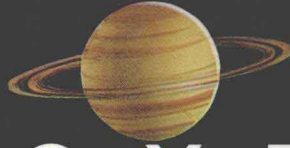


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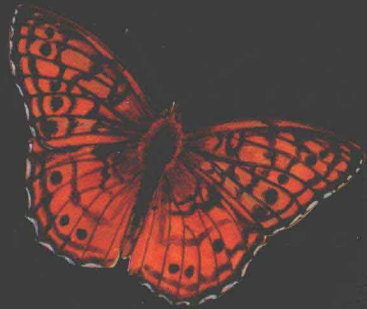
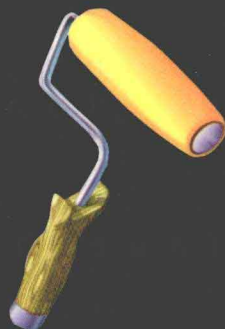
THE OXFORD



# Picture Dictionary



NORMA SHAPIRO AND JAYME ADELSON-GOLDSTEIN



Oxford University Press

Oxford University Press  
198 Madison Avenue, New York, NY 10016 USA  
Great Clarendon Street, Oxford OX2 6DP England

*Oxford New York*  
*Athens Auckland Bangkok Bogotá Bombay*  
*Buenos Aires Calcutta Cape Town Dar es Salaam*  
*Delhi Florence Hong Kong Istanbul Karachi*  
*Kuala Lumpur Madras Madrid Melbourne*  
*Mexico City Nairobi Paris Singapore*  
*Taipei Tokyo Toronto Warsaw*

*And associated companies in*  
*Berlin Ibadan*

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### Library of Congress Cataloging-in-Publication Data

Shapiro, Norma.

The Oxford picture dictionary : monolingual /  
Norma Shapiro and Jayme Adelson-Goldstein.

p. cm.

Includes index.

ISBN 0-19-470059-3 (pbk. : alk. paper)

1. Picture dictionaries, English. 2. English  
language—Textbooks for foreign speakers.

I. Adelson-Goldstein, Jayme.

II. Title.

PE1629.S52 1998

97-21963

423'.1—dc21

CIP

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Editorial Manager: Susan Lanzano  
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Art Buyer: Tracy A. Hammond  
Production Manager: Abram Hall  
Pronunciation Editor: Sharon Goldstein  
Cover design by Silver Editions

Printing (last digit): 10 9 8 7 6 5 4 3 2 1

Printed in Spain

*Illustrations by:* David Aikins, Doug Archer, Craig Attebery, Garin Baker, Sally Bensusen, Eliot Bergman, Mark Bischel, Dan Brown / Artworks NY, Roy Douglas Buchman, George Burgos / Larry Dodge, Rob Burman, Carl Cassler, Mary Chandler, Robert Crawford, Jim Delapine, Judy Francis, Graphic Chart and Map Co., Dale Gustafson, Biruta Akerbergs Hansen, Marcia Hartsock, C.M.I., David Hildebrand, The Ivy League of Artists, Inc. / Judy Degraffenreid, The Ivy League of Artists, Inc. / Tom Powers, The Ivy League of Artists, Inc. / John Rice, Pam Johnson, Ed Kurtzman, Narda Lebo, Scott A. MacNeill / MACNEILL & MACINTOSH, Andy Lendway / Deborah Wolfe Ltd., Jeffrey Mangiat, Suzanne Mogensen, Mohammad Mansoor, Tom Newsom, Melodye Benson Rosales, Stacey Schuett, Rob Schuster, James Seward, Larry Taugher, Bill Thomson, Anna Veltfort, Nina Wallace, Wendy Wassink-Ackison, Michael Wepplo, Don Wieland  
Thanks to Mike Mikos for his preliminary architectural sketches of several pieces.

### References

Boyer, Paul S., Clifford E. Clark, Jr., Joseph F. Kett, Thomas L. Purvis, Harvard Sitkoff, Nancy Woloch *The Enduring Vision: A History of the American People*, Lexington, Massachusetts: D.C. Heath and Co., 1990.

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# Acknowledgments

The publisher and authors would like to thank the following people for reviewing the manuscript and/or participating in focus groups as the book was being developed:

Ana Maria Aguilera, Lubie Alatríste, Ann Albarelli, Margaret Albers, Sherry Allen, Fiona Armstrong, Ted Auerbach, Steve Austen, Jean Barlow, Sally Bates, Sharon Batson, Myra Baum, Mary Beuparlant, Gretchen Bitterlin, Margrajean Bonilla, Mike Bostwick, Shirley Brod, Lihn Brown, Trish Brys-Overeem, Lynn Bundy, Chris Bunn, Carol Carvel, Leslie Crucil, Jill DeLa Llata, Robert Denheim, Joshua Denk, Kay Devonshire, Thomas Dougherty, Gudrun Draper, Sara Eisen, Lynda Elkins, Ed Ende, Michelle Epstein, Beth Fatemi, Andra R. Fawcett, Alice Fiedler, Harriet Fisher, James Fitzgerald, Mary Fitzsimmons, Scott Ford, Barbara Gaines, Elizabeth Garcia Grenados, Maria T. Gerdes, Penny Giacalone, Elliott Glazer, Jill Gluck de la Llata, Javier Gomez, Pura Gonzales, Carole Goodman, Joyce Grabowski, Maggie Grennan, Joanie Griffin, Sally Hansen, Fotini Haritos, Alice Hartley, Fernando Herrera, Ann Hillborn, Mary Hopkins, Lori Howard, Leann Howard, Pamela Howard, Rebecca Hubner, Jan Jarrell, Vicki Johnson, Michele Kagan, Nanette Kaska, Gena Katsaros, Evelyn Kay, Greg Keech, Cliff Ker, Gwen Kerner-Mayer, Marilou Kessler, Patty King, Linda Kiperman, Joyce Klapp, Susan Knutson, Sandy Kobrine, Marinna Kolaitis, Donna Korol, Lorraine Krampe, Karen Kuser, Andrea Lang, Nancy Lebow, Tay Lesley, Gale Lichter, Sandie Linn, Rosario Lorenzano, Louise Louie, Cheryl Lucas, Ronna Magy, Juanita Maltese, Mary Marquardsen, Carmen Marques Rivera, Susan McDowell, Alma McGee, Jerry McLeroy, Kevin McLure, Joan Meier, Patsy Mills, Judy Montague, Vicki Moore, Eneida Morales, Glenn Nadelbach, Elizabeth Neblett, Kathleen Newton, Yvonne Nishio, Afra Nobay, Rosa Elena Ochoa, Jean Owensby, Jim Park, John Perkins, Jane Pers, Laura Peskin, Maria Pick, Percy Pleasant, Selma Porter, Kathy Quinones, Susan Ritter, Martha Robledo, Maureen Rooney, Jean Rose, David Ross, Julietta Ruppert, Lorraine Ruston, Susan Ryan, Frederico Salas, Leslie Salmon, Jim Sandifer, Linda Sasser, Lisa Schreiber, Mary Segovia, Abe Shames, Debra Shaw, Stephanie Shipp, Pat Singh, Mary Sklavos, Donna Stark, Claire Cocoran Stehling, Lynn Sweeden, Joy Tesh, Sue Thompson, Christine Tierney, Laura Topete, Carmen Villanueva, Laura Webber, Renée Weiss, Beth Winningham, Cindy Wislofsky, Judy Wood, Paula Yerman.

A special thanks to Marna Shulberg and the students of the Saticoy Branch of Van Nuys Community Adult School.

We would also like to thank the following individuals and organizations who provided their expertise:

Carl Abato, Alan Goldman, Dr. Larry Falk, Caroll Gray, Henry Haskell, Susan Haskell, Los Angeles Fire Department, Malcolm Loeb, Barbara Lozano, Lorne Dubin, United Farm Workers.

## Authors' Acknowledgments

Throughout our careers as English language teachers, we have found inspiration in many places—in the classroom with our remarkable students, at schools, conferences, and workshops with our fellow teachers, and with our colleagues at the ESL Teacher Institute. We are grateful to be part of this international community.

We would like to sincerely thank and acknowledge Eliza Jensen, the project's Senior Editor. Without Eliza, this book would not have been possible. Her indomitable spirit, commitment to clarity, and unwavering advocacy allowed us to realize the book we envisioned.

Creating this dictionary was a collaborative effort and it has been our privilege to work with an exceptionally talented group of individuals who, along with Eliza Jensen, make up the Oxford Picture Dictionary team. We deeply appreciate the contributions of the following people:

Lynn Luchetti, Art Director, whose aesthetic sense and sensibility guided the art direction of this book,

Susan Brorein, Senior Designer, who carefully considered the design of each and every page,

Klaus Jekeli, Production Editor, who pored over both manuscript and art to ensure consistency and accuracy, and

Tracy Hammond, Art Buyer, who skillfully managed thousands of pieces of art and reference material.

We also want to thank Susan Mazer, the talented artist who was by our side for the initial problem-solving and Mary Chandler who also lent her expertise to the project.

We have learned much working with Marjorie Fuchs, Lori Howard, and Renée Weiss, authors of the dictionary's ancillary materials. We thank them for their on-going contributions to the dictionary program.

We must make special mention of Susan Lanzano, Editorial Manager, whose invaluable advice, insights, and queries were an integral part of the writing process.

*This book is dedicated to my husband, Neil Reichline, who has encouraged me to take the road less traveled, and to my sons, Eli and Alex, who have allowed me to sit at their baseball games with my yellow notepad. —NS*

*This book is lovingly dedicated to my husband, Gary and my daughter, Emily Rose, both of whom hugged me tight and let me work into the night. —JAG*

---

# A Letter to the Teacher

Welcome to *The Oxford Picture Dictionary*.

This comprehensive vocabulary resource provides you and your students with over 3,700 words, each defined by engaging art and presented in a meaningful context. *The Oxford Picture Dictionary* enables your students to learn and use English in all aspects of their daily lives. The 140 key topics cover home and family, the workplace, the community, health care, and academic studies. The topics are organized into 12 thematic units that are based on the curriculum of beginning and low-intermediate level English language coursework. The word lists of the dictionary include both single word entries and verb phrases. Many of the prepositions and adjectives are presented in phrases as well, demonstrating the natural use of words in conjunction with one another.

*The Oxford Picture Dictionary* uses a variety of visual formats, each suited to the topic being represented. Where appropriate, word lists are categorized and pages are divided into sections, allowing you to focus your students' attention on one aspect of a topic at a time.

