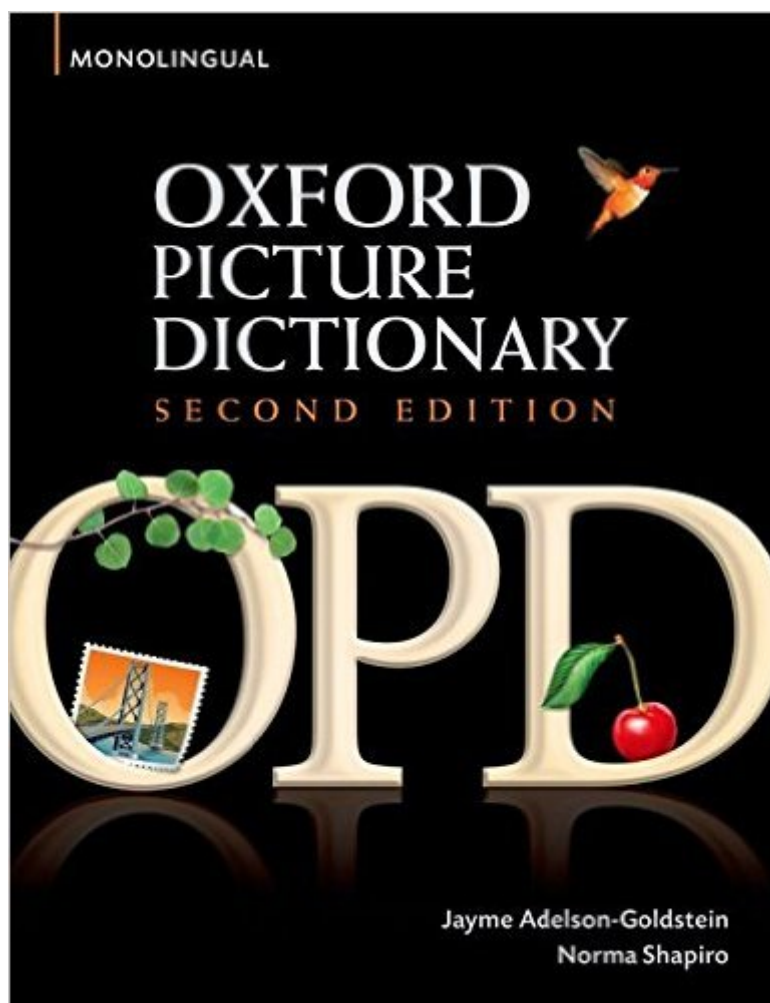


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# Oxford Picture Dictionary (Monolingual English)



## Synopsis

Content is organized within 12 thematic units, including Everyday Language, People, Housing, Food and Recreation. Each unit starts with an Intro page (new to this edition) and ends with a story page, with single or double-page sub-topics introducing new words in a realistic visual context and easy-to-learn "chunks." The target new vocabulary is listed and simple practice activities help students put their new words into practice. Story pages include pre-reading questions to build previewing and predicting skills and post-reading questions and role-play activities to support critical thinking and to encourage students to use the new language they have learned. Rich visual contexts recycle words from the unit. This structure is designed to address the needs of multilevel classrooms. Supporting components include more guidance on this topic as well as assessing needs and lesson planning. (available in English only).

## Book Information

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## Customer Reviews

I was very pleased with our purchase of this product. I originally purchased both the new and the old, thinking I might use the older one. After comparing, however, I felt they had made sufficient improvements to warrant purchasing the newer edition for the needs of our program. Many items of technology were included and the illustrations are wonderful. This book is well organized to quickly find items even if you don't speak English. Great for young people and adults. I did note that male/female body parts were not illustrated or listed. This would not be a resource for one trying to communicate using these terms to a doctor or school official even. This seemed somewhat puritan... but perhaps this was deemed necessary in order that it span age groups... which this definitely

does.

I just purchased the Oxford Picture Dictionary, second edition, and it is the most amazing picture book I have ever seen! I am in awe by how well-researched and thorough it is. I mean the authors literally thought of everything! I am very articulate in English, but since it is my third language, there are sometimes random words like a c-clamp or a grasshopper or loafers that I just don't know. It surprises people because my English is so good and they don't hear the trace of an accent and I can write amazing philosophical essays. So there was just this inconsistency between my knowing what a term like "wreak havoc" means and my not knowing what a "grasshopper" is. Weird. I couldn't find an appropriate book to fill in some of the gaps I have in my vocabulary. The ones I found were either too easy or too abstract. This one is concrete and complete. I probably know about 75% of the words in it, but that 25% I'm going to learn with this, that random 25% that gives me a headache sometimes when I'm trying to describe stuffs, will make me feel like a native speaker. This book is just too perfect. I'll recommend it to everyone I know.

