

THE HEINLE PICTURE DICTIONARY



elt.heinle.com

Includes

- ✓ 5 lessons
- ✓ 1 bilingual lesson
- ✓ 1 Lesson Planner sample

Unlike other dictionaries, *The Heinle Picture Dictionary* presents new vocabulary in context through “Words in Context,” “Word Partnerships,” and “Words in Action.”

Whether used as a classroom text or a self-study tool, *The Heinle Picture Dictionary* will rapidly increase students’ vocabulary.

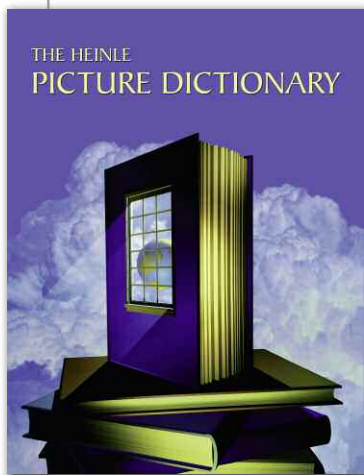
Try a lesson today.
Discover the difference!

“[This book] offers far more challenge and motivating activities than most dictionaries, basic or otherwise, while maintaining an uncluttered, appealing visual impression to the reader. Its exercises offer a chance for critical thinking and active learning, not just passive, rote memorization.”

Sally Gearhart,
Santa Rosa Junior College, Santa Rosa, CA

“This dictionary goes beyond other picture dictionaries with only attractive artwork. This one directly contributes to the learners’ overall development in the use of the vocabulary in context through short and informative readings and conversations. Congratulations!”

Bari Ramirez,
Stockard Middle School, Dallas, TX



See pages 4-5 for key features.

See pages 6-13 for sample lesson pages.

See pages 14-15 for a sample from the Lesson Planner.

THE HEINLE PICTURE DICTIONARY

- 4,000 words are taught contextually through color photographs and illustrations, readings, and activities in 16 thematic units.
- Each lesson includes accessible contextualized readings, high frequency word patterns study, and active learning opportunities to build language skills and aid in rapid vocabulary acquisition.
- The **Lesson Planner** with **Activity Bank and Classroom Presentation Tool CD-ROM** gives teachers over 300 lesson plan options in addition to many teaching hints and suggestions.
- The **audio program** and **Interactive CD-ROM** offer students additional pronunciation and vocabulary practice through read-alongs, games, word webs, and other activities.

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Tools and Supplies 1

Words in Context

I go to hardware stores a lot because I work in construction. I keep my **wrench**, my **hammer**, and my **screwdriver** in my **tool belt**. Those are the **tools** I use the most.

“Words in Context”

shows how the language is actually used through accessible, contextualized readings at a high-beginning level.



- | | | | |
|-------------------|------------------|------------------|----------------------|
| 1 a utility knife | 7 a file | 13 a vise | 19 electrical tape |
| 2 a C-clamp | 8 a caulking gun | 14 a chisel | 20 an extension cord |
| 3 a sledgehammer | 9 a hammer | 15 pliers | 21 wire |
| 4 a shovel | 10 a wrench | 16 a level | 22 a lightbulb |
| 5 an ax | 11 a hacksaw | 17 a ruler | 23 a wire stripper |
| 6 a handsaw | 12 a tool belt | 18 a screwdriver | 24 (pipe) fittings |

Electrical



Plumbing



Power Tools



- 25 a pipe wrench
- 26 a pipe
- 27 a router
- 28 a drill
- 29 a drill bit
- 30 a blade
- 31 a circular saw
- 32 a power sander

Word Partnerships

a tool	bench
	box
a Phillips	screwdriver
a flathead	
an electric	drill
a cordless	

Words in Action

1. Which items on the list have you used? What job did you do with each item?
2. Which tools would you use to:
 - build a bookcase?
 - wire a house?
 - install a sink?

“Words in Action” gives students opportunities to apply vocabulary through critical thinking and active learning.

“Word Partnerships” expand students’ use and understanding of high frequency word patterns and collocations.



