

7

TOOLS OF THE TRADE: DICTIONARIES, GRAMMARS AND OTHER REFERENCE MATERIALS

Leichtgläubig (Ger), Credulo (It), Facile à Duper (Fr), Crédulo (Sp), Hiszékeny (Hung), Dum (Da) – all words you won't find in dictionaries (Check it out).

All plumbers need wrenches, all linguists need the calorie shifting benefits of hefting weighty dictionaries. Why go weight training when you can swing the *OED*. This is a brief foray into resources to make your studies more successful. These tools are the vital crutches, zimmers, braces and struts that support a language degree. Modules like 'ARAB1003 Grammar 1' and 'RUSS3003 More Grammar' will take you into the idiosyncrasies of language, but try these apéritifs.

7.1 DICTIONARIES

Quelle différence y-a-t'il entre un dictionnaire et un veau noyé?

L'un, c'est un vocabulaire, et l'autre c'est un veau qu'a bu l'eau.

Dictionaries come in two flavours, monolingual and bilingual; move something to get both on your bookshelf. The more proficient you become, the less you will need bilingual dictionaries but *everybody* (because learning a language is lifelong learning *par excellence*) needs them sometimes. Dictionaries also come in, literally, all shapes and sizes:

- 📖 Tiny pocket dictionaries, faithfully carried, but little used, on school exchanges.
- 📖 The great multi-volume dictionaries of the world. Body-builders may heft the *Deutsches Wörterbuch*, 32-volumes begun in 1854 by the Brothers Grimm of fairy-tale fame, and completed (by others!) in 1971, the *sept-tome*, *Grand*

Larousse de la langue française (1971) or the 20-volume Oxford English Dictionary (*OED*, 1989), now much lighter on CD-ROM (*OED Online*, 2000).

- 📖 Medium-size dictionaries, often subsets of the heavy-weights, and their backpack-friendly offspring, the 'compact'. Some of these come in CD-ROM format, a possible for your PC or laptop perhaps?
- 📖 Pictorial dictionaries, which are hopeless for 'truth', 'love' and suchlike abstract concepts, but great for concrete objects. Given a fully labelled photograph or drawing (*Figure 7.1*) details of loom engineering become effortless.
- 📖 Specialized dictionaries for fields such as medicine, law, engineering (automotive, chemical, civil, electrical), sailing and so on.
- 📖 The European Union online dictionaries cover legislative, administrative, commercial and scientific language employed by its politicians and civil servants.
- 📖 General purpose online dictionaries (see our website for addresses).
- 📖 CD-ROM dictionaries bought on subscription by libraries. Ask your librarian which ones you can access.

So which dictionary should you buy?

In the early stages of learning a language a pocket dictionary is *de rigueur*. Later on, you might like to have one in class despite the weight penalty! Go for a compact but don't expect it to provide much more than a basic look-up facility. For serious language assignments use the library reference materials, including the electronic dictionaries and grammars.

Back at base you need at least one good, medium-size dictionary. Your tutor may recommend one, but serious linguists can never have too many dictionaries, so if there are others you like the style of or are accustomed to, use them too. Sound out your fellow-students about *their* dictionary preferences, and when you are ready to go shopping, allow plenty of time to browse around to test out all the alternatives before you buy. Try looking up a few entries where you already know what to expect, including some idiomatic phrases which are difficult or complicated to translate, one or two grammatically tricky words, and a couple of technical terms. Note such things as:

- ✓ *Ease of use*: Are the headwords clearly identified? Are the entries clearly and logically ordered? Is there a coherent cross-referencing system? How would you rate the typography (choice of font, size, use of emphasis) for legibility?
- ✓ *Pronunciation guide*: Essential. See below.
- ✓ *Grammatical aids*: Look for a dictionary with concise grammatical data for each entry, linked to a succinct grammar section.

Image Not Available

Figure 7.1 *The fun of a pictorial dictionary.* (From: *Oxford-Duden Pictorial German & English Dictionary*, 1979, pp. 288–9).

