

# 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 Spanish 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](http://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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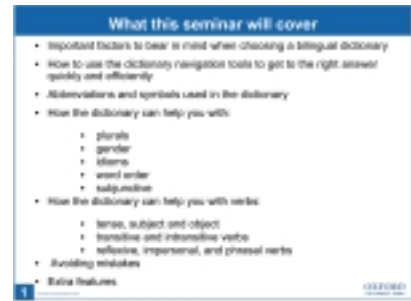
Additional exercises are available online at: [www.askoxford.com/languages/dictionaryskills](http://www.askoxford.com/languages/dictionaryskills)

# 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:
  - 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:

- 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 Spanish
- Model letters, verb lists, and other helpful material
- And—only with the *Oxford Spanish Dictionary*—a free pronunciation CD-ROM that lets you type in any Spanish word, phrase, or sentence and hear it spoken back so you can practise speaking Spanish for presentations or exams

[show slide 2]



## Interactive exercise

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: *Su padre no me dejó llamar a mi amiga Sarah.* and to see the sort of help with translation that a good bilingual dictionary should provide.]

[show slide 3]



# B Navigation

## Navigating the dictionary

The following navigation conventions are used in the *Oxford Spanish Dictionary*:

- the Spanish-English section comes first, then the English-Spanish
- a blue-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

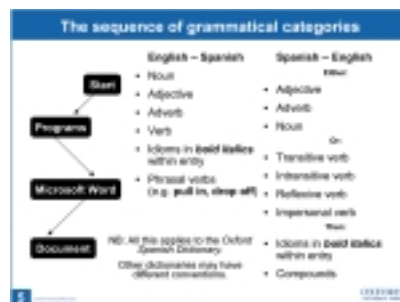
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## Navigating an entry: the sequence of grammatical categories

- 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-Spanish side, the sequence is: noun, adjective, adverb, verb, idioms in **bold italics** within entry, phrasal verbs (e.g. **pull in, drop off**)
- On the Spanish-English side, the sequence is either: adjective, adverb, noun; or transitive verb, intransitive verb, reflexive verb, impersonal verb; idioms in **bold italics** within entry, compounds.

[show slide 5]



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

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

## A typical English-Spanish entry

A typical English-Spanish entry consists of:

- 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*
- main senses broken down by letters and subdivided by numbers
- signposts to the meaning of the headword in parentheses: so the noun **bridge** can mean a construction to cross a river, or part of your nose in English. But different translations must be used in Spanish
- swung dash representing the headword
- idioms in **bold italics** within an entry
- contextualizations given in angled brackets; contextualizations in single brackets are objects of the verb, so at **brew**<sup>2</sup>vt sense 2, <tea> is the object of the verbs **preparar** and **hacer**. Contextualizations in double brackets are subjects of the verb, so at **brew**<sup>2</sup>vi sense 2, <<tea>> is the subject of the verb **brew**.
- verbs with spelling irregularities marked with an asterisk
- phrasal verbs, if they exist, at the end of the entry
- labels to indicate register—e.g. (*colloq*) or colloquial when referring to English, (*fam*) or familiar when referring to Spanish

[show slide 6]



Additional exercises are available online at: [www.askoxford.com/languages/dictionaryskills](http://www.askoxford.com/languages/dictionaryskills)

Working through an example: **kind**

[show slide 7]

- Words can have different meanings depending on their context, for instance the word **kind**.
- To make sure that you pick the correct translation for **kind** as it occurs in the phrase **a kind offer**, follow these steps:
  - Look up **kind**
  - Choose the headword that corresponds to 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: noun or adjective?  
 Answer: adjective - it describes a noun.

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

**Lecturer questions:**

What is the correct translation?  
 Answer: *amable*, as shown by the contextualization <offer> in angled brackets.

What would the final translation be?  
 Answer: *una amable oferta* [click to show answer]

How would you translate **he gave her a kindly look**? Is **kindly** an adjective or an adverb in this case?  
 Answer: adjective - it describes the noun, in this case, **look**

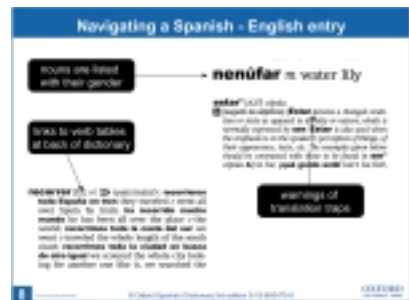
How would you arrive at the translation?  
 Answer: Go to **kindly**<sup>2</sup> and read the example given, which is very close to the sentence to be translated.