Within the word lists:

- nouns, adjectives, prepositions, and adverbs are numbered,
- verbs are bolded and identified by letters, and
- targeted prepositions and adjectives within phrases are bolded.

The dictionary includes a variety of exercises and self access tools that will guide your students towards accurate and fluent use of the new words.

- Exercises at the bottom of the pages provide vocabulary development through pattern practice, application of the new language to other topics, and personalization questions.
- An alphabetical index assists students in locating all words and topics in the dictionary.
- A phonetic listing for each word in the index and a pronunciation guide give students the key to accurate pronunciation.
- A verb index of all the verbs presented in the dictionary provides students with information on the present, past, and past participle forms of the verbs.

*The Oxford Picture Dictionary* is the core of *The Oxford Picture Dictionary Program* which includes a *Dictionary Cassette*, a *Teacher's Book* and its companion *Focused Listening Cassette*, *Beginning* and *Intermediate Workbooks*, *Classic Classroom Activities* (a

photocopiable activity book), *Overhead Transparencies*, and two *Readers*. Bilingual editions of *The Oxford Picture Dictionary* are available in Spanish, Chinese, Vietnamese, and many other languages.

## TEACHING THE VOCABULARY

Your students' needs and your own teaching philosophy will dictate how you use *The Oxford Picture Dictionary* with your students. The following general guidelines, however, may help you adapt the dictionary's pages to your particular course and students. (For topic-specific, step-by-step guidelines and activities for presenting and practicing the vocabulary on each dictionary page see the *Oxford Picture Dictionary Teacher's Book*.)

### Preview the topic

A good way to begin any lesson is to talk with students to determine what they already know about the topic. Some different ways to do this are:

- Ask general questions related to the topic;
- Have students brainstorm a list of words they know from the topic; or
- Ask questions about the picture(s) on the page.

### Present the vocabulary

Once you've discovered which words your students already know, you are ready to focus on presenting the words they need. Introducing 10–15 new words in a lesson allows students to really learn the new words. On pages where the word lists are longer, and students are unfamiliar with many of the words, you may wish to introduce the words by categories or sections, or simply choose the words you want in the lesson.

Here are four different presentation techniques. The techniques you choose will depend on the topic being studied and the level of your students.

- Say each new word and describe or define it within the context of the picture.
- Demonstrate verbs or verb sequences for the students, and have volunteers demonstrate the actions as you say them.
- Use Total Physical Response commands to build comprehension of the vocabulary: *Put the pencil on your book. Put it on your notebook. Put it on your desk.*
- Ask a series of questions to build comprehension and give students an opportunity to say the new words:

- ▶ Begin with *yes/no* questions. *Is #16 chalk?* (yes)
- ▶ Progress to *or* questions. *Is #16 chalk or a marker?* (chalk)
- ▶ Finally, ask *Wh* questions.  
*What can I use to write on this paper?* (a marker/ Use a marker.)

### Check comprehension

Before moving on to the practice stage, it is helpful to be sure all students understand the target vocabulary. There are many different things you can do to check students' understanding. Here are two activities to try:

- Tell students to open their books and point to the items they hear you say. Call out target vocabulary at random as you walk around the room checking to see if students are pointing to the correct pictures.
- Make true/false statements about the target vocabulary. Have students hold up two fingers for true, three fingers for false. *You can write with a marker.* [two fingers] *You raise your notebook to talk to the teacher.* [three fingers]

Take a moment to review any words with which students are having difficulty before beginning the practice activities.

### Practice the vocabulary

Guided practice activities give your students an opportunity to use the new vocabulary in meaningful communication. The exercises at the bottom of the pages are one source of guided practice activities.

- **Talk about...** This activity gives students an opportunity to practice the target vocabulary through sentence substitutions with meaningful topics.

e.g. **Talk about your feelings.**

*I feel happy when I see my friends.*

- **Practice...** This activity gives students practice using the vocabulary within common conversational functions such as making introductions, ordering food, making requests, etc.

e.g. **Practice asking for things in the dining room.**

*Please pass the platter.*

*May I have the creamer?*

*Could I have a fork, please?*

- **Use the new language.** This activity asks students to brainstorm words within various categories, or may

ask them to apply what they have learned to another topic in the dictionary. For example, on *Colors*, page 12, students are asked to look at *Clothing I*, pages 64–65, and name the colors of the clothing they see.

- **Share your answers.** These questions provide students with an opportunity to expand their use of the target vocabulary in personalized discussion. Students can ask and answer these questions in whole class discussions, pair or group work, or they can write the answers as journal entries.

Further guided and communicative practice can be found in the *Oxford Picture Dictionary Teacher's Book* and in *Classic Classroom Activities*. The *Oxford Picture Dictionary Beginning* and *Intermediate Workbooks* and the *Oxford Picture Dictionary Readers* provide your students with controlled and communicative reading and writing practice.

We encourage you to adapt the materials to suit the needs of your classes, and we welcome your comments and ideas. Write to us at:

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ESL Department  
198 Madison Avenue  
New York, NY 10016

*Jayne Adelson-Goldstein*

*Norma Shapiro*

---

# A Letter to the Student

*Dear Student of English,*

Welcome to *The Oxford Picture Dictionary*. The more than 3,700 words in this book will help you as you study English.

