# The Heinle Picture Dictionary 

## Second Edition

## NEW!

Grammar Practice
Technology
Bilingual Support

FREE SAMPLE LESSONS!
Picture Dictionary
Workbook
Lesson Plans


Fous on the top ten most essential words - in bold - for shorter lessons.


Words in Action Practice new word through classroom activities.


Computers

## 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 1990 s, small laptops appeared. Now tiny handheld computers are popular


Verbs


31 enter your
30 be online
31 enter yo

## tform, is a le file. The ffit file with

 32 select text

33 click


35 print (out)


$4-5$

| Word |  |
| :--- | :--- |
| connect to <br> surf | the (Inter)net |
| open <br> send | an email (message) |
| delete |  |$\quad$.

1 a CD-ROM
2 a flash drive
3 a window
4 a toolbar
5 a folder
6 a cursor
7 a file
8 a (drop down) menu
9 icons
10 a scroll bar
11 a cable
12 a power strip
13 a projector
14 a scanner
15 a printer
16 a tablet

18 a key
19 a monitor
20 a screen
21 a keyboard
22 an e-mail (message)
23 a laptop (computer) / notebook (computer)
24 a trackpad / a touchpad
25 software / a (computer) program
26 a USB port
27 a mouse
28 a CD-ROM drive
29 the (Inter)net the (World Wide) Web

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



## Restaurant

A Write the word for each restaurant item.

| a saucer | a saltshaker | a creamer |  |
| :--- | :--- | :--- | :--- |
| a napkin | a pepase- | a cup | a sugar bowl |


1.
a vase

2. $\qquad$

3.

$\qquad$
7.

4.

5.

$\qquad$
(yansory
6. $\qquad$
5. trays
6. servers
7. bowls
8. desserts

1. high chairs 1
2. vases 1
3. menus ___
-Look at the restaurant in your dictionary. Circle the correct word.
4. The [chef dishwasher ] is cooking in the kitchen.
5. The waiter is carrying a [ tray vase ]
6. The little boy is sitting in a [ tablecloth high chair ].
7. There's a [ vase napkin ] in the middle of the table.
8. Each table has a [ menu tablecloth ].
9. All the workers are wearing [ diners aprons ]
10. The man needs a [ fork plate ].
$\left[\begin{array}{l|l|}\hline \text { Mrammar Connection: Polite request } \\ \hline \text { May I please have } & \begin{array}{l}\text { a napkin? } \\ \text { a fork? }\end{array} \\ \hline \begin{array}{l}\text { Notes: } \\ \text { - Begin a polite request with May I please. } \\ \text { - Use the base form of the verb. }\end{array} \\ \hline\end{array}\right.$

D Complete these polite requests.

1. May I please have a spoon?
2. $\qquad$ a cup of coffee?
3. 
4. $\qquad$ a menu?

E Listen and draw each item in the correct place on this table. $\underset{\substack{\text { CD } 1 \\ \text { Track } 53}}{ }$
Imagine you are going out for dinner. Complete the sentences.

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

## LESSON PLANNER

(1) Audio CD3 Tracks 18 \& 19

Level Objective: Identify restaurant vocabulary. Warm-up: 10-15 minutes
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 expensive restaurant 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 answe
Introduction: State the objectiv Presentation 1: 15-20 minutes Have students open their dictionaries to pages 100
and 101. Discuss each word as a class and practic and 101. Discuss each word as a class and practice
vocabulary by using the words in sentences. Call 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 Student A will name an item and Student B will
point to the object. After three minutes, have stupoint to the object. After three minutes, have stu-
dents 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 chair for children. 3 . It is where you can find a
variety of salad items. 4. He or she is a person who variety of salad items. 4. He or she is a person whe
takes your order and brings food. 5. It covers the takes
table. 6. It holds flowers. . It is the food you eat
after the main course 8 It is food you a at pefor after the main course. S. II is food you eat before
the main course. I . ti is what you look at to choose what to eat. 10. At the end of a meal, it shows the prices 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 work with a partner or small group. Tell students
they should guess the correct words based on the words they know. To extend this activity, students can use new sentences to quiz one another about the vocabulary
Evaluation 2: Go over the answers as a clas 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 second task, have students work with partners and
complete Venn diagrams comparing their favorite restaurants. Utilize the Venn diagram template
available on the Activity Bank CD-ROM.


