

Lesson 2

Look it Up!



Lesson 2: Look it Up! (43-69)

Get Ready

Introduction to the Lesson

Conversation

Talking about Dictionaries

New Words & Expressions

Learning Vocabulary of Reading

Reading

How to Use a Dictionary	Reading Strategy (Highlighting)	Reading Comprehension
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Vocabulary Development

Word Part Families

Grammar

Relative Clauses	See Also (Conditional sentences: Type II)
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Listening & Speaking

Talking about Imaginary Situations

Writing

Paragraph

What You Learned

Review Lesson 2

General Objectives of this lesson

- Familiarizing students with the theme ‘how to use dictionaries’
- Making students aware of the value of reference books such as dictionaries, encyclopedias, and thesauruses.
- Informing students of different types of dictionaries and the way they can use them for academic purposes such as learning a foreign language.

LESSON 2

Look it Up!

Interesting Facts:

- The first Persian dictionary was compiled around 1000 years ago.
- The largest dictionary in the world took 134 years to complete (from 1864 to 1998).
- Around 4,000 new words are added to the English dictionary every year.
- The size of the smallest dictionary in the world is about 27×18 mm¹ which needs to be read with a magnifying glass.

1. Read it as: Twenty-seven by eighteen millimeters

1. The Title Page

Content: This is the first page of the lesson. It has four interesting facts about the main theme of this lesson ‘dictionaries and their uses’.

1. The first Persian dictionary was compiled around 1000 years ago.
2. The largest dictionary in the world took 134 years to complete (from 1864 to 1998).
3. Around 4,000 new words are added to the English dictionary every year.
4. The size of the smallest dictionary in the world is about 17x18 mm which needs to be read with a magnifying glass.

Objective(s): Title Page gives some factual information to students about ‘dictionaries’.

Teaching Procedure: Ask students to read the facts one by one. Give them one minute and ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain some words (e.g. compiled, magnifying glass) or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.

You can also ask the following questions in English or Persian:

- ۱- سه فرهنگ لغت معتبر زبان فارسی را نام ببرید.
- ۲- سه فرهنگ لغت معتبر زبان انگلیسی را نام ببرید.
- ۳- چه مواقعی از فرهنگ لغت زبان فارسی استفاده می‌کنیم؟ چه مواقعی از فرهنگ لغت زبان انگلیسی استفاده می‌کنیم؟
- ۳- آیا می‌دانید چه فرقی بین امکانات فرهنگ‌های لغت چاپی و برخط وجود دارد؟



Optional

You may do the following activities as well.

A. Ask the students to go to their school library (if there is any) and check what type(s) of dictionaries they have. Ask them to read their reports in the class.

B. Bring some pocket dictionaries to the class and distribute them among groups of students. Ask them to look up certain words in the dictionary. Write the following checklist on the board and ask students to check which item exists in the dictionary they have. Ask them to share their answers with the class.

- | | | |
|------------|------------------------|-----------------|
| ■ meaning | ■ the history of words | ■ pronunciation |
| ■ antonyms | ■ parts of speech | ■ collocations |
| ■ proverbs | ■ pictures | ■ abbreviations |



educator: n. [Latin *edūcator*]
educated *adj.* 1 having had (a
 good) education. 2 resulting from
 or study (educated guess).
education /,edjʊ'keɪʃ(ə)n/ *n.* 1
 atic instruction. 2 particular
 stage in education (a classical
 education; further education) 3 devel-
 of character or mental power.
 cational *adj.* educationally
 educationist

2. The Impact Page

Content: It consists of four pictures related to the theme 'dictionaries' and their usefulness for language learners.

- Looking up the words
- Using mobile dictionaries
- Monolingual dictionaries of different languages
- The entry of a monolingual dictionary

Objective(s): It gives general background on the theme of the lesson. It also portrays the way different types of dictionaries can be used by language learners or any person who needs information about the words of a language.