Each page in this dictionary teaches about a specific topic. The topics are grouped together in units. All pages in a unit have the same color and symbol. For example, each page in the Food unit has this symbol:



On each page you will see pictures and words. The pictures have numbers or letters that match the numbers or letters in the word lists. Verbs (action words) are identified by letters and all other words are identified by numbers.

## How to find words in this book

- Use the Table of Contents, pages vii–ix.  
Look up the general topic you want to learn about.
- Use the Index, pages 173–205.  
Look up individual words in alphabetical (A–Z) order.
- Go topic by topic.  
Look through the book until you find something that interests you.

## How to use the Index

When you look for a word in the index this is what you will see:

the word    the number (or letter) in the word list  
                  apples [āp/əlz] 50–4  
the pronunciation                    the page number

If the word is on one of the maps, pages 122–125, you will find it in the Geographical Index on pages 206–208.

## How to use the Verb Guide

When you want to know the past form of a verb or its past participle form, look up the verb in the verb guide. The regular verbs and their spelling changes are listed on pages 170–171. The simple form, past form, and past participle form of irregular verbs are listed on page 172.

## Workbooks

There are two workbooks to help you practice the new words:  
*The Oxford Picture Dictionary Beginning and Intermediate Workbooks.*

As authors and teachers we both know how difficult English can be (and we're native speakers!). When we wrote this book, we asked teachers and students from the U.S. and other countries for their help and ideas. We hope their ideas and ours will help you. Please write to us with your comments or questions at:

Oxford University Press  
ESL Department  
198 Madison Avenue  
New York, NY 10016

We wish you success!

*Jayne Adelson-Goldstein    Norma Shapiro*

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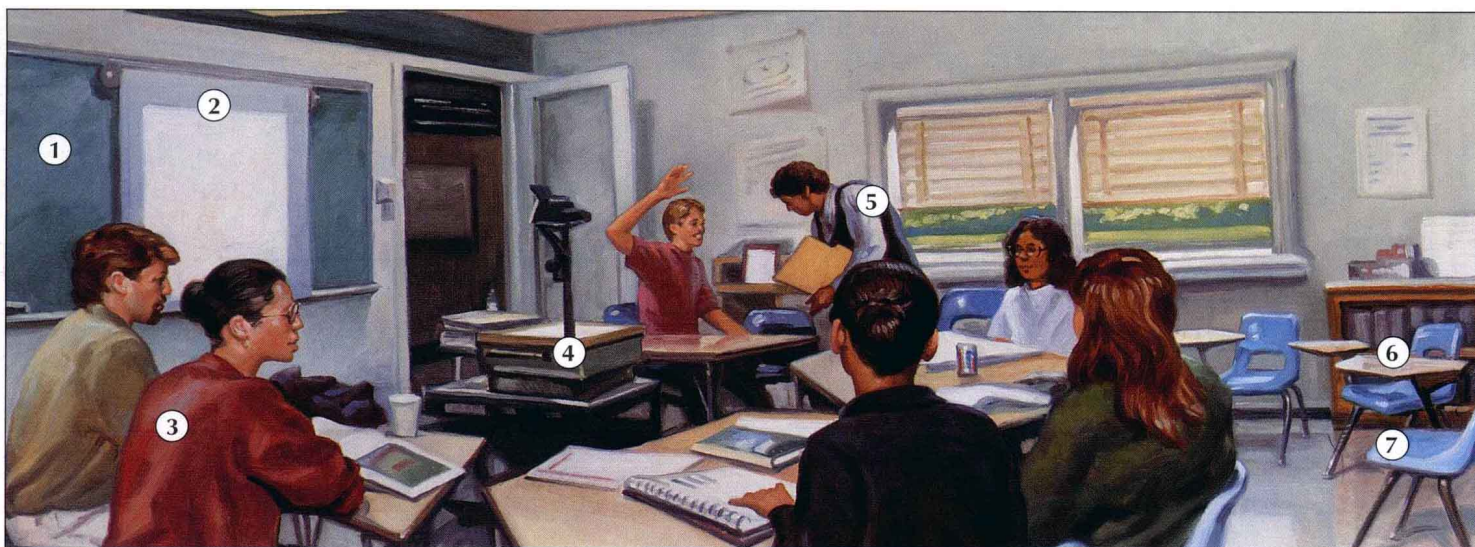
T H E O X F O R D

Picture  
Dictionary

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NORMA SHAPIRO AND JAYME ADELSON-GOLDSTEIN

Oxford University Press



1. chalkboard

3. student

5. teacher

7. chair/seat

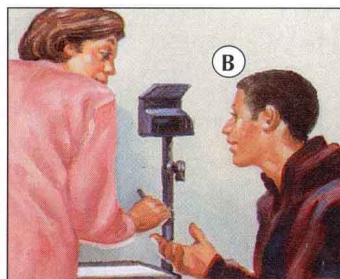
2. screen

4. overhead projector

6. desk



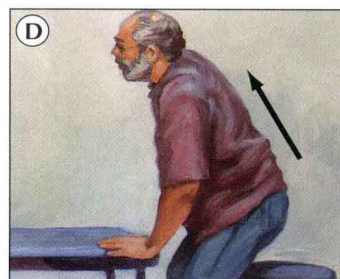
A. Raise your hand.



