

Seminar Objective

The Oxford Dictionary Skills Resource Pack has been designed to help lecturers show their students how to get the most out of their bilingual dictionaries. It is intended as the basis for a one-hour seminar. It can either be read straight through or lecturers can pick and mix the sections they feel their students need most practice with. All the examples are from the *Oxford-Hachette French Dictionary* (3rd edition), but most of the information should apply to other dictionaries, if they are of similar quality. The lecturer's notes form the basis of the pack. They are supplemented by colour slides (available in PowerPoint or OHP format) that summarize the key points of the lecture and show relevant dictionary entries. There are three interactive exercises included in the seminar to give students the chance to practise what they have learned. These can be done during the seminar or, alternatively, could be handed out as part of an assignment. Further interactive exercises are available online at www.askoxford.com/languages/dictionaryskills. There is also a handout on grammatical terms used in the dictionary to give to students who may need re-usable refresher material on the basics of grammar.

Seminar Materials

Lecturer will need: lecture notes, accompanying slides (for either PowerPoint or OHP)
Students will need: their own dictionary (for Section A only)

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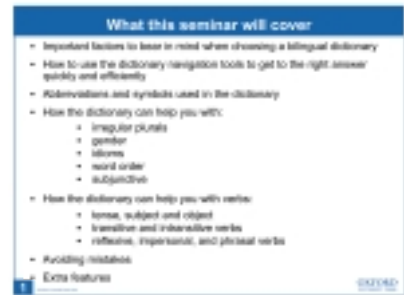
Additional exercises are available online at: www.askoxford.com/languages/dictionaryskills

A The basics

What this seminar will cover

[show slide 1]

- Important factors to bear in mind when choosing a bilingual dictionary
- How to use the dictionary navigation tools to get to the right answer quickly and efficiently
- Abbreviations and symbols used in the dictionary
- How the dictionary can help you with:
 - irregular plurals
 - gender
 - idioms
 - word order
 - subjunctive
- How the dictionary can help you with verbs:
 - tense, subject, and object
 - transitive and intransitive verbs
 - reflexive, impersonal, and phrasal verbs
- Avoiding mistakes
- Extra features



What any good dictionary should offer

Lecturer question:
 Ask the students why they bought their dictionaries. What factors were important in their choice of dictionary? What do they think should be important factors in choosing a good dictionary?

The following are some important features that any good bilingual dictionary should offer:

[show slide 2]

- Range of vocabulary
- Up-to-date vocabulary
- Ease of use
- Clarity of design
- Clear entry structure
- Large number of examples
- Pointers towards the right translation
- Help with forming sentences in French
- Model letters, verb lists, and other helpful material
- And—only with the *Oxford-Hachette French Dictionary*—a free pronunciation CD-ROM that lets you type in any French word, phrase, or sentence and hear it spoken back so you can practise speaking French for presentations or exams



Interactive exercise

[show slide 3]

Use your dictionary to translate the following sentence:

His dad didn't let me phone my friend Sarah.

Does your dictionary offer you the additional help shown on the slide?

[click slide to show answer: *Son père ne m'a pas laissé téléphoner à mon amie Sarah*, and to see the sort of help with translation that a good bilingual dictionary should provide.]



B Navigation

Navigating the dictionary

The following navigation conventions are used in the *Oxford-Hachette French Dictionary*:

- the French-English section comes first, then the English-French
- a grey-edged section in the middle separates the two halves and shows where supplementary material on, for example, correspondence can be found
- a printed thumb tab on the outside margin of every page shows which letter of the alphabet appears on that page
- 'running heads' at the top of the page show the first and last words on that page

[show slide 4]



Navigating an entry: the sequence of grammatical categories

- Finding the right translation in a dictionary entry is like finding the right path through a computer program.
- To access the information you need from a computer, you follow a path like this:
 - click Start
 - click Programs in the window that appears
 - click Microsoft Word
 - click on the document you want to open.
- If you select the wrong option, you won't find the information you need.
- The dictionary organizes information in a similar way.
- The more familiar you are with the order in which grammatical categories occur within an entry, the faster you will find the information you need.
- On the English-French side, the sequence is: noun, adjective, adverb, verb, idioms, phrasal verbs (e.g. **pull in, drop off**).
- On the French-English side, the sequence is either: adjective, noun, adverb; or transitive verb, intransitive verb, reflexive verb, impersonal verb; then compounds, idioms.

