

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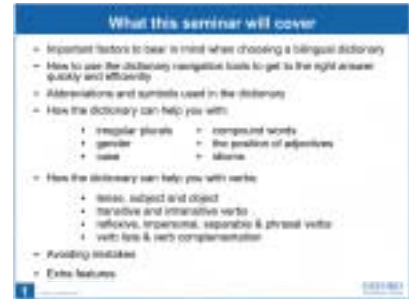
Additional exercises are available online at: www.askoxford.com/languages/dictionaryskills

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
 - case
 - compound words
 - the position of adjectives
 - idioms
- How the dictionary can help you with verbs:
 - tense, subject, and object
 - transitive and intransitive verbs
 - reflexive verbs
 - impersonal verbs
 - separable and phrasal verbs
 - verb lists
 - verb complementation
- Avoiding mistakes
- Extra features



What any good dictionary should offer

[show slide 2]

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

Interactive exercise

[show slide 3]

Use your dictionary to translate the following sentence:

She's been waiting since three o'clock for the train to London.

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

[click slide to show answer: *Sie wartet seit fünfzehn Uhr auf den Zug nach London*, and to see the sort of help with translation that a good bilingual dictionary should provide.]



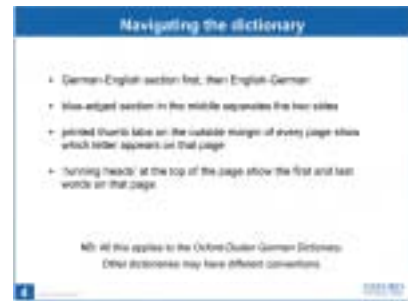
B Navigation

Navigating the dictionary

The following navigation conventions are used in the *Oxford-Duden German Dictionary*:

- the German-English section comes first, then the English-German
- 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

[show slide 4]



A typical German-English entry

- [**Fecht**: ~**bahn**] Nouns are listed with their gender in the form of the definite article (**der**, **die** or **das**)
- A dot under a vowel means that the syllable is stressed and the vowel is short. An underline would mean that the syllable is stressed and the vowel is long.
- Compound words beginning with **Fecht-** are listed alphabetically. The swung dash ~ represents the first element of the compound, so ~**bahn** = **Fechtbahn**, ~**boden** = **Fechtboden**, etc.
- [**fechten**] Irregular verbs are marked *unr. tr.* or *unr. itr.* V. Check these verbs in the list on p 1742.
- [**Fechter**] The plural of nouns is given: the symbol ~ shows there is no change in the plural (don't confuse with the genitive singular, which is given first).
- [**Känguru**] The dictionary incorporates spelling changes in accordance with the reforms in force since August 1998. Old spellings, which may still be in use, are marked with an asterisk. The changes in spelling are summarised on p 1727, and reflect modification of the reforms agreed in June 2004.

[show slide 5]



A typical English-German entry

A typical English-German entry consists of:

- the headword, in bold
- phonetic symbols using the International Phonetic Alphabet (IPA) to show how the word is pronounced
- headwords spelt the same but with different meanings are entered separately with a raised number
- noun translations, with gender indicated by the definite articles *der*, *die* or *das*
- grammatical categories indicated by letters
- senses within grammatical categories indicated by numbers
- signposts to the meaning of the headword in parentheses: so the noun **beck** can be translated in different ways in German according to whether it means a kind of brook, or whether it forms part of the set phrase **be at sb.'s beck and call**
- guidance on register and usage: for example, dial. = dialect and fig. = figurative
- the swung dash representing the headword, to save space
- Freely interchangeable translations separated by a semi-colon

[show slide 6]



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

Working through an example: **brew**

[show slide 7]

- Words can have different meanings depending on their context, for instance the word **brew**.
- To make sure that you pick the correct translation for **brew** in the sense of **to brew beer**, follow these steps:
 - Look up the headword **brew**
 - Choose the correct grammatical category



[click to show point on picking the grammatical category]

Lecturer question:

What is the correct grammatical category: transitive verb, intransitive verb or noun? Answer: transitive verb—**beer** is the object of *to brew*.

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

[click to show point on narrowing meaning]

Lecturer questions:

What is the correct translation?

Answer: *brauen*.

What would the final translation be?

