

**Two Lesson Plans for Use with**

***Bagrut Lexicon***[[1]](#endnote-1)

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**Lesson Plan – Number 1**

Aim:

1. To acquaint pupils with ***Bagrut Lexicon***.
2. To demonstrate to the pupils that ***Bagrut Lexicon*** is an effective tool for acquiring new vocabulary.
3. To motivate pupils to use ***Bagrut Lexicon*** in the school library.

Teaching Aids:

1. A single copy of ***Bagrut Lexicon***.
2. A single copy of a standard semi-bilingual learner’s dictionary such as: Gefen & Levy, Oxford Student’s Dictionary, Kernerman-Kahn, 2003.
3. Multiple copies of the downloadable, full scale, double page spread, which is available on: <http://www.upsite.co.il/uploaded/files/708_5b90fbf7b310b24d7c25e6ee902885b6.pdf>
4. Multiple copies of the original translation equivalents (see p.3. below).
5. Multiple copies of ***Bagrut Lexicon*** available for pupils’ use in the school library.

Preparation:

1. Before duplicating multiple copies of the downloaded double page spread, the translation equivalents are blanked out with a black felt-tipped pen (IMPORTANT: Do not use white correcting fluid).
2. The copies of the double page spread are cut into halves – lexicon and exercises. (Your school may possess a guillotine that can slice through 40 copies at a single stroke.)



Procedure:

***Introduction***

***Step 1 (5 minutes)***: Teacher displays the learner’s dictionary, engages class in a dialogue and elicits answers such as those below:

**Q**. What’s the biggest problem we have in doing unseens?

**A**. Unfamiliar words.

**Q**. So would you use this dictionary to learn new words?

**A**. No!

**Q**. Why not?

**A**. It's unwieldy. It's not meant for "learning" words. And anyway, which words would I choose to study - there are so many of them.

***Body of the Lesson***

***Step 2 (10-15 minutes):*** Teacher states that there are other ways to learn vocabulary. Teacher hands out copies of the lexicon page (left-hand side of the double page spread) to all pupils and explains the task at hand, as follows. Pupils are to read the page, paying careful attention to the definitions and usage examples. After reading each entry, pupils are to write in translation equivalents for each headword or sense.

***Step 3 (5 minutes):*** Teacher hands out copies of the original translation equivalents and asks pupils to score their own answers. Teacher groups pupils’ scores on the board (e.g. 22-29 correct = excellent; 16-21 correct = good; 11-15 correct = satisfactory). Teacher comments that looking up words and translating them does not ensure retention. Practice is necessary.

***Step 4 (10-15 minutes):*** Teacher hands out copies of the exercises page (right-hand side of the double page spread) to all pupils and explains the task at hand, as follows. Pupils are to fill in the answers to the exercise. This may be done as pair-work. Pupils are requested to complete the exercises as homework.



***Conclusion***

***Step 5 (5-10 minutes – possibly as follow-up in the next lesson):*** Teacher copies the answers to the exercises onto the board (see p.190. of ***Bagrut Lexicon***) and asks pupils to score their own answers. Teacher asks pupils whether they improved their scores in comparison to Step 3.

***Step 6 (5 minutes – possibly as follow-up in the next lesson):*** Teacher displays ***Bagrut Lexicon*** to the class and calls on a pupil to read out the Hebrew foreword ***לתלמידים*** from p.3. of the book. Teacher mentions that multiple copies are available in the school library and recommends independent study from the book.

***Disclaimer: This lesson plan is provided as a suggestion and without any guarantee as to its suitability or efficacy. Teachers are advised to adapt it to their own needs and to the needs of their classes.***

**Translation Equivalents**

**Copied from *Bagrut Lexicon***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | **achieve** | להשיג | 14 | **adjust 1** | להתרגל |
| 2 | **achievement** | הישג | 15 | **adjust 2** | להתאים |
| 3 | **acquainted 1** | להכיר | 16 | **adjustment** | התאמה |
| 4 | **acquainted 2** | בקי | 17 | **admit** | להודות |
| 5 | **acting** | משחק | 18 | **adult 1** | מבוגר |
| 6 | **active** | פעיל | 19 | **adult 2** | בוגר |
| 7 | **actively** | באופן פעיל | 20 | **advance 1** | התקדמות |
| 8 | **activist** | פעיל | 21 | **advanced** | מתקדם |
| 9 | **activity 1** | פעילות | 22 | **in advance** | מראש |
| 10 | **activity 2** | פעילות | 23 | **advantage 1** | יתרון |
| 11 | **actually** | למעשה; באמת | 24 | **take advantage of** | לנצל |
| 12 | **ad** | מודעת פרסום; פרסומת | 25 | **adventure** | הרפתקה |
| 13 | **adapt** | להתאים ע"י שינויים קלים | 26 | **adventurous** | נועז |
|  |  |  | 27 | **adverse** | שלילי |
|  |  |  | 28 | **adversely** | לרעה |
|  |  |  | 29 | **advertisement** | מודעת פרסום; פרסומת |



**Lesson Plan – Number 2**

Aim:

1. To expand pupils’ vocabulary with ***Bagrut Lexicon***.
2. To vary the classroom experience with a different type of lesson.

Teaching Aids:

Multiple copies of ***Bagrut Lexicon*** available for a one-hour loan from the school library. There ought to be at least one copy for every two pupils.

Preparation:

The multiple copies will be brought from the library to the classroom by pupil volunteers.

Procedure:

***Introduction***

***Step 1 (5 minutes)***:

1. Teacher instructs each pupil (or pair of pupils) to choose a different double page spread to work on.
2. Teacher instructs each pupil (or pair of pupils) to make a note of their page choice in order to avoid using the same page in future lessons.

* NOTE: The same lesson plan may be reused from time to time.

***Body of the Lesson***

***Step 2 (20-25 minutes):***

1. Pair work or individual work.
2. Teacher instructs the pupils to read the definitions, usage examples and translation equivalents on the left hand page and to then solve the exercises on the right hand page.



***Step 3 (5 minutes):*** Teacher instructs the pupils to score their own answers with the aid of the Answer Key on pp.190-218.

***Step 4 (5 minutes):*** Teacher instructs pupils to choose the single most useful entry or sub-entry on their double page spread and to memorize its contents in their entirety.

***Conclusion***

***Step 5 (5 minutes):***

1. Quiz Game.
2. Teacher instructs pupils to stand up, move around the classroom and quiz as many other pupils as possible on their memorized entry. The quiz takes the form of reciting the definition and usage example to the other pupil and inviting him/her to respond with the correct translation equivalent.
3. Teacher explains that pupils are to award themselves a single point for each correct translation equivalent elicited from another pupil.
4. Teacher calls for pupils to publish their scores by a show of hands and praises all pupils for their efforts.

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1. Geoff Toister, **Bagrut Lexicon, An Interactive E-Module Lexicon for Vocabulary Building**, Ofarim Publishers, Kfar Monash, 2012 [↑](#endnote-ref-1)