

BUILDING THE WAY TOWARDS A BILINGUAL LEARNERS' DICTIONARY OF ENGLISH: A CASE IN POINT

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Bilingual pedagogical lexicography is currently attracting much attention among specialists, some of whom started to set out a number of conditions for a bilingual learners' dictionary some years ago. This article focuses on current contributions and developments in the area, with particular attention to Spanish bilingual lexicography, by offering an introductory revision of the specialized bibliography and examining a particular English-Spanish dictionary for intermediate Spanish students in the light of the theoretical demands laid out by metalexicographers.

INTRODUCTION

The present article is geared towards the professional readership of this journal, which mainly targets the EFL teacher, the teacher trainer, the educationalist, as well as the would-be language instructor, among others. It stems out of our interest in lexicographical resources as an essential tool for foreign language learning/teaching and is inspired by a sincere debt of gratitude to Dr Gabriel Tejada, whose help was invaluable in my first contact with English.

Nowadays, after the turn of the century, Spanish and English bilingual lexicography is best represented by various dictionaries compiled mainly for the advanced user, who may not necessarily be a learner. In fact, as explained on the back cover of these works or on their introductory pages, they are aimed somewhat vaguely at teachers, students, translators, and professionals in general, without regard to

their specific language requirements and look-up skills, which surely are too multifarious and heterogeneous to be reconciled in a single dictionary (cf. Tomaszczyk, 1983: 47; Markic and Pihler, 2004: 550). That is precisely a notorious weakness since, as Kromann, Riiber and Rosbach (1991: 2713) note, this vagueness as to the addressee group may lead any potential user to assume that the dictionary was compiled for him/her, but their reference needs "are too diverse and incompatible to be taken care of efficiently in one type of dictionary" (Tomaszczyk, 1981: 288). A second distinctive feature of advanced bilingual dictionaries is that they are characteristically "bidirectional" (Hannay, 2003: 149; Atkins and Rundell, 2008: 24), i.e. written with a view to serving both reception-oriented and production-oriented tasks of the user groups of two language communities. In practice, however, metalexicographers note that it is rather difficult and even utopic to meet this desideratum (Marello, 1996: 34); similarly, Harrell (1975: 51) argues: "It is clearly impossible to pay equal

attention to both X-speakers and Y-speakers in one and the same work.”

The best known, most widely used titles of this type recently launched include the latest editions of dictionaries first published in the last thirty years of the twentieth century: *Collins Universal Español-Inglés, English-Spanish Dictionary* (ninth edition, 2009), *Gran Diccionario Oxford Español-Inglés, Inglés-Español* (fourth edition, 2008), and *Larousse Gran Diccionario English-Spanish, Español-Inglés* (fifth edition, 2008). They represent a continuation of earlier editions with certain additions and improvements on them (Rizo-Rodríguez, 2015).

At the same time, it is not uncommon that some publishing houses market bilingual English-Spanish dictionaries of an intermediate level. Some of them are just abridged versions of their advanced counterparts from which they differ in various respects: number of pages, macrostructure (or word list) and microstructure (or content of the entries), clearly shorter and simpler than those of advanced works. Still, they lack an original distinctive learner-driven orientation in the conception of their microstructure, even if the dictionary text is concise and reader-friendly and incorporates a motley amalgam of appendices. In this group, mention must be made, for example, of the *Collins Master Dictionary Español-Inglés, English-Spanish* (7th edition, 2008) and the *Concise Oxford Spanish Dictionary Español-Inglés, Inglés-Español* (2009). Other well-known titles showing these characteristics but not built on advanced counterparts include the *Langenscheidt Diccionario Grande Inglés Español-Inglés, Inglés-Español* (2002), *Diccionario Vox Advanced English-Spanish, Español-Inglés* (4th edition, 2008) or *Richmond Compact Dictionary Español-Inglés, English-Spanish* (2010).

A distinct type of reference is *Password. English Dictionary for Spanish Speakers*. (7th edition, 2006), a “semi-bilingual” or “bilingualized” dictionary of English specially compiled for Spanish speakers.

