

The Heinle **Picture Dictionary** Second Edition

ANATIONAL GEOGRAPHIC LEARNING

Picture Dictionary

NEW!

Grammar Practice Technology Bilingual Support

FREE SAMPLE LESSONS!

Picture Dictionary Workbook Lesson Plans



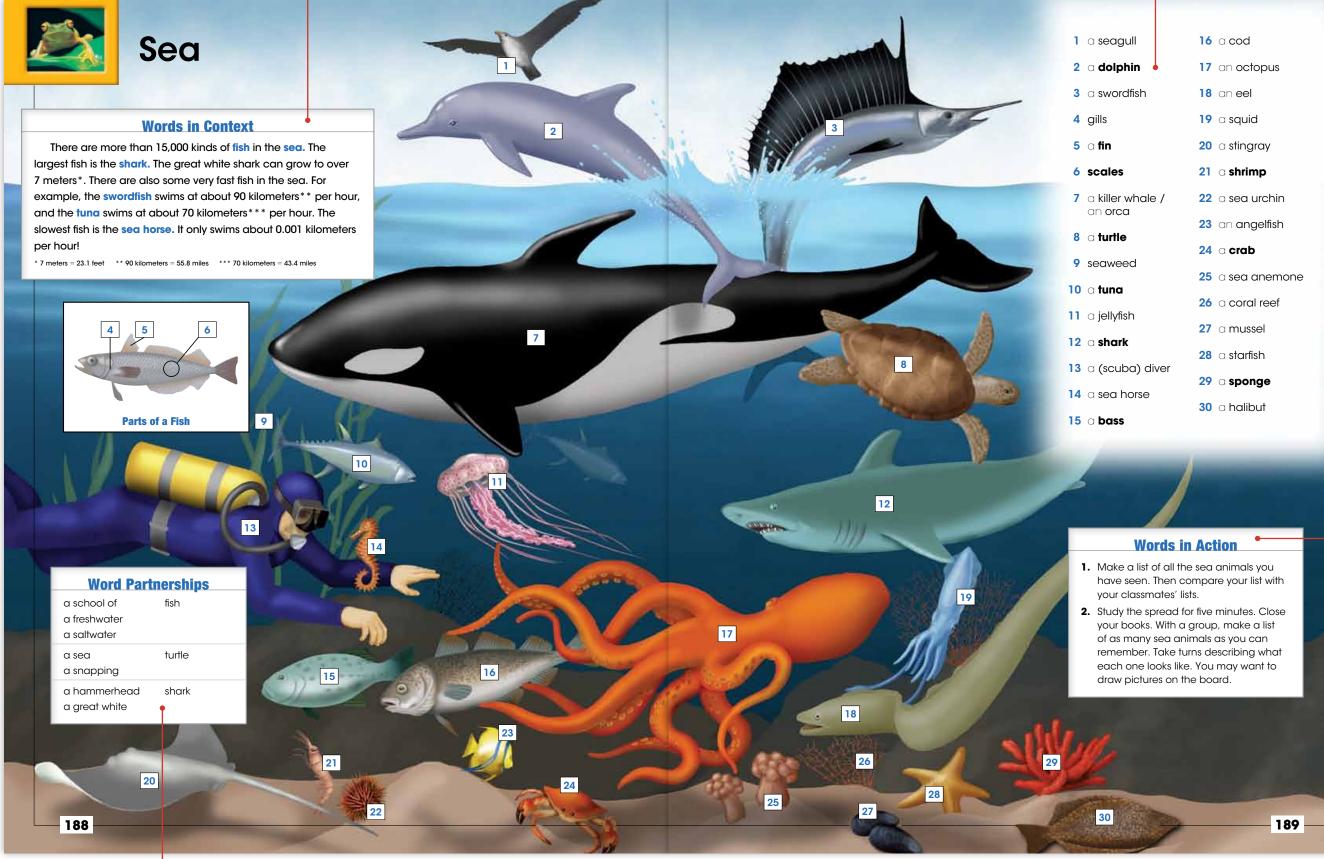
Bringing the world to the classroom and the classroom to life

NGL.Cengage.com/ELT

SECOND EDITION

Words in Context

Show how the language is actually used through accessible, contextualized readings.



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

NEW!

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

The Heinle Picture Dictionary, Second Edition, Unit 13: "Sea"

Words in Action Practice new words through classroom activities.



oet	10 a globe	20 a notebook
	11 a bookshelf	21 a pen
	12 a book	22 a desk
oard)	13 a map	23 an eraser
	14 a (black)board	24 a pencil
ork ht	15 chalk	25 a textbook
oard	16 a poster	26 a student
board	17 an overhead	27 a chair / a seat
	projector	28 a grade
	18 a table	29 a test / an exam
	19 a workbook	

16

18



- 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.