What would the final translation be?  
 Answer: *La miró comprensivo* [click to show answer]

A typical Spanish-English entry

[show slide 8]

- Spanish-English entries are presented in a similar way to those in the English-Spanish 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 **recorrer**, you should look up verb table number [E1].
  - There are notes to point out where each language functions differently, for example that Spanish has two verbs for *to be*, **ser** and **estar**.
  - Notes like this occur on both sides of the dictionary and help you avoid translation traps.





## Subject Field Labels

- Abbreviations are used within entries to show what subject areas words are used in. For example: **Zool = Zoology**.
- Abbreviations are in English on the English-Spanish side of the dictionary and in Spanish on the Spanish-English side, for instance **Equ = Equitación** (= 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:

AmE = American English	AmC = Central American Spanish
Austral = Australian English	AmL = Latin American Spanish
BrE = British English	AmS = South American Spanish
IrE = Irish English	Andes = Andean Spanish
Scot = Scottish English	Arg = Argentinian Spanish

[show slide 12]



NB Only a selection of Spanish regional usage is given here. The Spanish list is much longer than this because of the Latin American variants.

## Register

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

colloq*	colloquial
fam**	familiar
hum	humorous
pej*	pejorative
pey**	pejorative

\* used with English words \*\* used with Spanish words

- **Pejorative** (in Spanish: **peyorativo**) = a word that expresses contempt or disapproval e.g. **politicastro -tra** *m,f* (pey) politician, politico (pej)

[see slide 12 — current slide]

## Sentence patterns

- The abbreviation **algn** and the word **algo** are used to illustrate the order of elements in the sentence.
- Example sentences within entries (e.g. **absolver a algn DE algo** DE **algo**; *to absolve sb OF sth*) show where prepositions are needed.

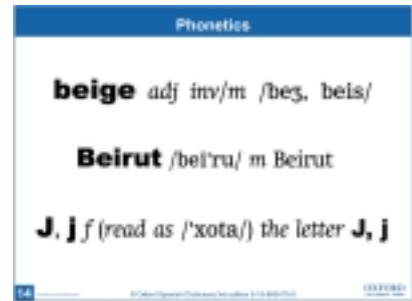
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## Phonetics

- 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 Spanish Dictionary*, the pronunciation of Spanish is discussed on pages [xliiii](#) to [xliv](#).
- Only those words in Spanish which break the pronunciation rules have phonetic transcriptions in the dictionary text: words which come from other languages, like **beige**, proper names, like **Beirut**, or certain letters of the alphabet, like **J**.

[show slide 14]





- As women play an increasingly important role in many professions, feminine forms such as **la abogada, la jueza, la médica** have become standard, especially in Spain, but the masculine form can also be applied to women. Usage may vary according to the Spanish-speaking country concerned.
- Some nouns may also change their meaning depending on whether they are masculine or feminine. For instance:
  - el guía** is a *guide* (person), but **la guía** is a *guidebook*
  - el pendiente** is an *earring*, but **la pendiente** is a *slope*
  - el policía** is a *policeman*, but **la policía** is the *police force*

## 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 Spanish for **to grasp the nettle** is *agarrar el toro por las astas* (= to take the bull by the horns).

[show slide 17]



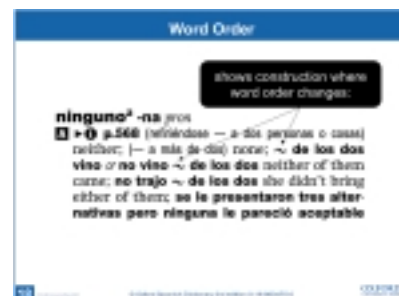
## Finding idioms:

- In the *Oxford Spanish Dictionary*, idioms are placed in the entry they most identify with, usually the first noun. **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 Spanish sentence makes little sense if translated literally: **Si no estuviera lesionado, otro gallo cantaría** (= *If I weren't injured, another cock would crow.*)
- To find the correct translation, go to the entry for **gallo**. Checking among the idioms will reveal: **otro gallo cantaría** = *things would be very different*.

