

LESSON 2

Look it up!

Interesting Facts:

- The first Persian dictionary was compiled in the 5th century.
- 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 ¹ mm which needs to be read with a magnifying glass.

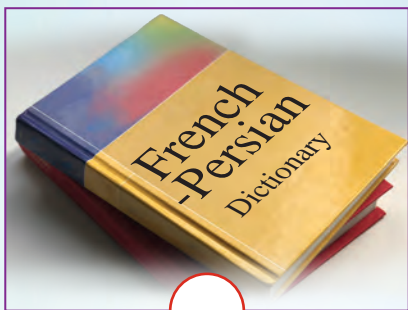
1. Read it as: Twenty-seven by eighteen millimeters



educator n. (Latin *educare*)
educated adj. 1 having had an
(good) education. 2 resulting from
(educated accent). 3 based on exper-
ience or study (educated guess).
education /,edjʊ'keɪʃ(ə)n/ n. 1 sys-
tematic instruction. 2 particular kind
of instruction (a classical educa-
tion; further education) 3 develop-
ment of character or mental power
educational adj. educationally
educationalist n. (Latin *educare*)

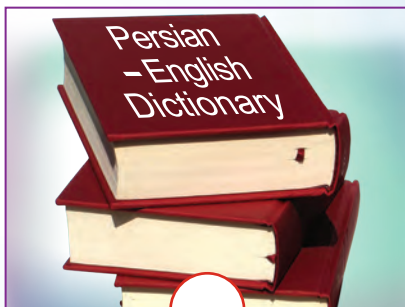
Get Ready

A. Match pictures with dictionary types.



I. A monolingual dictionary

II. A bilingual dictionary



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

Conversation

recommend,
suppose, elementary,
intermediate,
advanced, app, PC,
smart phone

Word Bank



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 could 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?

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 could 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?



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'.

5 B Boron 10.810	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998
13 Al Aluminum 26.98154	14 Si Silicon 28.085	15 P Phosphorus 30.97376	16 S Sulfur 32.06	17 Cl Chlorine 35.45
31 Ga Gallium 69.723	32 Ge Germanium 72.63	33 As Arsenic 74.9216	34 Se Selenium 78.96	35 Br Bromine 79.904

C is the **symbol** for carbon.



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

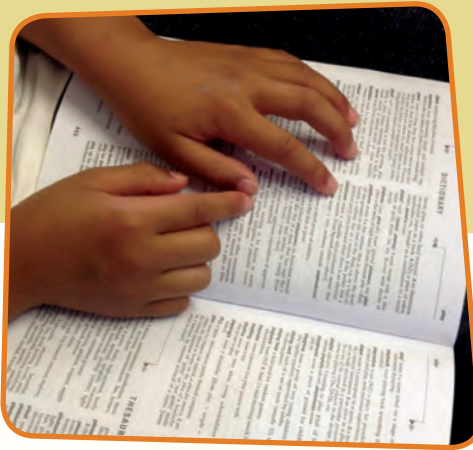
If you know how to study more **effectively**, you'll be able to learn more.

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

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

jump: to suddenly decide to do something

I did not read the introduction and **jumped** to the next part.



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

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 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 dictionary 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.



4. Learn the Guide to Pronunciation. If you immediately jump righttousing the dictionary understanding the pronunciation guide, it can be difficult to figure it out.

5. Read the Guide Words. These are the two words at the top of each page that show the first and last entries on the page. These words will help you find the word you are looking for in the right letter section.

6. Read the Definitions. Once you find an entry, you can find the exact meaning of the word, its pronunciation, part of speech, synonyms, antonyms, and probably its origin.

7. Look for Collocations. Learning the meaning of a single word is not usually enough. Through sentence examples, try to learn ‘words in combination’ to expand your vocabulary.

Reading Strategy

Highlighting

One way to remember what you have read is to highlight important information. Use these guidelines for highlighting a text:

- Highlight the main ideas.
- Highlight the key points not minor details or less important information.
- Highlight phrases and parts of sentences instead of entire sentences.
- Do not highlight many sentences or too much of the text.

Reading Comprehension

A. Read the following paragraph and highlight the most important information.

Sharks are not all the same. In fact, there are nearly 400 different kinds. Most sharks never attack people. Only a special group of sharks can be dangerous. They kill an average of forty people every year. Let's compare sharks with snakes. Snakes kill about 60,000 people every year. And let's not forget that people kill 25,000,000 sharks every year.

B. Now go back to the *Reading*. It claims that you can be familiar with useful information to use a dictionary more effectively. Highlight parts of the passage that support this claim.

C. Read the 'Reading'. Generate questions with the following question starters and then answer them.

What

- 1)
- 2)

How

- 1)
- 2)

Where

- 1)
- 2)

Vocabulary Development

WORD PART FAMILIES

One way to figure out the meaning of an unknown word is to look for its relationship with other words in the same family. Even if you cannot figure out the exact meaning, your understanding can be enough to allow you to read on. For example, *in this sentence*:

“We provide you with some helpful information on how to use a dictionary more effectively”

you can get an idea of the meaning of the word *effectively* by recognizing that it is related to the word *effect*.

