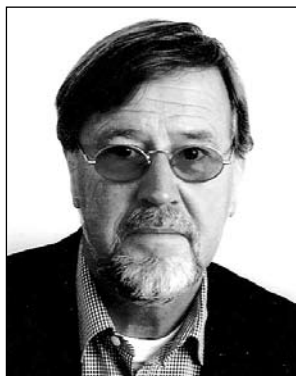


The evolution of learners' dictionaries and *Merriam-Webster's Advanced Learner's English Dictionary*

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Abstract

Since the first edition of the OALD was published in the 1940s, lexicography for learners of English as a second or foreign language has seen tremendous changes. The “Big Five” learners’ dictionaries have been at the forefront of a great number of lexicographic innovations. In this paper I would like to sketch the evolution of the monolingual learners’ dictionaries (MLDs) of English that have been published over the years. A selected vocabulary, simple definitions, and explicit information about use are the common characteristics of this type of dictionary, but the implementation of these features is quite varied from one dictionary to the other. The recently published *Merriam-Webster's Advanced Learner's English Dictionary* will be analyzed in light of recent trends in this particular field.

Keywords

grammatical information, defining vocabulary, vocabulary selection, signpost, full-sentence definition, illustrations

1. Introduction

The publication of the ISED in Tokyo in 1942, which was to be better known a few years later as the OALD1 (1948), may be considered a decisive step in the creation of a new genre of dictionary (for more details concerning the early period of development of learners’ dictionaries, see Cowie 1999). As is well known, during three decades the OALD was the only dictionary that tried to serve foreign learners of English in special ways. However, from 1978 on, when the first edition of LDOCE was published, several other dictionaries having the same aims have been compiled. In 1987 there was the first edition of COBUILD, followed in 1995 by CIDE (now with the title CALD), in 2002 by MEDAL, and, finally, in 2008 by MWALD.

The first edition of OALD that appeared in 1948 was a photographic reprint of the dictionary that had been published in 1942 in Tokyo, with about 250 recent words in an addendum. In the introduction, the general editor, A.S. Hornby, explained that the dictionary had been called “Idiomatic and Syntactic” because the compilers had “made it their aim to give as much useful

information as possible concerning idioms and syntax.” The main characteristics of this new type of dictionary were:

- (a) *a selected vocabulary*—not a “complete” list of English words, but just those elements that “the foreign student of English is likely to meet in his studies up to the time when he enters a university”;
- (b) *simple definitions*—that is to say, no traditional phrases as were up to then typically found in dictionary definitions, but as natural descriptions of the meanings as possible, in order to make sure that advanced learners of English would be able to understand them easily;
- (c) *explicit information about use*, the dictionary being meant to be useful not only for reading purposes but for writing as well.

These three aspects are still characteristic of how learners’ dictionaries are set apart from all other dictionaries. But these aspects have been implemented in quite different ways. A comparison between a page taken from OALD1 and the same run in the recent edition of this dictionary (OALD7, 2005) gives a good idea of the distance that has been covered on the way to what Herbst and Popp (1999) called the “Perfect Learners’ Dictionary (?).”

2. A brief comparison between OALD1 and OALD7

Figure 1 presents two columns taken from OALD1. Figure 2 shows the same run, from **pulverize** to **punctilious**, in OALD7. What immediately catches the eye is the clearer presentation of the lexical units in OALD7, where all entries, idioms, and phrasal verbs are given in blue and where all senses are numbered in a consistent way. It is evident also that fewer pictures are given and that the one that is given in OALD7 is of another, less documentary or encyclopaedic nature. In the 2005 edition of the OALD, pronunciation is systematically given for the British as well as the American varieties of English. One also notices the presence of some old-fashioned words, such as **puncheon**, **Punchinello**, and **punctilio** in OALD1, and of modern words like **pump-priming** and **punch card** (although already marked with “in the past”) in OALD7. Finally, one easily sees that the total number of lexical units treated is about fifty percent higher in OALD7 (about sixty as compared to forty lexical units for OALD1). The number of

idiomatic expressions and phrasal verbs accounts for most of this difference in quantity.

When focusing more on details, other differences appear, some of which are quite fundamental. One of the first things is the number of examples given. Whereas in OALD7 the majority of the lexical units treated have one or more examples, in OALD1 we find only two examples with the second sense of **pump** as a verb, not counting the one used to illustrate the meaning of **pun** as a noun.

Another point is the presentation of the senses of forms or words. In OALD1, the system is based on etymological grounds, as is well shown in the treatment of **punch**. There are three entries for this form, two for nouns and one for verbs. As the “tool or machine” sense is quite different from the “drink” sense, these two etymologically different elements are not treated in the same entry. The verbs having this same form are partly treated under the first noun and partly in the third entry, where, in addition, two or three more noun senses are provided. This last case shows another aspect of the presentation: it is not always clear to what extent two definitions separated by a semicolon have to be taken as two different, but etymologically related, senses or as two more-or-less equivalent descriptions of one sense. The presentation of **pumpkin** with two numbered senses—one for the fruit and one for the plant—only adds to the puzzlement.

As to the definitions provided, there are again big differences. During the 1930s and 1940s, much had been done about the selection of vocabulary in Japan, especially by Harold Palmer and Michael West (see Bogaards 1994: 103 ff. for an overview), and it might have been expected that Hornby and his collaborators would have selected a special definition vocabulary. However, they clearly state in the introduction of OALD1 that they did not, because “the compilers could have no confidence that the definition vocabulary would be known to the prospective users of the dictionary.” Remark that this is contrary to what has been suggested by Rundell (1998: 317). As can be seen in Figure 1, words like *porous*, *volcano*, *fist*, or *piston* are used to define words like **pumice**, **pummel**, and **pump**. In OALD7, the definition of the first sense of **punch** (verb) includes the word *fist*, but it is given in capitals and is immediately followed by a short explanation. Indeed, OALD7 sticks to what is called the “Oxford 3,000,” a list of 3,000 key words that are selected in order to serve as the defining vocabulary and that are marked by a key in the dictionary (see **punch**). Moreover, in

OALD1, definitions are mostly very short and often take the form of one or more near synonyms (see **punch** noun 2: “energy; strong effect”).

The grammatical information has changed in important ways also. In OALD1, verbs are given with a global characterization as transitive, intransitive, or both, and their use is then described with a letter and a number. These verb codes are explained in the introduction, in which a full list of verb patterns is given, with a fair number of examples. In OALD7, grammatical constructions are presented in a much more straightforward manner.

What has changed in a somewhat less radical way is the tendency to add a kind of encyclopedic explanation to some definitions in order to make concepts clearer. However, neither the entries that include such extra explanations nor the nature of the information are the same. In OALD1, we find this type of supplementary data in the case of **pump** and **Punchinello**, in which some additional technical or cultural facts are presented that were deemed essential for the audience. In OALD7, extra information is given with **pumpkin**, but here the authors have tried to complete the concept with information that is sociolinguistically important because it is shared by all native speakers.