[show slide 5]



[click to see the sequence of grammatical categories in an English-French entry]

[click to see the sequence of grammatical categories in a French-English entry]

A typical English-French entry

A typical English-French entry consists of:

[click to show each aspect of an English - French dictionary entry]

- the headword, in bold
- phonetic symbols using the International Phonetic Alphabet (IPA) to show how the word is pronounced
- noun translations, with gender indicated by *m* or *f*
- grammatical categories indicated by letters
- senses within grammatical categories indicated by numbers
- signposts to the meaning of the headword in parentheses: so the noun **brew** can mean either *beer* or *tea* in English but has to be translated by two different words in French
- contextualizations given in square brackets: so, again, the verb **to brew** can be used in the context of *beer* or *tea* in English and each has a different translation in French. The contextualization given after the verb, e.g. **préparer** [*tea, mixture*] is the object of that verb, the contextualization given before the verb, e.g. [*tea*] **infuser** is the subject of that verb.
- symbols to indicate register—informal, very informal, vulgar, or taboo
- the swung dash representing the headword, to save space
- phrasal verbs and idioms, if they exist, at the end of the entry

[show slide 6]



Working through an example: kindly

[show slide 7]

- Words can have different meanings depending on their context, for instance the word **kindly**.
- To make sure that you pick the correct translation for **kindly** as it occurs in the phrase **a kindly face**, follow these steps:
 - Look up the headword **kindly**
 - Choose the correct grammatical category



[click to show question on picking the grammatical category]

[click to show point on narrowing meaning]

Lecturer question:
 What is the correct grammatical category: adjective or adverb?
 Answer: adjective - it describes a noun.

- Narrow your choice by selecting the closest contextual signpost (in square brackets).

Lecturer questions:
 What is the correct translation?
 Answer: *sympathique*, as shown by the contextualization [*face*] in square brackets.
 What would the final translation be?
 Answer: *un visage sympathique* [click to show answer]
 How would you translate **she smiled kindly**? Is **kindly** an adjective or an adverb in this case?
 Answer: adverb - it describes the way in which an action is performed.
 Which sense would you pick?
 Answer: sense 1 (in a kind, nice way) as this fits the context best.
 What would the final translation be?
 Answer: *Elle a souri avec gentillesse* [click to show answer]

A typical French-English entry

[show slide 8]

- French-English entries are presented in a similar way to those in the English-French half of the dictionary, with a few variations:
 - Nouns are listed with their gender
 - Verbs have a link to the verb tables at the back of the dictionary. For example, in the case of **parcourir**, you should look up verb table number 26.
 - There are notes to point out where a different tense, for example, is used in translating from one language to the other. In this case, the singular form of the verb in the French phrase **toute personne intéressée est priée de** would be translated into English using the plural form of the verb: *all those interested are invited to*.
 - Notes like this occur on both sides of the dictionary and help you avoid translation traps.



C Explaining abbreviations and symbols

Grammatical categories

[show slide 9]

- Knowing the correct grammatical category will help you find the correct translation more easily.
- All abbreviations are explained on the inside of the dictionary's front and back covers. Slide 9 lists of some of the most common ones.

adj	adjective	adjectif	nom	nom
adv	adverb	adverbe	nom	nom
art	article	article	nom	nom
aux	auxiliary verb	verbe auxiliaire	nom	nom
comp	comparative	comparatif	nom	nom
conj	conjunction	conjonction	nom	nom
cop	copula	copule	nom	nom
pp	past participle	participe passé	nom	nom
prep	preposition	préposition	nom	nom
pron	pronoun	pronom	nom	nom
vpr	reflexive verb	verbe réflexif	nom	nom

[Handout on grammatical terms to be given out to students now, or at the end of the seminar]

Interactive Exercise

[show slide 10]

- Match the words with their correct grammatical categories.