Answer: *Bier brauen* [click to show answer]

How would you translate **the tea is brewing**? Is **brew** a transitive verb, intransitive verb or noun in this case?

Answer: intransitive verb—**tea** is the subject, and there is no object.

Which translation would you pick?

Answer: *ziehen*, as this fits the context best.

What would the final translation be?

Answer: *der Tee zieht* [click to show answer]

C Explaining abbreviations and symbols

Grammatical categories

- 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 8 lists of some of the most common ones.

[show slide 8]

Abb.	German	English	German
Adj.	Adjektiv	adjective	Adj.
Adv.	Adverb	adverb	Adv.
Art.	Artikel	article	Art.
...

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

Interactive Exercise

- Match the words with their correct grammatical categories.

[show slide 9]

Word	Grammatical Category
blau	Adj.
gern	Adv.
der	Art.
bei	Präp.
aber	Konj.
dieses	Demonstrativpron.
gestohlen	Part.
ich	Possessivpron.
ih	unr. refl. V.
sich denken	refl. V.

Answers

1 *Adj.* adjective **blau**, 2 *Adv.* adverb **gern**, 3 *best. Art.* definite article **der**, 4 *Hilfsv.* auxiliary verb **bin**, 5 *Konj.* conjunction **aber**
 6 *Demonstrativpron.* demonstrative pronoun **dieses**, 7 *2. Part.* past participle **gestohlen**, 8 *Präp.* preposition **bei**, 9 *Possessivpron.* possessive pronoun **ihr**, 10 *unr. refl. V.* reflexive verb **sich denken**

[click to show answers]

Swung Dash (or Tilde) ~ and Hyphen -

- 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.:

[show slide 10]

Frau, *die woman*
~**en** *women*

The swung dash stands for the whole headword so the ending is added:
 Frau, die woman
 ~en women

In compounds the swung dash replaces the first word in the compound:
 Koch- ~schinken *der boiled ham*

Subject Field Labels

(Ziel) = Zielobjekt (Uppfer) = -Opfergabe (in books with hunting)
 + Check the list of subject field labels in the abbreviations list inside the front cover of the dictionary to see whether it covers words you are interested in.

- So the plural form of **Frau** is **Frauen**.
- In compound words the swung dash replaces the first word in the compound. There is no gap after the swung dash, indicating that it is part of the compound word, e.g.:

Koch-: ~**schinken** *der boiled ham*

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-German side of the dictionary and in German on the German-English side, for instance, (*Jägerspr.*) = **Jägersprache** (i.e. to do with hunting).
- A good way to decide whether a dictionary covers areas you are interested in is to check the list of subject field labels in the list of abbreviations inside the front cover of the dictionary.

[see slide 10 — current slide]

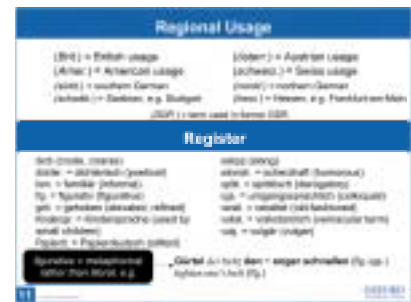


[show slide 11]

Regional Usage

- Regional usage is marked by the following labels:

(Brit.) = British usage	(österr.) = Austrian usage
(Amer.) = American usage	(schweiz.) = Swiss usage



- The dictionary also makes regional specifications, e.g. *südd.* = *süddeutsch*, *nordd.* = *norddeutsch*, *schwäb.* = *schwäbisch* (Swabian, e.g. Stuttgart), *hessisch* (Hessen, e.g. Frankfurt-am-Main), etc. *DDR* denotes a term used in the former German Democratic Republic.

Register

- Register of German words is marked using the following labels:

derb (crude, coarse)	salopp (slang)
dichter. = <i>dichterisch</i> (poetical)	scherzh. = <i>scherzhaft</i> (humorous)
fam. = <i>familiär</i> (informal)	spött. = <i>spöttisch</i> (derogatory)
fig. = <i>figurativ</i> (figurative)	ugs. = <i>umgangssprachlich</i> (colloquial)
geh. = <i>gehoben</i> (elevated, refined)	veralt. = <i>veraltet</i> (old-fashioned)
Kinderspr. = <i>Kindersprache</i> (used by small children)	volkst. = <i>volkstümlich</i> (vernacular term)
Papierdt. = <i>Papierdeutsch</i> (stilted)	vulg. = <i>vulgär</i> (vulgar)

[see slide 11 — current slide]



- **figurative** = metaphorical rather than literal e.g. **Gürtel** *der* belt; **den** ~ **enger schnallen** (fig. ugs.) *tighten one's belt* (fig.)