In this technique which is also known as **word attack**, looking for word parts can help you read and understand the meaning of complicated words. When you recognize prefixes and suffixes and know what they mean, it will help you work out the meaning of many words you read.



A. Look at the following sentences. Write down at least one other word you know that is related to the bold word.

- My job has become increasingly difficult.

.....

- He wasn't very communicative and kept to himself.

.....

- The police believe the fire was started accidentally.

.....

- The pollution is endangering the crops.

.....

- We searched unsuccessfully for a map of Kerman.

.....

B. Attack these words to figure out their meanings. Try to write down other words related to them. For example:

disconnection: disconnect/ connection/ connect/ disconnect

■ **unsystematically:**

■ **incomprehensible:**

■ **unexpectedly:**

■ **international:**

■ **unchangeable:**

Grammar

A. Read the following texts.



The first Persian dictionary which is still published was compiled more than 900 years ago. Lughat-e Fors was made by Asadi Tusi who was a famous poet in the 5th century. The list of entries has been arranged according to the final letters of the words. There are example sentences which were taken from poetry. The dictionary has synonyms and explanations that were used by young poets. This dictionary has been used widely by the poets who lived after Asadi Tusi. Many words have been added to the first dictionary that Asadi compiled. The dictionary has been published several times and is a valuable treasure of Persian language.

B. Read the following example sentences.

Active		Passive
The man plays golf. He lives at No. 10.	→	The man who plays golf lives at No. 10.
The woman is coming to dinner. You met her yesterday.	→	The woman who(m) you met yesterday is coming to dinner.
The cat lives near us. It was drinking milk.	→	The cat which lives near us was drinking milk.
I found the keys. I lost the keys yesterday.	→	I found the keys which I lost yesterday.

Active	Passive
The man who plays golf lives at No. 10.	The man that plays golf lives at No. 10.
The woman who(m) you met yesterday is coming to dinner.	The woman that you met yesterday is coming to dinner.
The cat which lives near us was drinking milk.	The cat that lives near us was drinking milk.
I found the keys which I lost yesterday.	I found the keys that I lost yesterday.

C. Tell your teacher how ‘relative clauses’ are made.

D. Read the Conversation and underline all ‘relative clauses’.



E. Read the following paragraph and fill in the blanks with 'who or which'.

Mr. Sanders is a doctorlives in a city. He works in a villageis near the city. Each morning he goes to the village and comes back home in the evening. Mr.Sanders usually catches the morning train..... enters the station at 7:30. The trainhe catches is not very crowded. There are some teachers and workersalso work in the village. Mr. Sanders knows some of them. They sometimes talk about interesting things, like weather and sports. He often reads on the train. He reads books or newspapers he borrows from the stand in the station. Although his travel to the village takes around 45 minutes, he enjoys every minute of it. He is the type of guy likes to spend his time wisely.

F. Pair up and ask your friend to complete the sentences.

Example: Rudaki who lived in the 4th century is a famous Persian poet.

1. Ostrich is a bird
2. Our English teacher
3. The notebook

G. Go to Part 'Grammar' of your Workbook and do A.

See Also

Conditional Sentences (Type II)

A. Read the following example sentences..

If the old man **had** his glasses, he **could read** the paper.

They **would be** healthier if they **lived** in a village.

If it **got** warmer, they **would travel** to the north.

John **could fix** the car if he **were** home.

If my mother **were** here, I **would ask** her for help.

I **would buy** a house if I **were** you.

B. Go to Part 'Grammar' of your Workbook and do B and C.

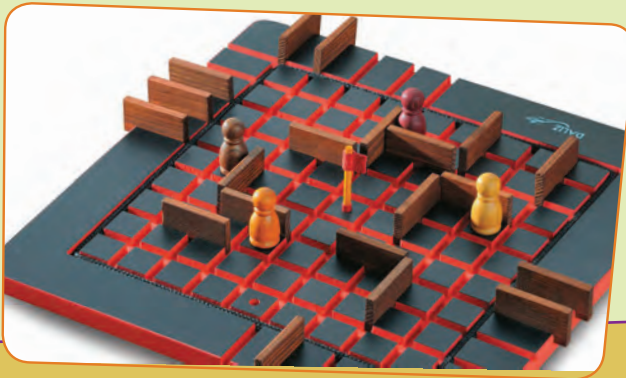
Listening and Speaking

Speaking Strategy

Talking about Imaginary Situations

A. We use 'conditional type II' to talk about imaginary situations.

- Oh look! It is raining so heavily.
- What would you do if it weren't raining?
- Hmm... if it were sunny, I would go to the park. I am really bored.
- We can play one of our thinking games, instead.
- We could play 'Smart Kid' if Sina were home.
- This one is also fun. Let's try it.



You may use the following to talk about imaginations, hopes, and wishes.

- What would you do if you were me?
- What would you do if you had wings?
- What would you do if you were the president?