Teaching Procedure: Ask students to look at the pictures for 1 or 2 minutes and ask them some questions like the followings (In English or Persian):

Picture 1. How frequently do language learners check dictionaries and find the meaning of words?

Picture 2. Is it easy to work with a mobile dictionary? Why or why not?

Picture 3. Have you ever checked a monolingual dictionary? What type(s) of information can you find in such dictionaries?

Picture 4. Do you have an English dictionary? If yes, tell us something about it. If not, what type of dictionary do you like to have?



Optional

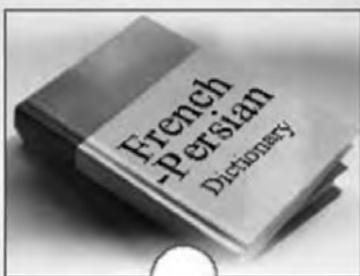
You may do the following activity as well.

Make a slide show of one page of an abridged (a learners' dictionary for instance) and one page of an unabridged dictionary. Show both to students. Ask them to answer these questions:

1. What is the main difference between these two dictionaries.
2. Which dictionary has more information?
3. Which dictionary is easier to use?
4. Which dictionary is more useful for a foreign language learner?
5. Which dictionary is more useful for a native speaker of English?

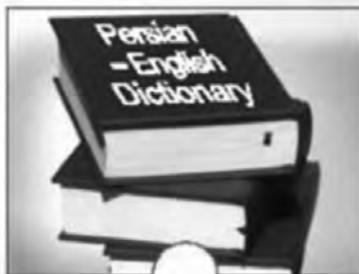
Get Ready

A. Match pictures with dictionary types.



I. A monolingual dictionary

II. A bilingual dictionary



3. Get Ready

Content: It has three activities: A, B, and C.

Objective(s): Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson.

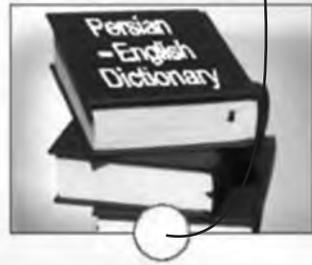
Teaching Procedure: Go through activities A, B, and C. Introduce the theme of the lesson, how to use dictionaries, by doing the activities.

Activity A is a pedagogical task. The teacher has already introduced some types of dictionaries to students. Now the students learn two basic types of dictionaries: monolingual and bilingual dictionaries. The students should know the differences between these two types of dictionaries and their uses. First ask them to match pictures with dictionary types.



I. A monolingual dictionary

II. A bilingual dictionary



Then you may show more pictures of different types of dictionaries and talk about their uses in the class.



B. Check which type of dictionary you use in the following situations.

Dictionary Types Situation	An English- Persian dictionary	A Persian- English dictionary	An English dictionary
1. Translating an English poem			
2. Finding the meanings of 'quit'			
3. Searching for the word 'ساختمان' in English			
4. Looking up the adjective of 'destroy'			
5. Looking up the Persian meaning of "actions speak louder than words"			

C. Check what types of information you cannot find in an English dictionary.

- English meaning
- Persian meaning
- pronunciation
- stories and poems
- word types (verb, noun, adjective, etc.)
- synonyms and antonyms

Activity B is a meaningful activity. The students should read 5 situations and decide what type of dictionary they may use to fulfill their needs in such situations.