- ✓ *Register and usage:* See below.
- ✓ *Vocabulary:* How extensive are the entries beneath the headword? It doesn't much matter if a dictionary for day-to-day use doesn't include archaisms, esoteric constructions or highly technical terms (which would make it too unwieldy in any case), but a good, up-to-date medium-size dictionary should contain most of the words and phrases that make up the contemporary language.
- ✓ *Size:* A reasonably sized dictionary for everyday use will have a similar number of entries and weight as: *Duden Deutsches Universalwörterbuch* (1996) – 120,000 headwords, of which 70,000 make up the central word-stock of the German language, or the bilingual *Oxford-Duden German Dictionary* (1997) – 260,000 words and phrases, and 450,000 translations, or the *Collins German–English, English–German Dictionary* (1997) – 280,000 headwords and 460,000 translations.
- ✓ *Information decay:* Languages are living organisms, they respond to their environment, new technology demands new terminology, obsolete items wither and die. Dictionaries struggle to keep up with the evolving language so check the publication date (on the reverse of the title page) before you buy. And distinguish between reprints (which means that the book sold well), revisions (varying degrees of updating) and completely new editions (major updating). We are great champions of second-hand and remaindered bookshops, and it is always worth picking up bargain older dictionaries, because one day you might need to know the meaning or translation of words like 'hansom cab' or 'whittling'. However, purchasing a discontinued edition as your *first* dictionary is a false economy.

What can you do with your dictionary?

Consulting a dictionary just for basic translations is merely scraping the surface. A good dictionary also tells you about:

- ☺ *Pronunciation and intonation:* This information usually appears immediately after the headword, in square brackets using phonetic symbols and stress marks to show emphasis. Even if your course doesn't include any training in phonetics, you should learn the International Phonetic Alphabet (IPA), at least as it applies to English and the language(s) you are studying. It won't take long, and you need ['nəvər mɪsprə'naʊns 'enθɪŋ 'evər ə'geɪ]!! <http://www.sil.org/computing/catalog/ipahelp.html> has some shareware software that may help you get into IPA. Do a www search using International Phonetic Alphabet.
- ☺ *Grammatical information:* Many dictionaries have separate sections on grammar, including basic information on verb conjugations, declensions and other essentials. Have a go at **Try This 7.1** and check out the grammar section of your dictionary.

TRY THIS 7.1 – Grammatical abbreviations

Take 5 minutes to remind yourself/learn the main abbreviations:

Abbreviation	Meaning	Abbreviation	Meaning	Abbreviation	Meaning
abs.	absolute	imper.	imperative	pluperf.	pluperfect
acc.	accusative	imperf.	imperfect	pos.	positive
adj.	adjective	impers.	impersonal	poss.	possessive
adv.	adverb	ind., indir.	indirect	pr.n.	proper noun
art.	article	indef.	indefinite	pred.	predicative
attrib.	attributive	int.	interjection	pref.	prefix
aux.	auxiliary	m., masc.	masculine	prep.	preposition
collect.	collective	n.	noun or neuter	pres.	present
comp.	comparative	neg.	negative	pret.	preterite
cond., condit.	conditional	neut.	neuter	pron.	pronoun
conj.	conjunction	nom.	nominative	rel.	relative
constr.	construed, construction	ns	nouns	suf.	suffix
dat.	dative	obj.	object	superl.	superlative
def.	definite	p.p.	past participle	s.v.	strong verb
dir.	direct	part.	participle	v.aux.	auxiliary verb
f., fem.	feminine	pass.	passive	v., vb.	verb
fut.	future	perf.	perfect	v.i.	intransitive verb
gen.	gender or genitive	pl.	plural	v.refl.	reflexive verb
				v.t.	transitive verb

☺ *Register:* Some words carry labels to indicate when and where they are customarily used or not used (Figure 7.2). Watch out for derog, or sl./vulg. words that may be inappropriate in some contexts and you may need to check whether regional terms have widespread currency. Use **Try This 7.2** to get to grips with the conventions. Always respect distinctions of usage and style in your own writing and conversation.