All these changes have been introduced over the more than sixty years of existence of the OALD. The publication of competitive learners’ dictionaries has been one of the motors for these quite spectacular modifications. Research has played an important role as well. In the sections that follow, I will discuss in more detail the evolution of the three fundamental aspects distinguished above. As will become clear, every new MLD has proposed new elements and has provoked changes in the other MLDs.

3. The evolution of the three fundamental characteristics of monolingual learners’ dictionaries


3.1 A selected vocabulary

All English MLDs are now based on the analysis of big language corpora. It is important to realize that it was only a bit more than twenty years ago that COBUILD1 was the first dictionary project to exploit this approach. In a collection of papers that accompanied its publication (Sinclair 1987), the whole procedure of building up a corpus and extracting data from it—which was entirely new at the time—is explained in detail. In hindsight, this approach may seem rather cumbersome and small-scale: the corpus included 20 million words in

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pul-ver-ize [pálvəraiz] *vt. & i.* ① (P 1) break up into dust, powder, or spray; smash completely; crush. ② (P 21) be broken up into dust.


pu-ma [pjú:mə] *n.* a South American animal of the leopard type (also called a *cougar*).

pum-ice [pámis] *n.* ① a light kind of porous stone thrown out of volcanoes (also *pumice-stone*); a piece of *pumice* (e.g. as used for removing stains from the hands).  A puma


pum-mel [páml] *vt.* (Eng. -ll-; U. S. A. -l-) (P 1, 10) beat repeatedly with the fists.

pump [pamp] *n.* a device or machine for raising water or other liquids, or for compressing gases, etc. It is usu. in the form of a cylinder with a piston moving up and down inside it. A *bicycle-pump* is used for filling the tires with air. A *village pump* is one that supplies a village with water. The *pump-room* (in a watering-place or spa) is the room where medicinal water is pumped up. —*vt. & i.* ① (P 1, 7, 10, 18) raise and obtain by means of a pump. ② (P 10, 18) force or compress by means of a pump, as *to pump air into a tyre*; (fig.) *to pump knowledge into a class of dull boys*. ③ (P 1) get information by repeated questioning; keep on asking questions. ④ (P 1, 10) cause to be out of breath, and so unable to continue running, etc. ⑤ (P 21) use a pump; do the work of a pump; move up and down like a pump-handle.

pump [pamp] *n.* a light shoe, without buttons or laces, usu. of patent leather, worn with evening dress and for dancing.

pump-kin [pám pkin] *n.* ① a large, egg-shaped or, round, yellow fruit growing on a trailing plant. ② the plant bearing this fruit.  A pumpkin

pun-der [pan] *n.* a play upon words, e.g. "A cannon-ball took off his legs, so he laid down his *arms*." —*vi. (-m-)* (P 21, 24 with *on, upon*) make a pun or puns.

pum-mel [pan(t)] *n.* a tool or machine for making holes in leather, metal, paper, etc.; also a machine for stamping designs, etc. on metal. —*vt.* (P 1) make a hole in or stamp with a punch.  A punch

punch [pan(t)] *n.* ① a drink made of wine or spirits mixed with hot water, lemon, sugar, spices, etc. **punch-bowl**, *n.* (1) a large bowl in which punch is made and from which it is served. (2) a deep, round hollow in the side of a hill.

punch [pan(t)] *vt.* (P 1, 18) strike hard with the fist. —*n.* ① ② a hard blow with the fist. ③ (colloq.) ④ energy; strong effect.

Punch [pan(t)] *n.* ① the odd, hump-backed, hook-nosed character in the puppet-show known as "Punch and Judy." **pleased** [prəud] *as Punch*, very much pleased; very proud. ② the title of an English humorous weekly paper.

pun-cheon [pán(t)ʃən] *n.* a large type of cask varying in capacity from 72 to 120 gallons.

Pun-chi-nel-lo [pán(t)ʃinélou] *n.* a stock character in Italian comedy and puppet-shows of the 17th century. He wore a white coat and trousers, a black mask and had a large, hooked nose, and was the origin of Punch in English *Punch and Judy* shows.

pum-e-til-i-o [pəŋktiliou] *n.* (pl. -oes) ① ② a particular point of good conduct, honour, manners, ceremony, etc.; a formality. ③ ④ careful attention to rules of honour, etiquette, etc. **pum-e-til-i-ous** [pəŋktiliəs] *adj.* extremely careful, exact, observant or conscientious in points of honour, duty, ceremony, etc.

Figure 1 a page from OALD1

daily use, with another 20 million words coming from more specialized texts. But it was groundbreaking, and it was bound to set new standards—not only for MLDs but also for dictionaries as such all over the world. It is this renewed contact with language data that leads to the discovery of senses and uses of words that had been overlooked up to then (and to the outdating of old ones that were no longer in use), to a better representation of idioms and collocations, and to the introduction of more authentic examples.

Up to that time MLDs (that is, OALD and LDOCE) had been compiled by experienced language teachers like A.S. Hornby and P. Procter on the basis of existing general-purpose dictionaries. These compilers were, quite rightly, supposed to know what was essential and helpful for their students, and they did whatever they could to present and explain authentic English to them. It goes without saying that they were not able to give as faithful an image of the

language as is nowadays possible with the aid of huge corpora and the sophisticated techniques to analyze them (see for instance Fontenelle 2003 as well as Atkins and Rundell 2008). The availability of more and more spoken corpora and the attitude toward colloquialisms has also changed the content of these dictionaries. But the target group of the MLDs seems to have changed somewhat also. Whereas OALD1 was meant to be useful up to the time the foreign student entered university (see above), nowadays most of the MLDs seem to be aimed at university students as well, if not in the first place. They all contain a far greater number of lexical items, including academic words (from about 70,000 to about 100,000 lexical units). In addition, more expressions that are used in English-speaking countries like New Zealand, Australia, and South Africa are included, especially in CIDE and MEDAL.

COBUILD1 did not only introduce a new kind of selection of the lexical material; it also debuted a totally different type of presentation. All senses and uses of a given form were given in a strict order of descending frequency. This was a radical shift away from the etymologically driven presentations that had survived in OALD and LDOCE up to that time. One of the drawbacks of this type of presentation, however, was that in longer entries the list of uniformly presented senses and uses could reach a discouraging length, and it was not clear to what extent the users were really served by this new layout (see Bogaards 1998).

Nowadays all MLDs include some kind of differentiation that permits a more direct access to particular lexical units. In its third edition LDOCE (1995) has introduced "signposts," simple words or phrases that should easily evoke the type of meaning a user is looking for. In the same year, CIDE presented a system of "guide words," which try to catch the gist of a cluster of senses and uses. The latter presentation, where a form such as **bank** has five entries and **like** eight, is based on semantic (and therefore partly etymological) principles: all derivatives are presented in the context of the sense that is treated in a specific entry (e.g., the verb **bank** in the financial sense under **bank** ORGANIZATION). This system has not changed in the newer edition, known as CALD2. OALD has followed in its sixth edition (2000) with the introduction of "shortcuts," words or phrases that show the context or the general meaning of a lexical unit. MEDAL (2002 and 2007) has a system where menus are given for all forms having more than five senses or uses, but different grammatical classes are systematically

treated in separate entries. In order to introduce the various types of lexical units covered by one form, COBUILD5 (2006) now uses menus that are intended to help navigate longer entries; these take the form of boxes summing up the core meaning of the different subentries. This dictionary opts for a grammatically based organization: a form such as **like** now has three subentries for “preposition and conjunction uses,” “verb uses,” and “noun uses and phrases” respectively. But homonymous nouns like **bank** now have separated subentries for “finance and storage” and for “areas and masses,” in which nouns and verbs are treated in the same list. So, the etymological aspect seems to be partly back. (For a comparison of these presentation features, see Bogaards 1998).