Answers

1 *nm*, masculine noun, **crabe** 2 *adj*, adjective, **bleuâtre** 3 *adv*, adverb, **parfaitement** 4 *pp*, past participle, **remarqué** 5 *mpl*, masculine plural noun, **bagages** 6 *vpr*, reflexive verb, **se lever** 7 *conj*, conjunction, **ou** 8 *prép*, preposition, **sur**

[click to show answers]

Grammatical Categories Exercise

Match these words with the correct part of speech

crabe	vpr
bleuâtre	prép
parfaitement	nm
remarqué	pp
bagages	conj
se lever	adj
ou	adv
sur	mpl

Swung Dash (or Tilde) ~ and Hyphen -

[show slide 11]

- The swung dash or tilde ~ is a space-saving device used to avoid repeating the headword. It stands for the whole headword.
- If inflections (e.g. feminine endings, plural forms) are **added** to a headword, the entry will show the swung dash with the letters added, e.g.:

indigent, ~e destitute
les ~s the destitute, the poor

- So the feminine form of **indigent** is **indigente**, and the plural form of **indigent** is **les indigents**.
- The hyphen indicates that the feminine ending **replaces** the masculine ending, rather than being added to it.

gracieux, -ieuse adj

- In this case, the feminine form of **gracieux** is **gracieuse**.

Swung Dash (or Tilde) ~ and Hyphen -

The swung dash stands for the whole headword so the ending is added

indigent, ~e destitute
les ~s the destitute, the poor

The hyphen indicates the feminine ending replaces the masculine one.

gracieux, -ieuse adj
un remerciement gracieux, une dame gracieuse

Subject Field Labels

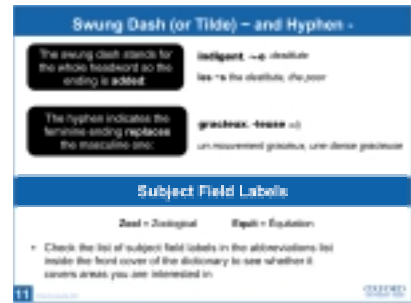
Zool = Zoological Equil = Equitation

Check the list of subject field labels in the abbreviations list inside the front cover of the dictionary to see whether it covers areas you are interested in.

Subject Field Labels

- Abbreviations are used within entries to show what subject areas words are used in. For example: **Zool** = **zoological**.
- Abbreviations are in English on the English-French side of the dictionary and in French on the French-English side, for instance, **Equit** = **équitation** (= *horse-riding*).
- A good way to decide whether a dictionary would suit your translation interests is to check the list of subject field labels in the list of abbreviations inside the front cover of the dictionary.

[see slide 11 — current slide]

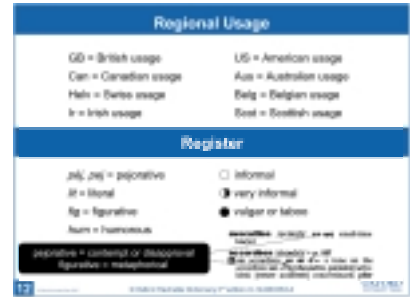


Regional Usage

- Regional usage is marked by the following labels:

GB = British usage	Helv = Swiss usage
US = American usage	Belg = Belgian usage
Can = Canadian usage	Ir = Irish usage
Aus = Australian usage	Scot = Scottish usage

[show slide 12]



Register

- Register, i.e. the level of formality or informality of a word, is marked using the following labels:

péj, pej = pejorative	○ informal
lit = literal	◐ very informal
fig = figurative	● vulgar or taboo
hum = humorous	

[see slide 12 — current slide]

- **pejorative** = a word that expresses contempt or disapproval e.g. **avocaillon** *nm* pej *small-time lawyer*
- **figurative** = metaphorical rather than literal e.g. **accordéon** *nm* *accordion*; ... **en accordéon** fig [*chaussettes, pantalon*] *wrinkled*

Sentence patterns

- The abbreviations **sb**, **sth**, **qn**, and **qch** are used to illustrate the order of elements in the sentence.
- Example sentences within entries (e.g. **permettre à qn de faire qch**; *to allow sb to do sth*) show where prepositions are needed.

[show slide 13]



Phonetics

- Pronunciation help is given within forward slashes immediately following the headword. The symbols used are from the internationally agreed International Phonetic Alphabet (IPA). Each symbol represents a sound.
- In the *Oxford-Hachette French Dictionary*, the IPA symbols are explained on pages xxxvi and xxxviii.
- You don't have to learn the IPA off by heart, but you can use the symbols to give you clues as to pronunciation, such as:
 - being able to distinguish between 'z' and 's'
 - **cuisine** /kyizin/ *kitchen* and **cuison** /kyisɔ̃/ *cooking*
 - seeing if final consonants are pronounced (yes in **abrupt**, but not in **abricot**)
 - seeing if 'qu' is pronounced 'k', as in **quart**, or 'kw' as in **équatorial**
- Look out for the /' / symbol which shows whether there is a liaison with a word beginning with h — there is a liaison between **des** and **hôtels**, but not between **des** and **haricots**.