TRY THIS 7.2 – Usage and style

Grab your foreign language dictionary and check out the usage and style conventions. Write all over Figure 7.2 (if it is your copy!) so that you have a useful parallel list in your foreign language.

Abbreviation	Meaning	Abbreviation	Meaning	Abbreviation	Meaning
aero., aeronaut.	aeronautics	comm., commerc.	commerce, commercial	joc.	jocular
agr., agric.	agriculture	derog.	derogatory	jur.	jurisprudence
Am., Amer.	American	dial.	dialect	lit.	either literal or literary
anat.	anatomy	eccl.	ecclesiastical	mar.	marine
arch.	archaic (but beware: can also mean 'architecture')	ecol.	ecology	mil.	military
		econ.	economics	min.	mining
arch., archit.	architecture	euphem.	euphemism	obs.	obsolete
bibliog.	bibliography	fam.	familiar	pej.	pejorative
biol.	biology	fig.	figurative	prov.	proverbial
bot.	botany	hum.	humorous	rhet.	rhetorical
Br., Brit.	British	int.	interjection	sl.	slang
coll.	colloquial	iron.	ironical	typ.	typography, printing
				vulg.	vulgar

Figure 7.2 Register, usage and style.

- ☺ **Semantic groups and collocations:** Where a word has several different meanings or connotations in the source language, the dictionary will list and explain them one by one, giving examples of phrases or constructions with the word in context, showing how each one is handled in the foreign language. For example under 'pick up' there might be mention of a book, a sack of potatoes, the phone, a take-away, a scent, a virus, languages, the pieces, speed, someone from the station, someone at a party, etc. A good dictionary will show the foreign-language equivalents for each construction.
- ☺ **Compounds and phrases:** After the headword, you will usually find a list of compounds and phrases based on the root (which is normally indicated by a dash (-) or a tilde (~)), e.g. under 'garden' you might see 'kitchen ~, n.', 'market ~, n.', 'to ~, vb.' and 'to lead up the ~ path, fig.' The reward for paying close attention to these options is that you build up your vocabulary amazingly quickly, especially those colourful but more elusive turns of

phrase. Noting how prefixes and suffixes act on the word-stem to modify meaning in compounds will give you a feel for word formation in the foreign language, and enable you to make educated guesses at compounds you're not sure about.

- ☺ *Synonyms:* Most dictionaries include synonyms and near-equivalents (often in brackets), along with cross-references to related entries. But this is where **monolingual dictionaries** really come into their own, and as a linguist you should own at least two of them, one for the foreign-language and the other for your native tongue. Get yourself a dictionary of synonyms (*Roget's Thesaurus* is the most famous, or its American counterpart, *Webster's New Dictionary of Synonyms*) and, if possible, one for your foreign language. Most word-processing packages offer a thesaurus, but this is severely limited compared to the wealth of ideas, associations and cross-references available in good printed versions. Use your thesaurus for all language work, especially for translations and essays. Keep it on top of the clutter!
- ☺ *Etymology:* A good monolingual dictionary indicates how a word and its uses have developed over time, and provides information about its etymology or derivation. Whole dictionaries are dedicated exclusively to this branch of linguistic science, but many general dictionaries include brief etymological notes, usually at the end of an entry. **Do not ignore this section!** It is fascinating in its own right, and of great practical use in helping you to connect what you know about the formation and meanings of words in your L2 with equivalent data in other languages, including your own.

Top Tips

- Get to know your dictionary, use it regularly.
- Don't rush. Using a dictionary effectively takes time! Some terms have exact word-for-word equivalences in two languages such as 'dishwasher' or 'golf course.' However, less tangible matters are much less clear-cut; explore and weigh up the alternatives.
- Always read (or at least skim) the whole dictionary entry, weigh up all the alternatives, it also widens your vocabulary. Jot down new related words, compounds or phrases to build up word clusters or families.
- Remember that dictionaries offer *equivalences* rather than *meanings*. Look for synonyms, related words, nuances and the figurative use of words, all of which are vitally important in language learning. Use more than one dictionary to explore the range of particular words and phrases.