B. Talk to the teacher.



C. Listen to a cassette.



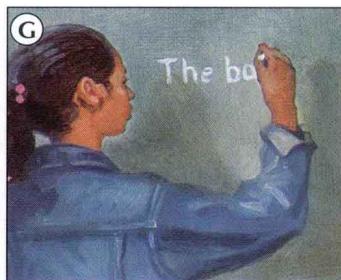
D. Stand up.



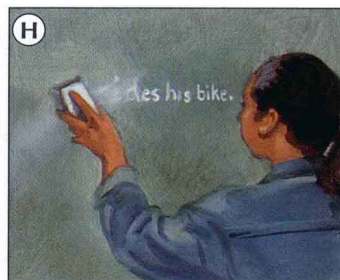
E. Sit down./Take a seat.



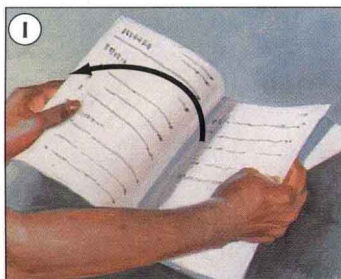
F. Point to the picture.



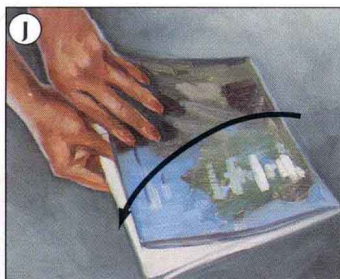
G. Write on the board.



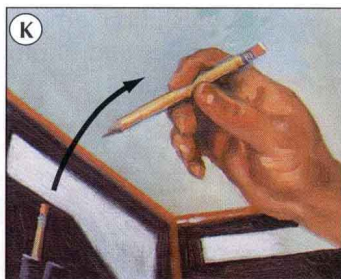
H. Erase the board.



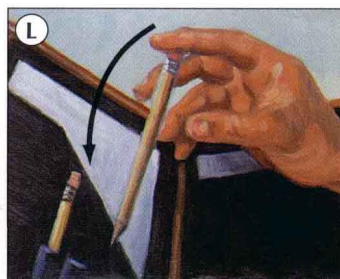
I. Open your book.



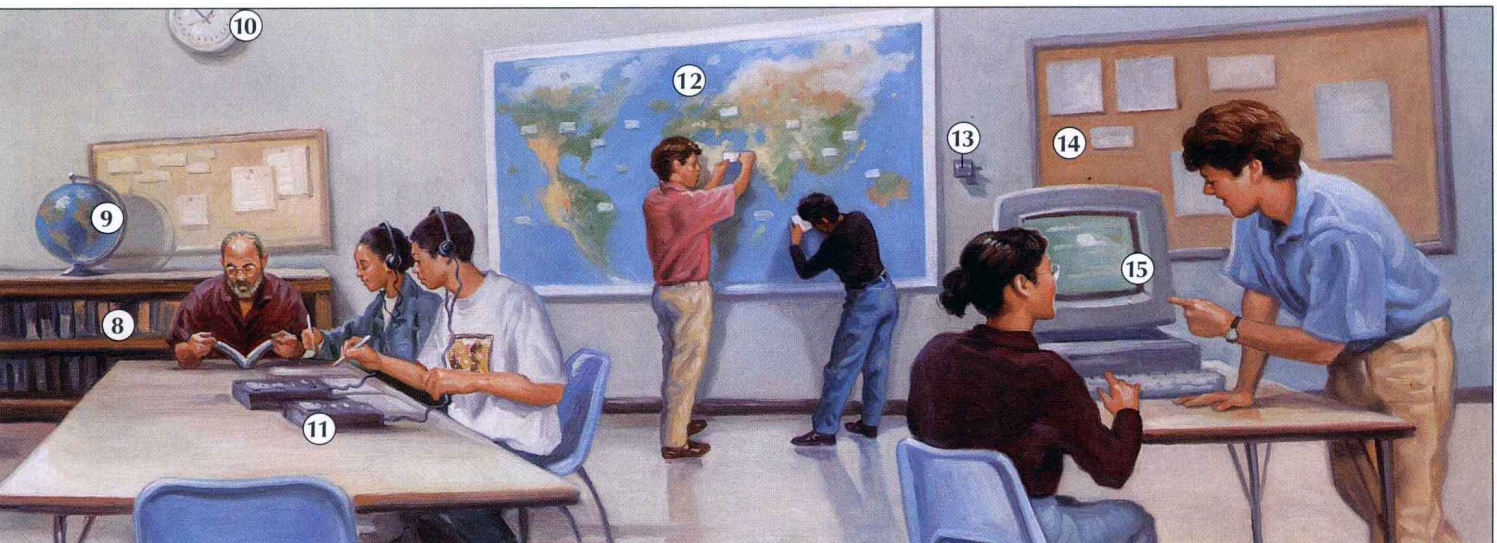
J. Close your book.



