



Primary 6 English

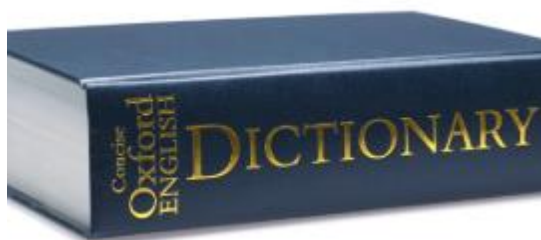
Term 3

TOPIC 2/2: Using a Dictionary

Learning Outcome: The learner uses a dictionary as a reference with ease.

Teaching activities

1. Using a dictionary to find the meanings of words.
2. Using vocabulary and structures appropriately.
3. Arranging given words in alphabetical order.
4. Reading words with similar sounds aloud.
5. Writing guided/free compositions on a dictionary.
6. Identifying words with opposite meaning.
7. Using a thesaurus correctly.
8. Completing similes.
9. Playing spelling games.



Word Meanings related to dictionary

1. **Alphabet** – A set of letters arranged in a fixed order used for writing a language.
2. **Dictionary** – A book or online resource that lists words in alphabetical order and explains their meanings, spellings, and pronunciations.
3. **Meaning** – The idea or sense that a word or phrase expresses.
4. **Pronounce** – To say a word correctly.
5. **Spelling** – The way letters are arranged to form a word.
6. **Abbreviations** – Shortened forms of words or phrases (e.g., *Dr.* for *Doctor*).
7. **Sounds** – The noises made when speaking or pronouncing words.
8. **Labels** – Words or phrases used to identify or classify something.
9. **Foreign words** – Words borrowed from another language.
10. **Arrange** – To put things in order.
11. **Stress** – The emphasis placed on a syllable in a word when speaking.
12. **Look up** – To search for information in a dictionary or reference book.
13. **Refer** – To direct someone to a source of information.
14. **Check** – To examine something to make sure it is correct.
15. **Reference** – A source of information used for guidance.
16. **Index** – A list at the back of a book showing where topics can be found.
17. **Guide word** – The words at the top of a dictionary page that show the first and last entries on that page.
18. **Thesaurus** – A book or resource that lists words with similar or opposite meanings.
19. **Acronym** – A word formed from the first letters of other words (e.g., *NASA* from *National Aeronautics and Space Administration*).

Exercise 1: Read the story and answer the questions that following in full sentences.

The Lost Word

One day, Sarah was writing a composition at school. She wanted to use the word *magnificent*, but she wasn't sure of its spelling or meaning. Her teacher advised her to **look it up in the dictionary**. Sarah opened the dictionary, checked the **guide words**, and found *magnificent*. She read the **definition**, learned the correct **pronunciation**, and copied the **spelling**. With the dictionary's help, Sarah finished her composition confidently.

Dr. Aida Namitala

Questions

1. Why did Sarah need the dictionary?
2. Which word was Sarah trying to find?
3. What tool did Sarah use to check the spelling?
4. What did Sarah learn apart from the spelling?
5. Who advised Sarah to use the dictionary?
6. What are guide words used for in a dictionary?
7. How did Sarah feel after using the dictionary?
8. What part of speech is the word *magnificent*?
9. Why is checking pronunciation important?
10. Write one sentence using the word *magnificent*.

Exercise 2: Read the dialogue and answer the questions that following in full sentences.

At the Library

James: I don't know what the word *abbreviation* means.

Lydia: Let's check the dictionary.

James: Okay, how do we find it?

Lydia: We look at the **alphabetical order**. *A-b-b-r...* here it is!

James: It says "a shortened form of a word."

Lydia: Yes, like *Dr.* for *Doctor*.

James: Oh, now I understand. Dictionaries are really helpful!

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Questions

1. Which word did James want to know?
2. Who suggested using the dictionary?
3. Where were James and Lydia?
4. How did Lydia find the word?
5. What does *abbreviation* mean?

6. Give one example of an abbreviation.
7. Why is alphabetical order important in a dictionary?
8. What did James learn from the dictionary?
9. How did James feel after learning the meaning?
10. Write a sentence using the word *abbreviation*.

Exercise 3: Read the poem and answer the questions that following in full sentences.

The Dictionary Friend

A dictionary is a friend so true,

It tells me what each word can do.

It shows the spelling, clear and neat,

And meanings that make learning sweet.

With guide words shining at the top,

I find my word without a stop.

Pronounce it right, with stress so clear,

The dictionary helps year by year.

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Questions

1. What is the dictionary called in the poem?
2. What does the dictionary show about words?
3. What makes learning sweet according to the poem?
4. Where are guide words found?
5. Why are guide words useful?
6. What does the dictionary help with pronunciation?
7. How does the poem describe spelling?

8. What does the dictionary help learners do year by year?
9. Write one rhyming pair from the poem.
10. Why is the dictionary compared to a friend?

Exercise 4: Arrange the following words in alphabetic order

1. Hotel, House, Host, Holiday, Honest
2. Book, Bag, Ball, Bank, Bottle
3. Garden, Gate, Game, Gas, Gift
4. School, Shop, Ship, Shoe, Short
5. Table, Taxi, Tape, Tall, Taste
6. Pray, Price, Print, Proud, Prove
7. Clap, Clean, Clear, Clock, Class
8. Fridge, Fruit, Friend, Fresh, Free
9. Smell, Small, Smart, Smile, Smoke
10. Trick, Train, Trail, Trap, Travel
11. Dictionary, Dictate, Diction, Dictator, Dictum
12. Common, Comedy, Comfort, Command, Comment
13. Introduce, Interest, Internal, Internet, Intend
14. Problem, Project, Program, Protect, Process
15. Refer, Reform, Reference, Refresh, Reflect

Using: After

Meaning: Something happens later than another event.

