

## Using a Dictionary in English

### Activity 1

Look at these sentences. Some are true (right) and some are false (wrong). Write T (true) or F (false) beside each sentence. If you need help, look up the word in bold in the Longman WordWise Dictionary. The first one has been done for you.

- a) A duck is a type of bird.  T
- b) If something is secret, you can tell everyone about it.
- c) A ring is something you wear on your head.
- d) Your shoulder is part of your body.
- e) Something that is obvious is difficult to see or understand.
- f) If something is deep, there is a long distance between the top and the bottom.
- g) When something rises, it moves downwards.

### Activity 2

Choose 3 words from the list below. Now describe to your partner what each word you have chosen means, without using any words from your own language. Use your dictionary to help you.

shout	dull	share
necklace	spider	friendly
immediately	taste	hospital
reduce	shallow	dislike
wrist	pineapple	dangerous

### Activity 3

Work with a partner. Choose 3 new words from the list in Activity 2, and look them up in the Longman WordWise Dictionary. Write your own sentences to describe what the words mean. You can make your sentences true or false. Now read them to your partner and ask him or her to guess whether they are true or false.

### Activity 4

Your teacher is going to read out some sentences. They all describe words that you have seen on this page. Write down which word you think your teacher is describing.

Using a Dictionary in English **TEACHER'S NOTES**1  
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Aim:	To get students familiar with the idea of using a monolingual dictionary, and build their confidence in working without L1 translations.
Level:	Lower intermediate
Time:	45-50 minutes
Materials:	Photocopiable worksheets and the Longman WordWise Dictionary

**Activity 1**

Prepare students by having a classroom discussion about monolingual dictionaries: What are they? Has anyone used one before? What is the difference between a definition and a translation? If they do not feel confident yet without translations, get them to do the exercise in pairs.

*Answers*

a) T b) F c) F d) T e) F f) T g) F

**Activity 2**

Pairwork. This exercise can be adapted to suit the level of your students. If they already know these words, choose more difficult ones. Try to get them to understand the word using the dictionary, and then use their own words to describe to their partner, rather than read out the dictionary definition. Check comprehension as you listen to the students.

**Activity 3**

The idea of this exercise is to get the students to start to think in terms of definitions rather than translations. They can have some fun inventing false definitions for their partner. You could make this a homework activity by getting them to write their true/false definitions at home, then swap them with another student at the next lesson.

**Activity 4**

This is a recap of vocabulary learnt. Read out some of the Longman WordWise Dictionary definitions for the words in bold in Activities 1 and 2. Ask the students either to write down the word they think you are describing, or to call it out.