Its entries include pronunciation, indication of grammatical category of the headword, definition in English, example sentences in English and usage notes plus a translation equivalent in Spanish for each of the senses of the headword. Despite its novel features and didactic potential to help intermediate students move from the bilingual to the monolingual learners’ dictionary, this type of work seems not to have gained much favour. Two intrinsic shortcomings noted by Bogaards and Hannay (2004: 463-464) are that these dictionaries are conceived of mainly as an aid to reading rather than encoding and that they disregard contrastive aspects between L1 and L2. Cf. Lew and Adamska-Salaciak (2015: 49) for a similar view.

Finally, in the area of ELT materials, a new kind of bilingual is gradually making its way into the vast number of pedagogical resources at the disposal of the secondary school teacher and student, the bilingual learners’ dictionary, specifically compiled for the intermediate student. Thus, some pedagogical dictionaries adapted to the needs of speakers of various languages (e.g. Japanese, Polish, Portuguese) learning English are already available and attract the attention of the practising lexicographer (Lew and Adamska-Salaciak, 2015: 57). Metalexicographers, in turn, have strongly advocated this type of work (e.g. Tomaszczyk, 1983; Snell-Hornby, 1987; Zöfgen, 1991). In Spain, some notable attempts have been made in this area. To the best of our knowledge, currently there are three titles on the market showing this orientation: *Diccionario Oxford Study para estudiantes de inglés, español-inglés, inglés-español* (Judith Willis, Mark Temple, Ainara Solana. Oxford: Oxford University Press, 2006), *Diccionario Cambridge Compact English-Spanish, Español-Inglés para estudiantes de inglés* (Concepción Maldonado, Nieves Almarza, Yolanda Lozano. Madrid: Cambridge University Press y Ediciones S.M, 2008), and *Diccionario pedagógico bilingüe inglés-español, español-inglés* (Francisco Sánchez Benedito. Málaga: Publicaciones Vértice, S.L., 2010).

Against the previous background, this article, centred around one of these dictionaries, aims at examining to what extent it meets some of the requirements laid out by specialists in the area and, in consequence, whether its content might be appealing and beneficial to the learner. But first we need to substantiate the main properties of bilingual learners' dictionaries.

THE BILINGUAL LEARNERS' DICTIONARY: SOME PREREQUISITES

As anticipated earlier, within the profuse bibliography on lexicography, various authors have set out a number of conditions for a bilingual dictionary aimed at learners. As we see it, an insightful starting point is provided by Atkins and Rundell (2008: 41) when they draw a basic distinction between bilingual dictionaries "*for one language group*" and those "*for two language groups*". While the latter sell "*in two markets*" and their entries must be written bearing in mind the productive and receptive needs of two user groups, the former is intended only for the speakers of a source language (SL) who have English as their target language (TL). In our opinion, this is a first requirement of a bilingual pedagogical dictionary: that it addresses the linguistic needs of a specific linguistic community only. A similar point is made by various metalexicographers – Kromann *et alii* (1991: 2725), Haensch (1997: 190), Markic and Pihler (2004: 550) – who demand a "*monodirectional*" (or "*unidirectional*") orientation. As will be explained below, a number of metalexicographical consequences follow from this, mainly in the design and content of the entries.

This tenet, however, clashes with the view of experienced lexicographers and publishing houses alike, whose aim is to compile and publish "*bidirectional*" dictionaries: "*A Spanish and English dictionary should be designed to fulfill four purposes, two to serve the Spanish-speaking user (the reader-listener and the writer-speaker), two*

the English-speaking user and [...] therefore each of the two parts has to fulfill two purposes." (Williams, 1959: 251). In fact, a moot point in the field of bilingual lexicography has always been, and still is, its "*bidirectional*" character, given that genuine bidirectionality is hard to achieve.

By contrast, the bilingual learners' dictionary should target only one language group, Spanish speakers (in our case) learning English as L2. Hence, the resulting description should contain translation equivalents which "*can be accessed equally from each of the two languages*" (Hartmann and James, 1998: 13) but which are mainly conceived for Spanish users. As a result, its first side (English-Spanish) will be consulted by the Spanish speaker as a decoding dictionary (i.e. to translate into their own language) and also as a source of information mainly on the grammatical features of English headwords; by contrast, the second side (Español-Inglés) will serve as an encoding tool for any kind of production-oriented task. This will also have an impact on the way the dictionary text is written.