- Languages use imagery. Look out for metaphors, similes and other figures of speech, and try to understand and assimilate the mental processes and the imagery that lie behind non-literal ways of expressing ideas in the foreign language.
- Memorize translation and grammatical information together. For a *noun* (depending on the language), this might mean *gender*, *declension* and *plural form*. For a verb, it might include *type* (weak, strong or irregular); which *auxiliary* is used; whether it is *transitive* or *intransitive*. Once you know the basic information and the corresponding grammatical rules, you can produce the correct forms in the foreign language effortlessly and accurately. Without these two sets of information, you are guessing.
- You recall new words more easily if you learn them in phrases or sentences. Make up and memorize (fun) phrases or sentences to remind you which verb is used with which noun in a particular construction, which preposition goes with which verb, and ...
- **Always** cross check words in both halves of a bilingual dictionary to ensure you pick an appropriate equivalent.

Thesaurus: an ancient dinosaur with excessive vocabular body-weight (Roget, coll.).

7.2 GRAMMAR


Verbs has to agree with their subjects.

We all grasp grammar intuitively, but *understanding* grammar is an essential life skill for a linguist.

What is grammar, and where does it come from?

Grammar is the science which formulates rules to describe the workings of language, just like physics attempts to describe and codify the workings of the physical world. Physicists devise models and theories to help them make sense of their highly complex data, and similarly grammarians try to tease out the principles behind the multi-layered, multi-faceted entity that is language. The rules of grammar are, therefore, descriptive first and prescriptive second. Linguists distinguish between correct and incorrect usage. The rules of grammar are exemplified by the forms used by 'good' authors, the discourse of educated speakers and 'quality' newspapers and media. Correct usage is a much debated value judgement, but for present purposes we can assume that there is a broad consensus among grammarians as to what constitutes good French, Japanese, Hindi or Ket.

Grammar books draw on specialized terminology which you need to learn. It helps if you know the equivalent structures in your native tongue first. The



Make friends
with your
dictionary

structures and terminology of traditional English grammar, and all European languages, are derived from rules which describe the workings of Latin and Ancient Greek. This system assigns words to different classes, known as parts of speech, of which English has eight: nouns, pronouns, articles, verbs, adjectives, adverbs, prepositions and conjunctions. (For a reminder, with some amusing cartoons, see Gee and Watson 1990). Within each class, words are then further categorized according to a number of other features, e.g. a noun can have gender, number and case, a verb can have tense, voice and mood. Much of grammar is concerned with the relationships between words (e.g. *agreement*: Jane arrives at the party with her new Escort; Jane and Rachel leave the party with their new escorts). Syntax is the branch of grammar which analyses the structure of sentences and phrases and formulates rules accordingly.

But why do we have to learn grammar?

OK, OK, it is a pain. Many school students are taught languages by the 'direct method', where the first priority is communication, with grammatical accuracy coming a very poor second. This approach is great if you only want to acquire a general working knowledge of a foreign language. For 'dedicated' language students there eventually comes a time, irritatingly in the first year at university, when the necessity of producing accurate language and of following what your tutor is talking about means your grammar needs sorting.

You can live without grammar; most of the world does. But amid all the complexity of second language acquisition, it can be useful to have a framework and a set of guidelines, rather than just intuition, to fall back on. Native speakers and advanced learners refer to grammar books very occasionally to check a particular point. For the vast majority of language students, grammar books are invaluable tools, provided – as with chainsaws – they are handled sensibly and correctly. Grammar is a tool for the learner and language tutor who uses grammatical shorthand to avoid having to go through cumbersome circumlocutions. How much more convenient to say 'indirect object' rather than 'person or thing affected by occurrence of an action although not primarily acted on' (*OED*, 1989).

Children have oodles of time to absorb grammar and correct usage as they grow. They can experiment and get told off when they misuse words. You don't have that time and you need the short-hand methods. How do you learn?