The Heinle Picture Dictionary, Second Edition, Unit 2: "Classroom"

19



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



Verbs





3

4 HC





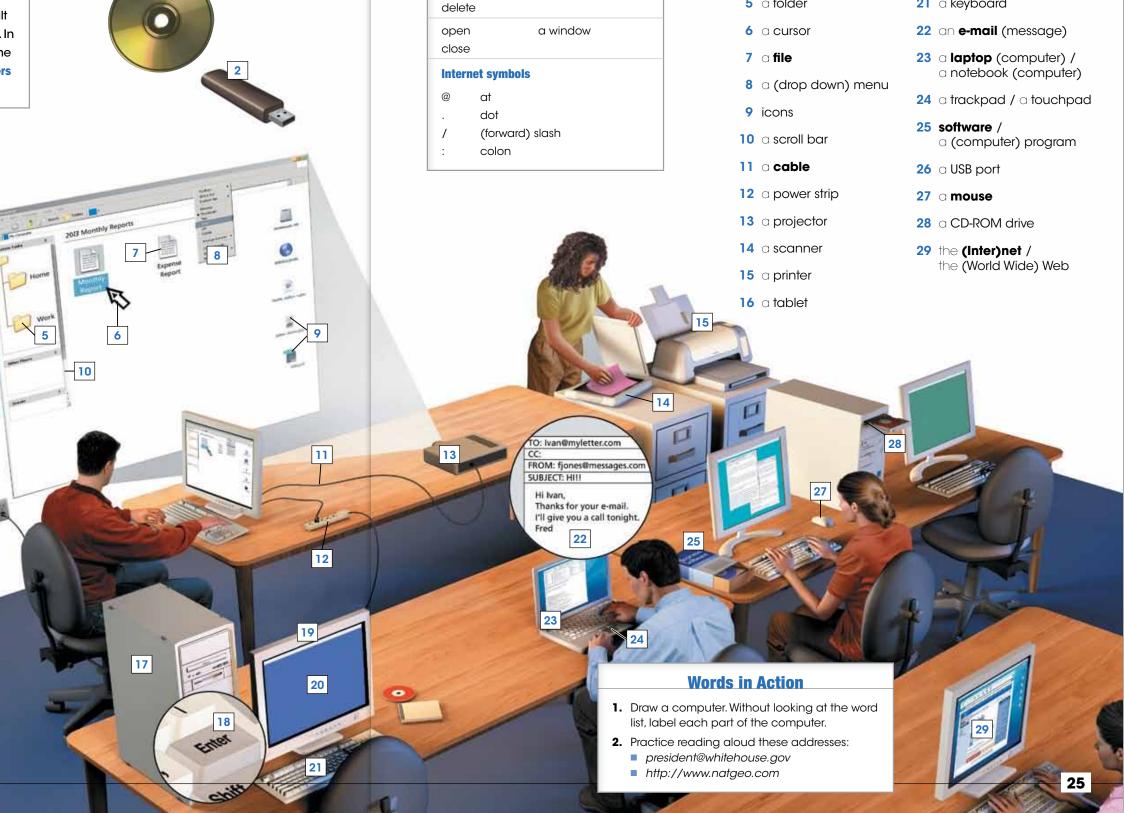
32 select text

33 click









Word Partnerships

connect to

surf

open

send

the (Inter)net

an e-mail (message)

- 1 a CD-ROM
- 2 a flash drive
- 3 a window
- 4 a toolbar
- 5 a folder

- 17 a desktop (computer)
- 18 a key
- 19 a monitor
- 20 a screen
- 21 a keyboard

The Heinle Picture Dictionary, Second Edition, Unit 2: "Computers"

BILINGUAL EDITION



4

100

23

Restaurant Restaurante

Words in Context

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!



17

20

25

24

1 a chef un chef / un jefe de cocina

- 2 a dishwasher un lavaplatos
- 3 an apron un delantal / un mandil
- 4 a server / a waitress una mesera
- 5 a busser / a busboy un ayudante de mesero
- 6 a server / a waiter un mesero
- 7 a diner / a customer un cliente
- 8 a creamer una jarrita para crema
- 9 a vase un jarrón
- 10 a sugar bowl una azucarera
- 11 a tablecloth un mantel
- 12 a saltshaker un salero

- 14 a bowl un tazón 15 a wine glass una copa para
- 16 a (water) glass un vaso (de agua)