Sentence patterns

[show slide 12]

- The following abbreviations are used to illustrate the order of elements in the sentence.

jmd. (jemand—Nominative)	somebody
jmdn. (jemanden—Accusative)	somebody
jmdm. (jemandem—Dative)	somebody
jmdm. (jemand's—Genitive)	somebody's
etw. (etwas)	something
sth.	something
sb.	somebody

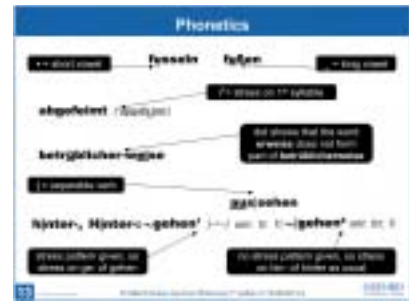


- Example sentences are given within entries (e.g. **ask sb.'s name**, *nach jmds. Namen fragen*) show where prepositions are needed.

Phonetics

[show slide 13]

- 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-Duden German Dictionary*, the IPA symbols are explained on pages xxxii and xxxiii.
- You don't have to learn the IPA off by heart, but you can use the symbols to give you clues as to pronunciation.
- Certain symbols are used to show stress in words of more than one syllable:
 - a dot below a letter = a short vowel, e.g. the **u** in **fusseln** is short as in **Mutter**
 - an underline = a long vowel or diphthong, e.g. the **u** in **fußen** is long as in **Fußball**
 - within the phonetic transcription, a stress mark precedes a stressed syllable, e.g. the stress in **abgefeimt** is on the first syllable
- Other symbols show where a word divides:
 - a dot between two parts of a compound word divides the two elements forming the word, e.g. the word **betrübler.weise** does not contain the word **erweise**
 - a vertical line in a verb indicates it is a separable verb (i.e. it separates when conjugated, e.g. **aus|sehen**: Das **sieht** interessant **aus!**)
- Two identical-looking verbs are pronounced differently if one is inseparable and one is separable:
 - inseparable: to deceive = **hintergehen** (/--'---/): the stress is on the **ge-** of **gehen**
 - separable: to go to the back = **hintergehen** : no stress pattern is given, so the stress is on **hin-** of **hinter** as usual

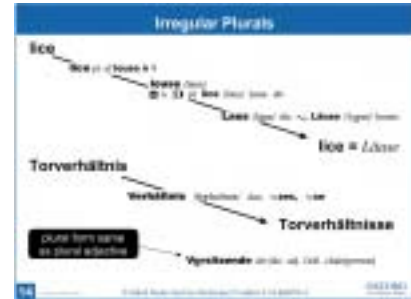


D How your dictionary can help you with...

Irregular plurals

- To translate **lice**, for example, the dictionary first directs you to **louse**.
- The entry **louse** gives the German word *Laus*.
- For the plural, you need to cross-check in the German-English section to find *Läuse*.
- Note that the plural form is the third form given:
 - first is the headword
 - second is the genitive singular (not to be confused with the plural)
 - third is the plural
- If no plural form of a compound word is given, look up the headword of the final element of the word, e.g. for the plural of **Torverhältnis**: look up **Verhältnis**, to find the plural **Verhältnisse** (→ **Torverhältnisse**)
- Nouns denoted *adj. Dekl.* (e.g. **Vorsitzende**) are declined like adjectives. The plural form will be the same as the plural form of the adjective.