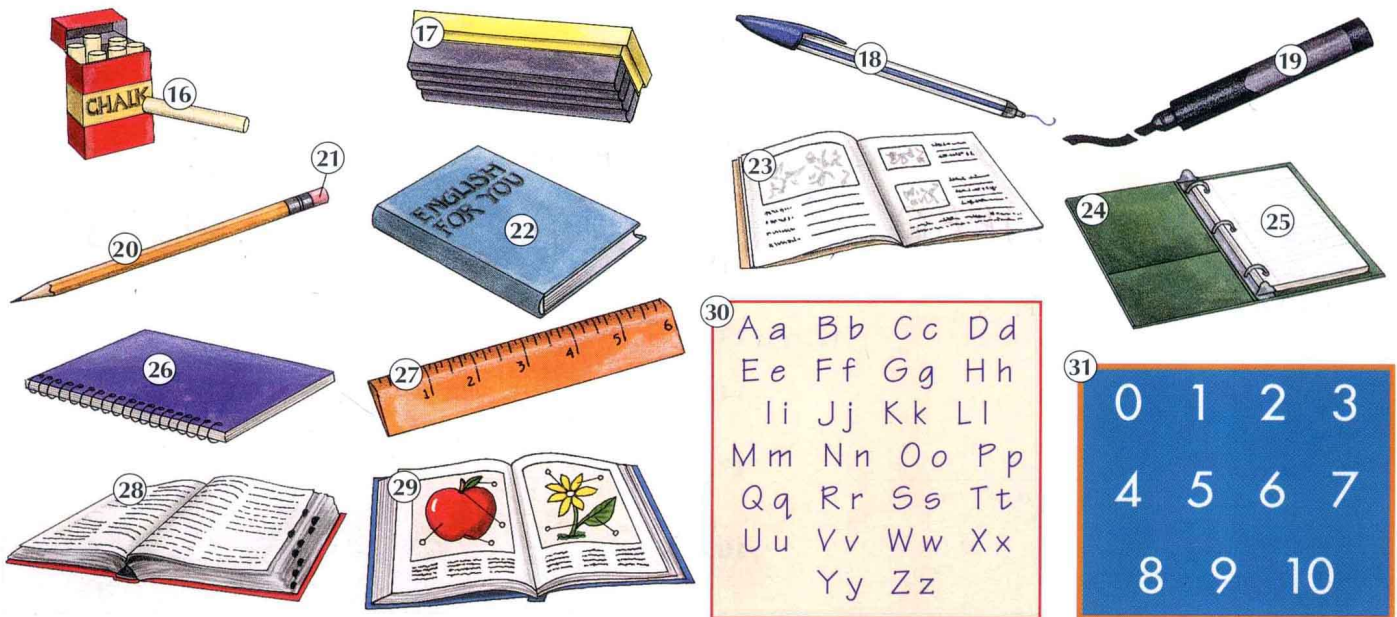
K. Take out your pencil.



L. Put away your pencil.



- 8. bookcase
- 10. clock
- 12. map
- 14. bulletin board
- 9. globe
- 11. cassette player
- 13. pencil sharpener
- 15. computer



- 16. chalk
- 17. chalkboard eraser
- 18. pen
- 19. marker
- 20. pencil
- 21. pencil eraser
- 22. textbook
- 23. workbook
- 24. binder/notebook
- 25. notebook paper
- 26. spiral notebook
- 27. ruler
- 28. dictionary
- 29. picture dictionary
- 30. the alphabet
- 31. numbers

