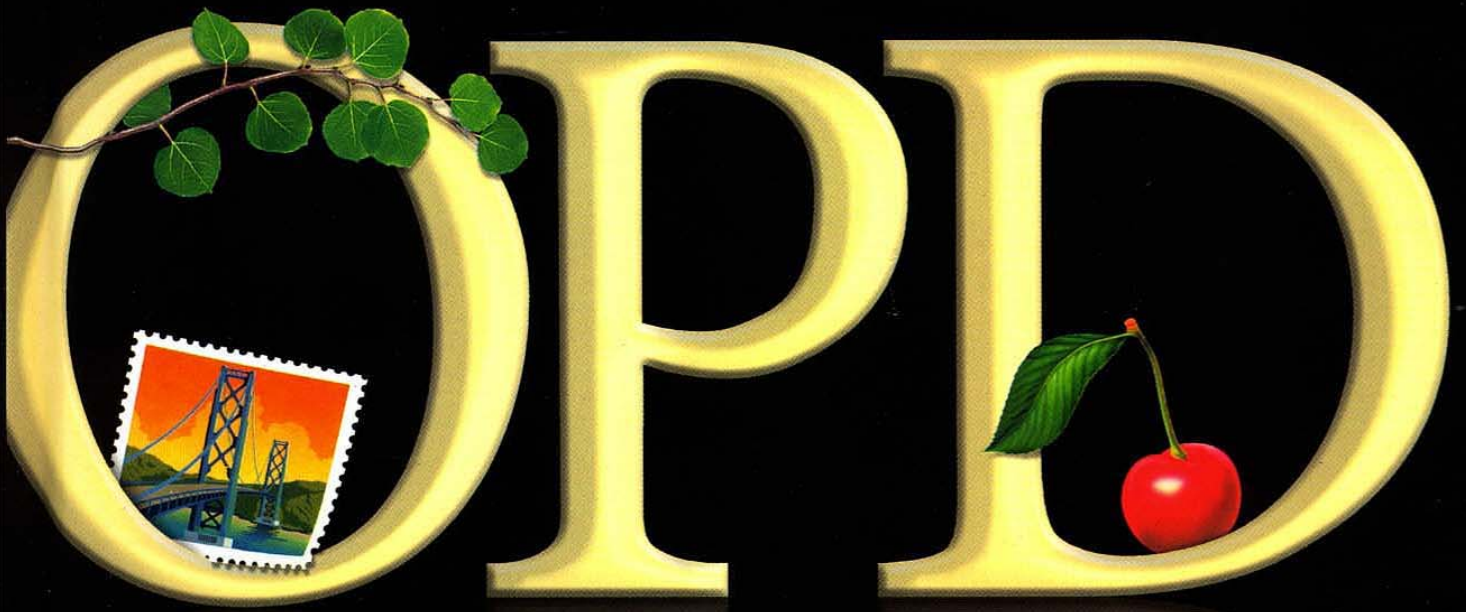


ENGLISH / PERSIAN

# OXFORD PICTURE DICTIONARY

SECOND EDITION



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ENGLISH / PERSIAN

OXFORD  
PICTURE  
DICTIONARY  
SECOND EDITION



Jayne Adelson-Goldstein  
Norma Shapiro



# OXFORD PICTURE DICTIONARY

## SECOND EDITION

### ENGLISH / PERSIAN

4,000 words presented in clear, vibrant illustrations meet the needs of today's language learners