Rain Forest

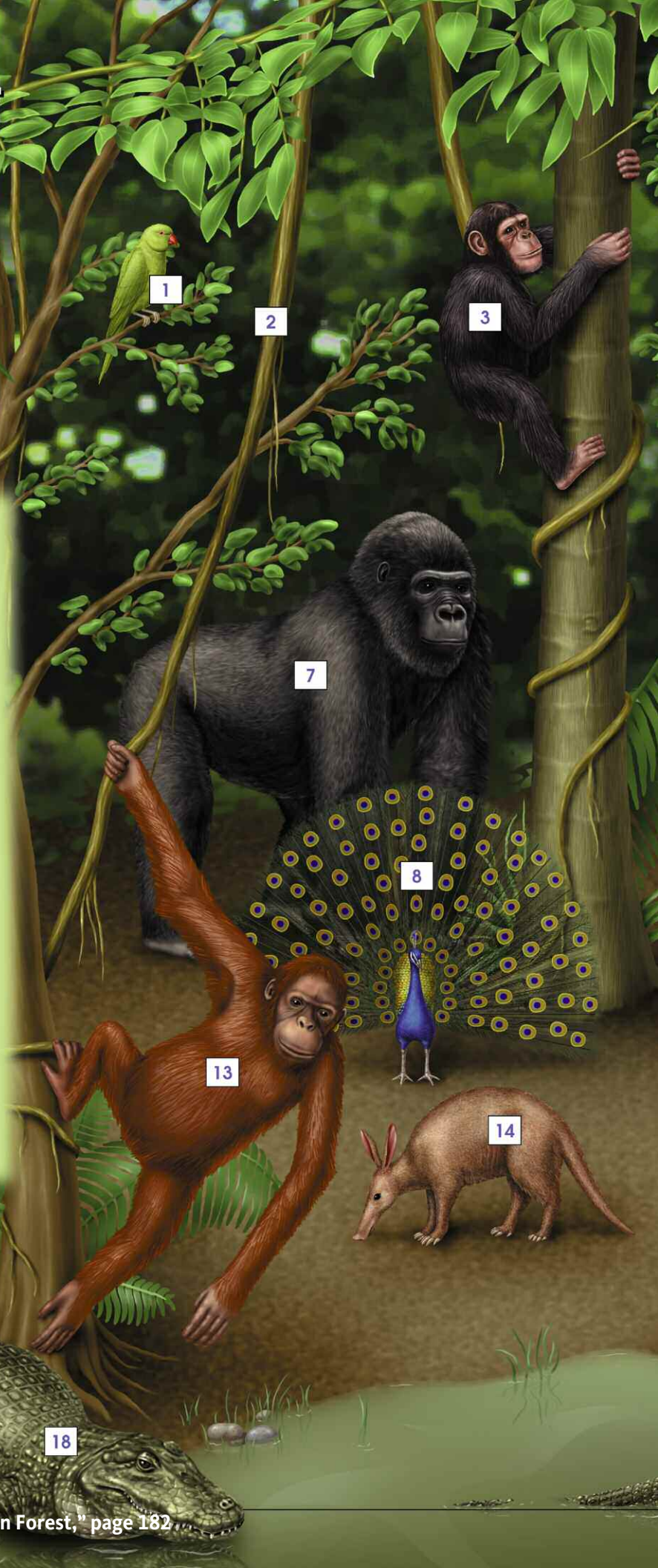
Words in Context

Many plants and animals live in **rain forests**. Colorful **parrots** and playful **monkeys** live there. Beautiful **orchids** and long **vines** grow there. At night, **tigers** and **panthers** hunt in the rain forest.

- | | |
|------------------|------------------|
| 1 a parakeet | 14 an aardvark |
| 2 a vine | 15 a flamingo |
| 3 a chimpanzee | 16 a fern |
| 4 a bat | 17 a panther |
| 5 a parrot | 18 an alligator |
| 6 a monkey | 19 a crocodile |
| 7 a gorilla | 20 a caterpillar |
| 8 a peacock | 21 a butterfly |
| 9 a tiger | 22 a snail |
| 10 a hummingbird | 23 a wasp |
| 11 an orchid | 24 a beetle |
| 12 a frog | 25 a tarantula |
| 13 an orangutan | |

Word Partnerships

- | | |
|---------|-------|
| frogs | hop |
| wasps | sting |
| tigers | leap |
| monkeys | swing |





Verbs



26 swing



27 hop



28 hang

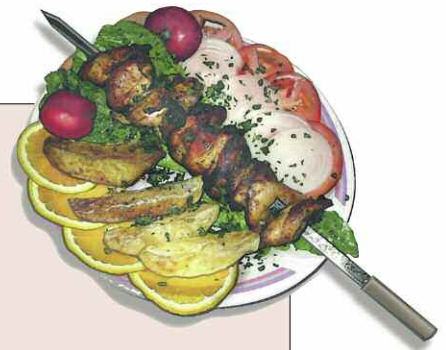


Words in Action

1. Work with a partner. Put the words into groups of plants, animals, and insects.
2. Choose one of the animals on the list that makes a noise. Make that animal's noise. Your partner will guess the animal. Take turns.