Examples:

- *We went to the hotel **after** dinner.*
- *She looked up the word in the dictionary **after** the teacher explained it.*

Grammar note: *After* can be followed by a noun, pronoun, or a clause.

- **After** lunch, we studied.
- **After** she finished, we clapped.

Using *Before*

Meaning: Something happens earlier than another event.

Examples:

- *We checked into the hotel **before** midnight.*
- *He asked the meaning of the word **before** opening the dictionary.*

Grammar note: *Before* can also be followed by a noun, pronoun, or a clause.

- **Before** class, I read my notes.
- **Before** he arrived, we had already started.

Comparison

Word	Example	Time Relation
After	<i>We had breakfast after the meeting.</i>	Later
Before	<i>We had breakfast before the meeting.</i>	Earlier

Exercise 4: Rewrite these sentences using *after* or *before*:

1. I brushed my teeth. Then I went to bed.
2. She checked the dictionary. Then she wrote the meaning.
3. He ate lunch. Then he attended class.
4. We played football. Then we did our homework.
5. The teacher explained the lesson. Then the students asked questions.

How to Use *Not only...but also*

1. **To join two related ideas**
 - *She is **not only** smart **but also** hardworking.* (She has both qualities, and the second adds strength.)
2. **To highlight surprising information**
 - *He **not only** finished the project early **but also** helped his classmates.*

3. **Formal writing and speech**

- Often used in essays, reports, or speeches to sound more polished.

4. **Grammar note**

- The structure should be parallel (same form of words).
- Example: *She likes **not only** swimming **but also** running.* (Both are gerunds: swimming, running.)

Exercise 5: Rewrite or answer using *not only...but also*:

1. Mary is beautiful. Mary is intelligent.
2. The hotel has a swimming pool. The hotel has a gym.
3. The dictionary gives meanings. The dictionary shows pronunciation.
4. He plays football. He plays basketball.
5. The teacher explained the lesson. The teacher gave examples.
6. The book is interesting. The book is educational.
7. She sings well. She dances well.
8. The restaurant serves local food. The restaurant serves foreign food.
9. The manager welcomed the guests. The manager offered them drinks.
10. The thesaurus lists synonyms. The thesaurus lists antonyms.

How to Use: But

1. **To show contrast**

- *I wanted to go to the hotel, **but** it was closed.* (The second idea contrasts the first.)

2. **To add an exception**

- *Everyone was happy, **but** John was sad.*

3. **To soften disagreement**

- *It's a good idea, **but** I think we should wait.*

4. **To join clauses or sentences**

- *She looked up the word in the dictionary, **but** she couldn't find it.*

Exercise 6: Rewrite or answer using *but*:

1. I like apples. I don't like bananas.
2. He studied hard. He failed the test.
3. The hotel is beautiful. It is very expensive.
4. She sings well. She cannot dance.
5. The dictionary is useful. Some words are missing.
6. We wanted to swim. The pool was closed.
7. The teacher explained the lesson. Some students didn't understand.
8. He is tall. He is not strong.
9. The book is long. It is interesting.
10. The restaurant is cheap. The food is delicious.

How to Use *Whenever*

1. Every time something happens

- *Whenever I look up a word, I use the dictionary.* (Means: every time I look up a word, I use the dictionary.)

2. At any time

- *You can call me whenever you need help.* (Means: at any time you need help, you can call.)

3. To show repeated actions

- *Whenever the teacher explains, the students listen carefully.*

4. Grammar note

- *Whenever* is a **conjunction** (joins clauses).
- It introduces a time clause.

Example: *Whenever she visits, we go out for dinner.*

Exercise 6: Rewrite using as one sentence using (i) *Whenever*..... (ii) whenever

1. I use the dictionary. I don't understand a word.
2. He smiles. He sees his friends.
3. The teacher explains. The students take notes.
4. She sings. People clap.
5. We travel. We take photos.
6. The hotel offers discounts. Tourists book rooms.
7. I check my spelling. I write a composition.
8. He plays football. He feels happy.
9. We visit the library. We borrow books.
10. The manager welcomes guests. They feel at home.

How to Use *As...as*

1. **To show equality**
 - *She is **as tall as** her brother.* (Both are the same height.)
2. **With adverbs**
 - *He runs **as fast as** a cheetah.* (His speed is equal to a cheetah's.)
3. **To show inequality (negative form)**
 - *This book is **not as interesting as** that one.* (The second book is more interesting.)
4. **Grammar structure**
 - *As + adjective/adverb + as*

Example: *The hotel is **as comfortable as** my home.*

Exercise 7: Rewrite or answer using *as...as*:

1. John is tall. Peter is tall too.
2. The hotel is beautiful. The beach is beautiful too.
3. This dictionary is useful. That thesaurus is useful too.
4. She sings well. Her sister sings well too.
5. The food is delicious. The drinks are delicious too.
6. The teacher is kind. The headmaster is kind too.
7. The library is quiet. The classroom is quiet too.
8. The book is long. The movie is long too.
9. He works hard. His friend works hard too.

10. The hotel room is clean. The bathroom is clean too.

Example answer: *John is as tall as Peter.*

Thank You

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