and 10 examples were revised in COB6. So, there were 19 new examples in total in COB6. The percentage of new examples in COB6 is about 2%. The percentage of all the changes in examples, including deleted ones, is estimated to be about 3%.

Then, comparing COB6 and COB7, there have been only two examples added and no revised examples or deleted examples in the sampling pages in COB7. The changes of examples from COB6 to COB7 are very small.

| Table 5.1 Comparison of the numbers of examples in COBUILD dictionaries |
|-----------------------------|---------------|-----------|-----------|----------|-----------|-------------|-------------|
|                             | COB5 | deleted | added | changed | COB6 | added | COB7 |         |
| a - abatement               | 36   | 1       | 2     | 1       | 37   | 0     | 37   |         |
| backwoods - badger          | 55   | 0       | 0     | 0       | 55   | 0     | 55   |         |
| bureaucracy - burn          | 60   | 1       | 0     | 2       | 59   | 0     | 59   |         |
| commonality - communicator  | 43   | 0       | 2     | 1       | 45   | 0     | 45   |         |
| defenceless - defined       | 41   | 1       | 0     | 2       | 40   | 0     | 40   |         |
| elementary - elimination    | 34   | 0       | 0     | 0       | 34   | 0     | 34   |         |
| flatly - flatware           | 26   | 0       | 0     | 0       | 26   | 2     | 28   |         |
| grower - grudgingly         | 38   | 0       | 0     | 0       | 38   | 0     | 38   |         |
| incongruous - increasingly  | 42   | 0       | 0     | 1       | 42   | 0     | 42   |         |
| liar - liberty              | 42   | 0       | 3     | 0       | 45   | 0     | 45   |         |
| mist - misunderstood        | 45   | 0       | 1     | 1       | 46   | 0     | 46   |         |
| ordinal number - organize   | 44   | 0       | 0     | 0       | 44   | 0     | 44   |         |
| pollinate - polymer         | 18   | 0       | 1     | 1       | 19   | 0     | 19   |         |
| redeem - redistribution     | 40   | 0       | 0     | 0       | 40   | 0     | 40   |         |
| seafood - seaport           | 36   | 1       | 0     | 1       | 35   | 0     | 35   |         |
| spark - spay                | 49   | 0       | 0     | 0       | 49   | 0     | 49   |         |
| taste bud - tax             | 33   | 0       | 0     | 0       | 33   | 0     | 33   |         |
| underarm - underground      | 48   | 1       | 0     | 0       | 47   | 0     | 47   |         |
| wish - with                 | 69   | 0       | 0     | 0       | 69   | 0     | 69   |         |
| total                       | 799  | 5       | 9     | 10      | 803  | 2     | 805  |         |
COB5 and COB6 used the Collins Corpus, which contained 645 million words. Since then the corpus has grown to 4.5 billion words, which COB7 now uses. The Collins Corpus has grown by about seven times its original word count. However, considering its growth, the changes in the examples in COB7 seem to be very minor.

5.1.1. Examples added

Here are some of the new examples in COB6 and COB7, which were not included in COB5. (Underlined words in the examples, our modification, show the headwords.)

□ He did have a real knowledge of the country. □ Baseball movies have gained an appreciation that far outstrips those dealing with any other sport. □ Good communication with people around you could prove difficult. □ . . . the notion of communicative competence. □ At the shrine of the god there were offerings, libations, and incense. □ They made a triumphal march into their liberated city. □ The town’s political climate was libertarian. □ He claimed that it was just a misunderstanding between friends. □ . . . theatre design students from Birmingham Poly.

The following are examples that have appeared in COB7 for the first time. New examples have been given where new headwords have been incorporated.

flatscreen: A flatscreen television or computer monitor has a flat screen.
□ They finally replaced their 40-year-old television with a flatscreen TV. • N-COUNT Flatscreen is also a noun. □ . . . a 42” digital flatscreen.

5.1.2. Examples deleted

Some examples in COB5 were deleted from COB6. When an entry word was explained sufficiently in the definition, its example was deleted. Some idiomatic phrases listed as certain senses of words in COB5 have been deleted from COB6 (The examples in the parentheses have been deleted. Underlined words in the examples, our modifi-
cation, show the headword.):

**abashed**: If you are abashed, you feel embarrassed and ashamed. [WRITTEN] He looked abashed, uncomfortable.

**burial ground**: A burial ground is a place where bodies are buried, especially an ancient place. (□ . . . an ancient burial ground.)

**defenceless**: If someone or something is defenceless, they are weak and unable to defend themselves properly. (□ . . . a savage attack on a defenceless young girl.)

**seaport**: A seaport is a town with a large harbour that is used by ships. (□ . . . the Baltic seaport of Rostock.)

When COB5 has two or more examples for one meaning, one example has been deleted from COB6 as follows (The examples in the parentheses are deleted):

**underdone**: Underdone food has been cooked for less time than necessary, and so is not pleasant to eat. □ The second batch of bread came out underdone. (. . . underdone meat.)

### 5.1.3. Changes in examples

The reason for the changes may be that the examples in COB5 were too specific or difficult to understand. Ten examples were changed, but all of them were partly changed as follows. The COB5 examples before the arrow have been replaced with the examples in COB6 (and also COB7) after the arrow:

□ The storm had **abated** by the time they rounded Cape Horn. → The storm had **abated** by noon. □ Six months later, the house **burned down**. → Six months after Bud died, the house **burned down**. □ This will help you **burn off** calories. → This will improve your performance and help you **burn off** calories. □ . . . a **common-sense** approach. → This task requires a **common-sense** approach. □ His courage in **defending** religious and civil rights inspired many outside the church. → His courage in **defending** religious rights inspired many. □ . . . a lawyer who **defended** political prisoners during the military regime. → . . . a lawyer who **defended** political prisoners. □ We were asked to investigate the
alleged **inconsistencies** in his evidence. → ... the alleged **inconsistencies** in his evidence. □ It appears that Bell **mistrusts** all journalists. → It frequently appears that Bell **mistrusts** all journalists. □ There has been a busy start to **polling** in today’s local elections. → There was a busy start to **polling** in today’s elections. □ ... a **seafood** restaurant. → We ate at a fantastic **seafood** restaurant.

We can see improvements in many of the partly changed examples in **COB6** and **COB7**. Their semantic background is given more fully and they are therefore easier to understand. Examples chosen from the corpus may sometimes be difficult to understand. They should be adapted so that they could be used naturally outside of the dictionary context.

5.2. **Changes in examples by “Vocabulary Builders”**

Since **COBAm** adopted “Vocabulary Builders” such as Word Links, there has been less space in the text. For example, as Word Link “aqu=water” was newly incorporated on p. 67 of **COB7**, three examples were deleted and two examples were made shorter. When **COB6** has two or more examples for one meaning, one example has been deleted from **COB7**, as illustrated in the following examples. (The examples in the parentheses have been deleted.)

**arch-**: Arch- combines with nouns referring to people to form new nouns that refer to people who are extreme examples of something. For example, your **arch-rival** is the rival you most want to beat. (□ **Neither he nor his arch-rival, Giuseppe De Rita, won.**) □ ... his arch-enemy.

An example with a difficult proper noun has been deleted with no significant changes in sentence structure. When an entry word is explained fully in the definition, its example is deleted as follows:

**arabesque**: an **arabesque** is a position in ballet dancing. The dancer stands on one leg with their other leg lifted and stretched out backwards, and their arms stretched out in front of them. (□ **The ballerina remained suspended in a faultless arabesque.**)

**Arabic**: 3 An **Arabic** numeral is one of the written figures such
as 1, 2, 3, or 4. (□ The clock is available with either Roman or Arabic numerals.)

Sometimes examples from COB6 were made shorter with no significant changes in sentence structure in COB7.