Cooking



Shish Kebab Recipe

- 1 Measure $\frac{1}{4}$ cup of olive oil.
- 2 Dice 1 tablespoon of garlic.
- 3 Whisk the oil and garlic with a little lemon juice.
- 4 Add 1 pound of lamb cubes.
- 5 Marinate overnight in the refrigerator.
- 6 Grill the kebabs for 5 minutes on each side.

Breakfast Burrito Recipe

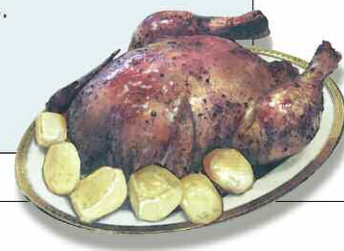
- 7 Scramble 2 eggs in a bowl.
- 8 Fry the eggs.
- 9 Broil 2 slices of bacon.
- 10 Steam a cup of broccoli.
- 11 Grate $\frac{1}{4}$ cup of cheese.
- 12 Fold everything into a tortilla.
- 13 Microwave for 30 seconds.



Roast Chicken with Potatoes Recipe

- 14 Season the chicken with garlic and rosemary.
- 15 Roast at 350°F (175°C). (20 minutes per pound)
- 16 Baste frequently with pan juices.
- 17 Boil the potatoes.

° = degrees





Pea Soup Recipe

- 18 Slice 1 large onion.
- 19 Sauté the onion in oil.
- 20 Stir the onion and 1 pound of split peas into 2 quarts of water.
- 21 Simmer for 2 hours.
- 22 Peel 4 large carrots.
- 23 Chop the carrots and add to the soup.
- 24 Cook for 30 minutes more.
- 25 Puree the soup in a blender.



Candy Pecans Recipe

- 26 Grease a cookie sheet.
- 27 Beat 1 egg white.
- 28 Sift 1/2 cup of sugar with 2 teaspoons of cinnamon.
- 29 Mix 3 cups of pecans and the sugar and cinnamon into the egg white.
- 30 Spread the mix on a cookie sheet.
- 31 Bake at 250°F (120°C).



Word Partnerships

- bake bread
- a cake
- steam vegetables
- chop
- cook
- peel potatoes
- boil

Words in Action

1. Which recipe looks the best to you? Why?
2. Write down your favorite recipe. Put your recipe together with your classmates' recipes to make a class cookbook.



Shops and Stores

Words in Context

Americans shop a lot before holidays. Before Thanksgiving, **supermarkets** sell a lot of food. Just before Christmas, **department stores** and **toy stores** are crowded. Around Valentine's Day, **florists** and **jewelry stores** are very busy.



- | | | |
|--------------------------|--|-----------------------------|
| 1 an electronics store | 11 a hair salon / a beauty salon | 21 a pet store |
| 2 a clothing store | 12 a barbershop | 22 a bakery |
| 3 a shoe store | 13 a health club / a gym | 23 a laundromat |
| 4 a gift shop | 14 a thrift shop / a second-hand store | 24 a fast food restaurant |
| 5 a jewelry store | 15 a copy shop | 25 a department store |
| 6 a sporting goods store | 16 a nail salon | 26 a drugstore / a pharmacy |
| 7 a toy store | 17 a (dry) cleaner | 27 a supermarket |
| 8 a furniture store | 18 a video store | 28 an ice cream stand |
| 9 a bookstore | 19 a flower stand | 29 a photo kiosk |
| 10 a music store | 20 a coffee shop | 30 a flea market |





Word Partnerships

shop at	a bookstore
work at	a jewelry store
manage	a music store
own	a bakery

Words in Action

1. You need bread, dog food, aspirin, a swimsuit, and a CD. Which stores will you go to?
2. What three stores in the picture do you most like to go to? Why? Tell a partner.