Other essential demands issued by experts on bilingual learners' dictionaries include:

- a) They should have a "*didactic focus*", which will have "*immediate implications for the overall content and organisation*" (Hannay, 2003: 150).
- b) This type of dictionary will offer exhaustive treatment of the "*essential vocabulary*" instead of wide coverage of a large number of words (Zöfgen, 1991: 2897).
- c) Since the reference skills of intermediate learners are quite limited, both the amount of linguistic information and the access to it must be adequate for them (Zöfgen, 1991: 2899; Atkins and Rundell, 2008: 488).
- d) More specifically, if the bilingual dictionary is conceived of as a tool (Atkins and Rundell, 2008: 487), two essential properties must be "*findability*" and "*usability*" (Hannay, 2003: 150), i.e. words, their meanings and uses must

- be labelled in a clear manner so that the user can straightforwardly access the information; similarly, entries should not be excessively long or complex. By “usability” Hannay means that, once users have found an L2 word, they must be provided with relevant information about it; that includes “the lexico-grammatical frames which the word typically enters into, [i.e.] selectional restrictions, collocations, [...] as well as fixed prepositions and complement patterns” (*op. cit.*: 151). In short, “findability” and “usability” amount to “putting the user first” (Atkins and Rundell, 2008: 487).
- e) At a more concrete level, from the perspective of the Spanish user, the Español-Inglés side (i.e. the “active” dictionary – cf. Hartmann and James, 1998: 13-14) must include translation equivalents in the L2 accompanied by information on their “semantic, stylistic, syntactic, combinatory and/or pragmatic features” (Honselaar, 2003: 323). This view is also sponsored by Tomaszczyk (1983: 47) and Zöfgen (1991: 2898), who insists on the need to illustrate the constructions in L2 with example sentences and adopt a “transparent type of notation”.
 - f) When various translation equivalents are given for an L1 term, they should be accompanied by clear meaning discriminations (Iannucci, 1975: 201), that is, semantic indications (ideally in L1) helping the user choose the most adequate equivalent for a given text: “It is one of the ancient and deadly sins of translation lexicography in bi-directional dictionaries to provide lists of equivalents [...] without meaning-discriminating comments.” (Kromann *et alii*, 1991: 2724).
 - g) The metalanguage employed in the dictionary text, i.e. the language “used for comments and explanations”, must be “the native language of the target group” (Honselaar, 2003: 324). This requirement, also laid down by Hannay (2003: 151), is a key feature of a genuine bilingual dictionary compiled for one speech community only.
 - h) A desideratum voiced by various experts is that the bilingual learners’ dictionary should take notice of and “*treat interference between native language and target language*” (Zöfgen, 1991: 2889), contemplate contrastive aspects between both of them (Tomaszczyk, 1983: 45; Werner, 2015), since “a bilingual dictionary is essentially a confrontation of two cultures” (Berkov, 1990: 99; cf. Williams, 1959: 246, for a similar view), and also pay attention to culture-specific vocabulary (Tomaszczyk, 1983: 45; Lew and Adamska, 2015: 54), an area where the lexicographer has to confront problems of zero lexical equivalence between two languages (Haensch, 2003: 79).
 - i) Similarly, relevant criteria for writing the dictionary text should come “*from the teaching of vocabulary and from error analysis*” (Zöfgen, 1991: 2897). This may well lead the lexicographer to intersperse common learner error notes in the dictionary text.
 - j) A requisite of every dictionary must be the use of a clear typography, punctuation, alphanumeric systems and labels (Duval, 1986: 93-94). This will facilitate access to the various elements of an entry (Haensch, 2003: 85) and make the entry text transparent and reader-friendly, which is of most importance in a pedagogical dictionary.
 - k) Finally, in this day and age marked by electronic technology, a very special type of asset of these bilingual works should be their accompanying compact disk, which may enhance look-up operations and, in some case, can afford more complex uses.

APPLICATION: A BILINGUAL LEARNERS’ DICTIONARY UNDER SCRUTINY

The practical part of the article will focus on one of the works mentioned in the *Introduction*, a bilingual English-Spanish dictionary specially compiled for intermediate Spanish students.