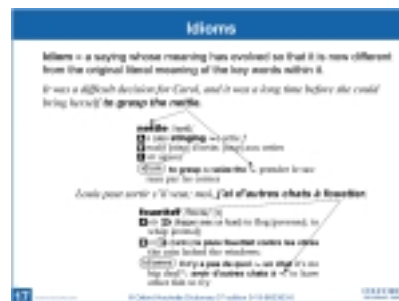
[show slide 14]

Phonetics	
cuisine /kyizin/	cuison /kyisɔ̃/
abrupt /a.bʁʁɥp/	abricot /a.bʁi.kɔ/
quart /kwaʁ/	équatorial /e.kwa.ʁi.o.ʁi.al/
hôtel /o.tɛl/	haricot /a.ʁi.kɔ/
des /dɛs/	des /dɛs/
des /dɛs/	des /dɛs/

Idioms

- An idiom is a saying or expression whose meaning has evolved so that it is now different from the original literal meaning of the key words within it.
- For example: 'It was a difficult decision for Carol, and it was a long time before she could bring herself **to grasp the nettle**', i.e. 'to take a difficult decision'.
- Often, other languages will express the same idea through a different idiom. The French for **to grasp the nettle** is *prendre le taureau par les cornes* (= to take the bull by the horns).

[show slide 17]



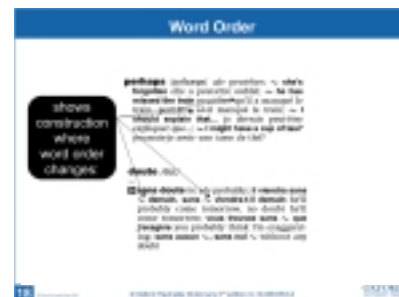
Finding idioms:

- In the *Oxford-Hachette French Dictionary*, idioms are grouped together in a block at the end of the entry. **To grasp the nettle**, for instance, can be found at the entry for **nettle**. Remember: if you don't find it in the first entry you look up, try looking up one of the other words in the idiom. It may be listed there.
- The following French sentence makes little sense if translated literally: **Louis peut sortir s'il veut; moi, j'ai d'autres chats à fouetter** (= Louis can go out if he wants; as for me, I have other cats to whip.)
- To find the correct translation, go to the entry for **fouetter**. Checking among the idioms at the end of the entry will reveal: **avoir d'autres chats à fouetter** = to have other fish to fry.

Word order

- Some French adverbs and conjunctions cause the usual word order to be changed if they come at the beginning of the sentence. Dictionary examples show where this happens.
- For example, the translations **peut-être qu'il a manqué le train**, **peut-être a-t-il manqué le train** show that when **peut-être** comes first in a sentence either:
 - it is followed by **que**
 - or the verb that follows it is inverted (i.e. it comes before the subject of the sentence).
- The example sentences **il viendra sans doute demain**, **sans doute viendra-t-il demain** show that when **sans doute** comes first in a sentence, the verb that follows it is inverted.

[show slide 18]



Expressions requiring the subjunctive

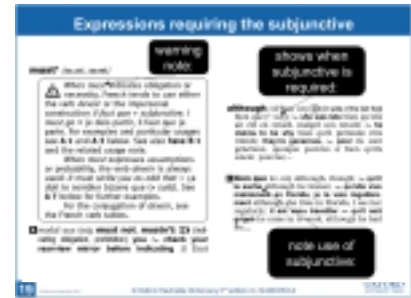
Quick refresher on the subjunctive

- The subjunctive is a form of the verb that expresses a particular mood. It survives in English in forms such as:
 - **If I were you, I'd...** → **I were** is used instead of **I was** to express doubt and in a few stock phrases such as:
 - **Come what may...**
 - **Heaven forbid...**

The subjunctive in the dictionary

- The subjunctive form of the verb is required far more often in French than in English. It is generally used after verbs that express uncertainty or emotion: doubt, fear, hope, surprise, and so on.
- Some entries in the English-French section warn you clearly that the subjunctive is needed for all translations. At **must**, for instance, there is a warning note at the start of the entry.
- In other entries, the warning (+*subj*) will tell you when the subjunctive is required, e.g. **although bien que** (+*subj*).
- In the French-English section, reading through some example sentences—such as **bien qu'il le sache**; **bien qu'elle vive** will alert you to when the subjunctive is required.
- To find the subjunctive form of a verb, use the verb tables at the end of the dictionary.