Level Objective: Make complaints about service.
tater
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 a cayings. Next, write these scenarios on the board for
discussion and request student opinion discussion and request student opinions
for handling each circumstace 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.
2. 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 to wait one hour for your order.
Practice 1: 15-20 minute
Divide students into four to six groups
and assign one scenario to each. Stude and assign one scenario to each. Student
should determine a solution for each issue and write a conversation they migh have in order to handle the situation.
Conversations should contain a peaking Conversations should contain a speaking group member and vocabu-
role
lary from the list role for each group
lary 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 experinect Discuss where and when each experience
happened and how the student resolved happened and how the student resolved
the problem. Create a list of the worst local restaurants according to the students.
Reasons max include poor service not Reasons may include poor service, not
enough food for the money, dirty, or bad enough food for the money, dirty, or bad
food. Then have students create a list of food. Then have students
the best local restaurants.

## Level Objective: Write a paragraph.

## Warm-up: 10-15 minutes

Warm-up: $10-15$ minutes
Have students read Words in Context in a group.
Groups should briefly discuss restaurants in their Groups 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 busser and server are slowly replacing busboy and waiter/waitress. Find out if any stu-
dents have worked in those positions and expand dents have worked in those 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 vs. customer) about those things.
Practice 1: 12-15 minutes
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 about what is discussed The other stude notes about what is discussed. The other students
in the group take turns saying a sentence about the in the group take expanding on what the previouscus abudent said, as if writing a story. Choose a topic cfrom the
presentation. Set a time limit. Group members help presentation. Set a time limit. Group members help
the secretary transform the notes into complete the secretary transform the notes into con
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 experidents to write down as much as they can remember about the experience and then share their stories with a small group.

> Have students in groups imagine they are tions: What is the name of your restaurant? Where is your restaurant? How many employees do you have? What are your hours?
students should create a menu. There is a students should create a menu. heree
worksheet to facilitate this activity on the

00 Unit $7 \cdot$ Food

## CONTENTS



## NEW FEATURES

## Grammar NEW!

Included in each workbook lesson, "Grammar Connection" presents and practices the important grammar for building sentences and communicating with the newly acquired vocabulary.


High-Frequency Words NEW!
Highlighting the top ten words in each lesson allows student to focus on the most essential vocabulary


## Technology NEw!

Every lesson is supported with engaging technology for independent practice classroom instruction, and assessment. Students have multiple opportunities to practice and have fun with vocabulary in new and exciting ways.


## COMPONENTS

Interactive Student CD-ROM ENHANCED!
Practice new vocabulary through games, activities, and audio. The Student CD-ROM now includes bilingual support for native speakers of Arabic, Brazilian Portuguese, Haitian Creole, Japanese, Korean, and Spanish.


## Assessment CD-ROM NEW:

 with ExamView ${ }^{\circledR}$Quickly customize tests and quizzes with just a few clicks. The perfect tool for multilevel classes!

## Audio CDs UPDATED:

Students improve listening and pronunciation skills with recordings of the target vocabulary and "Words in Context."

## Lesson Planner UPDATED!

The Lesson Planner, with 342 fully developed lesson plans, provides extensive multilevel support for the busy teacher. The Lesson Planner also includes the Activity Bank CD-ROM and Interactive Presentation Tool CD-ROM.

## Interactive Presentation NEW:

 Tool CD-ROMEnliven the classroom with dynamic Student Book pages, audio, activities, and games for use on an interactive whiteboard or data projector with computer.
Included in the Lesson Planner


## Workbooks ENHANCED!

Beginning and Intermediate Workbooks reinforce and consolidate classroom instruction with vocabulary listening, and grammar practice.

Bilingual Editions UPDATED!
Bilingual editions are available in Spanish and Japanese. For additional bilingual support for multiple languages all in one place, see the enhanced Interactive Student CD-ROM.

## Extensively Revised and Updated

The Heinle Picture Dictionary, Second Edition presents 4,000 words in context through vibrant images within thematic units. The new edition uses illustrations, readings, audio, and technology to teach everyday and content-area vocabulary.


New and Enhanced Features!

- Grammar Practice
- New Illustrations
- Top Ten Words
- Interactive Presentation Tool CD-ROM
- Interactive Student CD-ROM
- Assessment CD-ROM with ExamView ${ }^{\circledR}$

Learn more inside!

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