As we will see, it shows a wide array of pedagogical features which single it out as an appropriate candidate for our study. Hence, our interest now is in checking to what extent it meets the requirements outlined in the second section (*The bilingual learners' dictionary*). The bibliographical details of the dictionary are as follows:

Diccionario Cambridge Compact English-Spanish, Español-Inglés para estudiantes de inglés. Concepción Maldonado, Nieves Almarza, Yolanda Lozano (eds.). Madrid: Cambridge University Press and Ediciones S.M., 2008. + CD-ROM. (ISBN 978-84-8323-475-4).

Facts and figures

The description of this work may well start with a basic characterization of its main features. In terms of format, it is a handy-sized reference with its 1,211 pages, and dimensions – 14.5 x 22.3 x 5.5 cm. According to the back cover, it includes over 120,000 headwords and phrases and over 110,000 translations. Its editors claim that it has been written for intermediate and advanced Spanish learners (though the latter group might find it too basic). Its text is based on the *Cambridge English Corpus* and, more specifically, on a 50-million word component of it, the *Cambridge Learner Corpus*. The latter is a collection of materials produced by students taking ESOL Cambridge exams all over the world.

The dictionary contents are the following: introductory pages (20), English-Spanish side (626), central sections – maps and geographical names (16) and conversation guide (64) – and Español-Inglés side (485). As can be noticed, there is marked imbalance between the two sides of the dictionary which will be discussed later. As expected, there is also an accompanying CD-ROM which provides quick access to the whole dictionary text as well as audio recordings of all the English words in British and American accents.

Learner-driven conception

We can now proceed to examine more specific elements of the dictionary which may show a pedagogical orientation. In fact, a quick look at its contents soon reveals that the *Cambridge Compact* seems tailored-made to suit intermediate Spanish students and has a clear didactic focus in its overall organization and content. The editors openly state it in the introduction and this is soon confirmed in various ways:

- a. First, the introductory pages are addressed to the Spanish student as well as a couple of central sections, one featuring maps of English-speaking countries and geographical names, and a conversation guide thematically organized which lists common spoken English formulae and expressions to be learned and practised by the student in specific contexts: e.g. “at the hotel”, “car hire”, “at the bank”, “introductions”, “greetings”, “telephoning”. The guide might easily be exploited in the EFL classroom: it is reasonably comprehensive (64 pages), the expressions listed are well suited to the level of the intermediate learner, each is accompanied by its translation equivalent in Spanish and some are visually illustrated. Moreover, the English-Spanish side comes first (which makes it more accessible – Marelló, 1996: 33), probably on the assumption that Spanish learners most frequently use the dictionary as an aid to reading English texts and are in need of clear Spanish equivalents as well as example sentences.
- b. The 3,800 most common English words (according to the *Cambridge English Corpus*) are conveniently marked with a symbol.
- c. “Findability” (see the second section) is enhanced mainly by means of graphical design, including two-column text with right-aligned margins, colour printing, generous spacing, rich typography, use of clear numeric labels and punctuation marks. As a result, the internal structure of entries is totally transparent. Especially outstanding