3.2 Simple definitions

The first dictionary to adopt a defining vocabulary was LDOCE1 (1978). At the end of the book, a list is presented of “the words that have been used for all the explanations.... in this dictionary, except those words in SMALL CAPITAL LETTERS.” As is well known, however, the general policy that was established in this way was a far cry from what was found in practice (cf. Bogaards 1996: 289 ff.). In some cases, words not belonging to the about 2,000 selected items were used in definitions without being marked by small capital letters. In other cases, elements included in the list were used in meanings that were not necessarily very familiar to the users. In addition, words were constructed with the use of elements such as prefixes and affixes that were in the list, but these did not always seem to be easily understood by the users. Moreover, combinations of elements such as idiomatic expressions and phrasal verbs were to be found in a way that did not always help the non-native learners in their struggle with unknown words. The list of defining elements has been refined in different ways in later editions. In LDOCE3, for instance, it was stated that only the most common and central meanings of the words in the list were used, so as to exclude less frequent senses of frequent words. In addition, in the more recent editions, the number of prefixes and affixes (rather extensive in the first edition) has been cut down. Phrasal verbs are used only as far as these have been explicitly included in the list, e.g., *look after*, *look for*, and *look sth up*.

Other learners' dictionaries have followed this new trend. In the most recent editions of the “Big Five,” we find defining vocabularies that are described as sets of “important words” (OALD7), “common words” (MEDAL), “essential words”

pul-ver-ize (BrE also *-ise*) /pʌlvaɪz/ verb [VN] 1 (formal) to crush sth into a fine powder 2 (informal, especially BrE) to defeat or destroy sb/sth completely *CRUSH*: We pulverized the opposition.

puma /ˈpʊmə; NAmE ˈpuːmə/ (especially BrE) (NAmE usually *cougar*) (NAmE also *mountain lion*, *panther*) noun a large American wild animal of the cat family, with yellowish-brown or greyish fur

pum-ice /ˈpʌmɪs/ (also *pumice stone*) noun [U] a type of grey stone that comes from volcanoes and is very light in weight. It is used in powder form for cleaning and polishing, and in pieces for rubbing on the skin to make it softer.

pum-mel /ˈpʌml/ verb (-ll-, US -l-) to keep hitting sb/sth hard, especially with your fists (= tightly closed hands): [VN] He pummelled the pillow with his fists. ◊ (figurative) She pummelled (= strongly criticized) her opponents. ◊ [V] Her fists pummelled at his chest. ⇒ note at **BEAT**

pum-melo /ˈpʌmələʊ; NAmE ˈloʊ/ noun = **POMELO**

pump /pʌmp/ noun, verb

noun 1 a machine that is used to force liquid, gas or air into or out of sth: She washed her face at the pump in front of the inn. ◊ (BrE) a petrol pump ◊ (NAmE) a gas pump ◊ a foot/hand pump (= that you work by using your foot or hand) ◊ a bicycle pump—picture ⇒ **BICYCLE**—see also **STOMACH PUMP** 2 (BrE) = **PLIMSOIL** 3 (especially NAmE) = **COURT SHOE** 4 (BrE) a light soft shoe that you wear for dancing or exercise: ballet pumps *SEE HAND n., PRIME v.*

verb 1 to make water, air, gas, etc. flow in a particular direction by using a pump or sth that works like a pump: [VN] The engine is used for pumping water out of the mine. ◊ The heart pumps blood around the body. ◊ [VN-AD] The lake had been pumped dry. [also V] 2 [V + adv./prep.] (of a liquid) to flow in a particular direction as if it is being forced by a pump: Blood was pumping out of his wound. 3 [VN] to move sth quickly up and down. ◊ I pumped the handle like crazy. 4 [V] to move quickly up and down or in and out: She sprinted for the line, legs pumping. ◊ My heart was pumping with excitement. 5 [VN] ~ sb (for sth) (informal) to try to get information from sb by asking them a lot of questions: See if you can pump him for more details. *SEE pump 1* 'bullets, 'shots, etc. into sb to fire a lot of bullets into sb pump sb full of sth to fill sb with sth, especially drugs: They pumped her full of painkillers. *pump 1* (informal) to do exercises in which you lift heavy weights in order to make your muscles stronger pump sb's stomach to remove the contents of sb's stomach using a pump, because they have swallowed sth harmful *SEE pump sth 'into sth* | pump sth 'in to put a lot of money into sth: He pumped all his savings into the business. pump sth 'into sb to force a lot of sth into sb: It's difficult to pump facts and figures into tired students. pump sth ~'out (informal) to produce sth in large amounts: loudspeakers pumping out rock music ◊ Our cars pump out thousands of tonnes of poisonous fumes every year. pump sb ~'up (usually passive) to make sb feel more excited or determined. pump sth ~'up 1 to fill a tyre, etc. with air using a pump 2 (informal) to increase the amount, value or volume of sth: Interest rates were pumped up last week.

pump-action adj. [only before noun] (of a gun or other device) worked by quickly pulling or pressing part of it in and out or up and down: a pump-action shotgun ◊ a pump-action spray

pump-per-nickel /ˈpʌmpnɪkəl; NAmE ˈpɜːn-/ noun [U] (from German) a type of heavy dark brown bread made from RYE, originally from Germany and often sold in slices

pump-k-in /ˈpʌmpkɪn/ noun [U, C] a large round vegetable with thick orange skin. The seeds can be dried and eaten and the soft flesh can be cooked as a vegetable or in sweet PIES: Pumpkin pie is a traditional American dish served on Thanksgiving.—picture ⇒ **PAGE R13**

pump-priming noun [U] the act of investing money to encourage growth in an industry or a business, especially by a government

pump room noun (especially in the past) the room at a SPA where people go to drink the special water

pun /pʌn/ noun, verb

noun ~ (on sth) the clever or humorous use of a word that has more than one meaning, or of words that have different meanings but sound the same: We're banking on them lending us the money—no pun intended!—compare word-