**aquiline:** If someone has an *aquiline* nose or profile, their nose is large, thin, and usually curved. □ *He had a thin aquiline nose (and deep-set brown eyes).*

**archaeologist:** □ The archaeologists found a house built around 300 BC (, with a basement and attic).

On p. 975 of COB6, there were two boxes of Word Links “mega=great, million,” one of which has been dropped in COB7. Instead, a new entry “meh” has been added with an example as follows:

**meh:** You can say *meh* to show that you do not care about something. □ *If I’m wrong about any of this, meh.*

When COB6 has two or more examples for one meaning, one example has been dropped from COB7 as follows:

**meet:** When someone *meets* their *death* or *meets* their *end*, they die, especially in a violent or suspicious way. (□ *No one knows exactly how or where he met his end.*)

**meeting:** When you meet someone, either by chance or by arrangement, you can refer to this event as a *meeting.* (□ *Her life was changed by a chance meeting with a former art master a year ago.*)

**megabyte:** In computing, a *megabyte* is one million bytes of data. (□ . . . a 2 or 5 megabyte storage space.)

**megapixel:** A *megapixel* is one million pixels: used as a measure of the quality of the picture created by a digital camera, scanner, or other device. (□ . . . digital cameras with 8 megapixels or more.)

**melancholy:** Melancholy is an intense feeling of sadness which lasts for a long time and which strongly affects your behavior and attitudes. □ *I was deeply aware of his melancholy as he stood among the mourners.* (□ *The general watched the process with an air of melancholy.*)
On p. 1529, four examples were deleted, while two boxes of Word Links “stat=standing” were added, which is an unusual case because there are three of the same boxes on the same page. Instead, there might be new examples for the space on this page.

**statewide: Statewide** means across or throughout the whole of one of the states of the United States. □ *(Each year the whole family compete in a statewide bicycle race.)* □ *(These voters often determine the outcome of statewide elections.)*

**static:** Something that is static does not move or change. □ *(The number of young people obtaining qualifications has remained static or decreased.)* □ *(Both your pictures are of static subjects.)*

**stationary:** Something that is stationary is not moving. □ *[Stationary cars in traffic jams cause a great deal of pollution.]* □ *(The train was stationary for 90 minutes.)*

**statistical:** Statistical means relating to the use of statistics. □ *(The report contains a great deal of statistical information.)* □ *(We need to back that suspicion up with statistical proof.)*

### 5.3. Comparison of COB7 with COBAm, COB8, OALD8 and LDOCE6

We have conducted a survey on the examples of the same pages in COBAm, COB7, COB8, OALD8 and LDOCE6. Table 3.2 shows the results of the survey. Our survey suggests that the number of examples of COBAm is very small. That is because it is necessary to give more space for the new columns of “Vocabulary Builders.” However, the number of examples of COB7 is larger, though the number is still smaller compared with that of OALD8, and much smaller than that of LDOCE6. COB7 has about 300 more pages of text than COBAm, and LDOCE6 has about 300 still more pages of text than COB7. As a result, the number of examples per page of COB7 is about the same as that of LDOCE6, yet still smaller than that of OALD8. The examples in COB8 are exactly the same as those in COB7.

### 5.4. Grammatical patterns of examples

Many important grammatical structures were already shown in
Table 5.2 Comparison of the numbers of examples among learners’ dictionaries

<table>
<thead>
<tr>
<th></th>
<th>COBAm</th>
<th>COB7 COB8</th>
<th>OALD8</th>
<th>LDOCE6</th>
</tr>
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<tbody>
<tr>
<td>a - abatement</td>
<td>27</td>
<td>37</td>
<td>58</td>
<td>71</td>
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<td>backroom - badger</td>
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<tr>
<td>liar - liberty</td>
<td>30</td>
<td>45</td>
<td>31</td>
<td>26</td>
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<tr>
<td>mist - misunderstood</td>
<td>32</td>
<td>46</td>
<td>58</td>
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<tr>
<td>ordinal number - organize</td>
<td>29</td>
<td>44</td>
<td>50</td>
<td>60</td>
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<tr>
<td>pollinate - polymer</td>
<td>16</td>
<td>19</td>
<td>15</td>
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<tr>
<td>redeem - redistribution</td>
<td>36</td>
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<td>29</td>
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<td>seafood - seaport</td>
<td>31</td>
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<td>32</td>
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<tr>
<td>spark - spay</td>
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<td>49</td>
<td>48</td>
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<td>taste bud - tax</td>
<td>28</td>
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<td>49</td>
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<tr>
<td>underarm - underground</td>
<td>32</td>
<td>47</td>
<td>34</td>
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<td>wish - with</td>
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<td>0.44</td>
<td>0.48</td>
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Boldface within definitions, and many important grammatical patterns were also shown in brackets before the examples in COB5, but new [noun-preposition] combinations and [adjective-preposition] combinations are marked in COB6, COB7, and COB8 as follows (Underlined words, our modification, show the headword.):

[+at] He had increased Britain’s reputation for being bad at languages.

[+between] He claimed that it was just a misunderstanding between friends.
An Analysis of the Collins COBUILD Advanced Dictionary of English, Seventh Edition

[+for] Clearly she had no wish for conversation.
[+of] The decision was made against the wishes of the party leader.

These [adjective/noun-preposition] combinations are also shown in the definitions or the grammatical patterns of OALD8 and LDOCE6.

[+of] ... supporters of the ordination of women.
[+of] ... a redeployment of troops in the border area.
[+in] ... the alleged inconsistencies in his evidence.
[+with] ... a little misunderstanding with the police.

These combinations are not marked in the definitions or the grammatical patterns in OALD8 and LDOCE6, though they appear in examples. Moreover, LDOCE6 and OALD8 show the following combinations.

[+between] Defence counsel looks for inconsistency between witness statements. (LDOCE6)
Theore is some inconsistency between the witnesses’ evidence and their earlier statements. (OALD8)
Terry had a little misunderstanding with the police last night. (LDOCE6)

~of/about sth There is still a fundamental misunderstanding about the real purpose of this work. (OALD8)
We had a little misunderstanding over the bill. (OALD8)

The following combinations are newly marked in COB7, which were not marked in the definitions, or even in the examples, of OALD8 or LDOCE6.

[+of] ... the abatement of carbon dioxide emissions.
[+of] The French government has criticized the burning of a U.S. flag outside the American Embassy.
[+between] There are an amazing number of commonalities between systems.
[+of] ... the deferment of debt repayments.
[+to] Motorists were criticized for being inconsiderate to pedestrians.
[+from] We were the people’s liberators from the Bolsheviks.
[+of] The fine was for the company’s pollution of the air near its plants.
[+of] ... the redefinition of the role of the intellectual.
[+of] ... a serious underestimation of harm to the environment.
[+of] . . . one special toy that tops the wish list of every child.
[+about] I can’t help feeling slightly wistful about the perks I’m giving up.

Among these examples, “abatement” takes the grammatical pattern [+of], but we believe that it also takes the pattern [+from] as in “abatement from the price asked,” and [+in] as in “There has been some abatement in the fighting.” In addition, “commonalities” takes not only the pattern [+between] but [+of] as in “We don’t have a commonality of interest.” “Deferment” takes the pattern [+of] but it also takes [+from] as in “enjoy a deferment from conscription.” “Inconsiderate” takes the pattern [+to], but it also takes [+of] as in “Don’t be so inconsiderate of other people’s feelings.” “Pollution” takes the pattern [+of], but it also takes [+by] as in “the problem of water pollution by pesticides,” [+in] as in “The pollution in the air is thicker,” and [+on] as in “Look at the pollution on the beach.” In these cases, there is a possibility that the noun takes more than one [adjective/noun-preposition] combination.

5.5. Semantic contents
We will examine what kind of semantic contents are given as examples in COBUILD and whether they are appropriate for learners.

There are examples whose topics are related to political, diplomatic, economic, social, military, etc. issues which probably have been taken from newspaper articles and other journalistic texts. They might have been chosen without modification.

The examples in COB6, COB7, and COB8, though they include easy ones, seem more appropriate for general readers rather than for learners.

Although the examples in COBUILD dictionaries are not exact copies from the citation files, they seem to have been given in a form that is as close to the original text as possible. Learners with limited knowledge and experience may find the examples rather difficult to understand. The following examples include difficult words, including foreign words and proper nouns. (Underlined words, our modifi-
cation, show the headwords.)