- is the use of small blue print to highlight brief indications in Spanish which draw the students' attention to aspects of English grammar, lexis, usage, and pronunciation – see *excuse*, figure 1 in the Appendix. All these resources help the user discriminate between the various elements of entries (pronunciation, sense divisions, translation equivalents, example sentences, semantic indications, notes, etc.). As a result, the text, far from being tightly packed, is totally reader-friendly.
- d. A large number of grammar and usage notes in specific entries in both sides of the dictionary (5,000 according to the back cover) pinpoint common student errors (cf., for example, *hour*, *news*, *never*, *jarra*, *suerte*) – see figures 2 and 3. The source for these notes is the *Cambridge Learner Corpus*, as explained above. All of them are aimed at Spanish students.
 - e. Quite often these usage notes are inspired by marked lexical differences between Spanish and English. More specifically, in the area of contrast and interference between native language and foreign language, we have observed for example that false friends receive some attention: one of the lexical boxes (page 226) highlights usual errors made by students in this area; moreover, the dictionary explains the meaning of a good number of common English false friends in their corresponding entries (cf., for example, *constipated*, *terrific*, *agonize*, *actually*, *apology*, *embarrassed*, *casualty*, *exit*).
 - f. Likewise, the dictionary also contains some culture-specific vocabulary in both sides – e.g. *haggis*, *muffin*, *leprechaun*, *torrija*, *torrezno*, *chorizo*. In these well-known cases of zero lexical equivalence, the lexicographer unavoidably has to opt for paraphrases or explanations for want of a one-word translation equivalent.
 - g. Interspersed in the A-Z text are also 124 grammatical and lexical boxes alphabetically listed on pages 12 and 13 for ease of reference. They are also targeted at Spanish users (cf., for example, *across/through*, *comparative and superlative forms of adjectives*, *decir*, *voces de animales*, *esperar*) – see figures 4 and 5.
 - h. It is rather significant that all these types of extra notes and boxes are written in Spanish in both sides of the dictionary.
 - i. The same applies to pronunciation notes, added to some headwords in the English-Spanish side in order to help the Spanish learner (cf., for example, *acne*, *accidental*, *chorus*, *contribute*, *condemn*, *denial*). The use of light blue print makes them even more salient as is also the case of grammar and error notes – see figure 6.
 - j. Illustrations are used now and again to help Spanish learners memorise vocabulary (cf., for example, *egg*, *crockery/cutlery*, *to cook*, *collective nouns*). Please note that drawings in the Español-Inglés side illustrate various English equivalents of a Spanish headword (cf., for example, *hoja*, *sombra*, *reloj*).
 - k. “Usability” is also a key feature of bilingual pedagogical lexicography (see the second section), i.e. it is not enough to provide various translation equivalents; the user must be informed of their linguistic properties in order to choose the right one. At a more concrete level, since the *Cambridge Compact* is written for Spanish speakers, it has been confirmed that, in the second side (Español-Inglés), a modest innovative attempt has been made at offering syntactic information about English translation equivalents of some Spanish headwords: cf., for example, the entries for *pensar*, *querer*, *jurar*, *gustar* – see figure 7. In these cases, the user is informed about some complementation structures of the English equivalents of these verbs, which proves indispensable for encoding purposes. It has also been observed that these indications (in small blue print), which will surely not go unnoticed by conscientious learners and the committed teacher bent on improving their dictionary-using skills,

are reinforced with example sentences translated into English. Although some metalexicographers have cast doubt on the effectiveness of examples for L1 users in the L1-L2 part of a bilingual unidirectional dictionary (Marello, 1996: 46) or have simply opted to exclude them (Lew and Adamska-Salaciak, 2015: 54), in our opinion, including them is totally justified because they can help the L1 user to encode.

1. In turn, entries in the first side (English-Spanish) ("passive" dictionary – cf. Hartmann and James, 1998: 13-14) contain some syntactic information about English headwords themselves, not about their translation equivalents in Spanish. This is only to be expected and confirms the unidirectional nature of the description. For example, very common English verbs are accompanied by their typical prepositions and/or by their most usual complement types, some of which are further illustrated with example sentences: cf., for example, *understand*, *complain*, *try*, *tell*, *explain* – see figure 8. Similarly, entries for some English adjectives (e.g. *afraid*, *elder*) explain their use. In consequence, this side of the dictionary will clearly serve decoding purposes but can also be used as a complement of the second part (Español-Inglés) for production-oriented tasks: the user may find in the English-Spanish side specific linguistic information about the translation equivalents furnished in the second side. For these reasons, it is no wonder that the English-Spanish side in the *Diccionario Cambridge Compact* (626 pages) is clearly longer than the second (485 pages). Some authors (cf. Hannay, 2003: 147, 152; Lew and Adamska-Salaciak, 2015: 52) have noted in this respect that a detailed L2-L1 side might compensate for the incomplete information about English equivalents characteristic of the L1-L2 part. An obvious alternative would be to use a monolingual learners' dictionary as a source of information on English words.