## Word order

- Some Spanish negative words like **nunca** and **nadie** can be used in two different ways: **no** + verb + **nunca**, etc or **nunca**, etc + verb. Looking at the examples in the dictionary entries will show you the possible patterns clearly.
- Look at the entry for **ninguno**<sup>2</sup>.
- The first two examples ~ **de los dos vino** and **no vino ~ de los dos** both mean *neither of them came*.

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## 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...** → **were** is used instead of **I was** to express a hypothetical statement
- 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 Spanish 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 Spanish-English section warn you clearly that the subjunctive is needed for some or all translations. At **cuando**, for instance, there is a usage note near the entry that explains how the subjunctive is used after this word.
- In other entries, the warning (+ *subjuntivo*) will tell you when the subjunctive is required, e.g. **aunque** at certain divisions of the entry.
- In the English-Spanish section, at the appropriate section of the entry, (+ *subj*) will alert you to the need to use the subjunctive: see **though B**.
- To find the subjunctive form of a verb, use the verb tables at the end of the dictionary.

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# E How your dictionary can help you with verbs

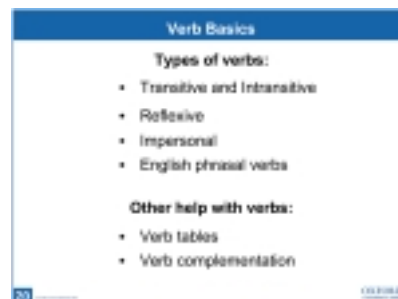
## Types of verbs

- 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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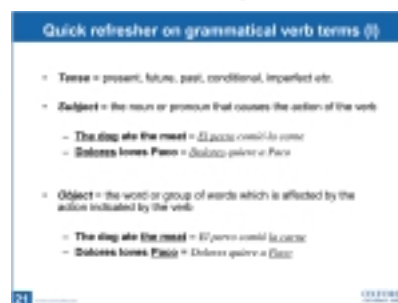


## Quick refresher on tense, subject, and object

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
  - **The dog ate the meat** = *El perro comió la carne*
  - **Dolores loves Paco** = *Dolores quiere a Paco*
- Object** = the word or group of words which is affected by the action indicated by the verb
  - **The dog ate the meat** = *El perro comió la carne*
  - **Dolores loves Paco** = *Dolores quiere a Paco*

[show slide 21]



Remember that in Spanish, when the object is a person or is perceived as a person, **a** precedes it.

## 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
  - **Dolores quiere a Paco** = *Dolores loves Paco*
  - **Dolores lo quiere** = *Dolores loves him* (also **le** in Spain)
  - **El perro comió la carne** = *The dog ate the meat*
  - **El perro la comió** = *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.*)
  - **Dolores sueña con Paco** = *Dolores is dreaming about Paco*
  - **Dolores sueña con él** = *Dolores is dreaming about him*
  - **Paco habla con Dolores** = *Paco speaks to Dolores*
  - **Paco habla con ella** = *Paco speaks to her*

[show slide 22]

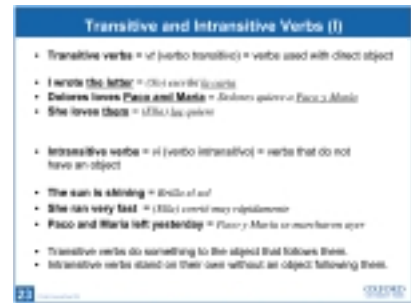


### Transitive and Intransitive Verbs

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- Transitive verbs are labelled as *vt* (= *verbo transitivo*) in the dictionary.
- Intransitive verbs are labelled as *vi* (= *verbo intransitivo*).
- Transitive verbs are verbs that are used with a **direct object**:
  - **I wrote the letter** = (Yo) *escribí la carta*
  - **Dolores loves Paco and María** = *Dolores quiere a Paco y María*
  - **She loves them** = (Ella) *los quiere*

Remember that in Spanish, when the object is a person or is perceived as a person, **a** precedes it.



- Intransitive verbs are verbs that do not have an **object**:
  - **The sun is shining** = *Brilla el sol*
  - **She ran very fast** = (Ella) *corrió muy rápidamente*
  - **Paco and María left yesterday** = *Paco y María se marcharon ayer*
- So transitive verbs do something to the object that follows them. Intransitive verbs stand on their own without an object following them.