□ . . . a flat crammed with spectacularly tasteless objets d'art. □ . . . asymmetrical shapes. □ Bollinger 'RD' is a rare, highly prized wine. □ The power stations burn coal from the Ruhr region. □ . . . the Central American Common Market. □ . . . the incorporation of Piedmont Airlines and PSA into U.S. Air. □ The hotels of Warsaw, Prague and Budapest were bursting at the seams. □ . . . Hamburg's seamy St Pauli's district.

Many examples are related to political, diplomatic, economic or military issues. They probably have been taken from newspaper articles and other journalistic texts. Some examples are realistic, but some may soon become inappropriate examples because they will be out of date.

□ Officials of the CIA depend heavily on electronic mail to communicate with each other. □ Lithuania hasn't had any direct communication with Moscow. □ The government hastily organized defensive measures against raids. □ The Prime minister is known to favour the elevation of more women to the Cabinet. □ Three published polls all revealed the Lib Dems gaining ground at the Tories' expense. □ The Liberals hold twenty-three seats in parliament. □ The Security Service is an important organ of the State. □ Britain's University system is in danger of falling apart at the seams. □ He's determined to speak at the Democratic Convention.

We feel that some of these examples in COB7 and COBS are a little too crude for learners. They might have been chosen directly from newspaper articles or the like without modification. Examples related to politics, economics, military issues, etc. that were reported in the newspaper some years ago might soon become archaic and uninteresting to learners.

(Section 5 by Ikeda)

6. Vocabulary Builders

Vocabulary Builders are a set of featured information in boxes providing users with extensive knowledge concerning the words and concepts selected from among the entries in the COBUILD dictionaries.
They were first introduced in COBAm, when the Collins COBUILD team started collaborating with Thomson ELT (now Cengage/Heinle), and have been inherited by COB6, COB7 and COB8. They consist of: ‘Picture Dictionary’ boxes, ‘Word Webs,’ ‘Word Partnerships,’ ‘Word Links,’ ‘Thesaurus’ entries and ‘Usage’ notes. Vocabulary Builders presented in the most recent three editions are essentially based on those introduced in COBAm, which was extensively reviewed in Masuda et al. (2008: 113–128). In this paper we would like to focus mainly on the differences among Vocabulary Builders in COBAm, COB6, COB7 and/or COB8.

6.1. Picture Dictionary

A picture dictionary is a set of collective pictorial illustrations presented in one place. In the case of the picture dictionary for desert, a picture of a desert with a buzzard, the cactus, a snake, sand, a sand dune, a lizard, a palm tree, an oasis and a scorpion is present, each element captioned with its name. In the case of the picture dictionary for dessert, separate pictures of ten different desserts, namely, ice cream, a cake, a pie, biscuits, a fruit salad, custard, jelly, a brownie, a chocolate mousse and a rice pudding are shown, again with captions.

As mentioned above, we made a limited comparison of COBAm, COB6, COB7 and COB8 with regard to picture dictionaries. We checked all of the picture dictionaries on pages 1–616 in COB7, which amounts to a little more than a third of the whole A–Z dictionary, and also looked through the same parts in the other three dictionaries.

We found 22 picture dictionaries in COB6, COB7 and COB8 for the following items: age, arctic, area, barn, bed, body, brass, bread, cave, clothing, colour, cook, core, cut, desert, dessert, dish, egg, face, family, foot, football, each with six to eighteen captioned elements. In addition to these 22, COBAm presents three more: baseball, basketball and clouds.

These three may be omitted in COB6 maybe because the former two are less popular sports in Britain, while the six captioned elements in the picture dictionary of clouds, namely, cirrus, altostratus, cumu-
lus, stratus, cumulonimbus, nimbus may have been too technical.

The pictures, elements and captions were common in all four dictionaries, except in the case of the picture dictionary for dessert. While the British versions (COB6, COB7 and COB8) cited the above-mentioned ten different desserts, its American counterpart presented two more: a cheesecake and a sundae. Also, what the British dictionaries called ‘biscuits’ and ‘jelly’ are referred to by COBAm as ‘cookies’ and ‘Jell-O’ respectively. Anyway, Americans may have sweeter teeth than Britons.

6.2. Word Webs

Word Webs are short reading materials with one or more related picture(s). The short passages consist of scattered words in boldface related to the keyword. Thus, the passage for animation includes the following boldfaced words: cartoons, episode, storyline, script, storyboards, artists, illustrate, draw, sketches, frames, scene and animators.

According to our survey of pages 1–622 in COB7 and its corresponding parts in COBAm, COB6 and COB8, 95 Word Webs are found in COBAm, while the other three editions had 92. The three omitted Word Web boxes were those for cellphone, circle and company. The passages themselves, where present, seem identical in the four dictionaries. The pictures attached have not been changed in COBAm, COB6 and COB7, while many of them are updated in COB8. In our surveyed portion, we found a changeover of the accompanying pictures in 55 Word Webs out of 92, which account for about 60 percent of the total. In many of them the updates may be justified: the photo in the old versions may have been outdated or the picture may have been replaced to improve clarity or to reduce ambiguity. However, in many others we could not find any explicit justification for renovation. It is as if COB8 is striving to appear to be a totally different dictionary from the previous editions through the renewal of pictures, and for that matter, through the complete replacement of the dominant color of the cover of the dictionary.
On the other hand, most pictures for Picture Dictionaries and Word Webs in the COBUILD dictionaries are visually very attractive and impressive. It would be much more helpful and informative for learners if the pictures used for Word Webs, just like those for Picture Dictionaries, were equipped with captions. For instance, to the Word Web for architecture, three beautiful pictures are attached, presumably of the Roman Colosseum, the Opera House in Sydney and Taj Mahal in India. If they were captioned, the users could familiarize themselves with at least three of the world's most significant buildings.

As a Japanese reviewer, the present author felt rather disappointed to see that some of the pictures related to Japan were removed from some Word Web columns in COB8. One is a picture for advertising, which is presumably a street at night in Shinjuku (although signboards for a discontinued appliance chain store appeared in it). The other is one for culture, a woman in kimono performing tea ceremony. The former was replaced with a picture with signboards of Korean manufacturers in it, and the latter was just deleted to make room for enlarging the other two photos. Japan may need to increase its appeal around the world to find more space in this dictionary, where nine out of 10 international reviewers are Japanese.

(Sections 6.1 and 6.2 by Kokawa)

6.3. Word Partnerships

Word Partnerships show the most important collocations of words with the highest frequency in the Collins Corpus. There are 1,108 Word Partnership boxes in COB7. Words such as verbs, adjectives, adverbs, prepositions, conjunctions and determiners, which frequently collocate with the headword, are listed in a purple box. They are classified according to their part of speech. Their introduction enables COB7 to offer a large number of collocations. The Word Partnership box "ask," for example, provides users with following collocations: "afraid to ask," "ask how/what/when/where/who/why," "ask if/whether," "ask about," "ask to," "ask for," "ask a question," "ask for help," "ask forgiveness," "ask someone's opinion," "ask permission," "come
to ask,” “have to ask” and “don’t ask me.” Word Partnerships were first introduced into COBAm and continued to be used in COB6, COB7 and COB8 without much change.

When COB6 succeeded Word Partnership from COBAm, spelling shifts happened naturally, such as behaviour, centre, colour, co-operate, co-operation, favour, grey, honour, humour, offence and rumour. Plural words like circumstances and run-on entries like co-operation have been adopted.

From the Word Partnership box “gray” in COBAm, collocations “gray horses” and “charcoal gray” were deleted and “grey sky” was added to COB6, COB7 and COB8. From the Word Partnership box “favor” in COBAm, collocations “find favor” and “win favor” were deleted and these collocations have not been adopted in COB6, COB7 or COB8. These are said to be chosen based on frequency in the Collins Corpus.