verb (-nn-) [V] to make a pun

Punch /pʌntʃ/ noun *SEE PLEASED*

punch ɔw /pʌntʃ/ verb, noun

verb [VN] 1 ~ sb/sth (in/on sth) to hit sb/sth hard with your fist (= closed hand): He was kicked and punched as he lay on the ground. ◊ She punched him on the nose. ◊ He was punching the air in triumph. 2 ~ sth (in/through sth) to make a hole in sth with a PUNCH n. (3) or some other sharp object: to punch a time card ◊ The machine punches a row of holes in the metal sheet. 3 [VN] to press buttons or keys on a computer, telephone, etc. in order to operate it: I punched the button to summon the elevator. > **puncher** noun: He's one of boxing's strongest punchers. *SEE punch 'in/out* (NAmE) to record the time you arrive at/leave work by putting a card into a special machine—see also **CLOCK IN/ON**, **CLOCK OUT/OFF** punch sth ~'in | punch sth 'into sth to put information into a computer by pressing the keys: He punched in the security code. punch sb 'out (NAmE, informal) to hit sb so hard that they fall down. punch sth ~'out 1 to press a combination of buttons or keys on a computer, telephone, etc.: He picked up the telephone and punched out his friend's number. 2 to make a hole in sth or knock sth out by hitting it very hard: I felt as if all my teeth had been punched out. 3 to cut sth from paper, wood, metal, etc. with a special tool

noun 1 [C] a hard hit made with the fist (= closed hand): a punch in the face ◊ Hill threw a punch at the police officer. ◊ a knockout punch ◊ He shot out his right arm and landed a punch on Lorrimer's nose. 2 [U] the power to interest people: It's a well-constructed crime story, told with speed and punch. 3 [C] a tool or machine for cutting holes in paper, leather or metal: a hole punch—picture ⇒ **STATIONERY** 4 [U] a hot or cold drink made by mixing water, fruit juice, spices, and usually wine or another alcoholic drink *SEE BEAT v., PACK v., PULL v., ROLL v.*

Punch and Judy show /pʌntʃ ʌn ˈdʒʊdi fəʊ; NAmE ˈfoʊ/ noun (in Britain) a traditional type of entertainment for children in which PUPPETS are used to tell stories about Punch, who is always fighting with his wife Judy

punch-bag /ˈpʌntʃbæg/ (BrE) (NAmE *punching bag*) noun a heavy leather bag, hung on a rope, which is punched, especially by boxers as part of training, or as a form of exercise

punch-bail /ˈpʌntʃbeɪl/ noun a heavy leather ball, fixed on a spring, which is punched, especially by boxers as a part of training, or as a form of exercise

punch-bowl /ˈpʌntʃboʊl; NAmE ˈboʊl/ noun a bowl used for serving PUNCH n. (4)

punch-card /ˈpʌntʃkɑːd; NAmE ˈkɑːrd/ (also *punched card*) noun a card on which, in the past, information was recorded as lines of holes and used for giving instructions, etc. to computers and other machines

punch-drunk (also *slap-happy* especially in NAmE) adj. 1 (of a boxer) confused as a result of being punched on the head many times 2 unable to think clearly; in a confused state

punching bag noun (NAmE) = **PUNCHBAG**

punch-line /ˈpʌntʃlaɪn/ (also NAmE informal *tag line*) noun the last few words of a joke that make it funny

punch-up noun (BrE, informal) a physical fight *SEE BRAWL*

punchy /pʌntʃi/ adj. (punchier, punchiest) (of a speech, song, etc.) having a strong effect because it expresses sth clearly in only a few words

punctil-i-ous /ˈpʌntɪˈliʊs/ adj. (formal) very careful to behave correctly or to perform your duties exactly as you should: a punctilious host > punctiliously adv. punctiliousness noun [U]



She punched the air in triumph.

(CALD), or as belonging to the highest “frequency bands” (COBUILD). Although there is a big overlap in the contents of these lists, there are also noticeable differences that are not always due to the various numbers of elements that are contained in the lists (cf. Bogaards 2008).

Another innovation in defining meanings was introduced by COBUILD1 in the form of full-sentence definitions. Several types of complete sentences were adopted for the various word classes and adapted to the particular word to be defined. This approach is much nearer to what people do when they are asked to define a word in real life and it makes it possible to evoke

Figure 2 a page from OALD7

Dictionaries

- CALD2 = Walter, E. (ed.) 2005. *Cambridge Advanced Learner's Dictionary*. (2nd edition.) Cambridge: Cambridge University Press.
- CALD3 = Walter, E. (ed.) 2008. *Cambridge Advanced Learner's Dictionary*. (3rd edition.) Cambridge: Cambridge University Press.
- CALDO = *Cambridge Advanced Learner's Dictionary Online*. 2007. <http://dictionary.cambridge.org/>.
- CIDE = Procter, P. (ed.) 1995. *Cambridge International Dictionary of English*. Cambridge: Cambridge University Press.
- COBUILD1 = Sinclair, J. and Hanks, P. (eds.) 1987. *Collins COBUILD English Language Dictionary*. Glasgow: Collins.
- COBUILD2 = Hanks, P. (ed.) 1995. *Collins COBUILD English Dictionary*. (2nd edition.) Birmingham: Collins.
- COBUILD3 = Sinclair, J. (ed.) 2000. *Collins COBUILD English Dictionary for Advanced Learners*. (3rd edition.) London: HarperCollins.
- COBUILD4 = Sinclair, J. (ed.) 2003. *Collins COBUILD Advanced Learner's English Dictionary*. (4th edition.) Glasgow: HarperCollins.
- COBUILD5 = Sinclair, J. (ed.) 2006. *Collins COBUILD Advanced English Dictionary*. (5th edition.) Glasgow: HarperCollins.
- COBUILD6 = Sinclair, J. (ed.) 2008. *Collins COBUILD Advanced Dictionary*. (6th edition.) London: HarperCollins.

a normal context for each lexical unit. It is evident that this way of defining is quite space consuming, however, and it may sometimes be laborious for the user who has to read a lot of text before getting to the right meaning. This may, moreover, distract them from the (reading) task they were executing and may, therefore, be too big an investment (cf. Bogaards 1996: 292). Other dictionaries have taken up the idea of full-sentence definitions, but in a less radical way. CIDE used it fairly often, but it has been applied less frequently in CALD; MEDAL uses this type of definition rather rarely (cf. Rundell 2006). Anyhow, probably thanks to the "COBUILD revolution," the defining styles in all MLDs have become less awkward and more transparent.

As the introduction of a defining vocabulary in LDOCE1 made the definitions more comprehensible, illustrations were used in a different way. In OALD1, illustrations had been supplied with lexical units for which "definition in easy, common words was not practicable or satisfactory" (Introduction p. iv). In LDOCE1, entries like **puma** or **pumpkin** contained no drawings, but they had references to illustrations that were given elsewhere. In OALD1, this had been done only for words used in sports and music "because all over the world to-day Western games and music are very popular" (ibid.). All the drawings in LDOCE1 were of an encyclopedic, rather than technical nature, such as "respiratory and circulatory system," "sea mammals," or "castle." Each black-and-white plate was given at the alphabetical place of its title and presented a number of items belonging to a class or a context, which made it possible to better recognize the specifics of each element (e.g., guitar, violin, sitar, and cello in the case of "stringed instruments"), but also served as a means to find words that were unknown to the user or that had been forgotten.