[show slide 24]

- Many verbs in Spanish and English can be used both transitively and intransitively:

**- sacar:**

**Sacaron el reportaje**

*They published the report* = transitive use (**el reportaje** = direct object)

**Te toca a ti sacar**

*It's your turn to serve* = intransitive use (no object)

**- entrar:**

**Voy a entrar el coche**

*I'm just going to put the car away* = transitive use (**el coche** = direct object)

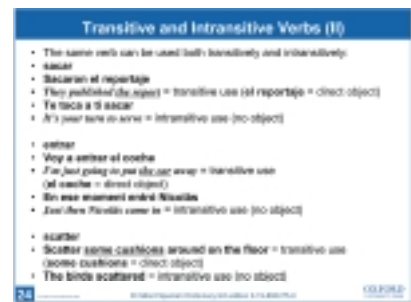
**En ese momento entró Nicolás**

*Just then Nicolás came in* = intransitive use (no object)

**- scatter:**

**Scatter some cushions around on the floor** = transitive use (**some cushions** = direct object)

**The birds scattered** = intransitive use (no object)

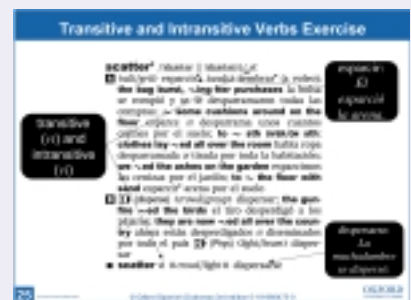


### Interactive Exercise

[show slide 25]

- what clues are there that **scatter** is both a transitive and an intransitive verb? [click to that *vt* and *vi* have their own sections]
- how would you say **He scattered the sand**? [click to show answer: (Él) *esparció la arena*]
- how would you say **The crowd scattered**? [click to show answer: *La muchadumbre se dispersó*]

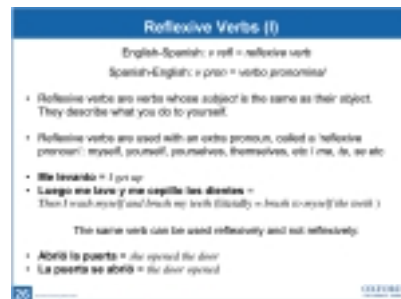
- Notice that the intransitive verb in English is translated by a reflexive verb in Spanish: in other words, the categories transitive/intransitive/reflexive in English do not always correspond to the same categories in Spanish.



## Reflexive Verbs

[show slide 26]

- Labelled as *v refl* (= reflexive verb) on the English/Spanish side of the dictionary
- Labelled as *v pron* (= verbo pronominal) on the Spanish/English side of the dictionary
- Reflexive verbs are verbs whose *subject* is the same as their *object*. They describe what you do to yourself.
- 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:
  - **Me levanto** = *I get up* (literally = I raise myself)
  - **Luego me lavo y me cepillo los dientes** = *Then I wash myself and brush my teeth* (literally = brush to myself the teeth)
- Many verbs in both English and Spanish can be used both reflexively and not reflexively:
  - **Abrió la puerta** = *She opened the door*
  - **La puerta se abrió** = *The door opened*



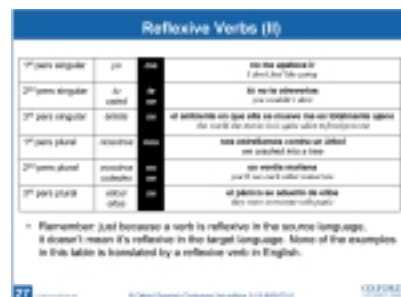
### Lecturer question:

Is **abrir**, above used in a transitive, intransitive or reflexive way? [**Abrió** is transitive; **se abrió** is reflexive. **Abrir** is not used intransitively here, although it can be.]