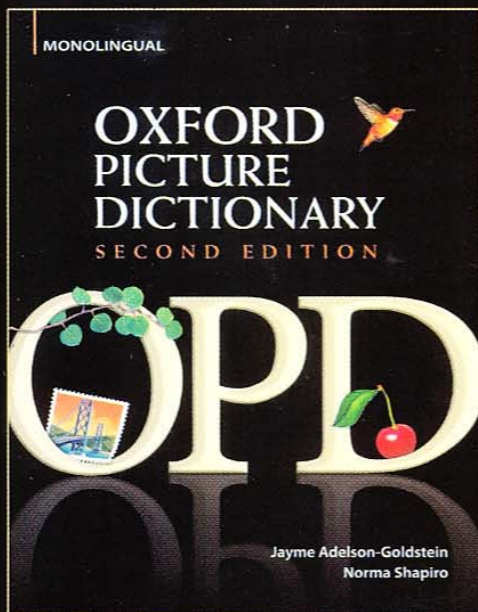
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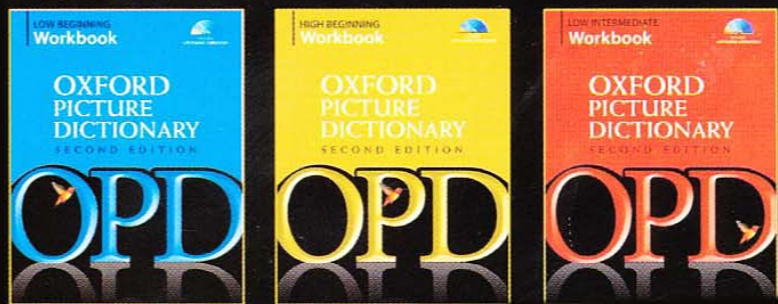
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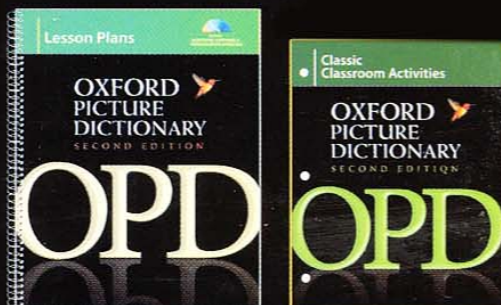
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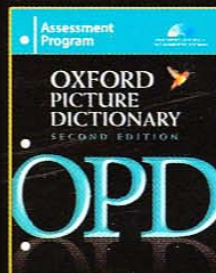
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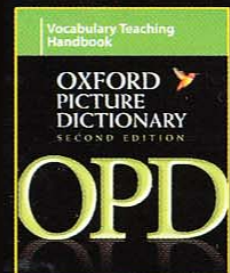
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## Teaching with the *Oxford Picture Dictionary* Program

The following general guidelines will help you prepare single and multilevel lessons using the OPD program. For step-by-step, topic-specific lesson plans, see *OPD Lesson Plans*.

### 1. Use Students' Needs to Identify Lesson Objectives

- Create communicative objectives based on your learners' needs assessments (see *OPD 2e Assessment Program*).
- Make sure objectives state what students will be able to do at the end of the lesson. For example: *Students will be able to respond to basic classroom commands and requests for classroom objects.* (pp. 6–7, A Classroom)
- For multilevel classes, identify a low-beginning, high-beginning, and low-intermediate objective for each topic.

### 2. Preview the Topic

Identify what your students already know about the topic.

- Ask general questions related to the topic.
- Have students list words they know from the topic.
- Ask questions about the picture(s) on the page.

### 3. Present the New Vocabulary

Research shows that it is best to present no more than 5–7 new words at a time. Here are a few presentation techniques:

- Say each new word and describe it within the context of the picture. Have volunteers act out verbs and verb sequences.
- Use Total Physical Response commands to build vocabulary comprehension.
- For long or unfamiliar word lists, introduce words by categories or select the words your students need most.
- Ask a series of questions to build comprehension and give students an opportunity to say the new words. Begin with *yes/no* questions: *Is #16 chalk?* Progress to *or* questions: *Is #16 chalk or a marker?* Finally, ask *Wh-* questions: *What can I use to write on this paper?*
- Focus on the words that students want to learn. Have them write 3–5 new words from each topic, along with meaning clues such as a drawing, translation, or sentence.

**More vocabulary** and **Grammar Point** sections provide additional presentation opportunities (see p. 5, School). For multilevel presentation ideas, see *OPD Lesson Plans*.

### 4. Check Comprehension

Make sure that students understand the target vocabulary. Here are two activities you can try:

- Say vocabulary words, and have students point to the correct items in their books. Walk around the room, checking if students are pointing to the correct pictures.
- Make true/false statements about the target vocabulary. Have students hold up two fingers for true, three for false.

### 5. Provide Guided and Communicative Practice

The exercise bands at the bottom of the topic pages provide a variety of guided and communicative practice opportunities and engage students' higher-level thinking.