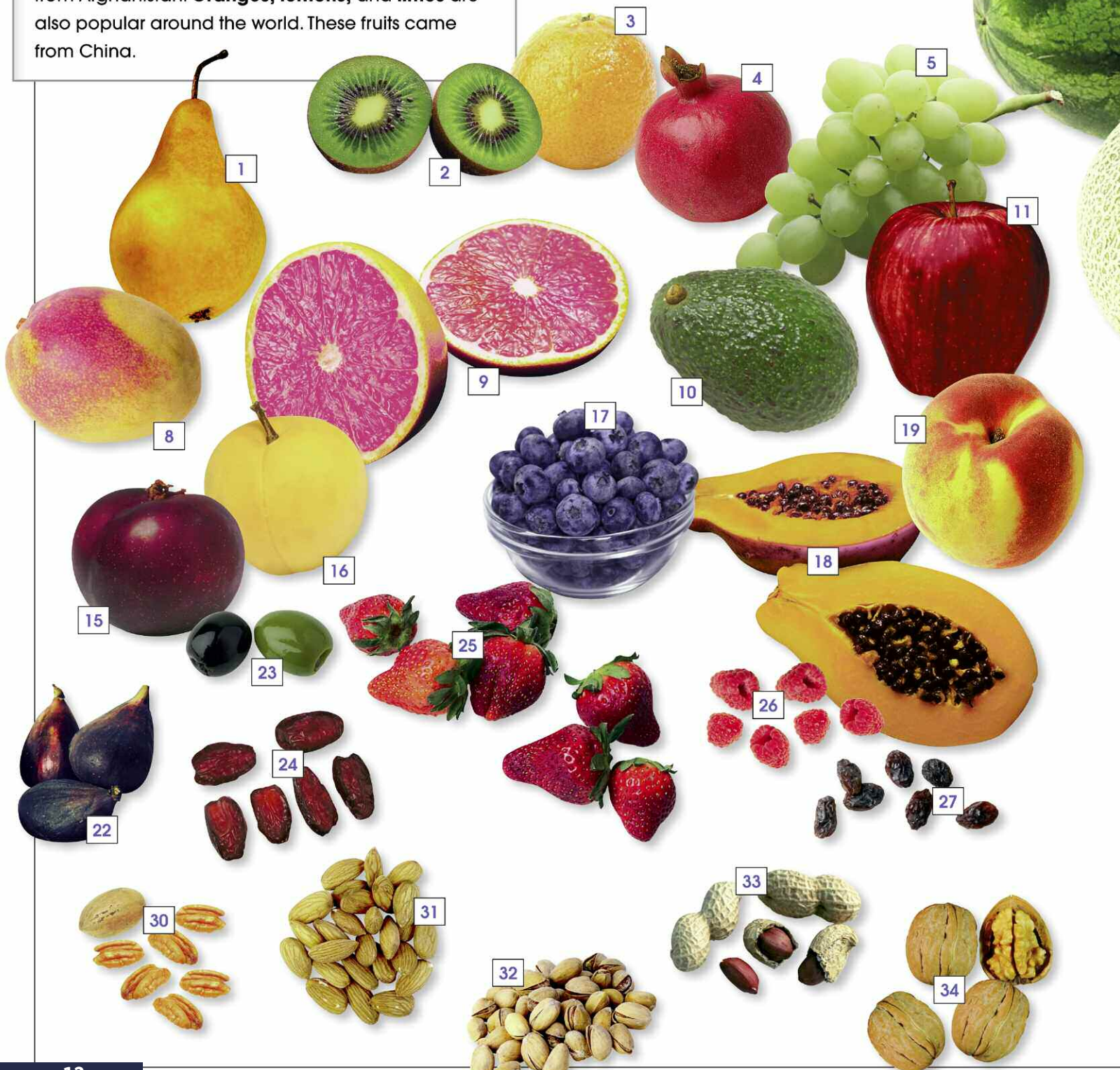


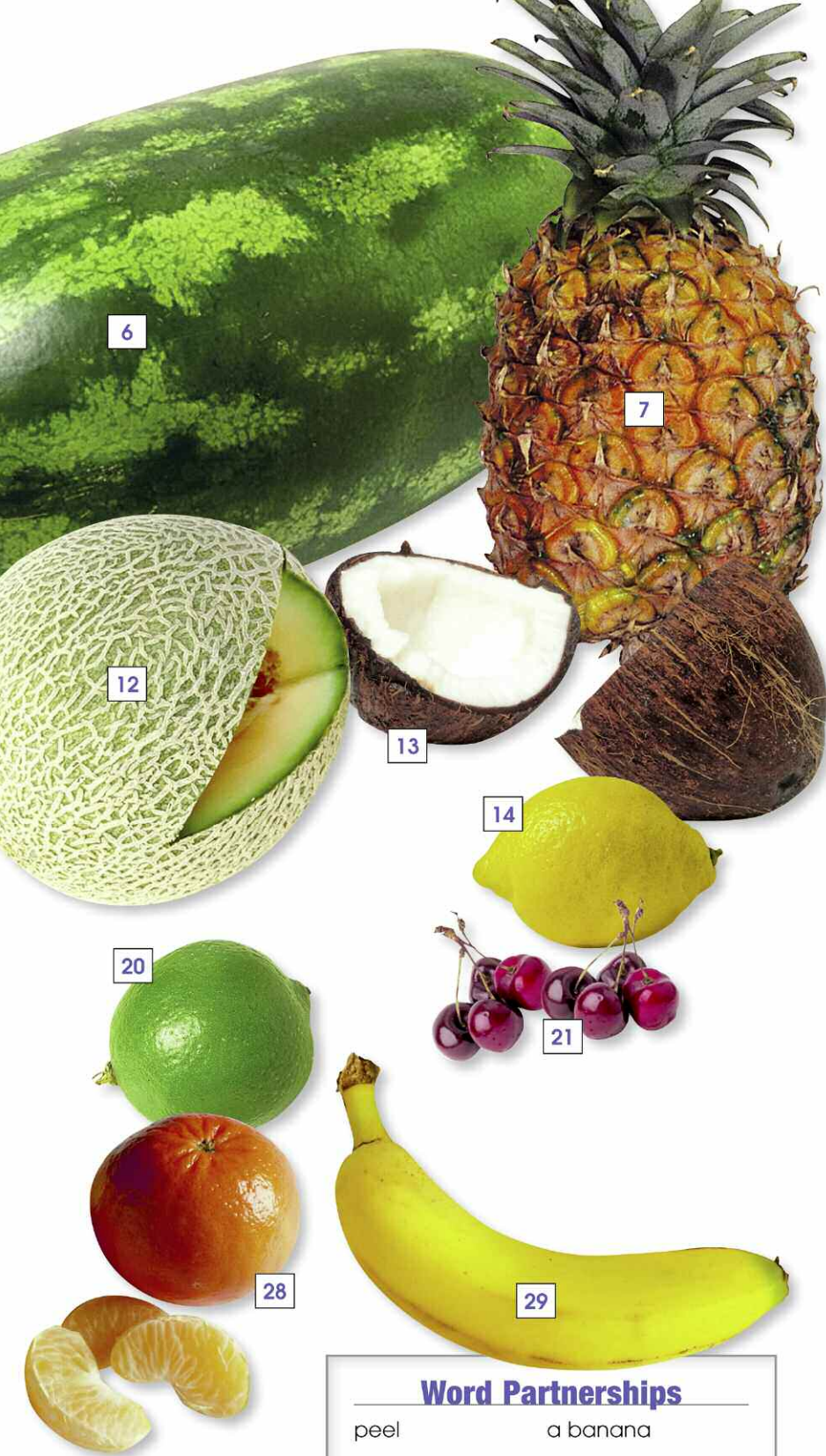
Fruits and Nuts

Frutas y Nueces

Words in Context

Grapes are one of the most popular **fruits** in the world. Every day, millions of people enjoy them. Many people also like **apples**. Apples first came from Afghanistan. **Oranges, lemons,** and **limes** are also popular around the world. These fruits came from China.





Fruits

Frutas

- 1 a pear
una pera
- 2 a kiwi
un kiwi
- 3 an orange
una naranja
- 4 a pomegranate
una granada
- 5 grapes
uvas
- 6 a watermelon
una sandía
- 7 a pineapple
una piña
- 8 a mango
un mango
- 9 a grapefruit
una toronja
- 10 an avocado
un aguacate
- 11 an apple
una manzana
- 12 a cantaloupe
un melón
- 13 a coconut
un coco
- 14 a lemon
un limón
- 15 a plum
una ciruela
- 16 an apricot
un chabacano / un albaricoque
- 17 blueberries
arándanos
- 18 a papaya
una papaya
- 19 a peach
un durazno
- 20 a lime
una lima agría
- 21 cherries
cerezas
- 22 figs
higos
- 23 olives
aceitunas
- 24 dates
dátiles
- 25 strawberries
fresas
- 26 raspberries
frambuesas
- 27 raisins
pasas
- 28 a tangerine
una mandarina
- 29 a banana
un plátano

Nuts

Nueces

- 30 pecans
nueces (de pecana)
- 31 almonds
almendras
- 32 pistachios
pistaches / pistachos
- 33 peanuts
cacahuates
- 34 walnuts
nueces (de nogal)

Word Partnerships

peel	a banana
	an orange
	an apple
crack (open)	a nut
ripe	fruit
juicy	
canned	
dried	
citrus	
tropical	

Words in Action

1. What are your five favorite fruits? Rank them in order. Share your list with your class. Is your list similar to other students' lists?
2. Create a recipe for a delicious fruit drink. Use at least four fruits.

SAMPLE LESSON PLANS

Audio CD 3, Tracks 1 & 2; Audio Tape 3, Side A

Level ★

Objective: Identify fruits and nuts.

Warm-up: 7–10 minutes

Begin class by having students repeat after you: *I'm hungry*. Write *breakfast*, *lunch*, and *dinner* on the board in three columns and ask students to identify foods they might eat at each of these meals. Identify fruits or nuts mentioned by writing these words on the board as the class brainstorms. If students don't mention any fruits or nuts, add a few to the list. Since this will be new vocabulary for some, stimulate conversation by drawing pictures, or describe the fruits and nuts by color and size. If permitted, bring in fruits and nuts to share with the class.