[show slide 19]



E How your dictionary can help you with verbs

Types of verbs

- If you can recognize which category the verb you are trying to translate falls into, then you can skip through the entry to get to the section you want.
 - Transitive and Intransitive
 - Reflexive
 - Impersonal
 - English phrasal verbs

Other help with verbs:

- Verb tables
- Verb complementation

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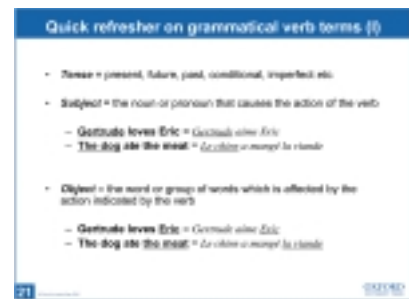


Quick refresher on tense, subject, and object

Other grammatical terms associated with verbs:

- **Tense** = present, future, past, conditional, imperfect etc.
- **Subject** = the noun or pronoun that causes the action of the verb
 - **Gertrude loves Eric** = *Gertrude aime Eric*
 - **The dog ate the meat** = *Le chien a mangé la viande*
- **Object** = the word or group of words which is affected by the action indicated by the verb
 - **Gertrude loves Eric** = *Gertrude aime Eric*
 - **The dog ate the meat** = *Le chien a mangé la viande*

[show slide 21]



Quick refresher on direct and indirect objects

Objects can be further divided into **direct** and **indirect** objects:

- **Direct object** = the noun or pronoun directly affected by the verb
 - **Gertrude aime Eric** = *Gertrude loves Eric*
 - **Gertrude l'aime** = *Gertrude loves him*
 - **Le chien a mangé la viande** = *The dog ate the meat*
 - **Le chien l'a mangée** = *The dog ate it*
- **Indirect object** = the noun or pronoun indirectly affected by the verb. In English, indirect objects are usually preceded by a preposition (*from, to, at, etc.*)
 - **Gertrude parle à Eric** = *Gertrude speaks to Eric*
 - **Gertrude lui parle** = *Gertrude speaks to him*
 - **Eric sourit à Gertrude** = *Eric smiles at Gertrude*
 - **Eric lui sourit** = *Eric smiles at her*

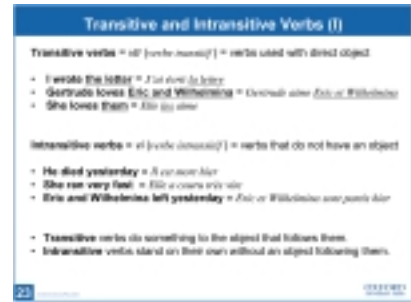
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Transitive and Intransitive Verbs

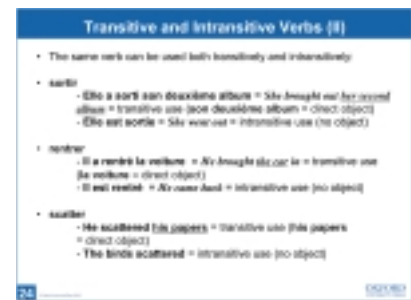
[show slide 23]

- Transitive verbs are labelled as *vtr* (= *verbe transitif*) in the dictionary.
- Intransitive verbs are labelled as *vi* (= *verbe intransitif*).
- Transitive verbs are verbs that are used with a **direct object**:
 - **I wrote the letter** = *J'ai écrit la lettre*
 - **Gertrude loves Eric and Wilhelmina** = *Gertrude aime Eric and Wilhelmina*
 - **She loves them** = *Elle les aime*
- Intransitive verbs are verbs that do not have an **object**:
 - **He died yesterday** = *Il est mort hier*
 - **She ran very fast** = *Elle a couru très vite*
 - **Eric and Wilhelmina left yesterday** = *Eric and Wilhelmina sont partis hier*
- So transitive verbs do something to the object that follows them. Intransitive verbs stand on their own without an object following them.
- Many verbs in French and English can be used both transitively and intransitively:



[show slide 24]