### 6. Provide More Practice

*OPD* Second Edition offers a variety of components to facilitate vocabulary acquisition. Each of the print and electronic materials listed below offers suggestions and support for single and multilevel instruction.

**OPD Lesson Plans** Step-by-step multilevel lesson plans feature 3 CDs with multilevel listening, context-based pronunciation practice, and leveled reading practice. Includes multilevel teaching notes for *The OPD Reading Library*.

**OPD Audio CDs or Audio Cassettes** Each word in *OPD*'s word list is recorded by topic.

**Low-Beginning, High-Beginning, and Low-Intermediate Workbooks** Guided practice for each page in *OPD* features linked visual contexts, realia, and listening practice.

**Classic Classroom Activities** A photocopiable resource of interactive multilevel activities, grammar practice, and communicative tasks.

**The OPD Reading Library** Readers include civics, academic content, and workplace themes.

**Overhead Transparencies** Vibrant transparencies help to focus students on the lesson.

**OPD Presentation Software** A multilevel interactive teaching tool using interactive whiteboard and LCD technology. Audio, animation, and video instructional support bring each dictionary topic to life.

**The OPD CD-ROM** An interactive learning tool featuring four-skill practice based on *OPD* topics.

**Bilingual Editions** *OPD* is available in numerous bilingual editions including Spanish, Chinese, Vietnamese, Arabic, Korean, and many more.

My hope is that *OPD* makes it easier for you to take your learners from comprehension to communication. Please share your thoughts with us as you make the book your own.



Jayme Adelson-Goldstein

OPDteam.us@oup.com



# Welcome to the OPD SECOND EDITION

The second edition of the *Oxford Picture Dictionary* expands on the best aspects of the 1998 edition with:

- New artwork presenting words within meaningful, real-life contexts
- An updated word list to meet the needs of today's English language learners
- 4,000 English words and phrases, including 285 verbs
- 40 new topics with 12 intro pages and 12 story pages
- Unparalleled support for vocabulary teaching

Subtopics present the words in easy-to-learn "chunks."

Color coding and icons make it easy to navigate through *OPD*.

New art and rich contexts improve vocabulary acquisition.

Revised practice activities help students from low-beginning through low-intermediate levels.

**Public Transportation**

**A Bus Stop**

1. bus route    2. fare    3. rider    4. schedule

**A Subway Station**

5. transfer    6. subway car    7. platform    8. turnstile    9. vending machine    10. token    11. fare card

**A Train Station**

12. ticket window    13. conductor    14. track

**Airport Transportation**

15. ticket    16. one-way trip    17. round trip    18. taxi stand    19. shuttle    20. town car    21. taxi driver    22. taxi license    23. meter

**More vocabulary**  
 hail a taxi: to raise your hand to get a taxi  
 miss the bus: to get to the bus stop after the bus leaves

**Ask your classmates. Share the answers.**  
 1. Is there a subway system in your city?  
 2. Do you ever take taxis? When?  
 3. Do you ever take the bus? Where?

152



**NEW!** Intro pages open each unit with key vocabulary related to the unit theme. Clear, engaging artwork promotes questions, conversations, and writing practice for all levels.

Each intro page teaches key vocabulary items within the unit theme.

Practice activities make it easy to manage multilevel classrooms.

**Back from the Market**

**1. fish**  
2. meat  
3. chicken  
4. cheese  
5. milk  
6. butter  
7. eggs  
8. vegetables

**9. fruit**  
10. rice  
11. bread  
12. pasta  
13. grocery bag  
14. shopping list  
15. coupons

**Listen and point. Take turns.**  
A: Point to the vegetables.  
B: Point to the bread.  
A: Point to the fish.

**Pair Dictation**  
A: Write vegetables.  
B: Repeat what vegetables for me.  
A: I've got fish-bones.

**Ways to talk about food.**  
Do we need eggs?  
We have some vegetables, but we need fish.

**Role play. Talk about your shopping list.**  
A: Do we need eggs?  
B: No, we have some.  
A: Do we have any...

**NEW!** Story pages close each unit with a lively scene for reviewing vocabulary and teaching additional language. Meanwhile, rich visual contexts recycle words from the unit.