[show slide 14]



Gender

- In the German-English section, all nouns are listed with their gender.
- In the English-German section, all translations of nouns are given with their gender:

der = masculine noun
die = feminine noun
das = neuter noun

- All compound nouns listed within an entry are also shown with their gender.
- Nouns with a masculine and feminine form are listed:
 - (1) within the same entry if the English translation is identical: e.g. **Politiker** *der*; **Politikerin** *die* politician
 - in separate entries if there are two different English words: e.g. (2) **Polizist** *der* policeman
 - (3) **Polizistin** *die* policewoman
- (4,5) Thematic boxes give examples of the gender of words in particular categories, e.g. the gender of **seasons** (p 395).
- The gender of the noun is likely to have a knock effect on other parts of the sentence, e.g. the endings on articles and adjectives.
- You can check any article, pronoun or adjective endings you need in the lists in the German grammar summary in the back of the dictionary (p 1728).
- Some adjectives are invariable, i.e. they are not affected by changes in gender and number. They are denoted *indekl. Adj.* in the dictionary, e.g. (6) **lauter**².

[show slide 15]



Case

- Always read the examples within the entries carefully to see what case is required in the construction you are using: Nominative, Accusative, Genitive, or Dative. The dictionary has different ways of showing you which case is required.

- The following forms of the word **jemand** (*somebody*) are particularly useful:

jmdn. = jemanden → use the Accusative

jmdm. = jemandem → use the Dative

- For example, the entry for 'help' makes clear that in the expression 'I help my friends', 'my friends' must be in the dative in German. So:

I help my friends = *Ich helfe meinen Freunden*

- Sometimes the article or pronoun used in the examples makes clear which case is needed, e.g.:

Setz dich

dich shows the accusative is used here

Geld spielt [bei ihm] keine Rolle

ihm shows the dative is needed here

- Sometimes the actual terms Nominative, Accusative or Dative are used in the example, to make absolutely clear which case is required, e.g.:

verlieben *fall in love* (**in** + *Akk.* with)

So **I fell in love with my Julia** = *Ich verliebte mich in meine Julia*

- All entries for German prepositions show the case which is required after them. Where prepositions can take more than one case, this is highlighted in the entry.

[show slide 16]



Compound words

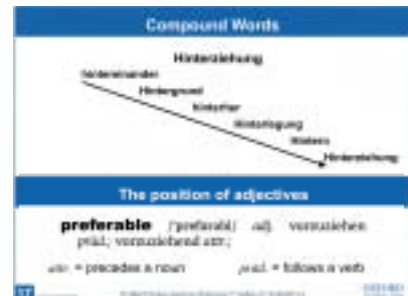
- Compound words are listed alphabetically. This means that compounds built on the same first element can be spread over several pages, with different words appearing between the entries.

- For example, to find the compound **Hinterziehung**:

- look up **hinter**,

- skim past **hintereinander**, **Hintergrund**, **hinterher**, **Hinterlegung**, **Hintern**, etc until you find **Hinterziehung** several columns further on.

[show slide 17]



The position of adjectives

- Most German adjectives can be used *attributively* (i.e. preceding a noun): **ein rotes Auto** and *predicatively* (i.e. after a verb): **Das Auto ist rot**.
- Some adjectives, however, can only be used attributively, while others can only be used predicatively. The dictionary uses the abbreviations *attr.* and *präd.* to make this clear:

[see slide 17 - current slide]

preferable *adj.* vorzuziehen *präd.*; vorzuziehend *attr.*;

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.
- Often, other languages will express the same idea through a different idiom. For example: **be out of the wood** = *über den Berg sein*. Notice that if you look up *über den Berg sein* on the German-English side of the dictionary, you will see that it cannot mean **be over the hill**.

[show slide 18]



Finding idioms

- The following German sentence makes little sense if translated literally: **Ich muss zugeben, dass mein Bruder mir manchmal auf den Keks geht.**
- To find the correct translation, go to the entry for **Keks**. Checking among the idioms at the end of the entry will reveal: **er geht mir auf den ~** (salopp) = *he gets up my nose* (coll.).

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
 - Separable
 - English phrasal verbs

Other help with verbs:

- Verb tables
- Verb complementation

[show slide 19]

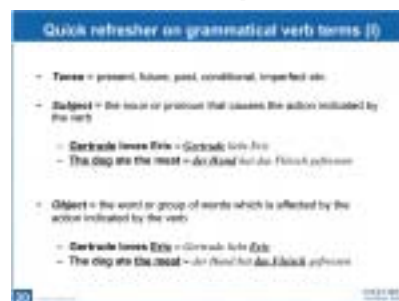


Quick refresher on tense, subject, and object

Other grammatical terms associated with verbs:

- Tense** = present, future, past, conditional, imperfect etc.
- Subject** = the noun or pronoun that causes the action indicated by the verb
 - **Gertrude loves Eric** = *Gertrude liebt Eric*
 - **The dog ate the meat** = *der Hund hat das Fleisch gefressen*
- Object** = the word or group of words which is affected by the action indicated by the verb
 - **Gertrude loves Eric** = *Gertrude liebt Eric*
 - **The dog ate the meat** = *der Hund hat das Fleisch gefressen*

[show slide 20]

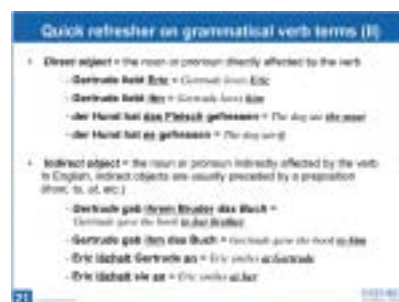


Quick refresher on direct and indirect objects

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

- Direct object** = the noun or pronoun directly affected by the verb
 - **Gertrude liebt Eric** = *Gertrude liebt Eric*
 - **Gertrude liebt ihn** = *Gertrude liebt ihn*
 - **der Hund hat das Fleisch gefressen** = *The dog ate the meat*
 - **der Hund hat es gefressen** = *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 gab ihrem Bruder das Buch** = *Gertrude gave the book to her brother*
 - **Gertrude gab ihm das Buch** = *Gertrude gave the book to him*
 - **Eric lächelt Gertrude an** = *Eric smiles at Gertrude*
 - **Eric lächelt sie an** = *Eric smiles at her*

[show slide 21]



Transitive and Intransitive Verbs

[show slide 22]

- Transitive verbs are labelled *v.t.* or *tr. V.* in the dictionary.
- Intransitive verbs are labelled *v.i.* or *itr. V.*
- Transitive verbs are verbs that are used with a **direct object**:
 - **I wrote the letter** = *ich habe den Brief geschrieben*
 - **Gertrude loves Eric and Wilhelmina** = *Gertrude liebt Eric und Wilhelmina*
 - **she loves them** = *sie liebt sie*
- Intransitive verbs are verbs that do not have an **object**:
 - **he died yesterday** = *er ist gestern gestorben*
 - **she ran very fast** = *sie ist sehr schnell gelaufen*
 - **Eric and Wilhelmina arrived yesterday** = *Eric und Wilhelmina sind gestern angekommen*



- 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 German and English can be used both transitively and intransitively:

[show slide 23]

burn

- **burn coal in the stove** = *den Ofen mit Kohle feuern* (transitive use)
- **her skin burns easily** = *sie bekommt leicht einen Sonnenbrand* (intransitive use)

fahren

- **links/rechts fahren** = *drive on the left/right* (intransitive use)
- **jmdn. über den Fluss fahren** = *ferry sb. across the river* (transitive use)



Interactive Exercise

[show slide 24]

- what clues are there that scatter is both a transitive and an intransitive verb? [click to show that *v.t.* and *v.i.* have their own sections]
- how would you say **The police scattered the crowd**? [click to show answer: *Die Polizei trieb die Menge auseinander.*]
- how would you say **The crowd scattered**? [click to show answer: *Die Menge zerstreute sich.*]

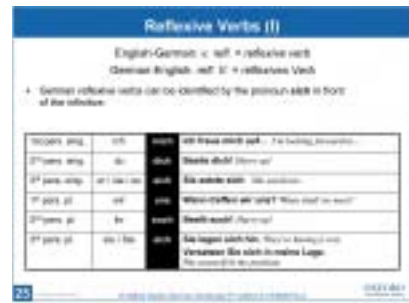
- Notice that the intransitive verb in English is translated by a reflexive verb in German: in other words, the categories transitive/intransitive/reflexive in English do **not** always correspond to the same categories in German.



Reflexive Verbs

- Labelled as *v. refl.* on the English/German side of the dictionary
- Labelled as *refl. V.* on the German/English side of the dictionary
- German reflexive verbs can be identified by the pronoun **sich** in front of the infinitive.