Situation \ Dictionary Types	An English-Persian dictionary	A-Persian-English dictionary	An English dictionary
1. Translating an English poem	✓		✓
2. Finding the synonyms of 'quit'			✓
3. Searching for the word ساختمان in English		✓	
4. Looking up the adjective of 'destroy'			✓
5. Looking up the Persian equivalent of "actions speak louder than words"	✓		

Activity C is a meaningful activity. The students should check the types of information that can be found in an English dictionary. You may show them an excerpt of an English dictionary to make this activity more understandable.

elbow room noun [U] **1** enough space around you so that you are comfortable **2** the freedom to do what you want, without other people annoying you

elder¹ /'eldə(r)/ adj [only before noun] ★ older than someone, especially someone in your family: *The elder son works on a farm.* + **elder brother/sister** advice from my elder brother **a. the elder** the person who is older, especially of two people in the same family: *The elder of the two had lost his job as a teacher.*

elder² /'eldə(r)/ noun [C] [usually plural] **1** someone in your family or community who is older than you: *We were always taught to respect our elders.* **1a.** an older and more experienced member of a group or organization who gives advice and makes decisions: *a council of village elders* + *He had the support of party elders.* **1b.** a member of a Christian church or other religious organization who is not a priest but who is in a position of authority **2** a small tree with black berries (=small round fruits)

PHRASE **be sb's elder** to be older than someone, especially someone in your family: **be 10 years/3 months etc sb's elder** *She was ten years my elder, though she looked a lot younger.* + **be sb's elder by 10 years/three months etc** *Sharon was her twin's elder by just 20 minutes.*

excerpt from the Macmillan English Dictionary



Conversation



Majid is going to choose a suitable dictionary for his English class. He is talking to his English teacher during the break.

Majid: Excuse me Mr. Iranmehr, I wonder if you could help me.

Mr. Iranmehr: Sure. How can I help you?

Majid: I'd like some information about a good English dictionary.

Mr. Iranmehr: Oh, well. Have you ever used a dictionary?

Majid: Actually, I haven't. But I've heard that using a good dictionary can really help me learn English better.

Mr. Iranmehr: That's right. First, I recommend a learner's dictionary.

Majid: What is a learner's dictionary?

Mr. Iranmehr: It is designed for foreign students. It also helps them learn English better.

Majid: Is there only one type of it?

4. Conversation

Content: Conversation page has a picture, Word Bank, Introduction, Conversation, and some Questions.

The conversation of this lesson takes place in the classroom. Majid is asking his English teacher, Mr. Iranmehr, some questions about a suitable dictionary for the Iranian learners of English as a Foreign Language.

Objective(s): The main function of Conversation is providing learners with ‘comprehensible input’ and preparing them to produce ‘comprehensible output’. It also functions as the context of presenting new words/expressions.

Teaching Procedure: First present the words in the Word Bank.

- **Collocations:** recommend: *recommend that, recommend doing sth, recommend sb for sth, recommend sth for sth/sb, recommend sth to sb*
- **Synonym:** I suppose =I guess
- **Antonym:** elementary # advanced
- **Exemplification:** intermediate: *This book is for intermediate learners of English.*
- **Antonym:** advanced # elementary
- **Realia:** app (of a mobile phone), PC (Personal Computer), smart phone

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may talk about the following things in the class:

- Students’ experiences of using any type of dictionary
- The dictionaries that are available in book stores or the school library
- Online dictionaries and their authenticity

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening*. You may also teach advanced students to become more self-directed listeners, by certain types of activities.

The cycle of pre-listening, listening, post-listening

Phase 1. Pre-listening

The aim of the pre-listening stage is to “prepare learners to listen by using activities that focus on the content of the text and/or the language in the text” (Goh, 2014, p. 84). Different types of activities can be used in this phase such as brainstorming, researching, reading, viewing pictures, watching movies, and discussing. The students can find plenty of information about dictionaries by searching library resources or internet websites.

- Mr. Iranmehr: No, in fact dictionaries have different types, levels, and sizes.
- Majid: What type do you suggest?
- Mr. Iranmehr: I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.
- Majid: And what about levels?
- Mr. Iranmehr: Well, there are usually three levels: elementary, intermediate and advanced. For you as a high school student, an elementary one is OK.
- Majid: Do I need a small size one?
- Mr. Iranmehr: Yes, a pocket dictionary. You can carry it wherever you go.
- Majid: Oh, it's very good. And hmm..., is it expensive?
- Mr. Iranmehr: No, such dictionaries are not expensive. By the way, you can use a free online dictionary, too. And also there are some free dictionaries for PCs and apps for smart phones.
- Majid: Thanks, that's a good idea, but I'd like to use a pocket dictionary!