In the Word Partnership box of “lie,” collocations of “lie about something,” “lie to someone” and “tell a lie” are adopted together with “lie awake,” “lie flat,” “lie hidden,” “lie on your back,” “lie on the beach,” “lie in/on a bed,” “lie on a couch/sofa,” “lie on the floor,” “lie on the ground” and “lie in ruins.” The two kinds are slightly divided by the circled numbers of “clear sense splits.” From the viewpoint of user-friendliness, it might make more sense to treat them as different boxes.

The collocations of “lie,” meaning “things that are not true,” in LDOCE6, offer many more examples, such as “tell (sb) a lie,” “believe a lie,” “spread lies,” “a complete/total/outright lie,” “a white lie,” “a downright lie,” “a vicious lie,” “a blatant lie,” “a bare-faced lie,” “a bald-faced lie,” “an elaborate lie,” “a big lie,” “a pack of lies,” “a tissue of lies,” and “lie through your teeth.” As for [verb-preposition] combinations, LDOCE6 provides the following: [+to] I would never lie to you. [+about] She lied about her age.

On the other hand, LDOCE6 provides collocations of “lie,” meaning “position or situation,” with phrases such as “lie awake,” “lie hidden,” or “lie in ruins,” or in example sentences: [+on/in etc.]
He was lying on the bed smoking a cigarette. | The dog was lying dead on the floor. | Lie flat on the floor. Other examples are found under other headwords (Underlined words in the examples, our modification, show the headwords.): He lay on his back and gazed at the ceiling. | I felt so lazy just lying around on the beach all day. | He lay on the ground and stared up at the sky. | He lay, inert, in his bed. | Nick was lying on the sofa, fast asleep.

In the case of OALDS, some of these two kinds of collocations are provided in boldface in example sentences or in just ordinary example sentences as follows: to tell a lie; to lie on your back. Snow was lying thick on the ground. Some are provided under other headwords (Underlined words in the following examples, our modification, show the headwords.): He lies awake at night worrying about his job. He lay in bed. She lay on the bed. I found her lying on the ground.

Other collocations appear in just ordinary example sentences as follows (Underlined words in the examples, our modification, show the headwords.): Lie flat and breathe deeply. You can enjoy all the water sports, or simply lie on the beach. The body was lying on the kitchen floor. As for [verb-preposition] combinations, OALDS provides the following: ~ (to sb) (about sth) Don’t lie to me! She lies about her age.

In the Word Partnership box of “jam,” only three collocations are adopted under the same headword: jam jar, strawberry jam, and traffic jam. The first two and “traffic jam” are slightly differentiated by the numbers that refer to the meanings of the word “jam.” These collocations might be shown in boldface in example sentences for separate meanings.

6.4. Word Links

Word Links show how words are built in English, focusing on prefixes, suffixes, and word roots. In each Word Link, the building block is given its definition, and then three examples of it are shown used in a word. For example, the Word Link blue box “tract=dragging, drawing” provides three example words: contract, subtract, and tractor.
The box appears on three pages at these three headwords. There are 490 different Word Links in COB7. However, if the three example words are on the same page, the box appears only once. Therefore, in total, there are 1,107 Word Link boxes, less than three times the number of Word Links.

Word Link box “ante=before” appears only once because three examples (antecedent, anterior, and anteroom) are on the same page. There are 98 such cases. However, three Word Link boxes of “cap=seize” appear on one page, though its examples (captivate, captive, and captor) are on the same page. In addition, three boxes of “stat=standing” appear on one page, though its examples (static, station, and stationary) are also on the same page. Likewise, two Word Link boxes of “civ=citizen,” “ple=filling,” “peri=around” and “with=against, away” appear twice on one page, though two of the example words are on the same page. These seem to be the only exceptions which were made for some editorial reason.

At first, 1,082 Word Link boxes of 498 kinds were adopted in COBAm, and they were republished in COB6 with eight deletions and one addition. They were then published again in COB7, and also in COB8, with two more boxes of the same kinds, as shown in Table 6.1.

In the pages of the Introduction, 49 prefixes and 32 suffixes are listed, but prefixes like “counter-,” “eco-,” “out-,” “over-,” “part-,” “pseudo-” and “under-” are not adopted in Word Links. Suffixes like “-ability,” “-al,” “-ally,” “-cy,” “-ing,” “-ish,” “-ly” and “-y” are not adopted in Word Links. Some of these could be adopted.

<table>
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<th>Table 6.1 The number of Word Link boxes</th>
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<tr>
<td>Number of Word Links</td>
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<tr>
<td>----------------------</td>
</tr>
<tr>
<td>COBAm</td>
</tr>
<tr>
<td>COB6</td>
</tr>
<tr>
<td>COB7</td>
</tr>
<tr>
<td>COB8</td>
</tr>
</tbody>
</table>
COBS listed 72 affixes and 54 suffixes, but the numbers of them decreased to 49 and 32 respectively in COB6, COB7, and COB8.

The building block “phob=fear” in the Word Link box might be changed to “phobia” as COBS included in the suffix list. The building block “phobia=strong fear” could better explain agoraphobia, claustrophobia, and phobia. The building block “phobe=someone who fears” could explain Anglophobe, Francophone, or computerphobe.

In the cases where the building block functions as a prefix or a suffix, it might be hyphenated like “ambi-=both,” “micro-=small,” “semi-=half,” “-able=able to be,” “-eer=one who does,” “-hood=state, condition,” etc. It would be more user-friendly.

Many building blocks are given their definitions in the ing-form, but some of them should be in the root form or infinitive form. For example, “clin=leaning” should be “clin=lean” or “clin=to lean.” That would make it easier when explaining “decline,” “incline” or “recline.” The same could be said with “claim, clam=shouting,” “cleav=splitting,” “creat=making,” “cresc, creas=growing,” “cur=caring,” “curr, curs=running, flowing,” “cuss=striking,” “fend=striking,” etc. We found Word Links such as “cap=seize,” “cred=to believe,” “crit=to judge,” etc. On the other hand, “miss=sending,” “rupt=breaking,” “script=writing,” “struct=building,” “sumpt=taking,” “tract=dragging, drawing,” and “tribute=giving” could be “miss=sent,” “rupt=broken,” “script=written,” “struct=build,” “sumpt=taken,” “tract=dragged, drawn,” and “tribute=given” like the Word Link “crypt=hidden.”

In Kenkyusha’s Lighthouse English-Japanese Dictionary (henceforth Lighthouse), a similar box has been introduced since its second edition in 1990. The box is called “Tango no Kioku” or “memorization of words,” which gives the knowledge of word formation to the users by explaining the meanings of affixes, suffixes, and word roots, in Japanese. The concept of the box resembles that of the Word Link. However, the number of the example words in a “Tango no Kioku” box exceeds that of the example words in a Word Link box. For example, the Word Link box for “pos=placing” in COB7 gives only three example words: deposit, preposition, and repository. On the other
hand, the "Tango no Kioku" box for "pose=place" in *Lighthouse* (6th edition) gives ten example words with their original meaning and the present meaning of each word in Japanese: *propose, purpose, suppose, expose, impose, oppose, compose, dispose, pose* and *position*.

Although *COB7* has adopted as many as 490 different Word Link boxes, it misses word roots such as "duce=lead," "fer=carry, bear," "flu-flow," "ject=throw," "vis=see," etc., which seem to offer a number of example words.

(Sections 6.3 and 6.4 by Ikeda)

6.5. Thesaurus

6.5.1. Thesaurus entries

Synonyms and antonyms of headwords were listed in the extra columns until *COB5*. Since the extra columns were done away with, the synonyms and antonyms were put into a box and placed near the headword. According to the guide in the front matter, thesaurus entries offer both synonyms and antonyms for high-frequency words. They are intended to help the users "expand vocabulary knowledge and usage by directing them to other words they can research" in *COB7* (p. ix).

Thesaurus entries first appeared in *COBAm*, and *COB6* adopted them. The information conveyed by the thesaurus entries in *COB6* is exactly the same with that of the thesaurus entries in *COBAm*. The thesaurus entries in *COB7* look the same with those in *COB6*. The information conveyed by the thesaurus entries in *COB7* is also the same with that of the thesaurus entries in *COB6*.