[show slide 25]



Reflexive pronouns table:

1st pers. sing.	ich	mich	Ich freue mich auf... <i>I'm looking forward to...</i>
2nd pers. sing.	du	dich	Beeile dich! <i>Hurry up!</i>
3rd pers. sing.	er / sie / es	sich	Sie setzte sich <i>She sat down</i>
1st pers. pl.	wir	uns	Wann treffen wir uns? <i>When shall we meet?</i>
2nd pers. pl.	ihr	euch	Beeilt euch! <i>Hurry up!</i>
3rd pers. pl.	sie / Sie	sich	Sie legen sich hin. <i>They're having a rest</i>
			Versetzen Sie sich in meine Lage. <i>Put yourself in my position.</i>

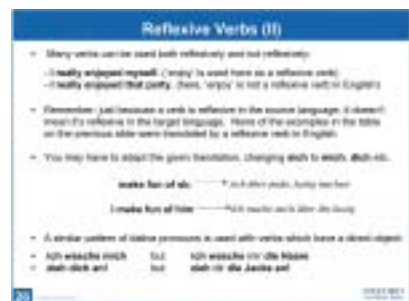
- Many verbs can be used both reflexively and not reflexively:

- **I really enjoyed myself.** ('enjoy' is used here as a reflexive verb)
- **I really enjoyed that party.** (here, 'enjoy' is not a reflexive verb in English)

- When using the dictionary, bear the following two key points in mind:
 - Starting from English, you can't know that the German verb you need will be reflexive—you have to be told. For example, in slide 25, not one verb is reflexive in English, but all are reflexive in German. Don't be caught out: check to see if the German verb is reflexive.
 - The dictionary shows the reflexive pronoun **sich** with the infinitive—but you may have to change **sich** to **mich**, **dich**, etc, to suit what you want to say. If you want to say **I make fun of him**, you'll find *sich über jmdn. lustig machen* in the dictionary; but the correct translation is: *Ich mache mich über ihn lustig.*
- A similar pattern of dative pronouns is used with verbs which have a direct object:

ich wasche mich but **ich wasche mir die Haare**
zieh dich an! but **zieh dir die Jacke an!**

[show slide 26]



Impersonal Usage of a verb

[show slide 27]

- Impersonal usage of a German verb is marked *unpers.*
Impersonal usage of an English verb is marked *impers.*
- When used impersonally, verbs take the impersonal pronouns **es** in German and **it** in English:
 - es regnet** = *it is raining*
 - es schneit** = *it is snowing*
 - es fehlt an Lehrern** = *there is a lack of teachers*
 - es gibt ein Problem** = *there is a problem*
 - es gibt Probleme** = *there are problems*
- A few German verbs hardly ever occur without the impersonal 'es':
- **hapern**: **es hapert an etw.** (Dat.) = *there is a shortage of sth.*



Separable and inseparable verbs

[show slide 28]

- Separable and inseparable verbs are listed alphabetically according to the particle:

fang...an	under A:	an fangen
brachte...hinunter	under H:	hinunter bringen
kreuzte...durch	under D:	durch kreuzen
durchkreuzte	under D:	durch • kreuzen



English Phrasal verbs

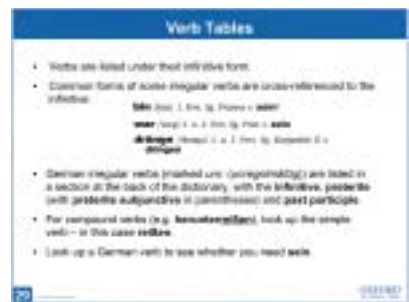
[see slide 28—current slide]

- English phrasal verbs are listed at the end of the entry.
- A phrasal verb consists of a verb and preposition or adverb that combine to make a new verb that in one or more of its senses 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 German.

Verb Tables

[show slide 29]

- The dictionary lists verbs under their infinitive form.
- The dictionary lists common irregular indicative and subjunctive forms of some verbs (**bin ▶ sein, war ▶ sein, dränge ▶ dringen**), with cross-references to the infinitive.
- German irregular verbs (marked *unr.* (*unregelmäßig*)) are listed in a section at the back of the dictionary. This shows:
 - the infinitive of the verb, and any irregularities in the present tense
 - the preterite form (for the imperfect tense; the form in brackets here is the Preterite Subjunctive form of the verb)
 - the past participle (for the perfect tense and passive forms)
- For compound verbs (e.g. **herunterreißen**), look up the simple verb—in this case **reißen**.
- To find out whether you need to use the auxiliary **sein** in the perfect tense, look the verb up in the German-English section.