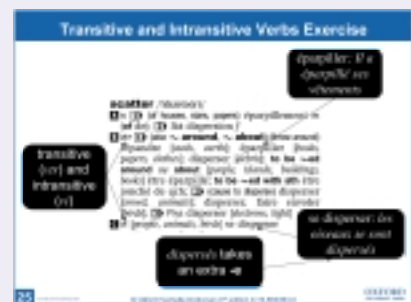
- **sortir:**
Elle a sorti son deuxième album
She brought out her second album = transitive use (**son deuxième album** = direct object)
Elle est sortie
She went out = intransitive use (no object)
- **rentrer:**
Il a rentré la voiture
He brought the car in = transitive use (**la voiture** = direct object)
Il est rentré
He came back = intransitive use (no object)
- **scatter:**
He scattered his papers = transitive use (**his papers** = direct object)
The birds scattered = intransitive use (no object)



Interactive Exercise

[show slide 25]

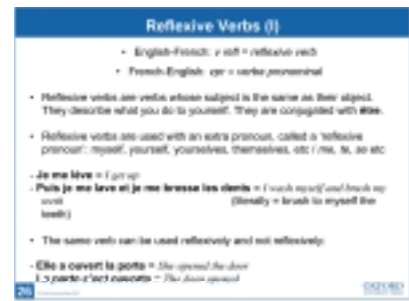
- what clues are there that **scatter** is both a transitive and an intransitive verb? [click to show that *vtr* and *vi* have their own sections]
 - how would you say **He scattered his clothes**? [click to show answer: *Il a éparpillé ses vêtements*]
 - how would you say **The birds scattered**? [click to show answer: *Les oiseaux se sont dispersés*]
- Notice that the intransitive verb in English is translated by a reflexive verb in French: in other words, the categories transitive/intransitive/reflexive in English do not always correspond to the same categories in French.
- what is there to remember about the spelling of *dispersés* in this case and why? [click to show that it takes an extra *s* because *les oiseaux* is masculine plural]



[show slide 26]

Reflexive Verbs

- Labelled as *v refl* (= *reflexive verb*) on the English/French side of the dictionary
- Labelled as *vpr* (= *verbe pronominal*) on the French/English side of the dictionary
- Reflexive verbs are verbs whose *subject* is the same as their *object*. They describe what you do to yourself. They are conjugated with **être**.
- Reflexive verbs are used with an extra pronoun, called a 'reflexive pronoun': *myself, yourself, yourselves, themselves, etc/me, te, se* etc.
- Examples of reflexive verbs in use:
 - **Je me lève** = *I get up* (literally = I raise myself)
 - **Puis je me lave et je me brosse les dents** = *then I wash myself and brush my teeth* (literally = brush to myself the teeth)
- Many verbs in both English and French can be used both reflexively and not reflexively:
 - **Elle a ouvert la porte** = *She opened the door*
 - **La porte s'est ouverte** = *The door opened*



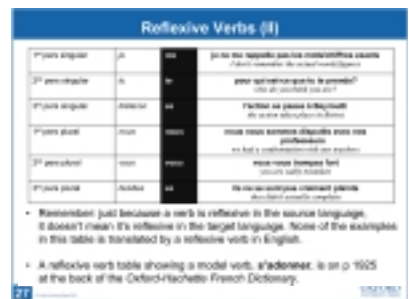
Lecturer question:

Is there anything to note about the spelling of **La porte s'est ouverte**? [**ouvert** takes e because **porte** is feminine and the reflexive verb is conjugated with **être**.]

Reflexive pronouns table:

1st pers singular	je	me	je ne me rappelle pas les mots/chiffres exacts <i>I don't remember the actual words/figures</i>
2nd pers singular	tu	te	pour qui est-ce que tu te prends? <i>who do you think you are?</i>
3rd pers singular	il / elle / on	se	l'action se passe à Beyrouth <i>the action takes place in Beirut</i>
1st pers plural	nous	nous	nous nous sommes disputés avec nos professeurs <i>we had a confrontation with our teachers</i>
2nd pers plural	vous	vous	vous vous trompez fort <i>you are sadly mistaken</i>
3rd pers plural	ils / elles	se	ils ne se sont pas vraiment plaints <i>they didn't actually complain</i>

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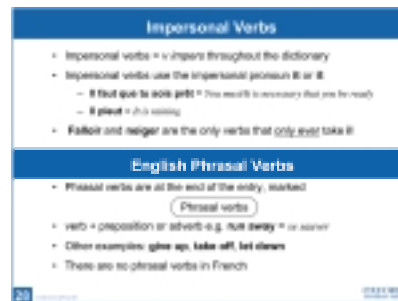


- Remember: just because a verb is reflexive in the source language, it doesn't mean it's reflexive in the target language. None of the examples in this table is translated by a reflexive verb in English.
- Reflexive verb table showing a model verb, **s'adonner**, is on p 1925 at the back of the *Oxford-Hachette French Dictionary*.