Introduction: State the objective.

Presentation 1: 15–20 minutes

Refer students to pages 82 and 83 and carefully view the picture. Tell students they should attempt to list all of the food that is green. On the board, list the words in a column with the header *green*. Create additional columns labeled *red*, *orange*, *brown*, *white*, and *yellow*.

Practice 1: 10–15 minutes

Divide students into five groups and have them make their own charts like the one on the board. Place each fruit from the word list under the appropriate color classification. Assign each group one of the five colors and have students fill in that category.

Evaluation 1: A group representative will complete the assigned column on the board.

Presentation 2: 10–12 minutes

Review the word list and pronunciation. Explain the simple present and its negative. Develop a simple grammar chart about the verb *like* for students to reference. Prepare students to practice this model conversation.

Student A: *I like watermelon, but I do not like apples. What fruit do you like?*

Student B: *I like raisins, but I do not like kiwi.*

Practice 2: 10–15 minutes

Have students practice the short conversation with several partners and complete a three-column grid with columns for *name of student*, *likes*, and *doesn't like*. The grid template is available on the Activity Bank CD-ROM.

Evaluation 2: Observe the activity as students demonstrate the conversation for the class.

Application: 15–25 minutes

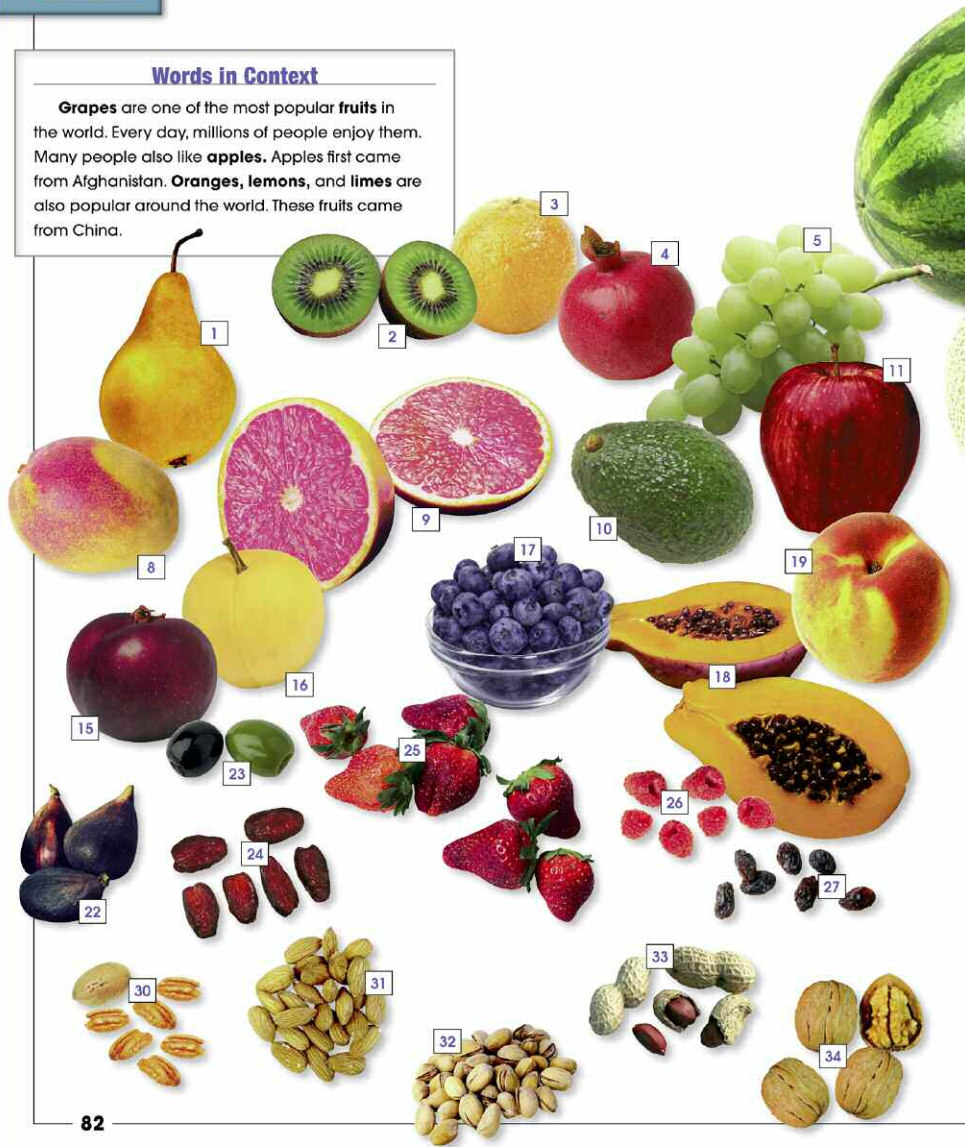
Teach students how to complete a three-circle Venn diagram. Facilitate this activity with the template available on the Activity Bank CD-ROM. Have students compare their likes and dislikes with two other students. Discuss the diagrams.