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 German are not necessarily the same as those used with a verb in English. For example, to translate the sentence **I want Matt to leave**, have a look at an example sentence at the entry for **want**:

[show slide 30]



I don't want you to get the idea...
ich möchte nicht, dass Sie den Eindruck gewinnen...

I want Matt to leave. = *Ich möchte, dass Matt weggeht*

F Avoiding mistakes

Adapting examples

[show slide 31]

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

Nouns

- may have irregular plurals
- may require modifications to articles or possessive adjectives (e.g. **mein** ► **meine** or **meinen**)
- if you refer back to nouns in a following sentence, you need to use the correct masculine, feminine or neuter pronoun

Verbs

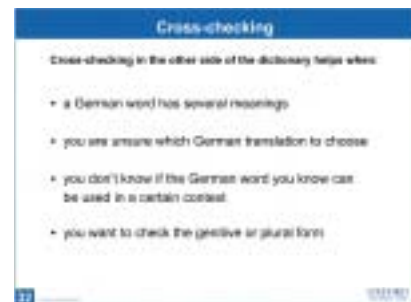
- need to be in the correct form, unless the sentence uses the infinitive
- need the appropriate reflexive pronoun, if they are reflexive (e.g. **I had my hair cut** = *ich habe mir die Haare schneiden lassen*)
- need to use the right prepositions (e.g. **send down to the store for sth.** = *etw. aus dem Lager holen lassen*)



Cross-checking

[show slide 32]

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



G What else?

Extra features in your dictionary

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

- Information about life and culture in Germany and the German-speaking world in shaded boxes throughout the text, e.g. **Heurige**.
- Thematic boxes explaining tricky grammatical points (e.g. expressions with **nach**, how to translate **should**) or grouping related vocabulary (e.g. **rivers** (p 1491), **weight** (p 1702), **seasons** (p 1515)). The relevant headwords are cross-referenced to these boxes.
- A correspondence section (in the middle with blue-bordered pages) containing sample letters, CVs, and emails to use as templates, and also useful phrases when using the telephone, and a glossary of common German SMS abbreviations.
- At the back, a supplement explaining the recent German spelling reforms, an outline of German grammar, a list of German (and English) irregular verbs, and a glossary of grammatical terms.
- And, of course, the free pronunciation CD-ROM to help you practise your spoken German. You can type or paste in any German word or phrase—or even several sentences—and hear it spoken back to you.

[show slide 33]

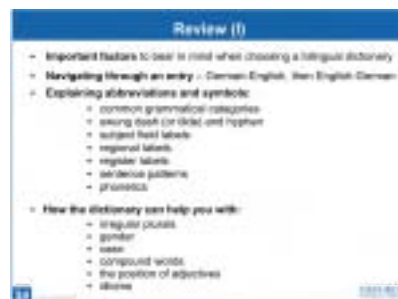


H Review and questions

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

[show slide 34]

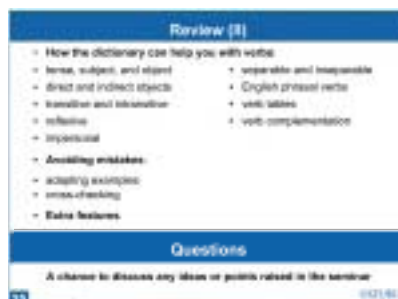
- Important factors to bear in mind when choosing a bilingual dictionary
- Navigating through an entry—English-German, then German-English
- Explaining abbreviations and symbols:
 - common grammatical categories
 - swung dash (or tilde) and hyphen
 - subject field labels
 - regional usage
 - register
 - sentence patterns
 - phonetics



- How the dictionary can help you with:
 - irregular plurals
 - gender
 - case
 - compound words
 - the position of adjectives
 - idioms

- How the dictionary can help you with verbs:
 - tense, subject, and object
 - direct and indirect objects
 - transitive and intransitive verbs
 - reflexive verbs
 - impersonal verbs
 - separable and inseparable verbs
 - English phrasal verbs
 - verb tables
 - verb complementation

[show slide 35]



- Avoiding mistakes:
 - adapting examples
 - cross-checking

- Extra features

Time for questions

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