Impersonal verbs

- Impersonal verbs are labelled *v impers* throughout the dictionary
- Impersonal verbs are those which usually use the impersonal pronoun **il** or **il**, for instance:
Il faut que tu sois prêt = *You must/It is necessary that you be ready*
Il pleut = *It is raining*
- **Falloir** and **neiger** are the only fully impersonal French verbs; that is, they only ever take **il**

[show slide 28]



English Phrasal verbs

- English phrasal verbs are listed at the end of the entry, after a box labelled

Phrasal verbs

- A phrasal verb consists of a verb and preposition that combine to make a new verb that means more than the sum of its parts, e.g. **run away**.
- Other examples of phrasal verbs in English are **give up**, **take off**, **let down**.
- There are no phrasal verbs in French.

[see slide 28— current slide]

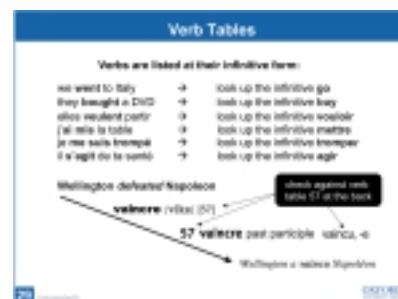
Verb Tables

- The dictionary lists verbs under their infinitive forms:

e.g.

we went to Italy	→ look up the infinitive go
they bought a DVD	→ look up the infinitive buy
elles veulent partir	→ look up the infinitive vouloir
j'ai mis la table	→ look up the infinitive mettre
je me suis trompé	→ look up the infinitive tromper
il s'agit de ta santé	→ look up the infinitive agir

[show slide 29]



- The dictionary also has a section on regular and irregular verbs at the back of the book. On the French - English side, each verb headword is followed by a number in a box showing which verb table it fits into. Look up the verb table to see how the verb is conjugated.
- For example, to translate **Wellington defeated Napoleon**, you first need to establish that **defeat** = *vaincre*.
- Looking up **vaincre** tells you that it is covered in verb table 57.
- Look at verb table 57 in the verb tables at the back of the dictionary to select the correct past participle.
- So the correct translation is *Wellington a vaincu Napoléon*.

Verb Complementation

- Verb complementation is the term used to describe the range of structures that can be used after any given verb.
- There are many different patterns of verb complementation in French.
- The structures used with a verb in French are not necessarily the same as those used with a verb in English. For example, to translate **She allowed Matt to go out**, have a look at an example sentence at the dictionary entry for **permettre**:

permettre à qn de faire qch
to allow sb to do sth

She allowed Matt to go out. = *Elle a permis à Matt de sortir.*

- To translate **She wanted him to leave**, have a look at an example sentence at the dictionary entry for **want**:

to want sb to do *vouloir que qn fasse*

She wanted him to leave. = *Elle voulait qu'il parte.*

- So the dictionary entry gives you all the information on these constructions that you need.

[show slide 30]

Verb Complementation (I)	
= the range of structures that can be used after any given verb	
• There are many different patterns of verb complementation in French, e.g.:	
verb + que + indicative (verb form used to express factual statements or questions)	<i>Je crois qu'il fait de son métier.</i>
verb + que + subjunctive (verb form used to express hypothetical statements)	<i>Je ne crois pas qu'il fasse de son métier.</i>
verb + à + faire	<i>Il a commencé à pleurer.</i>
verb + de + faire	<i>Elle a décidé de voyager.</i>

[show slide 31]

Verb Complementation (II)	
She allowed Matt to go out	
permettre à qn de faire qch = to allow sb to do sth	
<i>Elle a permis à Matt de sortir.</i>	
She wanted him to leave	
to want sb to do = vouloir que qn fasse	
<i>Elle voulait qu'il parte.</i>	
• The dictionary entry gives you information on all these constructions.	

F Avoiding mistakes

Adapting examples

- Beware of using French words or phrases just as you find them in the dictionary. Sometimes you may need to adapt a given translation in various ways. Remember that:

Nouns

- may have irregular plurals
- may require modifications to determiners or possessive adjectives (e.g. **mon** ► **ma** or **mes**)
- feminine nouns may require accompanying adjectives to add **-e**
- if you refer back to feminine nouns in a following sentence, the pronoun will be **elle/elles** or **la/les**.