This approach has been adopted by the other MLDs. In most cases the plates are now presented in separate, full-color sections. In LDOCE4, however, we still find plates, now in color, on the A–Z pages of the dictionary. As has been seen (Figure 2), OALD7 sometimes adds illustrations to specific lexical units. It also has classes of items in black-and-white plates accompanying one of the items belonging to the class or context (e.g., "chain," "thread," "string," and "rope" at **rope**). MEDAL also follows this policy. This is also the case for CALD, but in this dictionary we find many "tables" illustrating the various senses of a given word, like **ring** (on a finger, ring road, boxing ring, etc.) or **pipe** (water pipe, tobacco pipe, organ pipe,

etc.). One can wonder what the importance of this type of illustration in MLDs may be. COBUILD is the only MLD that does not have any illustration in the A–Z section; it has introduced a full-color section only in the latest edition (COBUILD5).

When introducing the first defining vocabulary in LDOCE1, the authors have used the list not only for making definitions, but also for writing examples. The other MLDs have not followed this innovation. COBUILD1, with its principled approach to linguistic reality as found in the corpus, gave examples only as they were literally found in the materials that made up the corpus. Although these were much more convincing in most cases than the constructed examples that were provided in the older editions of OALD and LDOCE, they had two serious drawbacks. The first was that quite often other words were introduced that were not only unknown to most of the users but were, in addition, not always explained in the dictionary itself. Secondly, some of the realistic examples referred to contexts that could be unknown to the users who did not share the same cultural background, or they lost much of their impact because the context in which they were originally used was lacking (cf. Bogaards 1996: 299).

In all MLDs, examples are now based on corpus materials. However, the examples are screened for comprehensibility outside the original context as well as for the presence of "difficult" words, and they are shortened or otherwise adapted so as to serve most effectively in a dictionary for non-native learners.

3.3 Explicit information about use

The evolution of syntactical information, especially that attached to verbs, has been described by Cowie (1999) and by Bogaards and van der Kloot (2001). From a fairly incomplete and abstruse system of verb codes as given in OALD1, this type of indication has evolved to far more straightforward data that are given in an explicit way. Whereas in OALD1, **pump** as a verb is marked as "(P 1, 7, 10, 18)" for the first sense, we find in OALD7 a number of examples, each of which is preceded by quite simple codes like [VN] or [VN-AD] (see Figures 1 and 2). Other MLDs have more or less equivalent, relatively transparent coding systems. For the same sense of **pump** we find, for instance, in CALD2: [T usually + adv or prep] and in COBUILD5, where this type of information is given in the extra column next to each example: "V n with adv," "V n prep," "V n" and "V." MEDAL2 has gone a step further in simplifying the grammatical information given with verbs. In this dictionary, most verbs are classified

only as transitive (marked with a [T]) or intransitive (marked with an [I]), whereby the use of other explicit grammatical terminology is avoided. The examples are supposed to give all the other information that is needed to use the items correctly.

It is as yet unclear what type of grammatical information or which particular form of presentation of this information best serves the non-native users of the MLDs. What seems to be important, in any case, is the presence of good examples that can serve as models for what students want to formulate. This is what can be deduced from the results of empirical research conducted by Bogaards and Van der Kloot (2002) and by Dziemianko (2006). The former researchers add that more advanced learners may profit also from explicitly given information on grammar, but these learners hardly benefit from traditional codes given in grammatical terms. The latter author states that COBUILD-style definitions may serve as well and that, contrary to what had been found in other experiments, the information given in the extra column in COBUILD can, under certain conditions, be useful.

As has been said above, OALD1 was first published as *Idiomatic and Syntactic English Dictionary*. What is a bit surprising is that, whereas the introduction is followed by a section called “Notes on Syntax”—almost twenty pages long and mainly devoted to the famous verb patterns—nothing more is said about idioms. One of the reasons for this absence of any comment on idioms may be that at that time it was generally thought that nothing very interesting could be said about language use if it was outside the realm of grammar. So, everything that was outside syntax could only be listed and semantically explained, but, being a list of basic irregularities, could hardly be commented on. In that view, idioms and syntax form two opposing parts of the language, and a dictionary would be incomplete if one of these two parts was left out. The innovative aspect of OALD1 was, therefore, the syntactic part, which had to be explained in a comprehensive way. In contrast, the idiomatic part was a simple continuation of common practice in English dictionaries.

Comparing OALD1 and OALD7, it can be seen (Figures 1 and 2) that in the more recent edition idioms are clearly marked (IDM)—whether they are treated in the entry itself, such as those under **pump** as a verb, or whether they are referred to because they are treated in other entries, as in the case of the four idioms listed under **punch** as a noun. None of these idioms are mentioned in OALD1. What is more, other combinations with the headwords are

only rarely treated or mentioned as well. Collocations, which are essential for a user who wants to produce “natural” English, are also lacking. *Throw a punch* and *land a punch*, which are given in bold in OALD7, are missing in OALD1. The same goes for phrasal verbs.

3.4 Conclusions

What this brief overview of the development of MLDs makes clear is that all aspects of this type of dictionary are liable to change and that many different solutions have been proposed for the same problems over the years. In most cases, the publication of a new MLD was something of a revolution. This was, understandably, the case for OALD1, the first dictionary of this category. But the appearance of a real competitor thirty years later, LDOCE1, introducing a restricted defining vocabulary, was quite a shock also. A few years later, COBUILD1 not only introduced the use of language corpora but also broke with many conventions on the level of defining practices and the presentation of grammatical information. CIDE (and later CALD) experimented with new types of semantically clustered entries, trying to avoid the drawbacks of the old, etymologically founded presentation and to underline the semantic relationships between words of different grammatical classes. Finally, MEDAL tried to exploit all the successes that had been achieved so far. It did so in a quite satisfactory way, improving, for instance, on the clever use of a well-chosen defining vocabulary and of defining templates as well as on the possibilities users have to find items they did not know or had forgotten (see Bogaards 2003).

One can say that much has been attained and that, in some aspects, more is known about what constitutes a good MLD than in the early days of pedagogical lexicography. Quite often the five existing MLDs are referred to as “the Big Five.” One can wonder then whether a sixth MLD was necessary and what this new MLD could add. In the next section we will analyse the MWALED in light of the evolutions sketched above.

4. Merriam-Webster’s Advanced Learner’s English Dictionary

Figure 3 presents the same stretch, from **pulverize** to **punctilious**, as was used for the comparison of the two editions of OALD. MWALED offers exactly the same number and about the same selection of lexical units as OALD7. The total number of lexical units can be evaluated at about 85,000, which is higher than COBUILD5 (about 72,000) and OALD7 (about 76,000)