Pre-reading questions build students' previewing and predicting skills.

High-interest readings promote literacy skills.

Post-reading questions and role-play activities support critical thinking and encourage students to use the language they have learned.

**A Family Reunion**

**1. banner**  
2. baseball game  
3. opinion  
4. balloons  
5. glad  
6. relatives

**A. laugh**  
B. misbehaves

**Look at the picture. What do you see?**  
**Answer the questions.**  
1. How many relatives are there at this reunion?  
2. How many children are there? Which children are misbehaving?  
3. What are people doing at this reunion?

**Read the story.**  
**A Family Reunion**  
Ben Lu has a lot of relatives and they're all at his house. Today is the Lu family reunion.  
There is a lot of good food. There are also balloons and a banner. And this year there are four new babies!  
People are having a good time at the reunion. Ben's grandfather and his aunt are talking about the baseball game. His cousins are laughing. His mother-in-law is giving her relatives. And many of the children are misbehaving.  
Ben looks at his family and smiles. He loves his relatives, but he's glad the reunion is once a year.

**Think about it.**  
1. Do you like to have large parties? Why or why not?  
2. Imagine you see a little girl at a party. She's misbehaving. What do you do? What do you say?

The thematic word list previews words that students will encounter in the story.





A. Say, "Hello."

سلام گفتن

B. Ask, "How are you?"

پرسیدن «حالت چطور است؟»

C. Introduce yourself.

خود را معرفی کردن

D. Smile.

لبخند زدن

E. Hug.

در آغوش گرفتن، بغل کردن

F. Wave.

برای خداحافظی... بای بای کردن



Tell your partner what to do. Take turns.

1. Say, "Hello."

4. Shake hands.

دست به دهید سلام بگویید

2. Bow.

5. Wave.

دست تکان دهید خم شوید

3. Smile.

6. Say, "Goodbye."

خداحافظی کنید لبخند بزنید

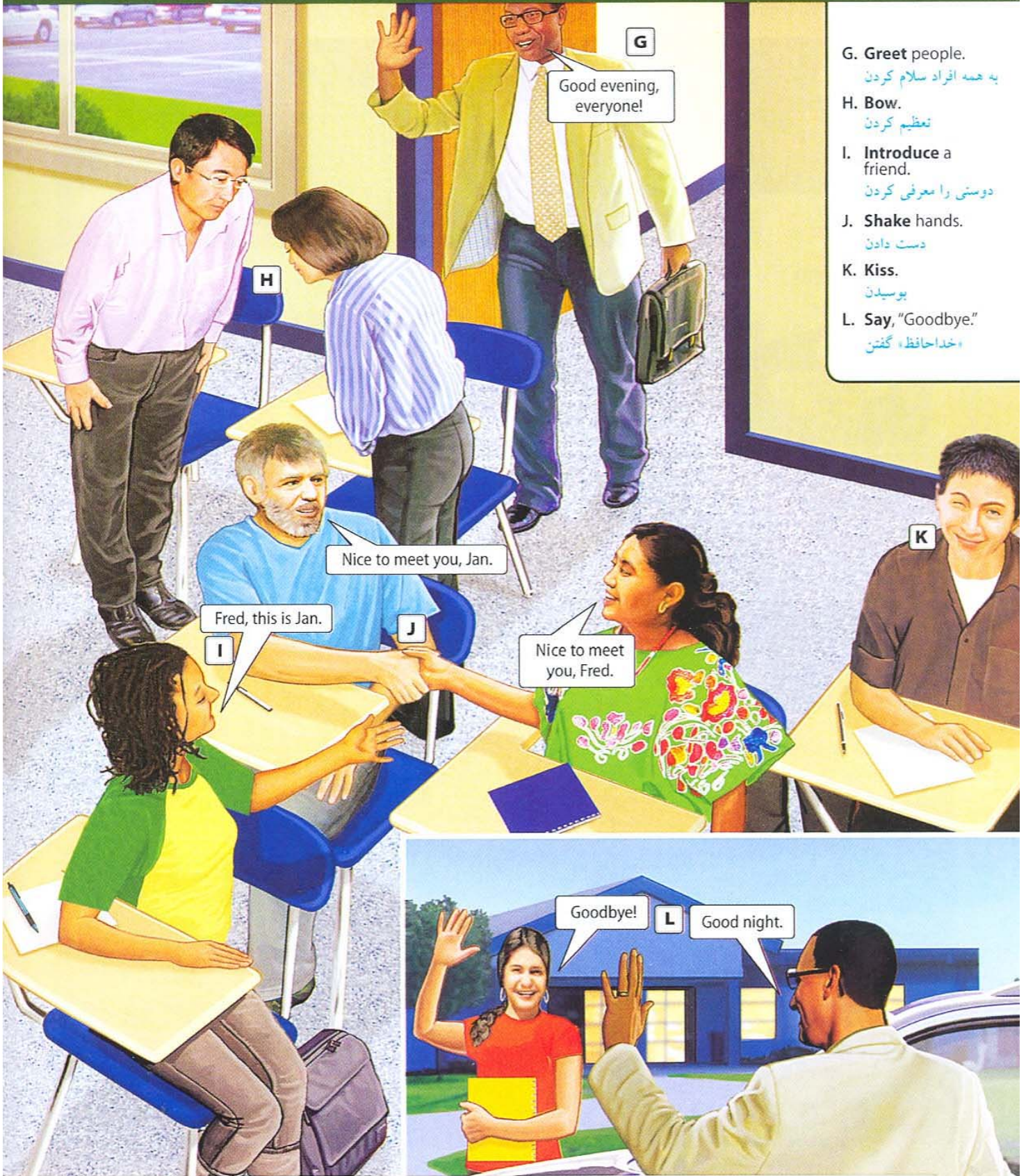
Dictate to your partner. Take turns.