6.5.1.1. A comparison of the information on synonyms and antonyms in *COB3* and that in *COB7*

We compared the synonyms and antonyms listed in the extra columns in *COB3* and those in the thesaurus entries in *COB7*. The synonyms and antonyms listed in the extra columns remained almost the same until *COB5*. The quality of the information changed drastically when the extra columns were done away with in *COB6*. The syn-
Table 6.2 A comparison of synonyms and antonyms in the thesaurus entries on the sample pages of COB7 with those in the extra columns in COB3

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<tr>
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<td>stark</td>
<td>-</td>
</tr>
<tr>
<td>task</td>
<td>task 1</td>
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</tr>
<tr>
<td>task 3</td>
<td>rebuke, scold</td>
<td>-</td>
</tr>
</tbody>
</table>
onyms and antonyms given in the extra columns were usually small in number: a synonym and/or an antonym for each definition. They were usually the most basic words and thus of little use for encoding. In contrast, the number of synonyms and antonyms increased in COB6; more than one synonym and antonym were given for each definition. They are not only basic words but are more varied and thus should be of more use for encoding. COB7 inherited those thesaurus entries from COB6.

Table 2 shows the results of a comparison of the synonyms and antonyms in the thesaurus entries on the samples pages of COB7 with those in the extra columns on the corresponding pages of COB3. Take bad as an example. The following are the fifth and the sixth meaning in COB7:

5 ADJ Something that is bad is of an unacceptably low standard, quality, or amount.
6 ADJ [ADJ n] Someone who is bad at doing something is not skillful or successful at it.

While COB7 lists “acceptable”, “good”, and “satisfactory” as the antonyms for the above two senses, COB3 gives only “good” as an antonym. We can see that the antonyms given in COB7 are more varied and thus more informative. As for synonyms, COB7 lists the following words for the above two senses: “inferior”, “poor”, and “unsatisfactory.” In contrast, COB3 provides us with only one synonym: “poor.”

6.5.1.2. A comparison of the thesaurus entries in COB7 with those in other learner’s dictionaries

There are also thesaurus entries in LDOCE6 and OALD8. One of the marked differences between the thesaurus entries in the two dictionaries and those in COB7 is their size; the size of the thesaurus entries in LDOCE6 and OALD8 is much larger than that of the thesaurus entries in COB7.

The difference is not only the size of each entry. The amount and the quality of the information in the entries are also different. There is
a thesaurus entry in the entry for bad in both *LDOCE 6* and *OALD8*. In the thesaurus entries in *LDOCE 6*, the synonyms are listed based on their severity from less severe to more severe. The synonyms are divided into two groups in the entry. The following adjectives are given as synonyms used to describe a less severe state: **bad, poor, not very good, disappointing, negative, undesirable, and unfavourable**. The following twelve adjectives are listed as synonyms that describe a “very bad” state: **awful/ terrible/ dreadful, horrible, disgusting, lousy, ghastly, severe, atrocious/ appalling/ horrendous, abysmal**. Each synonym is provided with a definition and one or two examples. This is space-consuming; this entry takes up about a half of a column of the dictionary. However, it is useful especially for encoding. The practice of defining synonyms and antonyms in a thesaurus entry placed near the entry for the headword in question spares the users extra look-ups. The users can also learn about the collocation of synonyms and antonyms from the definitions and examples in the thesaurus. In addition to it, the synonyms and antonyms are provided with style labels whenever necessary so that the users can learn the context in which a synonym can be used appropriately. For instance, the label “informal” attached to **lousy** warns the users that this adjective is used only in an informal context.

The thesaurus entry for **bad** in *OALD 8* is less helpful compared to that in *LDOCE 6* in that the synonyms are not listed in the order of severity and they are not defined in the entries. However each synonym is incorporated into an example sentence so that the users can learn about a noun which often collocates with the synonym. Extra information concerning the synonyms **terrible, horrible, awful, and dreadful** is given in the entry as follows:

In conversation, words like **terrible, horrible, awful** and **dreadful** can be used in most situations to mean ‘very bad’.

This kind of information is especially useful for encoding purposes.

The quality of the information in the thesaurus entries in *COB 7* have improved compared to that conveyed by the synonyms and ant-
onyms listed in the extra columns in the former editions. However, the thesaurus entries are still less user-friendly compared to those in other learner's dictionaries because they do not provide the users with the meanings and uses of the synonyms and antonyms.

6.5.2. Visual Thesaurus

A new type of thesaurus was incorporated in the back matter in COB7. A thesaurus is given in a form of a diagram to 50 most frequently used words in English (p. 1883). Table 6.3 is a list of the target words that have a thesaurus in the back matter.

As the table shows, the headwords with a thesaurus diagram in the back matter do not always have a thesaurus entry in the body of the dictionary. Only 37 out of 50 headwords have both a thesaurus entry near its entry in the body and a thesaurus diagram in the back matter. The thesaurus in the back matter is called "Visual thesaurus" in COB8 presumably because of its visual impact. The thesaurus diagrams in the back matter of COB7 look the same with the "visual thesaurus" in COB8.

The headwords that have a visual diagram of synonyms are listed in an alphabetical order in the back matter of COB7. A headword is printed in white on an orange background in each diagram. It is often placed in the center of a diagram, and is accompanied by the boxes that show its meanings in full-sentence definitions. Alphabetically organized synonyms are grouped together and connected to those meaning boxes. The synonyms are classified by color, based on their parts of speech: Adjectives are printed in purple boxes, adverbs in orange, nouns in lime green, prepositions in emerald green, pronouns in pink, and verbs in navy blue. COB8 has a color key but COB7 does not.

There are some differences between the visual thesaurus and the thesaurus entries in the body of COB7. First, the thesaurus diagrams in the back matter show only the synonyms of a headword whereas the thesaurus entries in the body also list the antonyms. If antonyms are also incorporated into the diagrams, the diagrams may become much more complicated in structure. That may have hampered the addition
Table 6.3  A comparison of thesaurus entries and the visual thesaurus in the back matter in COB7

<table>
<thead>
<tr>
<th>Back matter</th>
<th>Thesaurus entry</th>
<th>Back matter</th>
<th>Thesaurus entry</th>
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<td>1 about</td>
<td>-</td>
<td>26 hit</td>
<td>hit</td>
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<tr>
<td>2 bad</td>
<td>bad</td>
<td>27 interesting</td>
<td>interesting</td>
</tr>
<tr>
<td>3 badly</td>
<td>badly</td>
<td>28 know</td>
<td>know</td>
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<tr>
<td>4 best</td>
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<td>29 laugh</td>
<td>laugh</td>
</tr>
<tr>
<td>5 better</td>
<td>-</td>
<td>30 little</td>
<td>little</td>
</tr>
<tr>
<td>6 big</td>
<td>big</td>
<td>31 long</td>
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</tr>
<tr>
<td>7 break</td>
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<td>32 look</td>
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<td>8 call</td>
<td>call</td>
<td>33 make</td>
<td>make</td>
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<tr>
<td>9 close</td>
<td>close</td>
<td>34 many</td>
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</tr>
<tr>
<td>10 cry</td>
<td>cry</td>
<td>35 mark</td>
<td>mark</td>
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<td>11 cut</td>
<td>cut</td>
<td>36 move</td>
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<tr>
<td>12 difficult</td>
<td>difficult</td>
<td>37 new</td>
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<td>13 eat</td>
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<td>38 nice</td>
<td>nice</td>
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<td>14 end</td>
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<td>39 old</td>
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<td>16 exciting</td>
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<td>41 say</td>
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<td>17 fat</td>
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<td>42 short</td>
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<td>18 funny</td>
<td>funny</td>
<td>43 small</td>
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<td>19 get</td>
<td>get</td>
<td>44 sometimes</td>
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<td>20 give</td>
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<td>45 strong</td>
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<td>21 go</td>
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<td>46 sure</td>
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<td>22 good</td>
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<td>47 thin</td>
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<td>23 great</td>
<td>great</td>
<td>48 very</td>
<td>very</td>
</tr>
<tr>
<td>24 happy</td>
<td>happy</td>
<td>49 walk</td>
<td>walk</td>
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<tr>
<td>25 high</td>
<td>high</td>
<td>50 wide</td>
<td>wide</td>
</tr>
</tbody>
</table>

of antonyms into the diagrams. Second, each synonym is accompanied by an authentic example from the Collins Corpus. Synonyms are printed in bold letters in example sentences, and high-frequency collocations are shown in the examples. Third, labels such as style labels are attached to the synonyms whenever necessary. This may help the users use the synonyms in appropriate contexts.
6.5.3. Summary

Synonyms and antonyms of headwords were listed in the extra columns until COB5. Since the extra columns were done away with, the synonyms and antonyms were put into a box and placed near a headword. Thesaurus entries first appeared in COBAm, and COB6 inherited them. The information conveyed in the thesaurus entries in COB7 is also the same with that of the thesaurus entries in COB6.