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- ISED = Hornby, A.S., Gatenby, E.V. and Wakefield, H. (eds.) 1942. *Idiomatic and Syntactic English Dictionary*. Tokyo: Kaitakusha. [Also referred to as OALD1.]
- LDOCE1 = Procter, P. (ed.) 1978. *Longman Dictionary of Contemporary English*. Harlow: Pearson Education.
- LDOCE2 = Summers, D. (ed.) 1987. *Longman Dictionary of Contemporary English*. (2nd edition.) Harlow: Longman.
- LDOCE3 = Summers, D. (ed.) 1995. *Longman Dictionary of Contemporary English*. (3rd edition.) Harlow: Longman.
- LDOCE4 = Summers, D. (ed.) 2003. *Longman Dictionary of Contemporary English*. (4th edition.) Harlow: Pearson Education.
- LDOCE5 = Mayor, M. (ed.) 2009. *Longman Dictionary of Contemporary English for Advanced Learners*. (5th edition.) Harlow: Pearson Education.
- LDOCEO = *Longman Dictionary of Contemporary English Online*. 2007: <http://www.ldoceonline.com/>.
- MEDAL1 = Rundell, M. (ed.) 2002. *Macmillan English Dictionary for Advanced Learners*. Oxford: Macmillan Education.
- MEDAL2 = Rundell, M. (ed.) 2007. *Macmillan English Dictionary for Advanced Learners*. (2nd edition.) Oxford: Macmillan Education.
- MWALED = Perrault, S.J. (ed.) 2008. *Merriam-Webster’s Advanced Learner’s English Dictionary*. Springfield, MA: Merriam-Webster.
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- OALD1 = Hornby, A.S., Gatenby, E.V. and Wakefield, H. (eds.) 1948. *Advanced Learner's Dictionary*. London: Oxford University Press. [Reprint of ISED.]
 OALD2 = Hornby, A.S., Gatenby, E.V. and Wakefield, H.. (eds.) 1963. *The Advanced Learner's Dictionary of Current English*. (2nd edition.) London: Oxford University Press.
 OALD3 = Hornby, A.S. (ed.) 1974. *Oxford Advanced Learner's Dictionary of Current English*. (3rd edition.) Oxford: Oxford University Press.
 OALD4 = Cowie, A.P. (ed.) 1989. *Oxford Advanced Learner's Dictionary of Current English*. (4th edition.) Oxford: Oxford University Press.
 OALD5 = Crowther, J. (ed.) 1995. *Oxford Advanced Learner's Dictionary*. (5th edition.) Oxford: Oxford University Press.
 OALD6 = Wehmeier, S. (ed.) 2000. *Oxford Advanced Learner's Dictionary of Current English*. (6th edition.) Oxford: Oxford University Press.
 OALD7 = Wehmeier, S. (ed.) 2005. *Oxford Advanced Learner's Dictionary*. (7th edition.) Oxford: Oxford University Press.
 OALD8 = Turnbull, J. (ed.) 2010. *Oxford Advanced Learner's Dictionary*. (8th edition.) Oxford: Oxford University Press.
 OALDO = *Oxford Advanced Learner's Dictionary Online*. 2007. <http://www.oup.com/>.

but lower than MEDAL2 (about 91,000) and LDOCE4 (about 100,000).

The differences between the two runs that are compared here (Figures 2 and 3) can be considered marginal. Whereas OALD7 has words like **pump-priming**, **pump room** and **punch ball** that are not in MWALED, the latter dictionary offers more senses for words like **pump** (noun: “the act of pumping”) and **punch** (noun: “a hole made by a cutting tool or machine”) than OALD7. More interestingly, MWALED does not present some British words or senses, like **pump** “sports shoe” or “plimsoll” but has more lexical units that are marked as “US,” like **pumped** or **punchy** “punch drunk.” This seems to be the case in the whole of this first American MLD. Items like **dime store**, **diner** “restaurant,” and **dingbat** can also be found in OALD7 or MEDAL, where they are marked as belonging to North American English. However, informal or slang items that are particular to that type of English can be found only in MWALED, e.g., **diddle** or **dim bulb**. It is telling also that both MEDAL and OALD7 give the British and the American senses of **dinky** in that order, whereas MWALED gives them in the reverse order. In line with this, we systematically find forms in the American spelling before their British variants (e.g., **pulverize** also *Brit pulverise*).

The preface of MWALED states that “The creation of this dictionary reflects the reality that English has become an international language, and that American English, in particular, is now being used and studied every day by millions of people around the world.” This is certainly true. However, this greater importance of American English cannot be taken as an excuse for the absence of many Australian, Indian, or South African words, such as **bathers** “swimsuit,” **bottler** “something very good,” **brumby** “wild horse,” **crore** “ten million,” **devi** “goddess,” **gur** “brown sugar,” **spaza** “shop,” **tsotsi** “criminal,” or **voorkamer** “front room,” all of which can be found in MEDAL2, and many of which are present in OALD7.

The presentation of the lexical units is based partly on etymological grounds and partly on grammatical grounds. For a form like **pump**, we find three entries: one for the verbal uses and two for the nouns. In the latter category, the activity-related senses are presented apart from the shoe-related senses. This type of presentation is similar to CIDE and CALD. In each of the two noun entries, there is a cross-reference to the other entry; this is done in a systematic way throughout the dictionary. Only research could make clear whether this

type of cross-referencing is necessary and helpful. Another type of cross-reference is the one given under **puma**. The user is referred to **cougar**, where it is said that this animal (but does the user already know that it is an animal?) is also called “mountain lion, (US) panther, puma” but where no definition is given—only a new cross-reference to the “picture at CAT.” As to the placement of multi-word expressions, the policy does not seem to be very clear. Whereas “beat (someone) to the punch” and “pull punches” are treated under **punch**, other expressions like “(as) pleased as punch,” “pack a punch,” or “roll with the punches” are treated under the verbs they contain.

According to the preface, “The definitions in this dictionary are written in simple language.” There is no mention of a restricted defining vocabulary. This explains why a word like *fist* is part of the definition of one of the senses of **punch**. In the run studied here, some of the other less frequent words that are used for defining purposes are *grind*, *volcano*, and *rye*. The preface states that “Very often a word will be defined by a quite simple definition, followed by a definition that is perhaps somewhat less simple.” What is meant is what we see at **punch out 2**. The first definition contains words that are part of the defining vocabularies used in other MLDs, but after a semicolon, a second definition is given that uses a phrasal verb. Similar double definitions can be found with **choke off 2** and **marvel**. Although this type of definition turns up quite regularly, they don’t seem to appear “very often.” Sometimes the difference in difficulty of comprehension seems to be very small, e.g., at **gray** (adj.), which reads: “having a color between black and white : having a color that is like the color of smoke.” In other cases, a word appears in small capitals after the second colon. Such words are not a part of the definition but refer to synonyms. For reasons that are not explained, sometimes full-sentence definitions are used, e.g., for **buy/sell a pup** (under **pup**): “To *buy a pup* means to pay too much money for something or to buy something that is worthless....”

Illustrations have the form of on-the-spot line drawings. These can be found for words like **mask**, **pulpit**, or **puppet**, and they can inform about other words, such as *bill*, *wing*, *tail*, etc. at **bird**. There are also plates giving drawings of different species of a category, like **lynx**, **cheetah**, and **tiger** under **cat**. In addition, in the middle of the book there is a quire of full-color plates presenting colors, vegetables, fruits, fish, birds, clothing, and so on.