A: Write smile.

B: Is it spelled s-m-i-l-e?

A: Yes, that's right.





- G. Greet people.  
به همه افراد سلام کردن
- H. Bow.  
تعظیم کردن
- I. Introduce a friend.  
دوستی را معرفی کردن
- J. Shake hands.  
دست دادن
- K. Kiss.  
بوسیدن
- L. Say, "Goodbye."  
«خداحافظ» گفتن

**Ways to greet people**

- Good morning. صبح بخیر
- Good afternoon. بعدازظهر بخیر
- Good evening. عصر بخیر، سرشب بخیر

**Ways to introduce yourself**

- I'm Tom. من تام هستم
- My name is Tom. نامم تام است

**Pair practice. Make new conversations.**

- A: Good morning. My name is Tom. صبح بخیر نامم تام است.
- B: Nice to meet you, Tom. I'm Sara. از دیدنتان خوشحالم. من سارا هستم.
- A: Nice to meet you, Sara. از دیدنتان خوشحالم سارا





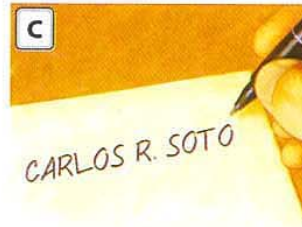
A. Say your name.

نام خود را گفتن



B. Spell your name.

نام خود را هجی کردن



C. Print your name.

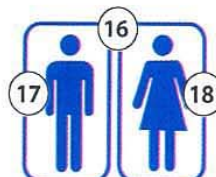
نام خود را با حروف درشت نوشتن



D. Sign your name.

پای نام خود را امضا کردن

Filling Out a Form فرم پر کردن



School Registration Form

برگه ثبت نام مدرسه

1. name:

نام، اسم

2. first name

نام کوچک

3. middle initial

نام، اسم میانی

4. last name

نام خانوادگی

5. address

نشانی، آدرس

6. apartment number

شماره پلاک آپارتمان

7. city

شهر

8. state

استان، ایالت

9. ZIP code

کد پستی

10. area code

کد ناحیه

11. phone number

شماره تلفن

12. cell phone number

شماره موبایل، تلفن همراه

13. date of birth (DOB)

تاریخ تولد

14. place of birth

محل تولد

15. Social Security number

شماره امنیت اجتماعی

16. sex:

جنسیت

17. male

مرد

18. female

زن

19. signature

امضا

Pair practice. Make new conversations.