vino

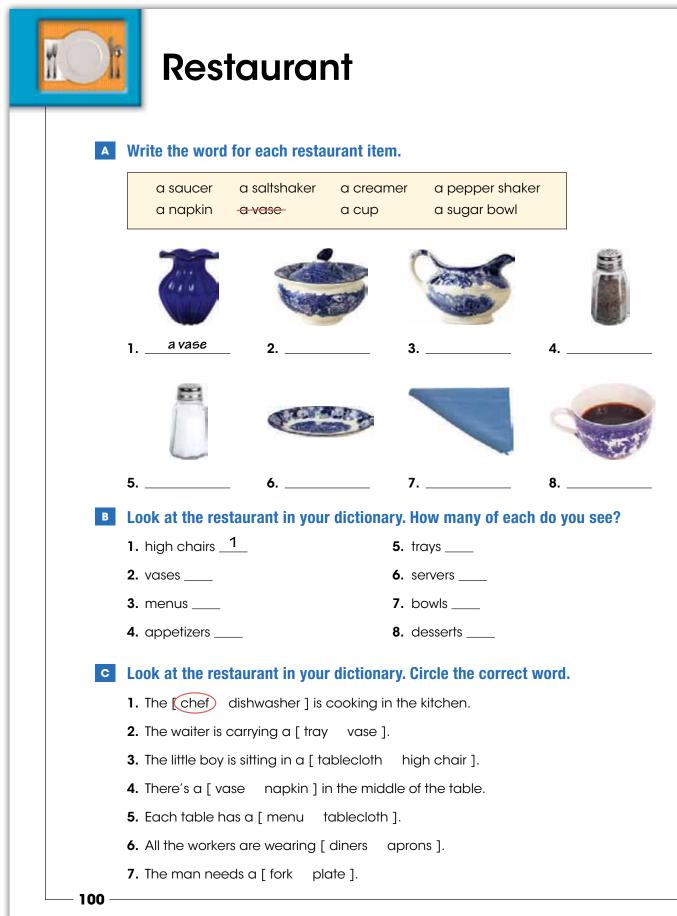
- 17 a high chair una silla alta para bebés
- 18 a cup una taza
- **19** a saucer un plato pequeño
- 20 a menu un menú
- 21 a fork un tenedor
 - 22 a napkin una servilleta
 - 23 a plate un plato
 - 24 a knife un cuchillo
 - 25 a spoon una cuchara





The Heinle Picture Dictionary, Second Edition, Unit 7: "Restaurant"

BEGINNING WORKBOOK



	- Grammar Connectio	on: Polite request 🗝
	May I please have	a napkin? a fork?
	Notes: Begin a polite request with Use the base form of the vertice 	
	 Complete these polite May I please have May I please have 3. 4. 5. E Listen and draw each 	_ a spoon? _ a cup of coffee? _ a knife? _ a menu?
CD 1 Track 53		fork
	 I am going to eat at . I am going to have _ I am going to have] go I am going to order _ I am going to have _ 	out for dinner. Comple (n for ing to have the salad ba for for cup of [tea coffee].

7. ______ is going to pay the bill!



LESSON PLANNER

• Audio CD3 Tracks 18 & 19

Level Dbjective: Identify restaurant vocabulary

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, 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. After three minutes, 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 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 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 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. Utilize the Venn diagram template available on the Activity Bank CD-ROM.



Restaurant

Words in Context

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!



Level ective: Make complaints about service $\star\star$

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 saving. 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

1 a chef	13 a pepper shaker	25 a spoon	
2 a dishwasher	14 a bowl	26 an appetizer	
3 an apron	15 a wine glass	27 a main course	
4 a server / a waitres	s 16 a (water) glass	28 a dessert	- MARIN
5 a busser / a busbo	y 17 a high chair	29 a tray	_
6 a server / a waiter	18 a cup	30 a salad bar	
7 a diner / a custome	er 19 a saucer	31 a check / a bill	
8 a creamer	20 a menu		-
9 a vase	21 a fork	Word	
10 a sugar bowl	22 a napkin	a steak a butter	kr
11 a tablecloth	23 a plate	a salad a dinner	fc
12 o saltshaker	24 a knife	a soup a dessert a serving	sp
	Alter	a dinner a dessert	p
	COR:	a soup a salad	b
			29
			-
Care Ca		Words in Action	
		 Compare your favorite restaurant one. How is it the same? How is it a What is your favorite appetizer? M Dessert? 	differ

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 minutes

Divide students into four to six groups and assign one scenario to each. 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 have students create a list of the best local restaurants.



plate bowl







Warm-up: 10–15 minutes

Have students read Words in Context in a group. 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 students 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

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 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

111

0

2

Δ.

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.

Have students in groups imagine they are 0 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 create a menu. There is a worksheet to facilitate this activity on the

Restaurant 101

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.

May I please have	a napkin? a fork?
otes: Begin a polite request with Use the base form of the w	
Complete these polite	requests,
Complete these polite 1. May I please have	requests. a spoon?
and the second se	
and the second se	_ a spoon?
and the second se	_ a spoon? _ a cup of coffee?

High-Frequency Words **NEW!**

Highlighting the top ten words in each lesson allows student to focus on the most essential vocabulary.

Tel alphobel	10 o globe	20 () notebook
teocher	11 a bookshelf	21 open
o marker	12 o book	22 🗆 desk
(whiteboord)	13 a map	23 cm eroser
eraser	14 (black)board	24 o pencil
assignment	15 chak	25 C textbook
(white)board	16 o poster	26 o student
bullefin board	17 on overhead	27 a choir / a seat
() clock	projector	28 o grode
o fiao	15 c toble	29 ist / mexom
	19 C. WORKSIONS	

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®

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.

THE HEINLE PICTURE DICTIONARY

Interactive Presentation **NEW!** Tool CD-ROM

Enliven 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.

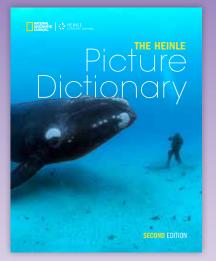
Bilingual Editions UPDATED!

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.

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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[®]

Learn more inside!

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