The real difference of MWALED as

compared to the other MLDs lies in the examples—or, more precisely, in the number of examples provided. The preface claims that “more than 160,000 usage examples” are to be found. Although this number seems to be a bit too high (my own evaluation goes up to about 140,000), MWALED really gives from about 50 percent to more than 125 percent more examples than its competitors. Most of these examples are “based on evidence of real English ... [and] have been carefully written to show words being used in appropriate contexts which accurately reflect their uses in actual speech and writing” (preface). A minority of the examples are quotations taken from American and British literature. As can be seen in Figure 3, most examples are full sentences, but phrases are frequent as well. Quite often examples are explained between square brackets so as to make them perfectly clear. In some cases one may wonder whether such explanations are necessary or useful. Would anyone, knowing what a bicycle is and having understood what a pump is, need the information that “a bicycle pump” is “a small pump used for putting air in bicycle tires”? The explanation given with the second example accompanying *at the pump* seems to be too long. If it is necessary at all to explain the examples, something like “Expect long lines *at the pumps* [= at gas stations] this weekend” could be preferable. In the example provided with *pumped*, the information given between square brackets, “[= *pumped up*]” cannot be interpreted as a clarification. Instead, it functions as a cross-reference.

The grammatical information given is summary but seems to be adequate. For verbs the syntactic information is given at the highest level, which means that for a verb that is transitive in all cases, the indication “[+ *obj*]” is given at the level of the headword (e.g., *pulverize*). But this information goes down to sense level when the verb allows for various constructions (e.g., *pump* 5), or to example level whenever a sense can be expressed in grammatically different ways (e.g., *pump* 4).

As a conclusion, it seems fair to say that MWALED meets all the standards that are common by now for MLDs. However, with the exception of the number of examples provided—which is far higher than what can be found in any other MLD—it does not add new elements to this type of dictionary. This is especially surprising when one remembers that a new publishing house entered this market. Does this mean that we have reached the stadium of the “Perfect Learner’s Dictionary”? I am not convinced that the evolution of MLDs has come to its end.

pul-ver-ize also *Brit* pul-ver-ize /ˈpʊlvəraɪz/ verb -ize-es; -ized; -izing [+ *obj*]
 1 *technical* : to crush, beat, or grind (something) into powder or dust • The mower *pulverizes* grass clippings. • Bits of *pulverized* rock filled the air.
 2 *informal* : to destroy or defeat (someone or something) completely • They *pulverized* the opposition.

pu-ma /ˈpuːmə, Brit ˈpjuːmə/ noun, pl *pu-mas* also *puma* [count] : COUGAR

pum-ice /ˈpʌməs/ noun [noncount] : a gray stone that comes from volcanoes, is full of small holes, has a very light weight, and is used especially for smoothing and polishing things or for softening the skin — called also *pumice stone*

pum-mel /ˈpʌməl/ verb -mels; US -meled or *Brit* -melled; US -mel-ing or *Brit* -mel-ing [+ *obj*] : to repeatedly hit or punch (someone or something) very hard • He *pummeled* [=beat] the intruder. • She *pummeled* the steering wheel (with her fists). — often used figuratively • They *pummeled* the opposition. • Her last movie was *pummeled* by the critics.

1 pump /pʌmp/ noun, pl *pumps* [count]
 1 *T* : a device that forces liquid, air, or gas into or out of something • an air *pump* • a water *pump* • a foot/hand *pump* [=a pump that you operate by using your foot/hand] • a bicycle *pump* [=a small pump used for putting air in bicycle tires] • (US) a *gas pump* = (Brit) a *petrol pump* — see picture at *BI-CYCLE*
 2 : the act of pumping something • Three more *pumps* and the tire should be full enough.

at the pump also *at the pumps* US, *informal* : at the places where customers buy gasoline for their cars • Prices are higher *at the pump*. [=gas prices are higher] • Expect long lines *at the pumps* this weekend. [=expect long lines at gas stations this weekend]

prime the pump see *PRIME*
 — compare *2 PUMP*

2 pump verb *pumps*; *pumped*; *pump-ing*
 1 *A* : to move something (such as water, air, or gas) to or from a particular place with a pump [+ *obj*] He *pumped* the water up from the bottom of the boat. — often used figuratively • The President hoped the tax cuts would help *pump* money back into the economy. • She *pumped* all of her resources into starting her own business. [no *obj*] The machine suddenly stopped *pumping*. *B* [+ *obj*] : to remove water, air, etc., from (something) with a pump • We *pumped* the boat dry. • We had to *pump* the basement out. *C* [+ *obj*] : to remove the contents of (someone's stomach) by using a tube and a small pump • Doctors had to *pump* (out) her stomach after she swallowed poison.
 2 *of the heart* : to move (blood) through your body by beating [+ *obj*] Your heart *pumps* blood all over your body. [no *obj*] My heart started *pumping* [=beating] fast.
 3 *always followed by an adverb or preposition* [no *obj*] *a liquid* : to flow in a series of movements caused by the action of a pump, by the beating of your heart, etc. • I could feel the blood *pumping* through my veins. • Blood *pumped* out of the cut.
 4 : to move (something) up and down or in and out quickly and repeatedly [+ *obj*] He *pumped* his arms up and down as he ran. • She *pumped* the handle of the well. • *pump* the brake pedal [no *obj*] His leg nervously *pumped* up and down under the table.
 5 [+ *obj*] *informal* : to question (someone) again and again to try to find out information — often + *for* • The detective *pumped* them for information on the murder.

pump iron *informal* : to lift weights in order to make your muscles stronger • I'm going to the gym to *pump* some iron.

pump out [phrasal verb] *pump out* (something) or *pump* (something) out *informal* : to produce (something) quickly and frequently • The author *pumps out* a book every year.
pump (someone or something) full of (something) : to fill (someone or something) with (something) by using a pump • They *pumped* the balloon full of helium. — often used figuratively • He pulled out a gun and threatened to *pump* them full of bullets/lead. [=threatened to shoot them] • She was *pumped full* of antibiotics/caffeine.

pump up [phrasal verb] *1 pump (something) up* or *pump up* (something) : to fill (something, such as a tire) with air by using a pump : INFLATE • I'll be ready to go for a bike ride after I *pump up* my tires. *2 pump (something) up* or *pump up* (something) *informal* : to increase the amount, size, or value of (something) • The company is trying hard to *pump up* sales. • All of the praise *pumped up* her ego. *3 pump (someone) up* or *pump up* (someone) : to fill (someone) with excitement or enthusiasm • The coach made a speech to try and *pump up* his players. • The team was (all) *pumped up* for the game.

3 pump noun, pl *pumps* [count]
 1 US : a woman's dress shoe with a high heel — usually plural • She wore black leather *pumps* with her suit. — called also (Brit) *court shoe*
 2 *Brit* : a light, soft shoe that is worn for dancing or exercise • ballet *pumps*
 — compare *1 PUMP*

pumped /pʌmp/ adj. US, *informal* : excited and enthusiastic about something • I'm *pumped* [=pumped up] for tonight's concert.

pump-per-nick-el /ˈpʌmpənɪkəl/ noun [noncount] : a heavy and dark type of bread made from rye

pump-kin /ˈpʌmpkɪn/ noun, pl -kins [count, noncount] : a large, round, orange vegetable used as food and sometimes as a decoration — often used before another noun • *pumpkin pie* • *pumpkin soup* — see color picture on page C4

1 pun /pʌn/ noun, pl *puns* [count] : a humorous way of using a word or phrase so that more than one meaning is suggested • She made a *pun*. • The delicatessen is sandwiched, if you'll *pardon/excuse/forgive* the *pun*, between two stores. • She's a skillful pilot whose career has—no *pun intended*—really taken off. — often + *on* • The name “Dew Drop Inn” is a *pun on* “do drop in.”

