There are more than 15,000 kinds of fish in the sea. The largest fish is the shark. The great white shark can grow to over 7 meters*. There are also some very fast fish in the sea. For example, the swordfish swims at about 90 kilometers** per hour, and the tuna swims at about 70 kilometers*** per hour. The slowest fish is the sea horse. It only swims about 0.001 kilometers per hour!

* 7 meters = 23.1 feet  ** 90 kilometers = 55.8 miles  *** 70 kilometers = 43.4 miles

** a school of fish  a freshwater a saltwater a sea turtle a snapping a hammerhead shark a great white ** a seagull a dolphin a swordfish gills fins a shark a tuna scales a killer whale / orca a swordfish a turtle seaweed a tuna a jellyfish a shark scuba diver a sea horse a bass ** a cod a dolphin a octopus a seal a squid a stingray scales a killer whale / orca a swordfish a turtle seaweed a tuna a jellyfish a shark scuba diver a sea horse a bass

Practice new words through classroom activities.

1. Make a list of all the sea animals you have seen. Then compare your list with your classmates’ lists.
2. Study the spread for five minutes. Close your books. With a group, make a list of as many sea animals as you can remember. Take turns describing what each one looks like. You may want to draw pictures on the board.

Words in Action

Parts of a Fish

- gills
- a fin
- scales
- a killer whale / orca
- a sea urchin
- a turtle
- seaweed
- a tuna
- a jellyfish
- a shark
- scuba diver
- a sea horse
- a bass

Use high-frequency word patterns and collocations like a native speaker.

Word Partnerships

- a school of fish
- a freshwater
- a saltwater
- a sea
- a snapping
- a hammerhead shark
- a great white

NEW!

Focus on the top ten most essential words – in bold – for shorter lessons.
Words in Context

What does the ideal classroom look like? Some experts think that a classroom should look friendly. It should have comfortable seats and desks. It should have a large bookshelf with many books. It should also have bright posters and bulletin boards to show students’ work.

Words in Action

1. Work with a group. Make a list of everything in your classroom. Which group has the longest list?

2. Cover the word list. Find one word in the picture that starts with each of the following letters: a, b, c, d, e, f, g, h.
Computers keep getting smaller and faster. Scientists built the first computer in the 1940s. It was the size of a large room. In the 1970s, stores began to sell desktop computers. Then, in the 1990s, small laptops appeared. Now tiny handheld computers are popular.

Words in Context
Computers keep getting smaller and faster. Scientists built the first computer in the 1940s. It was the size of a large room. In the 1970s, stores began to sell desktop computers. Then, in the 1990s, small laptops appeared. Now tiny handheld computers are popular.

Words in Action
1. Draw a computer. Without looking at the word list, label each part of the computer.
2. Practice reading aloud these addresses:
   - president@whitehouse.gov
   - http://www.natgeo.com

Words Partnerships
- connect to
- the (Internet)
- surf
- an e-mail (message)
- send
- delete
- open
- a window
- close

Internet symbols:
- @ at
- . dot
- / (forward) slash
- : colon

Verbs
- 30 be online
- 31 enter your password
- 32 select text
- 33 click
- 34 scan
- 35 print (out)
- 36 a CD-ROM
- 37 a flash drive
- 38 a window
- 39 a toolbar
- 40 a folder
- 41 a cursor
- 42 a file
- 43 (drop down) menu
- 44 icons
- 45 a scroll bar
- 46 a cable
- 47 a power strip
- 48 a projector
- 49 a scanner
- 50 a printer
- 51 a tablet
- 52 a touchpad
- 53 software / a (computer) program
- 54 a USB port
- 55 a mouse
- 56 a CD-ROM drive
- 57 the (Inter)net / the (World Wide) Web

Word Partnerships
connect to the (Internet)
surf an e-mail (message)
send delete
open a window
close

Internet symbols:
@ at.
./ (forward) slash:

Verbs
be online enter your password select text click scan print (out)

Words in Action
1. Draw a computer. Without looking at the word list, label each part of the computer.
2. Practice reading aloud these addresses:
   - president@whitehouse.gov
   - http://www.natgeo.com
The first restaurant opened in Paris in 1765. The only thing on the menu was soup. There were no appetizers and no desserts. Restaurants have changed a lot since then. Now you can eat at a Chinese restaurant in Moscow or a Mexican restaurant in Beijing. The biggest restaurant in the world is the Royal Dragon in Bangkok. The dining room seats 5,000 diners. The servers wear roller skates!

1. Compare your favorite restaurant with this one. How is it the same? How is it different?
2. What is your favorite appetizer? Main course? Dessert?
Restaurant

A Write the word for each restaurant item.

| a saucer | a saltshaker | a creamer | a pepper shaker | a napkin | a vase | a cup | a sugar bowl |

1. __________ 2. __________ 3. __________ 4. __________
5. __________ 6. __________ 7. __________ 8. __________

B Look at the restaurant in your dictionary. How many of each do you see?

1. high chairs ___ 5. trays ___
2. vases ___ 6. servers ___
3. menus ___ 7. bowls ___
4. appetizers ___ 8. desserts ___

C Look at the restaurant in your dictionary. Circle the correct word.

- The __________ dish washer is cooking in the kitchen.
- The waiter is carrying a [ tray vase ].
- The little boy is sitting in a [ tablecloth high chair ].
- There’s a [ vase napkin ] in the middle of the table.
- Each table has a [ menu tablecloth ].
- All the workers are wearing [ diners aprons ].
- The man needs a [ fork plate ].

D Complete these polite requests.