The quality of the information in the thesaurus entries in COB7 have improved compared to that conveyed by the synonyms and antonyms listed in the extra columns in the previous editions. However, the thesaurus entries are still less user-friendly compared to those in other learner's dictionaries because they do not provide the users with the meanings and uses of the synonyms and antonyms.

The thesaurus in the back matter may have been introduced in COB7 to compensate the defects of the thesaurus entries in the body by providing the users with the additional information such as the definitions, the examples, and the style labels.

(Section 6.5 by Takahashi)

6.6. Usage notes

Usage notes give users various information about words they are likely to confuse or mistake, in terms of grammar, usage, and so on. In our limited survey of pages 1–618 in COB7 and their corresponding parts in COBAm, COB6 and COB8, we found 48 usage notes, and they are exactly the same in all four dictionaries, not only in terms of the words and topics cited, but also regarding explanations and verbal illustrations.

(Section 6.6 by Kokawa)

7. Activity Guide

7.1. Contents of Activity Guide

Activity Guide is the introduction pages for dictionary users to get acquainted with the dictionary. It explains how the dictionary is made up, giving a series of exercises such as Choosing the Right Definition,

At first COBAm adopted 26 topics, but COB6 deleted the following five topics: Newspaper, Bank, Park, Basketball, and Bridges and Dams, with one topic added: Clone. Moreover, COB7 has deleted 12 topics: Trial by Jury, the Seasons, Orchestra, Cooking, Union, Bank, Water, Food, Television, Money, Pollution and the Greenhouse Effect, and Clone. We believe that the decreasing number of topics causes no big problems because the guide is for users to get accustomed to the dictionary and find out how it is compiled. They might not have much time to spend on checking it. The decreasing number of pages from 52 in COBAm to 21 in COB7 and COB8 is good for users, since it makes the dictionary portable and handy.

7.2. Exercises in Activity Guide

Now we will look into the ten topics of contents which COB7 and COB8 still keep. When learners go on answering questions provided by the Activity Guide, they will learn to make good use of the dictionary.

However, they will find some confusing questions. For example, in Choosing the Right Definition (p. xlvi), the answer to "I only eat in restaurants that get at least four stars." should be 4 (You can say how many stars something such as a hotel or restaurant has as a way of talking about its quality, which is often indicated by a number of star-shaped symbols. The more stars something has, the better it is.) and not 3 (You can refer to a shape or an object as a star when it has four, five, or more points sticking out of it in a regular pattern.)

In Word Partnership Activities of COB7 (p. l), "smart casual" has taken the place of "business casual" from COB6. Learners won't be
able to find either phrase under any headword. Furthermore “smart casual” is not a collocation of “business.”

Word Link Activities on p. xliii asks learners to match Word Links “hydr,” “free,” “electr” and “ate” with their correct definitions. Finding the definitions of Word Links “free” and “ate” will be difficult because they are suffixes and there are no directions to refer to their example words: carefree, duty-free or toll-free; complicate, humiliate or motivate.

Word Link Activities on p. liii asks learners to read the Word Web for “art” to find out which word means someone who does what is expected of them. They can find impressionist but won’t be able to find any clue as to where they can find the Word Link for “ist,” which includes biologist, conformist and pharmacist.

Grammar Activities on p. xlix tells learners to look up the word tear. It has two completely different meanings. The answer to the question “What is the second meaning?” should be “damaging or moving” according to the clear sense splits because the answer to the question “What is the first meaning?” is “crying.” They won’t be able to answer “ripping.”

Usage Activities on p.xlv has a sentence, “Both perennial plants and annual plants (grow) fast during the winter.” What this sentence says is not correct according to the Word Web feature for plant.

Some mistakes in COBAm and COB6 have been corrected, but there still seem to be several mistakes remaining. They are not yet corrected in COB7 and COB8. We believe that Activity Guide is useful to learners. We hope for some more revisions.

(Section 7 by Ikeda)

8. Conclusion

The initial focus of our research was to see how COB7 differed from COB6 after its revision, but our conclusion may be that it has not changed much. The COBUILD went through a major renewal of its presentation design in its sixth edition, but the material itself (headwords, definitions, etc.) has been basically carried over
unchanged from the third edition. Vocabulary Builders are very helpful and visually motivating resources, but again, they are basically an innovation realized by COBAm, and they continue to present the same material for nearly a decade in the mainstream COBUILD editions.

There have been constant updating attempts, to be sure, as we can see from their reflection of contemporary technology-related words, but we have to say that the development of the recent COBUILD dictionary may still be quite small, and there is still much room for improvement, as we have seen in the chapters above.

Since the COBUILD project and the COBUILD dictionary revolutionized the world of lexicography in 1987, we have come to expect the dictionary and its publisher to continue the innovation and distinctiveness that originally made it stand out from other EFL dictionaries. Although COB7 or COB8 is quite a balanced and beautifully-presented dictionary now, it should not be content to stay that way. When we consider their claimed increase of the size of the language corpus they are supposed to have referred to in order to better reflect the changing realities of the English language (from 645 million in COB5 and COB6 (somehow the same number in the two editions) to 4.5 billion in COB7 and COB8 (again, the same)), the dictionary may have to have implemented more drastic changes to surpass the high standards set by the original. After all, we are paying dozens of dollars for a newer version of the COBUILD, not merely for updated pictures and design, but for a thorough and comprehensive revision, as well as further improvements and innovation in its overall contents, which may be awaited in the future editions of the COBUILD.

NOTES

Notes to Section 4
1) The list of “Frequent words” is in the back matter (pp. 1870–1879) in COB8.
3) Cross-references are numbered in COB7, but we excluded them when counting the number of definitions on the sample pages.
See the following two reviews for the analyses of COB1 and COB2:

DICTIONARIES


REFERENCES

An Analysis of the Collins COBUILD Advanced Dictionary of English, Seventh Edition


東信行教授追悼

東さんを偲んで

宮井 捷 二

東信行先生は4月16日死去されました。4年ぐらい前から療養中でしたが、奥様から病状はだいぶ落ち着いている旨のお便りをいただいていましたので少し安心していました。突然の訃報に愕然としました。心からご冥福をお祈りしたいと思います。

私は大学では東さんより3年下で、学生時代には東さんとはほとんどコミュニケーションがなかったと思います。しかし、二人とも紀伊半島の田舎の出身ということで、少なくとも私の方は何か親しみやすさを感じていました。東さんとたびたび会って話し、飲んだりするようになったのは、佐々木達先生を中心とする「英語学研究会」または会合場所の名にちなんで「桜台研究会」と呼んでいた会に私が1970年ごろ参加し、それからまもなく東さんが加わってからでした。この会は年に7、8回各会員が自分のテーマについて研究発表を行い、先生から助言をいただき、その後他の会員が自由に意見を述べるで、佐々木先生が体調を崩されるまで10年余続きました。東さんは慎重かつ謙虚な人であること、また英語学、言語学の深い知識を持っていることは知っていましたが、この会での議論やその後の会での話を通して、非常にバランスのとれた考え方をお持ちであることを確信して私には大変学ぶものが多く、その後はいろいろと相談させていただくことができました。このような物事に対する均衡のとれた配慮は、学生や後輩への心遣いにも当然現れ、弟子を育てるのが実に優れていると感じました。私にはとても及ばないです。