This book was meant for Koreans learning English but the Korean words are under the English words so you can use it both ways. You might think a picture dictionary is for kids but this one is for grown-ups and is VERY well laid out by category. There are quite a lot of words illustrated including verbs, prepositions and nouns as well as adjectives.

Most helpful--and not for kids as some mistakenly believe. Many topics are quite sophisticated. It's a way to learn vocabulary directly, not translated through the student's native language.

I teach and tutor ESL students from many different countries (at the same time/in the same classroom). The Monolingual Oxford Picture Dictionary is hands down, the best resource I've found to help new students learn and understand the vocabulary "basics" of everyday life in the U.S. Words are arranged by topic/situation, and units can be incorporated into speech and grammar lessons. Workbooks are available to accompany use of the OPD -- they help reinforce the vocabulary and students' comprehension of the topic. There is also an OPD app (purchased from iTunes store), which has all of the same information, with sound and pronunciation -- this too has proven to be a great tool that I use when working one-on-one with a student. I highly recommend this tool to students and teachers!

The Oxford Picture Dictionary Monolingual: Second Edition is the fourth in a long line of picture dictionaries put out by Oxford. Adelson-Goldstein and Shapiro prove to have outdone themselves, as this is their best creation yet. Although there are also bilingual versions in such languages as Spanish, French, Korean, Arabic and Japanese, this is the monolingual edition that I am reviewing here. In the 1970s, Oxford put out a small picture dictionary for adults. It was thematically arranged, and there were only four pages of verbs. It was nonetheless a success. Then in 1989, they published The New Oxford Picture Dictionary. This kept the winning thematic arrangement, yet added more verbs, and, as the authors themselves noted, "updated the hairstyles". This was also notable for being more Americanized than the '70s version. Then, in 1997, Jayme Adelson-Goldstein and Norma Shapiro put out a revolutionary new version of the dictionary. Rather than teaching foreign languages to Anglophone folk, the focus was now on helping immigrants to the U.S. learn English. There were more verbs, and many new categories. Then in 2008 came this dictionary. Oxford has more words than ever before now at 4,000, and is quick to stress the rich selection of verbs in the new edition, verbs being the backbone of language. There are even charts in the end to help English learners form the correct past tenses and past participles of verbs. This version is lovingly dedicated to the memory of Norma Shapiro, who completed the original Oxford and started in on this one with Adelson-Goldstein but succumbed to cancer in 2004. Peace be upon her. This picture dictionary is divided into twelve units, each with thematically grouped one- or two-page categories for words. Under Describing Hair, for example, are shown the numbered items "short", "shoulder-length", "long", "part", "mustache", "beard", "sideburns", "bangs", "straight", "wavy", "curly", "bald", "grey", "cornrows", "red", "black", "blonde", "brown", "rollers", "scissors", "comb", "brush" and "blow dryer", and then the lettered verbs "cut hair", "perm hair", "set hair", and "color hair/dye hair". (No "ponytail", though.) At the end of each unit is an original story written by the authors to put to the test the learners' knowledge of words used in that unit, and introduce a few new words. In the first unit's story, Same and Different, for example, a woman named Mrs. Kumar is shopping for her twin teenage daughters, Manda and Anya. She buys them matching green sweaters. Manda likes her present, but the look on Anya's face makes it clear she doesn't like hers. Mrs. Kumar then correctly surmises that Anya wants to look different from Manda. Anya then goes to the mall and exchanges her green sweater for a navy blue one. Now the girls look different, and they're both happy! All is well in the Kumar household once again. The 2008 publication date and associated up-to-dateness really shows in this dictionary. One of the most trumpeted accomplishments of the new dictionary is its inclusion of a page on Internet terms, complete with a picture of a lolcat! Another evident update is that "PlutO" has been removed from the section The