A: My first name is Carlos.

B: Please spell Carlos for me.

A: C-a-r-l-o-s

Ask your classmates. Share the answers.

1. Do you like your first name?

2. Is your last name from your mother? father? husband?

3. What is your middle name?

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## Campus محوطه



1. quad  
حیاط مجتمع آپارتمانی
2. field  
میدان بازی فوتبال، ...
3. bleachers  
سکو (میدان بازی)
4. principal  
مدیر مدرسه

## Administrators مدیران



5. assistant principal  
ناظم مدرسه
6. counselor  
مشاور تحصیلی، ...
7. classroom  
کلاس درس
8. teacher  
معلم، آموزگار

## Around Campus اطراف محوطه



9. restrooms  
تواللت عمومی
10. hallway  
هال، سرسرا، راهرو
11. locker  
کمد
12. main office  
دفتر مرکزی
13. clerk  
منشی
14. cafeteria  
کافه تریا
15. computer lab  
لابراتوار کامپیوتر
16. teacher's aide  
دستیار معلم
17. library  
کتابخانه
18. auditorium  
نالار سخنرانی، کنفرانس
19. gym  
ورزشگاه
20. coach  
مربی (ورزشی، ...)
21. track  
مسیر (مسابقه دو، ...)

### More vocabulary

Students do not pay to go to a public school.

Students pay to go to a private school.

A church, mosque, or temple school is a parochial school.

### Grammar Point: contractions of the verb be

He + is = He's      *He's a teacher.*

She + is = She's      *She's a counselor.*

They + are = They're      *They're students.*





BEST OF JAZZ  
CONCERT

- 1. shirt  
پیراهن
- 2. jeans  
شلوار جین
- 3. dress  
لباس
- 4. T-shirt  
تی شرت
- 5. baseball cap  
کلاه بیس بال
- 6. socks  
جوراب
- 7. athletic shoes  
کفش ورزشی
- A. tie  
کراوات



Listen and point. Take turns.

A: Point to the dress.

B: Point to the T-shirt.

A: Point to the baseball cap.

Dictate to your partner. Take turns.

A: Write dress.

B: Is that spelled d-r-e-s-s?

A: Yes. That's right.



ONE NIGHT  
ONLY

DOORS OPEN  
AT 8:00

- 8. blouse  
بلوز
- 9. handbag  
کیف دستی بانوان
- 10. skirt  
دامن
- 11. suit  
کت و شلوار
- 12. slacks / pants  
شلوار مردانه
- 13. shoes  
کفش
- 14. sweater  
پلوور
- B. put on  
پوشیدن



**Ways to compliment clothes**

*That's a pretty dress!*

آن یک لباس قشنگی است.

*Those are great shoes!*

آنها کفشهای بزرگی هستند.

*I really like your baseball cap!*

من واقعاً کلاه بیس بال را دوست دارم.

**Role play. Compliment a friend.**

**A:** *That's a pretty dress! Green is a great color on you.*

آن یک لباس قشنگی است. رنگ سبز رنگ زینده شماست.