Questions

Answer the following questions orally.

1. What type of dictionary does Mr. Iranmehr recommend?
2. What factors do you consider when you want to choose a dictionary?
3. What type of dictionary do you often use?



Phase 2. Listening

The goal of listening part is ‘comprehension’ and therefore students are expected to rely on their bottom-up/top-down processing ability to understand the aural input. The students have to keep their books *closed*. In listening phase:

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:

- What is Majid asking for?
- How many levels are there for learners’ dictionaries?
- Why is a monolingual dictionary more useful for Majid?

2. Check students’ answers after listening.

3. If necessary, replay the audio for students to check their answers.

Phase 3. Post-listening

The students should answer the questions written below Conversation *orally*. Three types of questions are asked:

- Display: What type of dictionary does Mr. Iranmehr recommend?
- Inference: What factors do you consider when you want to choose a dictionary?
- Opinion gap: What type of dictionary do you often use?

 **Don’t** let students write their answers.

Self-directed listening

Your students can become more self-directed listeners by following the guideline below (Goh, 2014, p. 89). The effectiveness of self-directed listening on Iranian language learners’ development of listening comprehension has been verified (Rahimi & Nezap, 2018).

Setting my listening goal

Why did I choose this recording?

What is my goal?

To achieve my goals, how many times do I plan to listen/ view this recording?

Why?

- Mr. Iranmehr: No, in fact dictionaries have different types, levels, and sizes.
- Majid: What type do you suggest?
- Mr. Iranmehr: I suppose a monolingual dictionary is more suitable for you, because you can find word information in English.
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- Majid: Thanks, that's a good idea, but I'd like to use a pocket dictionary!

Questions

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3. What type of dictionary do you often use?



New Words and Expressions



A. Look, Read and Practice.



Try to avoid foods that contain a lot of fat.



I circled the dictionary entry for the word 'purpose'.

1 H Hydrogen 1.008	6 C Carbon 12.011	7 N Nitrogen 14.007
13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974
20 Ca Calcium 40.078	32 Ge Germanium 72.630	34 Se Selenium 78.96

C is the symbol for carbon.

5. New Words and Expressions

Content: It has three parts: A, B, and C.

Objective(s): This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Teaching Procedure: Go through each part and present the words using the appropriate techniques.

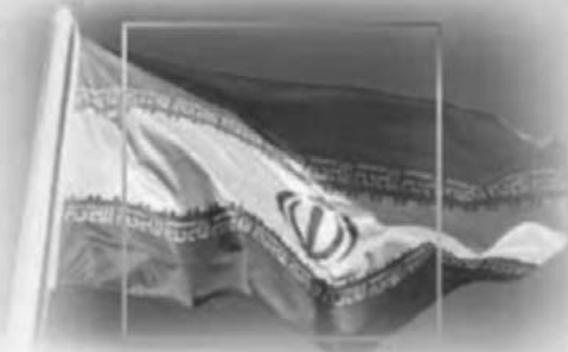
Part A, Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

contain: parts of speech of ‘contain’: *container (n.), containment (n.)*
entry: image of a page of a dictionary
symbol: parts of speech of ‘symbol’: *symbolize (v.), symbolic (adj.), symbolism (n.)*



I.R. stands for Islamic Republic.



Mehran couldn't figure out what the teacher was talking about.



B. Read and Practice.

combination: an arrangement in a particular order

From the letters X and Y, we can get two combinations:
XY and YX.

introduction: the part at the beginning of a book that gives a general idea of what it is about

This book has only a two-page introduction.

effectively: in a way that is successful and achieves what you want

If you know how to study more effectively, you'll be able to learn more.

arrange: to put things in a neat, attractive, or useful order

We'll need to arrange the chairs around the table.

jump into: to suddenly decide to do something

I did not read the introduction and jumped into the next part.