Fruits and Nuts

Words in Context

Grapes are one of the most popular **fruits** in the world. Every day, millions of people enjoy them. Many people also like **apples**. Apples first came from Afghanistan. **Oranges, lemons, and limes** are also popular around the world. These fruits came from China.



Level ★★

Objective: Describe fruits and nuts.

Warm-up: 12–15 minutes

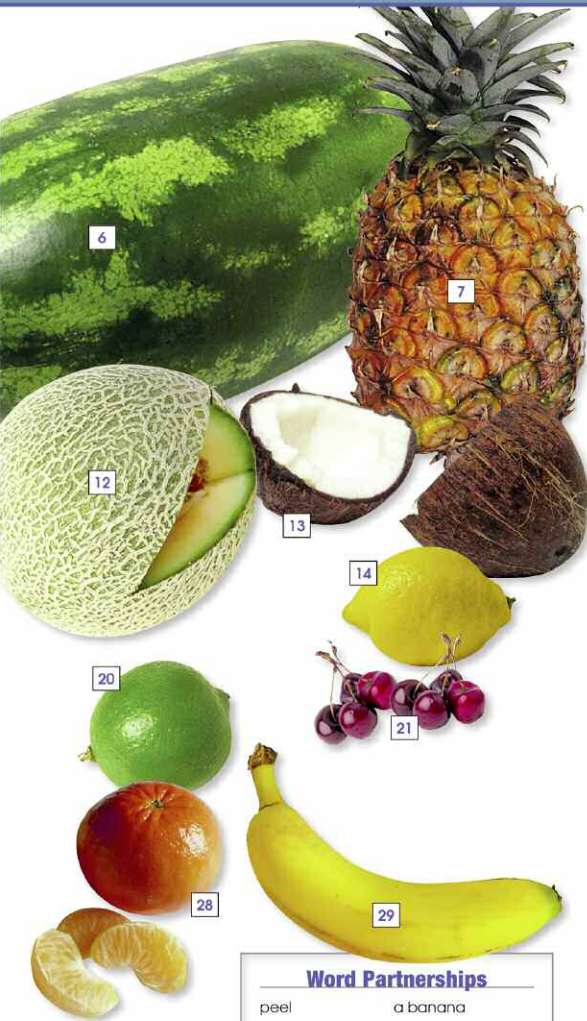
Draw a three-column chart on the board and label the headers *not healthy*, *healthy*, and *very healthy*. Ask students to brainstorm examples of food for each category. Point out differences in opinion for discussion purposes. Examples of fruits should appear in one of the last two columns. Focus on which fruits are

healthier than others. Expand to include a discussion on nuts. Encourage critical thinking by posing a question about what kinds of fruits or nuts are in *pies*, *cakes*, and *drinks*.

Introduction: State the objective.

Presentation 1: 15–20 minutes

Direct attention to pages 82 and 83 and quiz students by asking them to cover the words on the right and point to fruits as you name them randomly. Have students respond with the number of the



Fruits

- 1 a pear
- 2 a kiwi
- 3 an orange
- 4 a pomegranate
- 5 grapes
- 6 a watermelon
- 7 a pineapple
- 8 a mango
- 9 a grapefruit
- 10 an avocado
- 11 an apple
- 12 a cantaloupe
- 13 a coconut
- 14 a lemon
- 15 a plum
- 16 an apricot
- 17 blueberries
- 18 a papaya

- 19 a peach

- 20 a lime
- 21 cherries
- 22 figs
- 23 olives
- 24 dates
- 25 strawberries
- 26 raspberries
- 27 raisins
- 28 a tangerine
- 29 a banana

Nuts

- 30 pecans
- 31 almonds
- 32 pistachios
- 33 peanuts
- 34 walnuts

Word Partnerships

peel	a banana an orange an apple
crack (open)	a nut
ripe	fruit
juicy	
canned	
dried	
citrus	
tropical	

Words in Action

1. What are your five favorite fruits? Rank them in order. Share your list with your class. Is your list similar to other students' lists?
2. Create a recipe for a delicious fruit drink. Use at least four fruits.

Level ★ ★ ★

Objective: Describe the taste of fruits and nuts and discuss their origins.