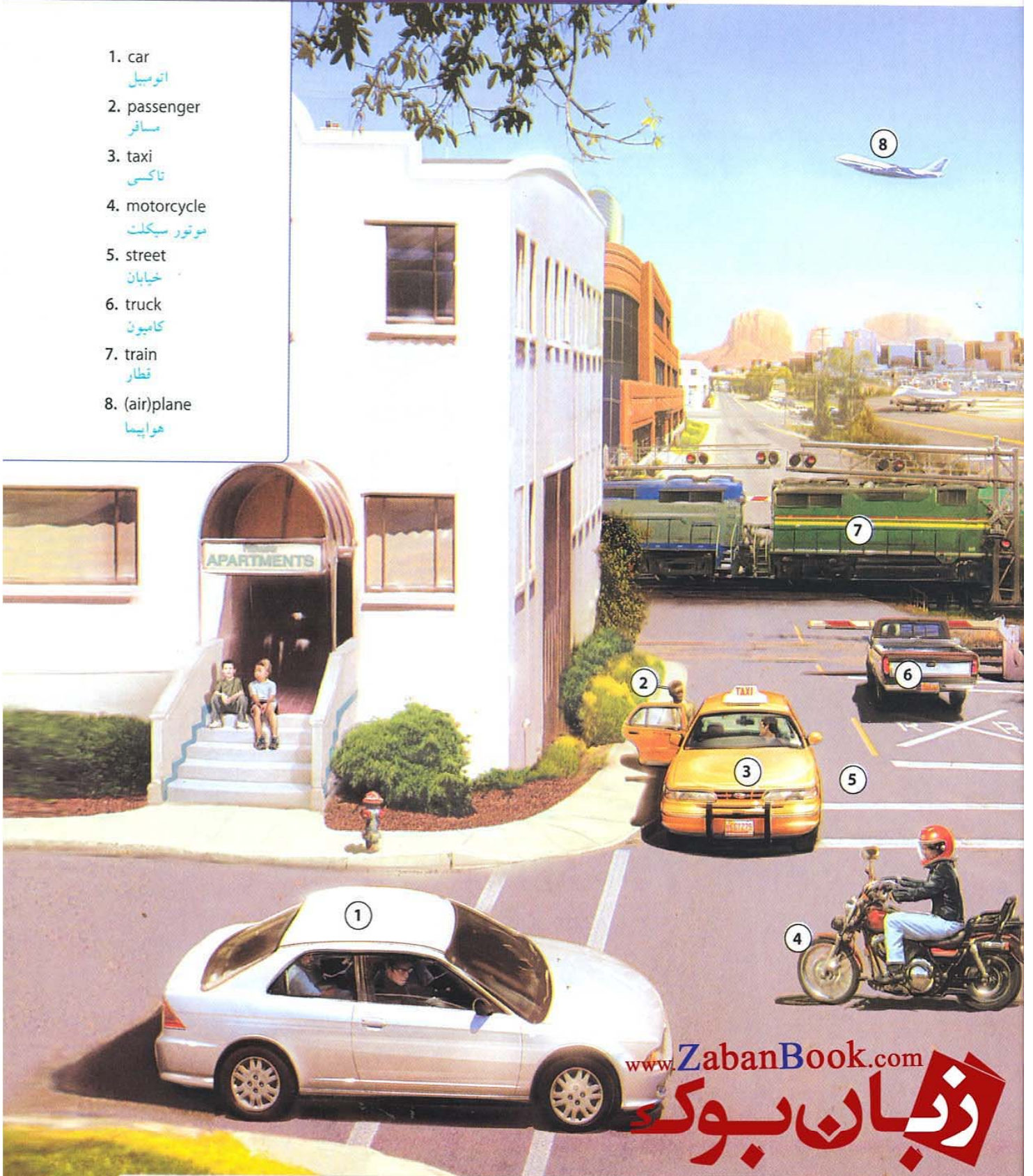
**B:** *Thanks! I really like your...*

متشکراً! من واقعاً ... شما را می‌پسندم.





1. car  
اتومبیل
2. passenger  
مسافر
3. taxi  
تاکسی
4. motorcycle  
موتور سیکلت
5. street  
خیابان
6. truck  
کامیون
7. train  
قطار
8. (air)plane  
هواپیما



Listen and point. Take turns.

A: Point to the motorcycle.

B: Point to the truck.

A: Point to the train.

Dictate to your partner. Take turns.

A: Write motorcycle.

B: Could you repeat that for me?

A: Motorcycle. M-o-t-o-r-c-y-c-l-e.



9. helicopter

هلی کوپتر

10. airport

فرودگاه

11. subway station

ایستگاه مترو

12. subway

مترو

13. bus stop

ایستگاه اتوبوس

14. bus

اتوبوس

15. bicycle

دوچرخه



### Ways to talk about using transportation

Use **take** for buses, trains, subways, taxis, planes, and helicopters. Use **drive** for cars and trucks.

Use **ride** for bicycles and motorcycles.

### Pair practice. Make new conversations.

A: *How do you get to school?*

چطوری به مدرسه می‌روی؟

B: *I take the bus. How about you?*

من اتوبوس سوار می‌شوم. تو چطور؟

A: *I ride a bicycle to school.*

من با دوچرخه به مدرسه می‌روم.



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