1995年に出版された「東信行教授還暦記念論文集」の著作リストを見てみるかくて、1970年代から数多くの論文や著書が次々と世に送り出されることになります。上記の「英語学研究会」の頃は東さんも私も辞書の編集・執筆の経験はあまり深くなく、また辞書学もまだ学問としては完全に独り立ちしていなかったこともあって、「英語学研究会」でも東さんとの個人的な話の中にも辞書の話題はあまり出ませんでした。東さんも私も辞書の編集・執筆に本格的にかかわるようになったのは1970年代の後半からだと言えます。東さんはその後、「研究社新英和大辞典」、「ライトハウス英和辞典」など日本を代表
する多くの英和辞典の編纂に中心的な役割を果たし、日本英語の辞書の改善・発展に比類なき貢献をされました。さらに、本誌に発表された論文を含め、辞書学関連の優れた論文・著書を著すことにより、後に続く辞書編集に携わる人々に励ましと刺激を与えられました。

岩崎研究会および外語での東先生との交流は比較的最近のことから、一つ一つはっきりと思い出すことができます。外語の教員としては大先輩でしたから、困っている時などに相談すると、適切なアドバイスをしてくれました。また、私などの突発的な発言に対しても理解を示してくれる寛容さをお持ちでありました。

岩崎研究会では、私が司会を担当することになった辞書部会には、東先生はほとんど毎回出席してくださり、助言やコメントをいただきました。私をはじめ他の若い人をいつも見守ってくださっていた東さんが亡くなり心のどこかに大きな穴が生じたような気がします。

東信行先生を偲ぶ

池田和夫

東先生に初めてお会いしたのは私が茨城大学2年生、1972年のことで、もう40年以上も前のことである。英語学概論でCrystalのLinguisticsの講義を受けたが、先生は36〜37歳であった。ある日、先生が本を両腕で山ほど抱えて研究室に向かっているのを見つけたが、その意欲に満ちた姿が実に印象的であった。そのころ先生は『研究社新英和大辞典』の仕事にされているということを伺っていた。

翌年、東先生は11年間住まわれた水戸を後にして東京外国語大学に移られだが、1年間は水戸のキャンパスまで通って来られた。教育学部には英文学、米文学、英語教育の先生の他、英語学の先生は東先生のみであったので、英語学のテーマで論文を書こうと思っていた私は、4年生になる前に江東区越中島の先生のお宅を訪問することになった。先生は『岩波新英和辞典』の仕事で忙しい折だったと思うが、親切に応対してくださった。奥様は先生が辞書のお仕事について「1日やってもなかなか進まないと言っていますよ。」とおっしゃっていた。それほど根気のいる仕事なのだなと思った。市河三喜著『英文
法研究』、大塚高信著『英文法論考』、小西友七著『現代英語の文法と背景』、安藤真雄著『英語語法研究』などを紹介していただき、結局、卒論はイギリスの文学作品を語学的に論じる研究で完成させることができた。その日、帰り際に東京線では何番目の車両に乗ると乗り換えが便利かまで教えていただき、先生の細やかな配慮が感じられた。大学を卒業した私は、偶然にも東先生のお住まいの近くの高校に就職したこともあり、再び先生のお宅を訪問させていただいた。先生はちょうど『ユニオン英和辞典』の改訂のお仕事をされている時で、その時の訪問がきっかけで岩崎研究会に誘っていたことになった。例会の会場は八丁嶋の東京都勧労福祉会館、発表させていただいた時は細かい点まで指摘していただき、身の引き締まる思いであった。その後、会場が幾度か移ったが、毎回東先生が出席されているので、心強い限りだった。そしてこの研究会で辞書学の存在を知ることができた。先生は辞書分析の論文を数多く執筆され、Lexiconにまとめられている。また岩崎基金による公開講座『世界の辞書』では「英国の辞書」および「米国の辞書」について総括的に講義された。辞書の編集では実に多くの英和辞典の編集に携わられたことに驚く。私も『ライトハウス英和辞典』や『ルミナス英和辞典』などのお仕事に長こと加えていただきた。東先生なしでは考えられないことである。高校の授業では、辞書の使い方の指導に大いに役立っている。生徒の中には親が使った『カレッジライトハウス英和辞典』を教室に持参する者もいる。最近ではまた『語根で覚える英単語』の出版で先生に貴重な助言をいただいた。研究会会夏の旅行にも誘っていただいたが、特に天橋立は東先生が修学旅行で訪れた所と聞く。先生の郷里は紀伊半島の南端近く、昭和20年代、高校への通学は自転車と汽車だったそうだが、先生は当時を思い出させて感概深そうだった。先生はすらっとした体型で、病気されることもなく、竹林先生がいつか「東さんは鶴のようだ。」とおっしゃっていた。昔から体型が変わらていない。長きにわたって研究会でこれからも引き続きご活躍を期待していたところだった。昨年、先生をお訪ねした時、車椅子でリビングルームに出られて、少しお話しできたのが最後となってしまった。今はただ先生の辞書にかけた情熱を引き継いでいくことが残された者の使命だと思う。先生、長い間本当に有難うございました。ご冥福をお祈り申し上げます。
東先生の学恩に感謝して

浦田和幸

私が初めて東信行先生にお会いしたのは1977年4月に東京外国語大学英米語学科に入学したときであるから、かれこれ40年近く前のことになる。東先生はどちらかと言うとご自分のことは余り多く語られなかったように思うが、それでも、授業、その他の様々な機会に、多くのことを学ばせていただいた。

学部時代の思い出を中心に、振り返ってみたい。

1年次の講読では、M. I. Finley, Democracy Ancient and Modern (研究社小英文叢書、1976) を教わった。先生は至って優しかったが、当たった学生がパラグラフ単位で訳し終えたあと、大抵、「○○君は、ここはどうとりましたか」というご下問があり、我々は自分たちの読みの甘さに気づいて、反省することしりであった。入学早々の初回授業時には、予習をする際には、毎回、教科書の冒頭から読み返すとよい、というアドバイスをいただいていたが、真面目に実行した学生はどのくらいいたであろうか。当の先生は、時には何十頁も前に遡って関連箇所に言及し、字句や内容の点で正しく把握する術を実践してくださった。我々悪友連中の間では、東先生は毎回1頁目から読み返されているのだろう、というのがもっぱらの噂であった。とにかく、東先生からは、テキストの全体をとらえ、かつ、一言一句もゆるかせずに「読む」との大切さを教わった。ただ、あとで思えば恥ずかしいことに、当時は、著者のM. I.フィンリーがどのような人物かもよく知らずに呪気で読んでいた。実は、世界的に著名な古代ギリシア・ローマ史家であったことを遅ればせながら知った。年代とともに、古代ギリシア語の世界に徐々に関心を覚えようになるようになった今、東先生のお導きに感謝しつつ、フィンリーの啓蒙的な著作を繰いてみようかと思っている。

ところで、東先生は高校時代に古谷専三氏の一連の英語参考書で啓発されたということを後に知った。「東信行教授還暦記念論文集」(研究社、1995)の「略歴」の1951(昭和26)年の項には、以下のように書かれている。

4月 三重県尾鷲(尾鷲)高等学校入学。学友から借りた古谷専三著『古谷メソッドによる英語入門』(山海堂)を読んで英語に初めて目を開かれた思いをもつ。その後、同じ著者の『英語の徹底的研究基礎編』とその『応用編』(続文堂)、『高等英文解釈』とその『續編』(山海堂)などで啓発される。
古谷専三氏は1991（平成3）年9月6日に97歳で亡くなられる。

