

Exploring a dictionary page

Introduction

It is possible when using a dictionary to notice and take in a wide range of information from the page, in addition to the information you are directly looking for. This makes the use of a dictionary even more exciting and rewarding.

Aim of worksheet

To develop the skills of scanning and noticing a wide range of information from across the entire dictionary page.

Time and materials

Allow 30 to 45 minutes to complete the Worksheet. Students need copies of the *Macmillan Study Dictionary*.

Procedure

Activity 1

Ask students to look at page 55 of the *Macmillan Study Dictionary* and answer the questions.

Answers

- 1 an area of water that is connected to a river but is not affected by its current
- 2 bunches
- 3 **a** 7
b worst
c at
d in informal situations; when something is fairly good, or better than you expected
e major, serious, severe
- 4 **a** a hyphen in the wrong place in a word, sometimes caused by software that puts hyphens in words automatically
b computing
- 5 debt
- 6 **a** sett
b under the entry for 'mammal' (the illustration can be found on page 453)
- 7 bacteria, bacterial

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► Activity 1

Look at page 55 of the *Macmillan Study Dictionary* and answer these questions.

1 What is the meaning of a *backwater* in geography?

2 Which type of bacteria causes food poisoning?

3 Find the adjective *bad* on the page.

a *Bad* has seven different meanings. Which one relates to food and drink?

b What is the superlative form of *bad*?

c What preposition is used after *bad* to show a lack of skill?

d When might you use the phrase *not bad*?

e What other words might you use instead of *bad* to describe an illness?

4 Find the word *bad break* on the page.

a What is a *bad break*?

b What academic subject does this relate to?

5 Which word carries the main stress in *bad debt*?

6 Find the noun *badger* on the page.

a What is the name of a place where badgers live?

b Where can you find a picture of a badger?

7 Can you find any four-syllable headwords which are stressed like this: • • • • ?

► Activity 2

Compare your answers with a partner.