- m. Finally, another feature which contributes to the "usability" of the translation equivalents is the inclusion of "meaning discriminations", or brief semantic indications in brackets which facilitate the choice of a given equivalent when more than one is offered for polysemous words. Thus, in the entry for *clave*, we find **1** (*código*) code: *en clave* – in code **2** (*solución, explicación*) key: *la clave del problema* – the key of the problem; solution **3** (*contraseña*) password **4** (*en música*) clef. Cf. also figures 9 (entry for *band*) and 10 (*servir*), for example. It is rather significant that these clues are in Spanish in both parts of the dictionary.

Some weaknesses and limitations

Although the foregoing features make the *Diccionario Cambridge Compact* a commendable reference, mention must also be made of some weak points. In the first place, considering the amount of linguistic information furnished in entries in both sides of the dictionary and in the grammar notes and boxes, we may call into question that it addresses the needs of "intermediate to advanced learners", as claimed in its introduction. Rather, the dictionary seems best suited to lower levels, probably in the (pre)-intermediate area (or B1 in the Common European Framework of Reference for Languages); this is a plain conclusion when we compare its content with that of advanced bilingual dictionaries of the type mentioned in the *Introduction* of this article, and more specifically, the number of pages, the list of entries, and also the entry text.

Secondly, as anticipated in the *Facts and Figures* section above, the Español-Inglés side (or "active" dictionary) is much shorter than the English-Spanish one ("passive" dictionary) – one hundred and forty-two pages less. This seems to be a common tendency in many bilinguals today (cf. Honselaar, 2003: 324). The imbalance could be addressed by adding more linguistic information on the English translation equivalents provided

for Spanish terms, a common demand of metalexicographers, which is not easy to put into in practice. Hence, the claim that L2 words must be provided with “*semantic, stylistic, syntactic, combinatory and/or pragmatic features*” (Honselaar, 2003: 323) still remains a desideratum, although, as explained above, interestingly, this dictionary includes some information of this type in the Español-Inglés part, a very positive innovation.

Finally, the accompanying compact disk does not contain any of the extra elements of the printed text (conversation guide, illustrations, grammar and usage boxes, and common mistake notes); moreover, the typography used in the entry text of its interface is rather plain and hence less reader-friendly and informative than that of its printed counterpart. Other intermediate bilingual dictionaries mentioned above clearly outdo the *Diccionario Cambridge Compact* in this respect. This is the case of the *Diccionario Oxford Study para estudiantes de inglés* (2006), which is in fact a suite of programmes incorporating a bilingual proper, a bilingual dictionary of phrasal verb and a monolingual onomasiological dictionary. Its CD-ROM also contains a variety of language games and exercises as well as a pronunciation practice utility. Another outstanding reference is the disk of the *Collins Master Dictionary* (2002, 3rd edition), which features an excellent advanced search function, similar to that of advanced monolingual learners’ dictionaries on compact disk (Rizo-Rodríguez, 2008).

CONCLUSIONS

In the light of the foregoing discussion, various conclusions can be obtained. It seems obvious that the type of bilingual dictionary addressed to learners definitely constitutes a valuable learning/teaching tool, not least because of its distinctive lexicographical features and its being geared to the needs of a specific user group who has English as their target language, hence

its characteristic unidirectional orientation: Spanish speakers (in this case) can equally access both sides of the dictionary from each of the two languages depending on their receptive or productive needs, but the dictionary text (including the content of entries as well as other elements such as extra notes, appendices, illustrations, etc.) is adapted to and written for that type of user exclusively, whatever the purpose of the look-up operations.

The analysis of the *Diccionario Cambridge Compact* undertaken in this article has fully confirmed that it meets a good number of prerequisites for a bilingual pedagogical dictionary. This work definitely shows both a unidirectional bias and a pedagogical conception which make it an outstanding reference within the wide array of ELT materials for intermediate Spanish students. Both its extras and the entry text in both sides unambiguously reveal that it only targets that user group, as demanded by metalexicographers. Despite some obvious limitations mentioned above, this dictionary is, without doubt, an interesting example of an innovative lexicographic project which, we hope, may set the pace for other publishing houses and may even be enhanced in subsequent editions, provided that its editors build on the features characteristic of this edition.