- ? Complete immersion in an environment where the language is spoken is one option, but for most learners this is impractical. The year or term abroad serves as a valuable reinforcement rather than an initiation. And students report that even the year abroad tends to strengthen certain aspects of their language, notably colloquial dialogue, at the expense of others, notably formal writing. Alas! nothing is perfect, not even a year in Provence.
- ? Do you slot whatever you have learned into a logical or conceptual framework, like chemistry students learning the periodic table for elements? If so, you may well enjoy reading grammar books for their own sake, coming to grips with all the

rules and exceptions to the rules, memorizing them and then relating them to authentic examples in the foreign language. And even if you aren't this type, there may be someone in your class who is, and the chances are that they enjoy explaining the rules and their application to other people. Cultivate them!

- ? Do you prefer to work from known expressions and examples rather than from theory? If so, you are probably good at storing patterns of words, phrases, sentences, or even whole passages in your head, and recalling them as and when the occasion demands. Are you like a good mimic, or an actor, who picks up and uses expressions almost unconsciously just from taking part in conversations? If you have this type of mind-set, you may come to grammar at a comparatively late stage in your language learning.
- ? Or what? – you have to find a learning style that works for you and works with your modules and assignments. Look at the reflection skills (Chapter 4) and see if you can see ways to help your own study patterns.

Most final year students agree that it is worth getting the recommended grammar reference book, but we also suggest that you look at others to see if they suit your style better. Many grammar books have built-in exercises; go for those with the answers at the back! These encourage autonomous learning and allow you to work on the exercises whenever you like (coach, sauna, cinema queue??) and to build up your command of grammar at your own pace.

We can't attempt to deal with the specifics of all the languages studied by readers of this book. Even a discussion of the major European languages is far beyond its scope and purpose. But the next section has some general study tips and advice about how to master grammar. Try them to find those that suit your learning style. We hope they help dispel the mystique, leaving grammar revealed as just another item in the toolkit of language acquisition.

Don't use long words where minuscule words will do.

Where should you start?

If you don't know the first thing about grammar, don't panic! There's quite a lot to be said for starting with something you do know quite a lot about – your native tongue. This may not work for the more 'exotic' languages, but those of Indo-European origin, which today means most European and Slavonic languages, have a broad family resemblance as far as grammar is concerned. For a real minimum see Figure 7.3.

Anglophones considering learning about English grammar might use Gee and Watson (1990) or try one of the websites devoted to English grammar like *The Internet Grammar of English* (1998). A www search using English+grammar will get you started (see p. 50).

Students of French, German, Italian, Latin, Russian or Spanish can have the best of both worlds by using one of the excellent *English Grammar for Students of [French, etc.]* series (Morton 1999, Zorach and Melin 1999, Adorni and Primorac

parts of speech	The term used to describe grammatical classes of words: noun, pronoun, adjective, verb, adverb, preposition, conjunction.
parse	To dismantle a sentence and assign a grammatical label to each word.
principal parts	'Those parts of a verb from which all others can be deduced' (<i>OED</i> , 1989). This is the whole point of learning the paradigm forms of classes of verbs. If you know the principal parts (the paradigms), you can apply the principles (!) to conjugate virtually any verb.
conjugate	'Applied to words which are directly derived from the same root or stem, and therefore usually of a kindred meaning; as wise, wisely, wisdom' (<i>OED</i> , 1989).
decline	Generally used with reference to verbs (see 'inflection' below). 'To inflect (a noun, adjective, or pronoun) through its different cases; to go through or recite in order the cases of.' (<i>OED</i> , 1989).
declension	'a) The variation of the form of a noun, adjective, or pronoun, constituting its different cases; case inflexion. b) Each of the classes into which nouns of any language are grouped according to their inflexions. c) The act of declining i.e. setting forth in order the different cases of, a noun, adjective, or pronoun.' (<i>OED</i> , 1989).
indirect object	'Person (or thing) affected by the occurrence of an action, although not directly or primarily acted on ... Give <i>him</i> a book.' (<i>OED</i> , 1989).
inflect	'To vary the termination (of a word) in order to express different grammatical relations.' (<i>OED</i> , 1989).
inflection, inflexion	'The modification of the form of a word to express the different grammatical relations into which it may enter; including the declension of substantives [nouns], adjectives, and pronouns, the conjugation [number, tense] of verbs, the composition of adjectives and adverbs.' (<i>OED</i> , 1989).