Solar System and the Planets. My personal favorite new section is Entertainment, while terms like "nature program", "reality show", "science fiction story", "hip-hop" and "reggae"!The authors find a clever and creative way of making each concept illustratable. For example, in the Personal Information category, "place of birth" is illustrated by a mother rocking a baby in the foreground, with a map locating San Jose, Costa Rica in the background. "Male" and "female" are represented by the classic male and female restroom signs, with "sex" being illustrated by a number in between the two.As in the original New Oxford, there is plenty of dialogue, realized through speech bubbles, to aid in illustrating the words. In the section Everyday Conversation, for instance, a girl in the locker room hands out invitations to two friends while saying, "Please come to my party" to illustrate "invite someone". A girl is then shown saying, "OK, I'll be there" ("accept an invitation"), while a boy says, "Sorry, I can't" ("decline an invitation"). "Martin Luther King Jr. Day" is illustrated by a picture of the famed civil rights activist saying, "I have a dream".Since these dictionaries are written for many different immigrant groups learning English, the authors have met the imperative that the people depicted come from a wide variety of ethnic groups, cultures, genders and age groups. In the section An Election, for instance, the man running for office is a Chinese-American gentleman named Mr. Chen, while his opponent is a White woman named Ms. Larson. The verb "kiss" is illustrated by two apparently lesbian women kissing.The section whose update I was most interested in checking out was Adults and Children (originally subsumed under Age and Pjysical Description but given its own two-page spread in this version. The word "infant" has been added, and the plural forms "men" and "women" are now given separate entries from "man" and "woman". However, while the original showed a line for "teenagers" under "13-year-old boy" and "19-year-old girl", this dictionary shows only one boy (looking bored at the Thanksgiving meal!) labeled "teenager/teen". The words for teenage boy and teenage girl are missing. This is a disappointing regression from the bold ideas of the 1997 version, as there are many people like me who use these books to learn foreign languages (i.e. not English). In languages like Spanish, Hebrew, Arabic, Italian and Vietnamese there are different words for little boys/girls and boys/girls in their teens and twenties. In Spanish, for instance, little boy and little girl are "niño" and "niña", whereas teens are referred to with "muchacho" and "muchacha". I would solve this problem by using multiple lines the way the Adults and Children section does for "men" and "women", and have a circle above a boy labeled "teenage boy", then a circle above a girl labeled "teenage girl", then draw lines from both circles to a third circle in the center, and label it "teenager/teen". I also noticed this was set at a family dinner in which everyone was Hispanic; I would set this section in a public place like an amusement park, and show a White teen boy with brown hair, blue eyes and freckles, and an Asian

teen girl with black hair and brown eyes. "Twentysomething" would also be a nice addition to this section. There is a mistake in this book. "On", "next to" and "under" are mixed up in the illustrations in the section Prepositions. One thing that struck me about this book is its descriptiveness; Oxford avoids prescriptivism like the plague. To illustrate the verb "ask a question", for instance, a woman is shown asking her classmate, "Can I share your book?" Nausea is illustrated with "feel nauseous" instead of "feel nauseated". Oxford also endeavours to avoid offending people. In the unit on the body and health, "breast" and "buttocks" are included but shown covered up, and even "bladder" makes it in, but male and female parts such as "testicle" and "ovary" are conspicuously left out. "Condom" and "tampon" would seemingly be useful things to shop for, but these two are silenced from the dictionary. To illustrate, "throw up/vomit", a little girl is shown facing the toilet. No actual vomit is shown in the picture. The choice of a little girl was apparently deliberate, as a girl unlike a boy would be sitting down on the toilet if using it to urinate or defecate; standing up she could only be vomiting. I thought "diarrhea" would be a useful symptom term, but this is excluded entirely. "Gynecologist" was deemed necessary to include, but is defined as "a woman's doctor" at the margin of the page without being illustrated. "Murder" is illustrated by depicting police tape with a body outline, so no one reading the book has to view a killing or gory corpse. In the illustration for "illegal drugs", no marijuana is shown -- could this have been prescience of the legalization of marijuana in Colorado and Washington? Speaking of legalization, this book prods its readers to be upstanding citizens. On page 140 is a section called Civic Rights and Responsibilities, part of the twelfth of the book known as Community. It implores those seeking to become citizens to "vote", "pay taxes", "obey the law", "register with Selective Service", "serve on a jury" and "be informed" (the last illustrated in a picture of a woman reading a newspaper article titled "Tax levy passes"). Adelson-Goldstein and Shapiro have included a section called Interview Skills, and another called Succeeding in School. When reading this book, I often found myself confounded by the words and categories that were and were not included. Many of the categories, such as A factory, Construction, Tools and Building Supplies, had English words even I, as a native English speaker, didn't know. The list of sewing tools, for instance, had words like "bobbin". I would never have known what to call a bobbin in English! But no sections on drugs, weapons nor religion. There are plenty of clever and classy jokes and tributes scattered throughout this book. To illustrate "language arts", a classroom is shown with the sentence "Why is the whale white?" written on the chalkboard -- an homage to the Melvillian tome of Moby Dick. Another Easter egg is on page 169, where "author/writer" is portrayed as a woman imagining writing a book titled Norma's Story -- a reference to Norma Shapiro, no doubt! Suggestions for the fifth edition in the Oxford line: One thing that stood