Warm-up: 10–15 minutes

Direct students to pages 82 and 83 and ask them to identify fruits or nuts that are not grown in their native countries. On the board, make a list of countries and fruits. Generate conversation about who has eaten every fruit in the picture.

Introduction: State the objective.

Presentation 1: 15–20 minutes

Present the following vocabulary to students: *juicy, sweet, bitter, sour, and delicious*. Study the additional words in *Word Partnerships* after covering the word list. Encourage questions and discussion.

Practice 1: 20–25 minutes

Review proper paragraph form and the importance of adjectives. Students should write a simple paragraph about their favorite fruits and nuts, using the adjectives from Presentation 1. Remind students to use a topic sentence and place adjectives before the nouns that they modify.

Evaluation 1: Pair students to discuss preferences and paragraphs.

Presentation 2: 5–10 minutes

With students, read through *Words in Context*. Prepare them for a dictation exercise in which their dictionaries should be closed.

Practice 2: 5–10 minutes

Use the *Words in Context* reading for the dictation. Read the paragraph aloud twice.

Evaluation 2: Ask students to check their work against the paragraph in the dictionary. Review the context with students to ensure comprehension.

Application: 10–15 minutes

As a class, prepare a chart that will allow students to document answers during interviews. Questions should include which fruits and nuts the interviewees like, why they like them (adjectives), how often they eat their favorite fruits and nuts, and when they eat them. Students should take turns being the interviewer and interviewee. Charts should be maintained and can be shared with fellow students.

Project

In small groups, students should prepare a recipe using at least three fruits or nuts. Recipes can be for a fruit drink, a cake, a pie, a casserole, etc. Hand out copies of the recipe card worksheet from the *Activity Bank CD-ROM*. Compile the recipes into a class cookbook.

item. Prepare students for a cluster activity in which they will start with *fruit* in the central circle.

Extend the cluster to include additional circles with the words found in *Word Partnerships*, such as *juicy, dried,* and *citrus*. Explain each word in this section and give one example for each secondary circle created. For example, *grapes* might extend from *juicy*. A template for this cluster can be found on the *Activity Bank CD-ROM*.

Practice 1: 25–30 minutes
Ask groups of three or four to complete the cluster.

Evaluation 1: Ask each group to contribute to the final cluster you started on the board. Encourage discussion about why students placed different items in different places.

Application: 10–15 minutes
Students should rank their favorite fruits, as suggested in *Words in Action*. After students complete their ranking, share lists as a class.

See the word. Learn the word. Use the word.

THE HEINLE PICTURE DICTIONARY

Text	978-0-8384-4400-9
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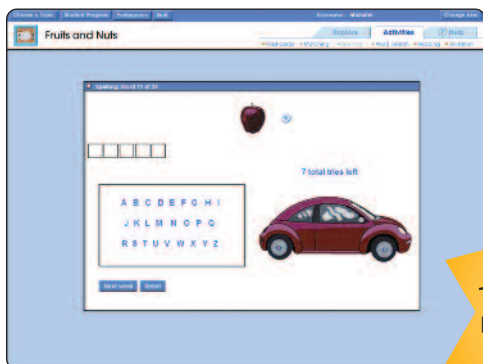
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THE HEINLE PICTURE DICTIONARY
INTERACTIVE CD-ROM (HPDI)
is the ideal companion to *The Heinle Picture Dictionary!*



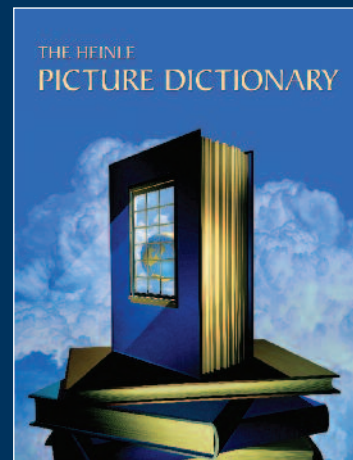
The HPDI has many engaging and fun activities including:

- Pronunciation practice
- Voice recording capabilities
- Vocabulary Flash Cards
- And more!



Excellent for whole class participation, extra lab or home practice, and interaction between parents and children (Family Literacy).

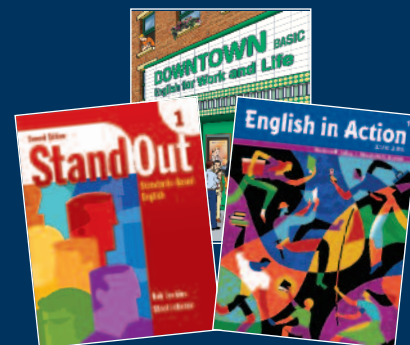
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