
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!

“The 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

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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*Included in this brochure
“Words in Context” shows how the language is actually used through accessible, contextualized readings at a high-beginning level.

**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.

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

Words in Context

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

Word Partnerships

frogs hop
wasps sting
tigers leap
monkeys swing
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.
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 \( \frac{1}{2} \) 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

<table>
<thead>
<tr>
<th>bake</th>
<th>bread</th>
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<tbody>
<tr>
<td>a cake</td>
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<tr>
<td>steam</td>
<td>vegetables</td>
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<td>chop</td>
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<td>cook</td>
<td></td>
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<tr>
<td>peel</td>
<td>potatoes</td>
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<tr>
<td>boil</td>
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</table>

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

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 ciruelo / un albaricoque
17. blueberries
    - arándanos
18. a papaya
    - una papaya
19. a peach
    - un durazno
20. a lime
    - una lima agria
21. cherries
    - cerezas
22. figs
    - higos
23. olives
    - aceitunas
24. dates
    - dátiles
25. strawberries
    - fresas
26. raspberries
    - framúndulas
27. raisins
    - pasos
28. a tangerine
    - una mandarina
29. a banana
    - un plátano

**Nuts**

30. pecans
    - nueces (de pechuga)
31. almonds
    - almendras
32. pistachios
    - pistachios / pistachos
33. peanuts
    - cacahuetes
34. walnuts
    - nueces (de nogal)

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**Word Partnerships**

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

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**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:** 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 brainstorm. 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.

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

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 pre-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 interviewee likes, why they like them (adjectives), how often they eat their favorite fruits and nuts, and when and where do 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.
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).

For more information contact your local Heinle Sales Representative or call 877-NEED-ESL (877-633-3375).

For a guided tour of The Heinle Picture Dictionary, visit elt.heinle.com/hpd.

Perfect for use with The Heinle Picture Dictionary!