out at me about the illustrations was that no one in the pictures seemed to have freckles. The word "freckles" wasn't even included under the section on describing people (although "mole" was). This could be due to the relatively low proportion of people in the pictures who were Caucasian, but even with all the people drawn in this book, one would think there would be plenty of chances to draw freckled White people. Considering they draw people of all sorts of races with all sorts of physical traits, including disabled people, people with brown or orange freckles should be included as well. Another thing I found surprising was the variety of clothes on the characters. It struck that that people are almost never shown wearing black in this book (exceptions for people illustrated wearing tuxedos or the like). Go to a high school or college campus today and easily at least 25% of the students will be wearing a black top. With the recent fad for striped polos, I thought that I would see more of them in this book than in the 1997 version, but there don't really seem to be more. Although "tattoo" is included, people with tattoos or any sort of countercultural attire are rare. Even in the illustration of "rock concert", the wardrobe looks surprisingly preppy. The colors section illustrates "turquoise", "cream/ivory" and "beige/tan", and even distinguishes "purple" from "violet" (who knew?), but there is no "burgundy". I thought "burgundy" would be a nice addition to the clothing section of the new edition, as it's a frequently used word in speech when describing clothing. The fourth edition also has "monarch", but not "king" and "queen" -- those two monosyllabic gender-specific alternatives are so common they should be included. "Easter" would be a nice addition to the Holidays section. There has been very little change since the 1997 book in unit 11, Plants and Animals. However, "tortoise" has joined "turtle" in the section on reptiles. The more commonly used reptile words "dinosaur" and "dragon", however, are missing. Perhaps a section on prehistory could be added to the history section or "dinosaur" could be stuffed into Reptiles, and "dragon" could be included in a Chinese New Year section under Holidays (a section that really should be expanded from one page to its deserved two). The section on birds and insects/arachnids can be revised to give each class its own page, with the birds page now large enough to accommodate such words as "swan" and "parrot". Also, "jaguar" would be useful. After the pomegranate craze of the '00s, I thought "pomegranate" would join the fruit words in the fruit and vegetable section (where this edition "yams" was removed). But it wasn't. The section on food had many surprising omissions and deserves expansion. The section on cooking includes "flour", "sugar" and "oil", but not "honey"! After noticing "burrito" was missing from the 1997 edition, I was delighted they added "burrito" to this one. However, the food in the picture looks more like a taquito than a burrito to me. A section on ethnic foods (sushi, lasagna, enchilada, etc.) would be excellent. I was pleased by this edition's expansion of the clothing unit. Vis-À-vis the 1997 version, this book

has added "hoodie", "capris" and finally "polo shirt", but not "cargo pants". I would add "cargo pants" and "cargo shorts" in the fifth edition. There are entirely new categories I could see being added in future editions. I noticed "ship" (as a noun, that is) was not included here, and "boat" appears only as part of the word "sailboat". Considering how many immigrants got to the U.S. via ship, a section on sea travel would be a nice addition. No "gold", "silver", "iron" or "oxygen" either -- how about a section on Chemical Elements? As a final note, such sections as Everyday Conversation and Describing Things should be allotted two whole pages each instead of one. It looked as if the authors were trying to cram in as many words as possible into only one page in these categories, and many useful words were left out. "Messy/neat" was entirely dropped from the 1998 version, for instance. All in all, a great book with only a few shortcomings and noticeable omissions. I will keep my 2008 edition and await the fifth version that Jayme Adelson-Goldstein or whoever may write the fifth edition may put out!

I am a German living in the US. I like to have the every-day situations described in the book, like going to the hairdresser, different shops and so on. With the pictures it makes it even much easier to learn and remember the words. It is a nice help, especially when you have just settled in.

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