Verbs

- need to be in the correct form, unless the sentence uses the infinitive
- need the appropriate reflexive pronoun, if they are reflexive (e.g. nous **nous** moquons de lui)
- need to use the right structures (e.g. **permettre à qn de** faire qch)

Cross-checking

- Cross-checking on the other side of the dictionary helps when:
 - a French word has several meanings
 - you are unsure which French translation to choose
 - you don't know if the French word you know can be used in a certain context
 - you want to check the plural or feminine form
 - you want to know how to conjugate the verb

[show slide 32]

Adapting examples

Careful! Sometimes you may need to adapt a given translation.

Nouns:

- may have irregular plurals
- may require modifications to determiners or possessive adjectives (e.g. **mon** ► **ma** or **mes**)
- feminine nouns may require accompanying adjectives to add **-e**
- if you refer back to feminine nouns in a following sentence, the pronoun will be **elle/elles** or **la/les**.

Verbs:

- need to be in the correct form, unless the sentence uses the infinitive
- need the appropriate reflexive pronoun, if they are reflexive (e.g. nous **nous** moquons de lui)
- need to use the right prepositions (e.g. **permettre à qn de** faire qch)

[show slide 33]

Cross-checking

Cross-checking on the other side of the dictionary helps when:

- a French word has several meanings
- you are unsure which French translation to choose
- you don't know if the French word you know can be used in a certain context
- you want to check the plural or feminine form
- you want to know how to conjugate the verb

G What else?

Extra features in your dictionary

- A good dictionary contains more than just the A-Z text. *The Oxford-Hachette French Dictionary* also offers:
 - Information about life and culture in France and the French-speaking world in shaded boxes throughout the text, e.g. **priorité à droite**
 - Thematic boxes explaining tricky grammatical points (e.g. **depuis**, the difference between **que/qui**, how to translate **should**), or grouping related vocabulary (e.g. **colours** (p 202 + p1068), **weight** (p 646 + p1883), **seasons** (p 769 + p1661). The relevant headwords are cross-referenced to these boxes.
 - A correspondence section (in the middle with grey-bordered pages) containing sample letters to use as templates, CVs, and emails; explaining the terminology of classified adverts and language to be used on the telephone; and an additional section on linking expressions useful for essay-writing in French.
 - At the back, tables of French verbs—regular and irregular.
 - And, of course, the free pronunciation CD-ROM to help you practise your spoken French. You can type or paste in any French word or phrase—oreven several sentences—and hear it spoken back to you.

[show slide 34]

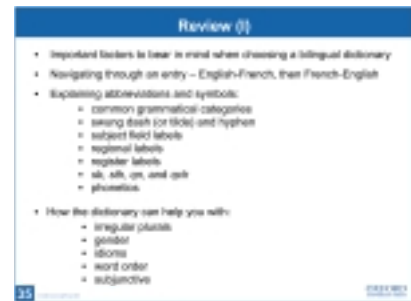


H Review and questions

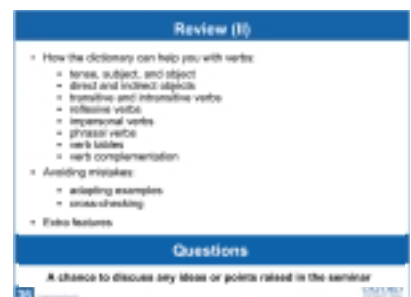
Finally, a brief review of the topics covered in the lecture:

[show slide 35]

- Important factors to bear in mind when choosing a bilingual dictionary
- Navigating through an entry—English-French, then French-English
- Explaining abbreviations and symbols:
 - common grammatical categories
 - swung dash (or tilde) and hyphen
 - subject field labels
 - regional labels
 - register labels
 - *sb*, *sth*, *qn*, and *qch*
 - phonetics
- How the dictionary can help you with:
 - irregular plurals
 - gender
 - idioms
 - word order
 - subjunctive
- How the dictionary can help you with verbs:
 - tense, subject, and object
 - direct and indirect objects
 - transitive and intransitive verbs
 - reflexive verbs
 - impersonal verbs
 - phrasal verbs
 - verb tables
 - verb complementation
- Avoiding mistakes:
 - adapting examples
 - cross-checking
- Extra features



[show slide 36]



Time for questions

An opportunity to discuss, review, and explore what students have learned in the seminar