A final comment might well round off the previous discussion: from a more practical perspective, the benefits of a tool of this type may well go unnoticed by the inexperienced learner unless a conscientious teacher introduces its use to students appropriately, simple though it looks. It is our belief that the area of dictionary-using skills remains the teacher’s responsibility alongside his/her developing other linguistic competences in the classroom. Teaching students how to put the dictionary to good use, raising an awareness of its contents and organization, and working with it can only be advantageous in the strenuous but engaging task of learning a foreign language.

APPENDIX: SAMPLE ENTRIES

excuse¹ /ɪk'skju:z/ [excused, excusing] v [T] 1 ⇒perdonar ⇒disculpar: *Please excuse me for being late* - Por favor, disculpe que haya llegado tarde ■ CONSTR. to excuse sb for + doing sth 2 ⇒dispensar: *I was excused from gym* - Me dispensaron de la clase de gimnasia; ⇒disculpar ■ CONSTR. to excuse sb from sth 3 ⇒excusar ⇒disculpar: *His behaviour can't be excused* - Su comportamiento no puede disculparse 4 ~ me ⇒perdón ⇒disculpe: *Excuse me! May I get through, please?* - Disculpe, ¿me deja pasar, por favor? ■ Normalmente se dice antes de interrumpir o molestar a alguien. Comparar con *sorry*

Figure 1

hour UK: /aʊə/ US: /aʊt/ n [C] 1 (unidad de tiempo) ⇒hora 2 (momento determinado) ⇒hora 3 after hours ⇒después del trabajo 4 for hours (inform) ⇒mucho tiempo ⇒durante horas: *I've been waiting here for hours* - Te he estado esperando durante horas 5 hours ⇒horario: *What hours do you work?* - ¿Qué horario tienes? 6 till all hours ⇒hasta las tantas [de la madrugada] col. ■ Se dice *At what time?* - ¿A qué hora? y *What time is it?* - ¿Qué hora es?. Incorrecto: *At what hour?* o *What hour is it?* ■ La forma abreviada es *hr*

Figure 2

jarra s.f. 1 (para contener un líquido) ⇒jug UK [Hay dos formas de decir una jarra de agua: a jug of water (si está llena) y a water jug (si está vacía)]; ⇒pitcher US 2 (de cristal, para beber cerveza) ⇒beer mug 3 (de metal, para beber cerveza) ⇒tankard

Figure 3

across / through

- Se usa **across** para expresar un desplazamiento de un lado a otro:
 - *to walk across the road.* (cruzar la calle.)
- Se usa **through** para expresar un desplazamiento en el que se atraviesa un lugar con obstáculos:
 - *I had to go through the city and there was a terrible traffic jam.* (Tenía que cruzar la ciudad y había un tráfico horrible.)

También se utiliza **through** para expresar el paso por un espacio en tres dimensiones:

- *to go through a tunnel.* (pasar por el túnel.)

Figure 4

decir (say / tell)• **Say** se utiliza:

- Cuando en la oración no se especifica la persona a la que nos dirigimos. Por tanto, no lleva objeto directo de persona:

- *He said that he would be on time.* (Dijo que sería puntual.)

- Cuando en la oración sí se especifica la persona a la que nos dirigimos. En este caso lleva un objeto indirecto precedido por la preposición "to":

- *He said to me he would be on time.* (Me dijo que sería puntual.)

- Generalmente en estilo directo:

- *He said: "I'll be on time."* (Dijo: "Seré puntual".)

- En algunas expresiones como "say a word" ('decir una palabra'), "say goodbye" ('decir adiós'), "say you're sorry" ('decir que lo sientes').

• **Tell** se utiliza:

- Generalmente acompañado de un objeto directo de persona:

- *He told me he would be on time.* (Me dijo que sería puntual.)

- En algunas expresiones como "tell a lie" ('decir una mentira'), "tell the truth" ('decir la verdad'), "tell the time" ('decir la hora'), "tell a joke" ('contar un chiste'), "tell a story" ('contar una historia').