### Reflexive pronouns table:

[show slide 27]

1st pers singular	yo	<b>me</b>	<b>no me apetece ir</b> <i>I don't feel like going</i>
2nd pers singular	tu	<b>te</b>	<b>tú no te atreverías</b> <i>you wouldn't dare</i>
	usted	<b>se</b>	
3rd pers singular	él / ella	<b>se</b>	<b>el ambiente en que ella se mueve me es totalmente ajeno</b> <i>the world she moves in is quite alien o foreign to me</i>
1st pers plural	nosotros	<b>nos</b>	<b>nos estrellamos contra un árbol</b> <i>we crashed into a tree</i>
2nd pers plural	vosotros	<b>os</b>	<b>os veréis mañana</b> <i>you'll see each other tomorrow</i>
	ustedes	<b>se</b>	
3rd pers plural	ellos / ellas	<b>se</b>	<b>el pánico se adueñó de ellos</b> <i>they were overcome with panic</i>



- 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.

## Impersonal verbs

[show slide 28]

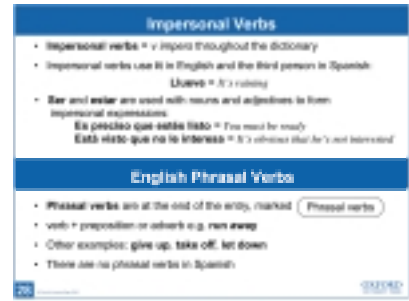
- Impersonal verbs are labelled *v impers* throughout the dictionary
- In English, impersonal verbs are those which usually take the impersonal pronoun, **it**. Impersonal verbs in Spanish are used in the third person singular of all tenses, the infinitive, gerund and past participle, and are usually related to natural phenomena, for instance:

**Llueve** = *It's raining*

- **Ser** and **estar** are used with nouns and adjectives to form impersonal expressions:

**Es preciso que estés listo** = *You must be ready*

**Está visto que no le interesa** = *It's obvious that he's not interested*



## English Phrasal verbs

[see slide 28 — current slide]

- 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 or adverb 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 Spanish.

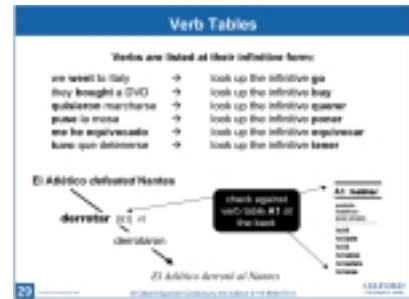
## Verb Tables

- The dictionary lists verbs under their infinitive forms:

e.g.

<b>we went to Italy</b>	→ look up the infinitive <b>go</b>
<b>they bought a DVD</b>	→ look up the infinitive <b>buy</b>
<b>quisieron marcharse</b>	→ look up the infinitive <b>querer</b>
<b>puse la mesa</b>	→ look up the infinitive <b>poner</b>
<b>me he equivocado</b>	→ look up the infinitive <b>equivocar</b>
<b>tuvo que detenerse</b>	→ look up the infinitive <b>tener</b>

[show slide 29]



- The dictionary also has a section on regular and irregular verbs at the back of the book. On the Spanish - English side, each verb headword is followed by a number in a box showing what verb table it fits into. Look up the verb table to see how the verb is conjugated.
- For example, to translate **El Atlético defeated Nantes**, you first need to establish that **defeat** = *derrotar*.
- Looking up **derrotar** tells you that it is covered in verb table A1.
- Look at verb table A1 in the verb tables at the back of the dictionary to select the correct form of the *pretérito indefinido* (simple past).
- So the correct translation is *El Atlético derrotó al Nantes*.

## Verb Complementation

- Verb complementation is the term used to describe the range of structures that can be used after any given verb.
- Information on verb complementation can be found within the dictionary entry for the relevant verb.
- The structures used with a verb in Spanish are not necessarily the same as those used with a verb in English. For example, to translate **She forgave him for what he'd done**, have a look at an example sentence at the entry for **perdonar**:

**to forgive sb FOR sth**  
*perdonarle algo a algn*

**She forgave him for what he'd done** = *Le perdonó lo que había hecho*

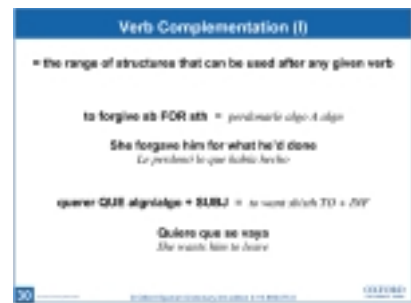
- To translate **She wants him to leave**, have a look at an example sentence at the entry for **querer**:

**querer QUE algn/algo + SUBJ** *to want sb/sth to + INF*

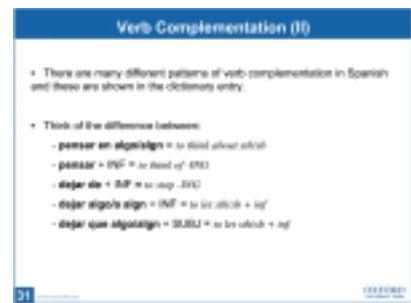
**She wants him to leave** = *Quiere que se vaya*

- There are many different patterns of verb complementation in Spanish.
- Think of the difference between:
  - **pensar en algo/algn** = *to think about sth/sb*
  - **pensar + INF** = *to think of -ING*
  - **dejar de + INF**
  - **dejar algo/a algn + INF** = *to let sth/sb + infinitive*
  - **dejar que algo/algn + SUBJ**
- So check the dictionary entry for the construction that you need.

[show slide 30]



[show slide 31]



# F Avoiding mistakes

## Adapting examples

Beware of using Spanish 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 plurals which entail changes to their accentuation  
The change is not given if regular.
- may require modifications to demonstrative or possessive adjectives (e.g. **mi**, **mis**)
- feminine nouns may require accompanying adjectives to add **-a**, or **-as** (if plural)
- if you refer to feminine nouns in a preceding sentence, the pronoun will be **ella/ellas** or **la/las**

### Verbs

- need to be in the correct form (number, tense, indicative or subjunctive)
- need the appropriate reflexive pronoun, if they are pronominal (reflexive) (e.g. **nos** burlamos de él)
- need to use the right structures (e.g. distraer **a** algún **de** algo)

[show slide32]

**Adapting Examples**

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

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- may have plurals which entail changes to their accentuation. The change is not given if regular.
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**Verbs:**

- need to be in the correct form (number, tense, indicative or subjunctive).
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- need to use the right structures (e.g. distraer **a** algún **de** algo).

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## Cross-checking

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

- a Spanish word has several meanings
- you are unsure which Spanish translation to choose
- you don't know if the Spanish 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
- you want to look at more examples that use the Spanish word

[show slide 33]

**Cross-checking**

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## G What else?

### Extra features in your dictionary

A good dictionary contains more than just the A-Z text. *The Oxford Spanish Dictionary* also offers:

- Information about life and culture in Spain and the Spanish-speaking world in shaded boxes throughout the text, e.g. **ONCE**
- Thematic boxes explaining tricky grammatical points (e.g. **algo**, **todo/toda**, how to translate **since**), or grouping related vocabulary (e.g. **tallas/sizes** (p 790), **weight** (p 631), **the weather** (p 1918). Relevant headwords are cross-referenced to these boxes.
- A correspondence section (in the middle with blue-bordered pages) containing template letters and CVs; and an additional section on Sending an e-mail, Using the Internet and SMS with common abbreviations and emoticons.
- At the back, tables of Spanish verbs—regular and irregular.
- And, of course, the free pronunciation CD-ROM to help you practise your spoken Spanish. You can type or paste in any Spanish word or phrase—even several sentences—and hear it spoken back to you.

[show slide 34]



# H Review and questions

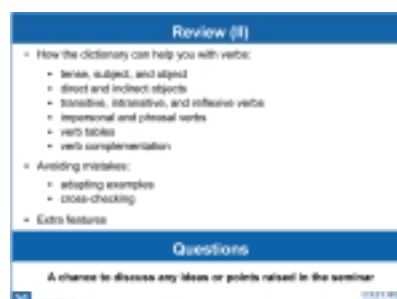
Finally, a brief review of the topics covered in the lecture:

- Important factors to bear in mind when choosing a bilingual dictionary
- Navigating through an entry—English-Spanish, then Spanish-English
- Explaining abbreviations and symbols:
  - common grammatical categories
  - hyphen and swung dash (or tilde)
  - subject field labels
  - regional labels
  - register labels
  - sentence patterns
  - phonetics
- How the dictionary can help you with:
  - plurals
  - gender
  - idioms
  - word order
  - the 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 35]



[show slide 36]



## Time for questions

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