B. Listen to the following conversations and answer the questions.

Conversation 1



Where does Mina live now?

Why hasn't Zoreh invited Mina yet?

Pair up and ask your friends about the things they want to do today, but they cannot. You may use the clues in the box.

- If it weren't so cold/hot,
- If you did your homework sooner,
- If your father came home earlier,
- If I had enough money,

Conversation 2



What did Bijan want to buy?

Did Bijan tell Mehran about the problem? Why not?
.....

Pair up and ask your friends what they would do if they were you. You may use the clues in the box.

- study harder
- do daily exercise
- be more careful
- learn French

Writing

Paragraph

What is a paragraph?

A paragraph is a group of sentences about one idea. A paragraph can (1) give us information, (2) tell us an opinion, (3) explain something to us, or (4) tell us a short story. Every sentence in a paragraph is about the same idea. When you want to write about a new idea, begin a new paragraph.

Paragraph format

Paragraphs have a special shape. In each paragraph, the sentences are grouped together. They come one after another. Remember that sentences in a paragraph start with a capital letter and end with a period (.), question mark (?) or exclamation point (!).



A. Look at the examples below. Choose the one which has the right shape for a paragraph.

Oceans and Lakes

Oceans and lakes have much in common, but they are also quite different.

Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water.

Lakes are usually surrounded by land, while oceans are what surround continents.

Both have plants and animals living in them.

The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life.

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The topic sentence

Many English paragraphs include a topic sentence. This sentence which mostly comes at the beginning of a paragraph tells the reader:

the topic + the idea about that topic or an explanation of the topic

For example:

My sister and I respect our parents all the time.

topic

idea

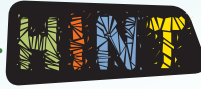
A cheetah is a wild animal from the cat family.

topic

explanation

B. Look at the topic sentences from paragraphs you have seen in Vision 2. Find the topic and the idea or explanation of the topic.

- 1) Language is a system of communication.
- 2) About fifty percent of the world's languages have fewer than 5000 speakers.
- 3) Bad habits and addiction can be harmful to health.
- 4) Art is what people create with imagination and skill.
- 5) Handicrafts are good examples of the art and culture of a country.



The topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

Read the following paragraphs. First find the topic sentence, then circle the topic, and underline the explanation or idea about the topic.



1. Ants are found everywhere in the world. They make their home in buildings, gardens, etc. They live in anthills. Ants are very hardworking insects. Throughout the summers they collect food for the winter season. Whenever they find a sweet on the floor, they stick to the sweet and carry it to their home. Thus, in this way, they clean the floor. Ants are generally red and black in colour. They have two eyes and six legs. They are social insects.



2. The stars are tiny points of light in the space. On a clear night we can see around 2,000 to 3,000 stars without using a telescope. Stars look tiny in the sky because they are far away from the Earth. In ancient times the sky watchers found patterns of stars in the sky.



3. An online dictionary is one that is available on the Internet or World Wide Web and is accessed through a Web browser using a computer or a mobile device, primarily by typing a term into a search box on the site. Online dictionaries offer immediate, direct access through large databases to a word's spelling and meanings, plus a host of information, including its spellings, pronunciation, and origin, etc.



4. A hearing device is available for some people suffering from hearing loss. This device uses a magnet. Like other aids, it converts sounds into vibrations and transmits them directly to the magnet, and then to the inner ear, producing a clearer sound. The device helps those with a hearing loss caused by infection or other problems in the middle ear.

D. For each word, write a topic sentence.

- 1) sport
- 2) writing
- 3) forest
- 4) smoking
- 5) firefighters
- 6) Avicenna
- 7) clean energy
- 8) Persian Gulf

language needs.
ction. The best way to learn
his section explains issues
re arranged, what information
ries and what abbreviations, and
mbols are used throughout the

abbreviations. Different types of
are often used in the definitions.

What you learned

PARAGRAPHS HAVE A SPECIAL S
PARAGRAPH, THE SENTENCES
TOGETHER. THEY COME ONE AFTE
REMEMBER THAT SENTENCES IN A P
START WITH A CAPITAL LETTER
WITH A PERIOD (.), QUESTION MARK
EXCLAMATION POW

LESSON TWO



A. Listen to the first part of a report.

1. Answer the following questions.

a. What would you do if you had a time machine now?

.....

b. Would you live in a jungle if you were allowed to?

.....

2. Listen again and take note of three questions you hear.

B. Now read the rest.

Have you ever thought of superhuman? What abilities would you like to have if you had superhuman powers? Some may say, “I would like to fly if I had superhuman powers.” Others may say, “I would like to be very strong to help people.” Some may say, “I would like to be invisible or read people’s minds.” What about you? Would you like to be able to do these? Think of being an astronaut; where would you like to go? Many may say, “I would go to Mars and see if any one lives there.” Where would you travel to?

3. Underline ‘if clauses’.

C. Work in pairs. Ask and answer.

Would you like to fly?

What would you do if you found some money?

Would you like to travel to other planets if you were an astronaut?