1. __________ May I please have a spoon?
2. __________ a cup of coffee?
3. __________ a knife?
4. __________ a menu?
5. __________ the check?

E Listen and draw each item in the correct place on this table.

F Imagine you are going out for dinner. Complete the sentences.

1. I am going to eat at __________ (name of restaurant).
2. I am going to have __________ for an appetizer.
3. I [ am not ] going to have the salad bar.
4. I am going to order __________ for a main course.
5. I am going to have __________ for dessert.
6. I am going to have a cup of [ tea coffee ].
7. __________ is going to pay the bill!
LESSON PLANNER

**Objective:** Identify restaurant vocabulary.

**Level:**

**Warm-up:** 10–15 minutes

Tell students that you are very hungry and need to eat right after class but that you don’t have time to go home. Ask for solutions. When students suggest stopping at a restaurant, allow them to give specific examples. Write restaurant, moderate restaurant, and cheap restaurant on the board. Explain moderate. In groups, students should think of as many restaurants as possible to fit into the three categories. Compare answers.

**Introduction:** State the objective.

**Presentation 1:** 15–20 minutes

Have students open their dictionaries to pages 100 and 101. Discuss each word as a class and practice vocabulary by using the words in sentences. Call out items and ask students to point to the correct pictures.

**Practice 1:** 10–15 minutes

Pair students to continue the quizzing exercise. Student A will name an item and Student B will point to the object. Have students reverse roles. After another three minutes, challenge pairs to cover the list while quizzing each other.

**Evaluation 1:** Observe the activity.

**Presentation 2:** 8–10 minutes

Write the following sentences on the board: 1. It is on the table next to the spoon. 2. It is a special chair for children. 3. It is where you can find a variety of salad items. 4. He or she is a person who takes your order and brings food. 5. It covers the table. 6. It holds flowers. 7. It is the food you eat after the main course. 8. It is food you eat before the main course. 9. It is what you look to choose what to eat. 10. At the end of a meal, it shows the price of everything you ate.

**Practice 2:** 15–20 minutes

Although this may be difficult, ask students to guess what each sentence refers to. Have them work with a partner or small group. Tell students they should guess the correct words before reading the words as explained by the examples.

**Evaluation 2:** Go over the answers as a class.

**Application:** 7–10 minutes

Read Words in Action #1. Show students how to use a Venn diagram to complete this task. For a second task, have students work with partners and complete Venn diagrams comparing their favorite restaurants. Use the Venn diagram template available on the Activity Bank CD-ROM.

**Warm-up:** 10–15 minutes

Discuss favorite foods with students. Read Words in Action #2 and allow time for discussion. Explain terms as needed.

**Introduction:** State the objective.

**Presentation 1:** 20–30 minutes

Study the words on pages 100 and 101 and make sure students comprehend the words, including the Word Partnerships. Ask students to imagine that each person in the picture is talking. As a class, write a few things they might be saying. Next, write these scenarios on the board for discussion and request student opinions for handling each circumstance.

1. Imagine that you are at the restaurant and there is a fly in your soup. 2. Imagine that the bill or check has food on it, you didn’t order or the total is wrong. 3. Imagine that a server spilled the food on your table. 4. Imagine that the server gave you the wrong order. 5. Imagine that the food is cold. 6. Imagine that you have not used your boat for your order.

**Practice 1:** 15–20 minutes

Divide students into four to six groups and assign one scenario to each student. Students should determine a solution for each issue and write a conversation they might have in order to handle the situation. Conversations should contain a speaking role for each group member and vocabulary from the list.

**Evaluation 1:** Observe group performances.

**Application:** 30–40 minutes

Lead a class discussion about problems students have encountered at restaurants. Discuss where and when each experience happened and how the student resolved the problem. Create a list of the worst local restaurants according to the students. Reasons may include poor service, not enough food for the money, dirty, or bad food. Then students create a list of the best local restaurants.

**Objective:** Write a paragraph.

**Level:**

**Warm-up:** 10–15 minutes

Have students read Words in Context in a group. Students should briefly discuss restaurants in their native countries or local communities that serve international food. Students should discuss the different types of foods they have experienced in restaurants they have visited in other parts of the world or country. Write a list of international cuisines represented.

**Introduction:** State the objective.

**Presentation 1:** 18–20 minutes

Present the word list on pages 100 and 101. Make sure students understand each word before attempting to expand the list. Write a master list of additional vocabulary on the board. Explain why terms like fousser and server are slowly replacing busboy and server/waiter. Find out if any students have worked in such positions and expand on their experiences. See if any students have ever had a bad experience as an employee or as a customer in a restaurant and ask for specifics. Write a list of things that can go wrong in a restaurant and different points of view (server/customer) about those things.

**Practice 1:** 12–15 minutes

Prepare students to complete a round robin writing activity. Divide students into evenly sized groups and have them select a secretary who will take notes on what is discussed. The other students in the group take turns saying a sentence about the picture, expanding on what the previous student said, as if writing a story. Choose a topic from the presentation. Set a time limit. Group members help the secretary transform the notes into complete sentences to form a coherent paragraph.

**Evaluation 1:** Ask the secretaries to read the stories to the class.

**Application:** 15–20 minutes

Students should choose one memorable restaurant experience. It should be a true story, but the experience can be positive or negative. Allow time for students to write down as much as they can remember about the experience and then share their stories with a small group.

**Objective:** Have students in groups imagine they are restaurant owners and answer these questions: What is the name of your restaurant? Where is your restaurant? How many employees do you have? What are your hours? Students should use I make a menu. There is a lot of activity here. This is a worksheet to facilitate activity on the Activity Bank CD-ROM.

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