2 pun verb *puns*; *punned*; *pun-ning* : to make a pun [no *obj*] *a punning* headline • often + *on* • *Punning* on her daughter's first name, she said, “Mary Christmas!” [+ *obj*] “Firefighting sparks my interest,” he *punned*.

1 punch /pʌnʃ/ verb *punch-es*; *punched*; *punch-ing* [+ *obj*]
 1 : to hit (someone or something) hard with your fist • Stop *punching* your sister! • He *punched* my face/nose/mouth/arm. • He *punched* me in the face/nose/mouth/eye/belly. • She *punched* him on the chin/fist/arm.
 2 *chiefly* US : to press or push (something) with a short, quick movement • He quickly *punched* the buttons on his telephone.
 3 : to make (a hole, dent, etc.) by pressing or cutting *into, into, or through* something • She *punched* an opening *through* the dough with her finger. • The tool *punches* holes in paper.
 4 : to make a hole in (something, such as a ticket) by using a special tool • The conductor *punched* my railway pass.
punch holes in : to weaken or destroy (an idea, plan, belief, etc.) by proving that parts of it are wrong • Lawyers tried to *punch holes in* her argument.

punch in [phrasal verb] US *1* : to place a card in a time clock at the beginning of a workday so that the time is recorded on the card • The crew *punched in* [=chiefly *Brit*] clocked in at 8:00. *2 punch (something) in* or *punch in* (something) : to enter (information, such as words or numbers) into a computer or other machine by pressing buttons or keys • She *punched in* her secret code.

punch out [phrasal verb] US *1* : to place a card in a time clock at the end of a workday so that the time is recorded on the card • It's time to *punch out*. *2 punch (someone) out* or *punch out* (someone) *informal* : to hit (someone) repeatedly in order to cause pain or injury : to beat (someone) up • He threatened to *punch me out* if I talked to his girlfriend again.

punch someone's lights out *informal* : to hit someone's face hard with your fist • It's a good thing he's not here, or I'd *punch his lights out*.

punch up [phrasal verb] *punch (something) up* or *punch up* (something) US, *informal* : to make (something) more lively, exciting, attractive, etc. • New owners *punched up* the newspaper with color photographs. • The steak was *punched up* with a pepper sauce.

punch-er noun, pl -ers [count] : a card *puncher* • He was the greatest *puncher* in the history of boxing.

2 punch noun, pl *punches*
 1 [count] : a quick hit with your fist • throw/land a *punch* • kicks and *punches* • He gave me a *punch* in the nose. [=he punched me in the nose] — see also *RABBIT PUNCH, SUCKER PUNCH*
 2 [noncount] : energy or forcefulness • The team was well trained but lacked *punch*. • The last sentence in your essay needs more *punch*.
 (as) *pleased as a punch* see *PLEASED*

beat (someone) to the punch : to do or achieve something before someone else is able to • We were working on a new product but our competition *beat us to the punch*. [our competition started selling a similar product before we did]

pack a punch see *PACK*

pull punches : to express criticism in a mild or kind way — usually used in negative statements • When he has something bad to say about a movie, he doesn't *pull his* [any] *punches*. [=he does not try to make his criticisms seem less harsh than they are] • The report *pulls no punches* in blaming the government for this crisis.

roll with the punches see *ROLL*

3 punch noun, pl *punches* : a drink made usually by mixing different fruit juices and often flavored with wine or liquor [count] a fruit *punch* [noncount] They plan to serve *punch* at the party. • a bowl/glass of *punch* — see also *PUNCH BOWL* — compare *2 PUNCH*, *1 PUNCH*

4 punch noun, pl *punches* [count]
 1 : a tool or machine for cutting holes in paper, cardboard, leather, etc. • a paper *punch*
 2 : a hole made by a cutting tool or machine • He got an extra *punch* on his discount card.
 — compare *1 PUNCH*, *2 PUNCH*

Punch-and-Judy show /ˈpʌnʃənˈdʒuːdi/ noun, pl ~ shows [count] : a comic puppet show in which a puppet named *Punch* fights with his wife *Judy*

punch bag noun, pl ~ bags [count] *Brit* : PUNCHING BAG

punch bowl noun, pl ~ bowls [count] : a large bowl from which punch is served at a party

punch card noun, pl ~ cards [count] : a card with holes that have been punched in different positions to represent information • old-fashioned computer *punch cards* — called also *punched card*

punch-drunk /ˈpʌnʃˌdrʌŋk/ adj [more ~; most ~] *1 of a boxer* : confused and unable to speak or move normally because of being punched many times in the head • *punch-drunk* fighters
 2 *informal* : unable to think or act normally because you are very tired, excited, etc. • By the time we arrived home, we were *punch-drunk* [=dazed] with fatigue.

punching bag noun, pl ~ bags [count] US : a very heavy bag that usually hangs from the ceiling and that is punched for exercise or training — often used figuratively to describe someone who is often criticized, hit, or defeated by another person • I'm tired of being your *punching bag*. — called also (Brit) *punch bag*

punch line noun, pl ~ lines [count] : the words at the end of a joke or story that make it funny, surprising, etc. • She didn't understand the *punch line*.

punch-up /ˈpʌnʃˌʌp/ noun, pl -ups [count] *Brit, informal* : a fight in which people punch each other

punchy /ˈpʌnʃi/ adj *punch-ier*; -est *informal*
 1 : very exciting or lively • *punchy* colors • a *punchy* tune • *punchy* dialogue • shrimp in a *punchy* sauce
 2 US : PUNCH-DRUNK • a *punchy* ex-fighter • She was *punchy* with fatigue.

Figure 3 a page from MWALED

4^{es} Journées allemandes des dictionnaires, 2010

The fourth international conference on lexicography held in Germany in the French language is taking place at Klingenberg am Main on July 2-4, 2010.

The conference theme this year is 'Dictionaries and Translation', with the following main axes:

- Historical aspects of the Dictionaries-Translation pair
- Monolingual lexicography and translation
- Bilingual lexicography in the wide sense, including "interlingual" monolingual lexicography (e.g. old French – contemporary French; sign language)
- Bilingual lexicography itself
- Translation as a transposition of the dictionary on paper to electronic media

The event is dedicated to the memory of Henri Meschonnic—linguist, poet and translator, who passed away on April 8, 2009—who presented the opening plenary in the 2008 conference ('Cultures and Lexicographies', in honor of Alain Rey) and who inspired the theme of the current conference.

This biennial meeting has been organized since 2004 by Michaela Heinz, from the University of Erlangen-Nürnberg. The conference proceedings are published by Frank & Timme, Berlin, as part of the collection *Metalexicographie*. <http://lexicographie.eu/>

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