Figure 7.3 Some common grammatical terms that tutors always expect students to know!

1999, Goldman and Szymanski 2000, Cruise 2000, Spinelli 1999). These books aim to explain grammatical points in the foreign language by reference to examples in English, that is, they work by analogy, from the known to the unknown, and the formula is a very successful one.

Horses for courses: grammar books for your L2

Grammar books vary. There is in practice a broad distinction between grammar books intended to cover the range from beginners to intermediate learners, and the very advanced reference grammars which attempt to provide a definitive coverage of every topic, every rule and every exception to every rule. Mostly you need the former, dip into the others only when life gets really serious. It's a bit like the difference between a JCB and a trowel. If you only want to plant a few daffodil bulbs, all you need is a trowel. If you want to dig a hole in the back garden a metre

across and a metre deep, a spade is still more use to you than a mechanical digger. Only big tasks need big diggers. Similarly, there are levels and degrees of grammatical knowledge. Bear in mind that 'grammar' can be split up into many small portions of varying complexity – remembering this may help to make the apparently undo-able appear to be do-able after all.

The secret is to understand the difference between things you really must know about and be sure of getting right every time (the 'basics') and things you can be excused for getting wrong. Use **Try This 7.3.** and **Try This 7.4** to get into the groove. No one claiming to be even half-educated could get away with saying something like, 'He were right tired Saturday so he just stopped in bed and done nowt.' However, even educated people can get muddled about more obscure points of grammar (the difference between 'may' and 'might' for instance) without too much fire and brimstone raining down on their heads. In the same way, if you can consistently get the basics right in the foreign language, errors at a more sophisticated level stand a better chance of being condoned. This is NOT to be taken as an excuse for not bothering to master the more complex details of grammar but simply an acknowledgement that, depending on the level you have reached, some things are more urgent than others – some really obscure points can safely be left to the reference grammar, to be looked up as and when they are required.

TRY THIS 7.3 – Mastering the grammar basics in five easy steps

Tackling the basics – after all, it is basic mistakes such as endings and genders that most irritate red-pen-wielding tutors!

- Step 1:* With your marked written language exercises alongside you, go through the Contents page of your grammar book and note down the topics that most frequently cost you marks. (These will almost certainly be 'simple' things like genders and adjectival endings.)
- Step 2:* Create a study plan to cover, within one semester, all the grammar topics you consistently get wrong.
- Step 3:* Make a 20-minute slot for grammar study in your daily study plan and use it (Chapter 3 and **Try This 23.1**).
- Step 4 (optional but highly recommended):* Persuade a friend to do the same, with a different list of topics or in a different order.
- Step 5:* Set aside half-an-hour each week for revision. Use the time to: go back over a difficult section; try some test exercises on the topic(s) you covered that week; recite newly-learned verbs or whatever to a friend, listen to same; or – possibly best of all – explain a grammatical point to your friend until you have both got the hang of it.

That's it. Easy! Like all things connected with language, repetition and a regular routine are the keys to progress.

TRY THIS 7.4 – CALL Practice

Your Language Centre has sets of CALL (Computer-Assisted Language-Learning) grammar drills for all the languages taught in your college. Put time in your diary, ideally half an hour, twice a week, to do CALL grammar practice. Find the package that meets your needs, and stick with it. Using 30 minutes at the start of the day is a good tip – before your first lecture perhaps? You can download some CALL materials to your own machines from The Virtual CALL Library at <http://www.sussex.ac.uk/langc/CALL.html>

Top Tips

- Half-digested morsels of grammar can be highly toxic! Try to ensure you understand one topic before moving on to the next; ask a fellow-student or your tutor. This is what independent, autonomous university learning means (Chapter 4), working out what you need; and it won't be the same as what the guy along the corridor wants.
- Devise learning methods that work for *you*. For some, this means reading and listening to a large volume of authentic material in the foreign language, to help assimilate patterns and rhythms at first hand. Others find that rote learning suits them best, especially for the type of item that can be tabulated, such as adjectival endings or verb tenses. Either way, learning by combining the rules with examples, rather than just the rules on their own, helps glue them to the brain.
- There are many situations in grammar where logic is unable to come to your rescue. Remember, mind maps and mnemonics (pp. 24–6) may help. Eventually, you won't need to recite the mnemonic, because it will just 'sound' right or wrong. Often 'sounding right' is the only way a native speaker of English knows what is and what is not correct.