私が学部の4年次に進級する少し前に、卒論のことなどを相談に東先生の研究室に伺ったことがある。その折、古谷専三氏から箱で送られてきていたものだと思うが、「英語のくわしい研究法」（たかち出版、1979）を一冊くださった。いただいた日付のメモを見ると、1980年2月20日である。10行未満の10本の課題文を材料にして、微に入り細に入り、徹底的に分析して英文を読み込む参考書であった。さっそく読ませていただいたが、これでもかと言わんばかりの余りの詳しさに驚いた。古谷メソッドの徹底した分析と読みが東先生の原点にあったのではないかと、今、改めて想像する。

また、学部4年次に進級してから、卒論の具体的な相談に研究室に伺った折には、東先生が茨城大学時代に最初に書かれた「関係詞 who, which, that 及び 'zero' marker の口語的表現におけるあらわれ方—T. Rattigan の劇作品の場合」（1965）という論文をくださった（1980年5月14日付）。これは英国の劇作家ラティガンの短編15篇を資料として、テキストを丹念に読み、当該関係詞の用例を網羅的に調査したうえで、徹底した記述がなされた研究であり、大いに勉強させていただいた。私にとって、テキストを読み、用例を収集し、分析するというスタイルは、この論文を読んで俾させていただいたことが出発点であったと思う。

東先生からは、英語学関係の講義科目としては英語史を教わったが、初回の授業で、「言葉の歴史を勉強すると、言葉に対して寛容になる」と仰ったのが非常に印象的であった。また、卒業後、いつ頃であったのか正確には記憶していないが、先生と何かの用事でお会いしたあとの談話の際に、「僕は言葉の変わり目に興味がある」と仰ったのも印象的だった。そのときは、「the wheel has turned full circle」の意味・用法に関して、確かDavid Crystal のWho Cares about English Usage?（1984, p. 38）の文章中の例を引き合いに出しておられたと思う。ちなみに、東先生が収集部仁先生とともに編まれた『研究社・ロングマン・イディオム英和辞典』（研究社、1989）の 「the wheel has come full circle」の項では、「事態は（一時大きく変化[好転]したが）またもとの振り出しに戻った、運命は一巡した」という本来の用意と用例のあとに、ロングマン社の原著にはない、訳編者による追加事項として、以下の記載がある。

+(2) come [turn] full circle または the wheel has come [turned] full circle には「(事態などが) (360度でなく) 180度転換する[した], (…から)
経典の意もある：The wheel has turned full circle. In the beginning, we wrote as we spoke. Now, some say, we should speak as we write. (D. Crystal, Who Cares About English Usage?) 事態は逆転している。"今日は話す通りに書き表わし、今では書き表わす通りに話すべきだという人がいる/Now, he thought, she had become maudlin, turning full circle from her usual sardonic tough-as-nails stance. (Eric Van Lustbader, The Ninja) 彼が思うに、彼女は今や、いつも冷静的で無慈悲な態度から打って変わって感傷的なだようだ。

私の想像であるが、東先生は、日頃よりテキストを細密に読まれ、また、英和辞典の仕事で、日々、語句の意味・用法と格闘されるなかで、言葉の移り変わりに関して様々な「気づき」を経験しておられたのだと思う。

また、「両面性について」と題する論考のなかでは、「at the expense of」の新しい意味・用法について詳細に記述されており、強く興味をひかれた。以下、冒頭を引用させていただく。『文法と意味の問—国広哲弥教授還暦退官記念論文集』（くろしお出版、1990）に収録

英語辞典で at the expense of という句を見ると‘so as to cause loss, damage, or discredit to’（COD7）のような解釈を示し、用例には次のような文を添えるのが通例である（以下この用法を「A用法」とする）。

(1) He finished the job at the expense of his health.【LDCE2】
ところが最近この説明に当てはまらない用法（以下「B用法」）を時々目にする。

(2) Unfortunately, the elegance of Joos’s account is marred by the fact that it does not accord with the intuitions of many native speakers—and this has, in fact, been experimentally verified by Emm, erich (1969). The semantic primes of Bouma, on the other hand, achieve plausibility at the expense of their vagueness, which is such that ‘any variations can be explained away’ (Palmer 1979a: 13). —Michael R. Perkins, Modal Expressions in English, p. 27.

この場合は「……を犠牲にして」ではなく、「……という犠牲を払って」に相当する。（以下略）

英国の辞書編集部にも問い合わせ、また、ご自分で収集した実例を多く挙げて
おられる。恐らく日頃の研究や読書のなかで、ある程度の期間にわたって収集された用例だと思うが、普段から鋭い鑑識眼でテキストを読んでおられた様子がうかがわれる。「語法の変わり目」の興味深い事例であり、「両面性」という観点から示唆に富む考察がなされている。

このように振り返ってみると、東先生から直接・間接に教わったことは、テキストの正確な「読み」と「観察」の大切さということに集約できる。英語教師であり、英語学研究者であり、辞書編纂家であった東先生は、お人柄のとおり、いつも真摯に言葉に向き合い、そして、言葉を愛しておられたと思う。先生のフィロロジストとしての側面から多くのことを学ばせていただいた。

東先生、長きにわたり、本当に有難うございました。
どうか安らかにお眠りください。合掌
東信行教授略歴

1935年（昭和10年）9月22日 三重県北牟婁郡二郷村（のち紀伊長島町東長島、現在の紀北町）に生まれる

1954年 東京外国語大学第一部（専攻語学科目英語）入学
1958年 東京外国語大学を卒業、東京外国語大学助手
1959年 東京大学大学院人文科学研究科修士課程（英語英文学専攻課程）入学
1962年 東京大学大学院を修了、茨城大学専任講師（文理学部英文）
1967年 茨城大学助教授（教養部）
1969年 茨城大学教育学部へ配転
1973年 東京外国語大学助教授
1980年 東京外国語大学教授
1998年 東京外国語大学を定年退官、同大学名誉教授、電気通信大学教授
2001年 電気通信大学を定年退官
2015年（平成27年）4月16日 肺炎のため療養中の病院にて逝去。79歳。

主な業績

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『カレッジ ライトハウス英和辞典』1995、研究社（竹林滋氏・小鳥義郎氏と共編）
『ルミナス英和辞典』初版、2001；第2版、2005、研究社（共編者）
投稿規定

(1) 投稿は岩崎研究会会員に限る。但し、非会員であっても論文審査委員から推薦のあった場合は特別に認める。（2）論文の内容は未発表のもに限る。（3）用語は英語に限り、原則としてnative checkを受けたものとする。（4）注（note）は後注とし、章ごとに通し番号を付ける。（5）ギリシャ字、ロシヤ字以外の特殊文字はできるだけローマ字化してほしい。音声記号は国際音声学協会（IPA）所定のものを用いる。（6）引用文献：書式はMLA Styleに従う。（7）枚数：論文はワープロ原稿で、1行はアルファベットの小文字で70字、450行以内。A4判のハードコピー1部にCD-R を添える。（8）原稿はすべて論文審査委員による審査の上採否を決定する。共同執筆論文を別として、論文の掲載は毎号1人1篇とする。（9）都合により短縮を求めることがある。印刷上の体裁および論文の掲載年度については編集委員に一任する。（10）抜刷は20部までを無料で、別に本誌1部を呈上する。（11）原稿は随時受付ける。（12）なお、詳細は別に定める。

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編集後記　長年にわたり竹林滋先生、小島義郎先生らとともに岩崎研究会を支え、その発展に尽力されて来た東信行先生が亡くなられました。本号は東先生追悼号です。東先生は療養中も岩崎研究会のことが気がかりのご様子で、何度か岩崎研究会の活動状況について尋ねられました。

本号の掲載論文は2編のみで、東先生に「2編だけか」と言われそうです。しかし両方の論文とも本誌としてはユニークさを誇る、共著による1言語使用の学習英語辞書（すなわちLDOCE6とCOBUILD7）についての批判的な分析です。精密な辞書学的分析は定評がありますが、今回の2本の論文に対しても幅広い国際的な反応が期待されます。

(2015年5月21日　S.M.)