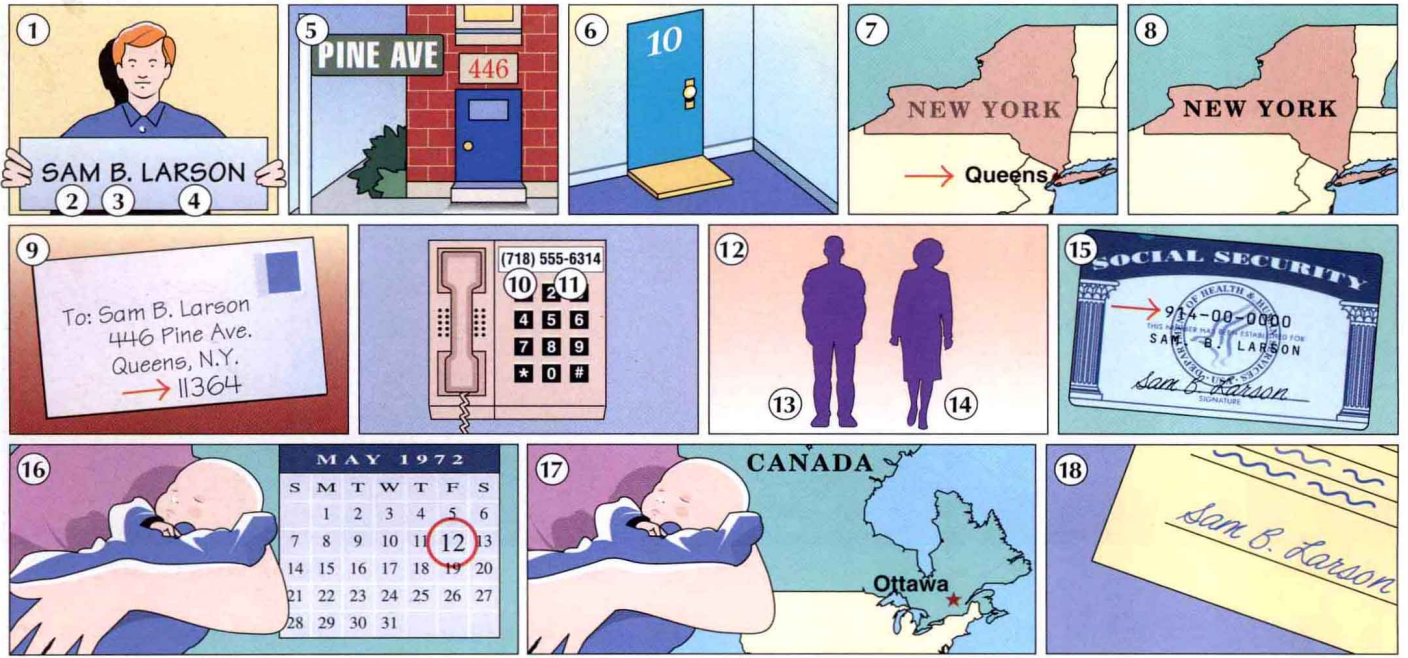
**Use the new language.**

1. Name three things you can open.
2. Name three things you can put away.
3. Name three things you can write with.

**Share your answers.**

1. Do you like to raise your hand?
2. Do you ever listen to cassettes in class?
3. Do you ever write on the board?

# Personal Information



### School Registration Form

1. name JASVIR Kaur      2. first name JASVIR      3. middle initial K      4. last name KAUR

5. address JASVIR KAUR MAIN STREET      6. apt. # \* I

7. city SANTA CLARA      8. state CA      9. ZIP code 95050

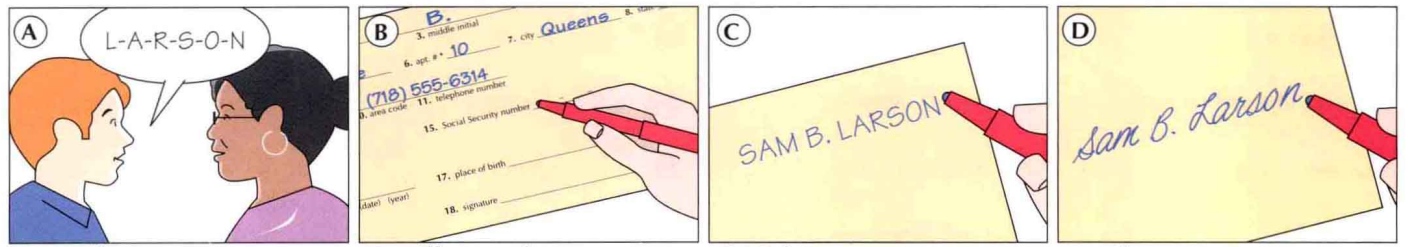
10. area code (408) 247-7363      11. telephone number 247-7363      12. sex: 13.  male      15. Social Security number \_\_\_\_\_

14.  female

16. date of birth \_\_\_\_\_ (month) (date) (year)      17. place of birth \_\_\_\_\_

18. signature \_\_\_\_\_

\* apt. # = apartment number



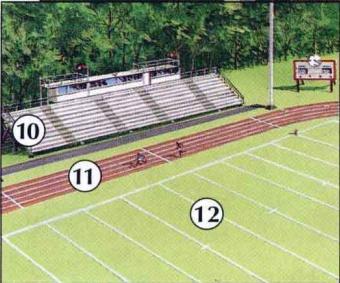
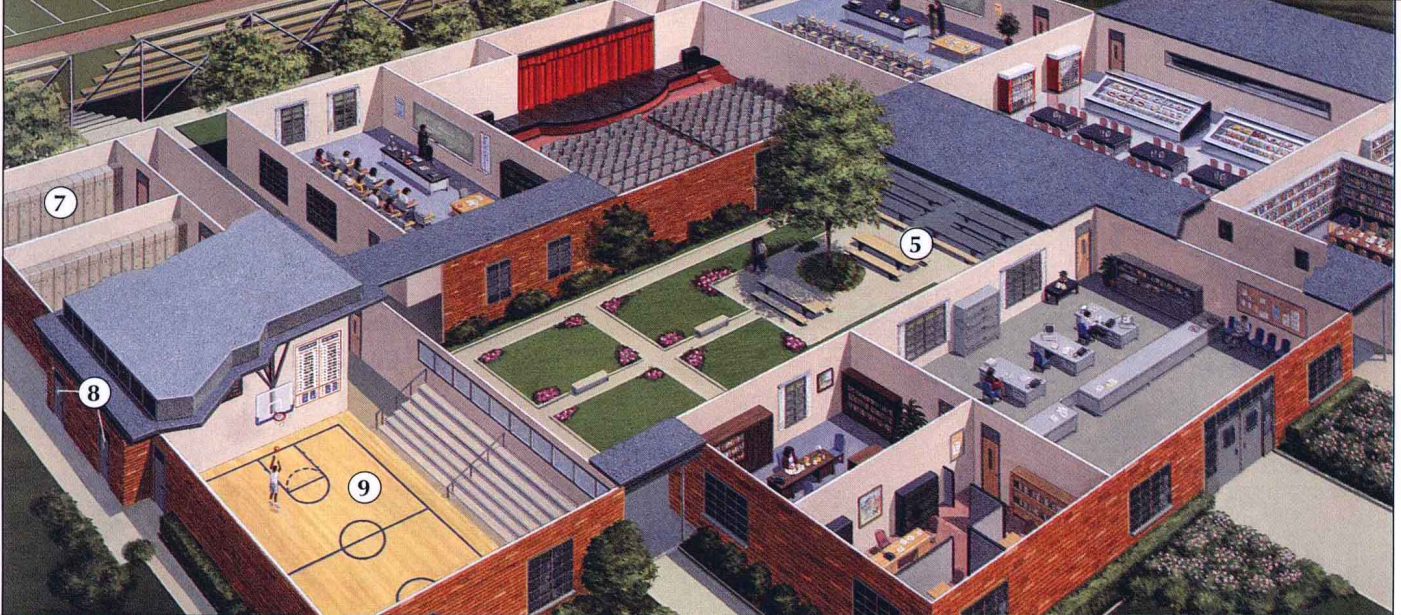
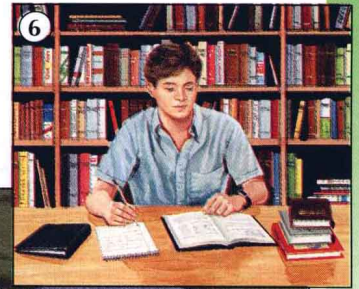
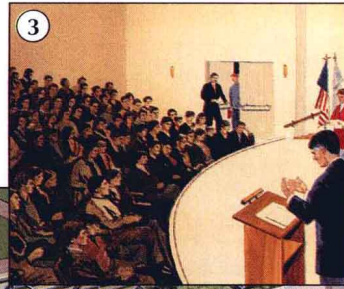
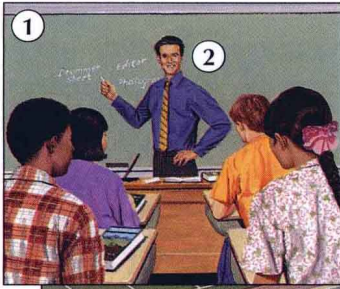
**A. Spell your name.**      **B. Fill out a form.**      **C. Print your name.**      **D. Sign your name.**