Figure 5

condemn /kən'dem/ v [T] 1 ⇒condenar: *to condemn an action* - condenar una acción; ⇒desaprobar 2 ⇒declarar en ruina: *to condemn a building* - declarar un edificio en ruina ■ PRON. La última *n* no se pronuncia

PHRASAL VERBS

- **to condemn sb to {sth/do sth}** 1 (un castigo) ⇒sentenciar ⇒condenar 2 (un sufrimiento) ⇒obligar a alguien a algo ⇒condenar a alguien a algo

Figure 6

pensar v. 1 (una idea) ⇒to think [Se dice: to think about/of sth - pensar en algo. Incorrecto: to think in/on sth]: ¿En qué estás pensando? - What are you thinking about? 2 (tener una opinión) ⇒to believe [CONSTR. to believe + (that)]: Pienso que esta es la mejor manera de hacer las cosas - I believe that this is the best way of doing things; ⇒to think [CONSTR. to think + (that)]: Pienso que está bien - I think he is ok 3 (planear algo) ⇒to intend [CONSTR. 1. to intend + doing sth 2. to intend + to do sth]: No pienso volver a llamarle - I don't intend calling him again 4 dar que ~ ⇒to give food for thought: Esto me da que pensar - This gives me food for thought

Figure 7

tell, told, told /tel/ v [t, t] 1 ⇒contar ⇒decir: She has told everyone she's got a new hamster - Le ha dicho a todo el mundo que tiene un hámster nuevo; ⇒platicar AMÉR. ■ CONSTR. 1. to tell sb + (that) 2. to tell sb + to do sth 3. to tell + dos objetos 2 (una orden) ⇒decir ■ CONSTR. 1. to tell sb + (that) 2. to tell + to do sth 3. to tell + dos objetos 3 ⇒distinguir: Can you tell what is written on that sign over there? - ¿Puedes distinguir lo que pone en ese letrero de allí arriba? 4 ⇒notar: Can't you tell I've had my hair cut? - ¿No notas que me he cortado el pelo?; ⇒saber: I couldn't tell if she was angry or not - No pude saber si estaba enfadada o no ■ CONSTR. to tell + (that) 5 What will happen in the future? - Who can tell! - ¿Qué pasará en el futuro? - ¿Quién sabe? 6 (I) told you so (inform) ⇒ya te lo dije ■ Ver cuadro decir (say / tell)

PHRASAL VERBS

- to tell sth/sb apart ⇒distinguir: I can't tell the twins apart - No puedo distinguir a los gemelos
- to tell sb off [m] ⇒reñir a alguien: Her mother told her off for spilling the milk - Su madre la riñó por derramar la leche; ⇒regañar a alguien
- to tell on sb ⇒delatar a alguien ⇒afectar a alguien negativamente

□ Véase tb: to tell (the) time; to tell the truth

Figure 8

band /bænd/ n [c] 1 ⇒cinta: She wore a black band around her arm - Llevaba una cinta negra en el brazo 2 (en una prenda de vestir) ⇒raya ancha 3 (de música) ⇒grupo ⇒banda ■ Por ser un nombre colectivo se puede usar con el verbo en singular o en plural 4 (de personas) ⇒grupo ⇒pandilla ■ Por ser un nombre colectivo se puede usar con el verbo en singular o en plural 5 (en la radio) ⇒banda de frecuencia

□ Véase tb: Alice band; brass band; elastic band; rubber band

Figure 9

servir ■ v. 1 (una comida) ⇒to serve 2 (una bebida) ⇒to pour 3 (en una organización, en un grupo) ⇒to serve 4 (estar capacitado) ⇒to be good: No sirvo para este empleo - I'm not good for this job 5 (ser de utilidad) ⇒to be good: Esta sartén no sirve - This frying pan is no good; ⇒to be no use: Intenté explicártelo, pero no sirvió de nada - I tried to explain it to you, but it was no use; ¿De qué sirve estudiar las lecciones de memoria? - What's the use of learning lessons by heart?; ¿Para qué sirve esto? - What's this thing for?; ⇒to be useful: Estos datos servirán para mi estudio - These data will be useful for my research; ⇒to do the job inform: Este secador servirá hasta que compremos uno nuevo - This hairdryer will do the job until we get a new one ■ servirse prnl. 6 (una comida) ⇒to help oneself: servirse un poco de sopa - to help oneself to some soup 7 (una bebida) ⇒to pour oneself

Figure 10

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