My Grammars not bad, she went to Cleethorpes last year wiv Grampar!

7.3 SPECIALIST TRANSLATING TOOLS

Professional translators, and those training for a career as translators, have access to a comprehensive range of specialized reference works and translation aids. As well as conventional printed material such as dictionaries dedicated to specific sub-

jects, there is a growing amount of software, some of it freely available, but most of it very expensive and aimed at the professional market. At their simplest level, the machine translation tools on the www are essentially databanks; you enter a word or phrase in the source language and it whizzes back the corresponding expression in the L2. Better packages offer several alternative translations, with examples in context, which illustrate how each term is used. One level up, there is translation software on the internet which can translate whole sentences more or less intelligibly. These websites can be very handy for a 'rough and ready' translation, especially of syntactically simple passages. If you need the gist of something of a technical nature, fine, but don't expect them to rise to either Shakespeare or the aerodynamics of the Space Shuttle! If your department has access to any of the software targeted at professional translators, try it. Commercial packages are very sophisticated. You can customize settings to suit needs and styles, build and maintain special vocabulary banks, and automatically deliver a draft translation. But material of any complexity still requires human intervention, post-editing, because no machine can match the human brain when it comes to that vital ingredient in translating – an understanding of the subject-matter.

And finally

Keep up the good work! The first trick is to get the 'basics'. But having got them and into the habit of working regularly on grammar, sort out a list of (more advanced) grammatical topics and incorporate them into your weekly work-plan. Remember to build in revision elements and to re-visit topics you learned earlier.

7.4 REFERENCES AND FURTHER READING

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- Zorach, C. and Melin, C. (1999) *English Grammar for Students of German*. London: Arnold.

Links to a range of online dictionaries can be found on our web site or use the hotlinks from:

<http://www.dis.strath.ac.uk/people/hendrik/Reference.html> Accessed 30 July 2000.

<http://www.lib.ed.ac.uk/lib/resources/collections/elrefcol/index.shtml#Dictionaries> Accessed 30 July 2000.

Logos Multilingual Portal (2000) [online] <http://www.logos.it/query/query.html> Accessed 30 July 2000. [This is one example of translation software].

If your college library has a Linguistics section, look at the entries on grammatical terms in any of the encyclopedias of linguistics.

Authors, Poets and Philosophers Wordsearch

30 to find Answers p. 273.

S	O	L	Z	H	E	N	I	T	S	Y	N	N	O	R	M
I	A	P	T	R	E	B	U	A	L	F	W	S	M	E	A
L	T	R	T	A	C	R	O	L	A	I	C	R	A	G	I
N	W	O	T	A	N	I	A	W	T	H	C	E	R	N	S
E	O	U	C	R	F	L	E	T	I	R	M	H	K	I	N
S	O	S	S	Q	E	P	G	L	F	E	A	C	H	L	I
R	D	T	T	R	U	E	L	E	R	P	C	S	A	A	L
E	B	A	R	O	N	E	S	S	O	R	C	Z	Y	S	L
D	U	M	E	S	R	E	V	P	S	O	H	T	Y	E	O
N	E	D	T	R	O	Y	E	I	T	M	I	E	A	S	C
A	A	E	E	Z	T	E	O	C	L	E	A	I	M	P	E
S	I	S	R	K	C	O	C	A	E	L	V	N	A	I	I
N	S	I	A	H	C	R	A	M	U	A	E	B	N	N	K
A	N	G	O	G	O	L	E	R	E	I	L	O	M	O	L
H	O	U	S	E	M	A	N	S	Z	O	L	A	T	Z	I
G	N	I	V	R	I	N	O	T	G	N	I	H	S	A	W