C. Go to Part 'Vocabulary' of your Workbook and do A and C.

Part B, Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by definition and/or explanation and illustrative sentences. The students should read the definitions and illustrative sentences and understand the meaning of new words/expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of definitions and explanations. Other techniques can also be used such as:

combination: collocations of ‘combination’: *combination of, in combination (with sth)*

introduction: parts of speech of ‘introduction’: *introduce (v.), introductory (adj)*

effectively: parts of speech of ‘effectively’: *effect (n.), effect (v.), effectively (adv.), effectual (adj.)*

arrange: parts of speech of ‘arrange’: *arrangement (n.), arranged (adj.), arranger (n.)*

jump to: exemplification:
There may be a simple explanation. Let’s not jump to conclusions.

Part C includes practices from Students’ Workbook. Do the activities in the order of their appearance in the Workbook, as they are graded based on their difficulty level.



Optional

Another fun way to learn and remember new words is using Picture Dictionary. There are many ways you can use Picture Dictionaries in your class. Two ways are mentioned here. Find other ways to develop activities using Picture Dictionary.

1. Story Starting: Ask students to choose one scene from their picture dictionary or as particular page to write about what they see there. They might write about people, objects, or actions.

2. Getting the message across: When students want to talk about a specific topic, they sometimes need certain words they do not know or remember. Ask them to adjust their talk with a specific page of the picture dictionary and use the thematic words of the page to talk about a specific topic.

Reading

How to Use a Dictionary

A good dictionary gives the user information about words such as spellings, pronunciations and definitions. It also gives examples of how to use the words in sentences correctly. Therefore, it is essential to know how to use a dictionary. In this lesson, we provide you with some helpful tips on how to use a dictionary effectively.

1. **Choose the Right Dictionary.** There are many different types of dictionaries such as learner's dictionaries, general dictionaries, picture dictionaries, etc. Therefore, first identify your needs. Without choosing the right one you cannot meet your language needs.

2. **Read the Introduction.** The best way to learn how to use your dictionary effectively is to read its introduction. This section explains issues like how entries are arranged, what information is offered in entries and what abbreviations and pronunciation symbols are used throughout the entries.

3. **Learn the Abbreviations.** Different types of abbreviations are often used in the definitions for a word. This can be confusing if you do not know what the abbreviations stand for.



6. Reading

Content: Reading page has a picture, a title, and a Reading Strategy Box.

The reading of this lesson is a general information passage. The passage gives instruction on how to use a dictionary. Seven key points are mentioned including: 1. Choose the right dictionary, 2. Read the introduction, 3. Learn the abbreviations, 4. Learn the guide to pronunciation, 5. Read the guide words, 6. Read the definitions, and 7. Look for collocations

Objective(s): The main function of Reading is providing learners with ‘comprehensible input’. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language (Reading Study Group, 2002, p.11). It also acts as the context of practicing newly learned words/expressions and raises students’ awareness towards the structure presented in the lesson (relative pronouns). Further, it gives students instruction how to use a dictionary.

Teaching Procedure: There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of *pre-reading*, *while-reading*, and *post-reading*.

The cycle of pre-reading, while-reading, post-reading

Phase 1. Pre-reading

Pre-reading activities “provide a reader with the necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose of reading and building a knowledge base necessary for dealing with the content and the structure of material” (Ringer & Weber, 1984, p.70). The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

Phase 2. While-reading

The goal of reading is ‘understanding the gist of meaning’ and therefore the students are expected to efficiently integrate both bottom-up and top-down processes to comprehend the written input. *The students should read silently and emphasis on oral reading should be avoided.*

The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What does a good dictionary contain?
- What types of dictionaries are mentioned in Reading?
- Why is it important to know the abbreviations?