### Talk about yourself.

My first name is Sam.  
 My last name is spelled L-A-R-S-O-N.  
 I come from Ottawa.

### Share your answers.

1. Do you like your first name?
2. Is your last name from your mother? father? husband?
3. What is your middle name?



1. classroom

2. teacher

3. auditorium

4. cafeteria

5. lunch benches

6. library

7. lockers

8. rest rooms

9. gym

10. bleachers

11. track

12. field

13. principal's office

14. principal

15. counselor's office

16. counselor

17. main office

18. clerk

**More vocabulary**

**instructor:** teacher

**coach:** gym teacher

**administrator:** principal or other school supervisor

**Share your answers.**

1. Do you ever talk to the principal of your school?
2. Is there a place for you to eat at your school?
3. Does your school look the same as or different from the one in the picture?

## Dictionary work



**A. Look up** a word.



**B. Read** the word.



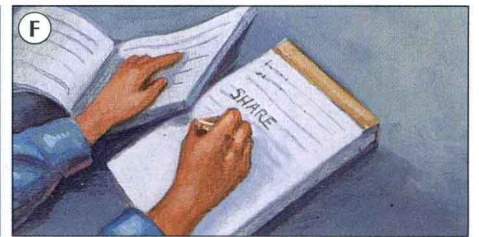
**C. Say** the word.



**D. Repeat** the word.

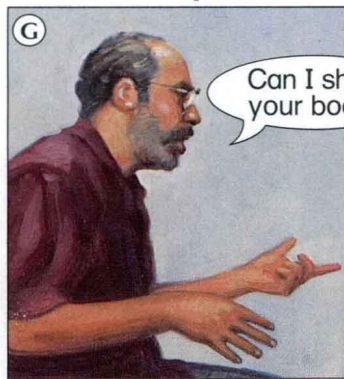


**E. Spell** the word.



**F. Copy** the word.

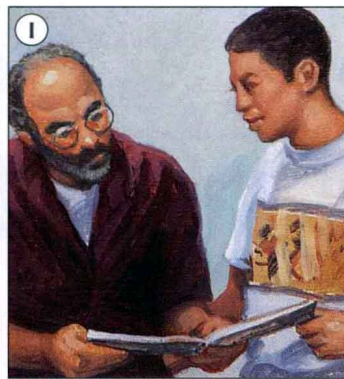
## Work with a partner



**G. Ask** a question.



**H. Answer** a question.

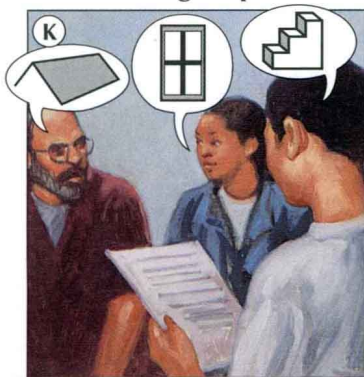


**I. Share** a book.



**J. Help** your partner.

## Work in a group



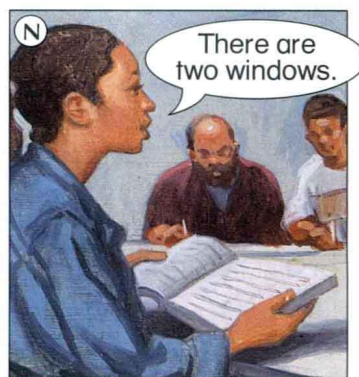
**K. Brainstorm** a list.



**L. Discuss** the list.



**M. Draw** a picture.



**N. Dictate** a sentence.



Class work



O. Pass out the papers.

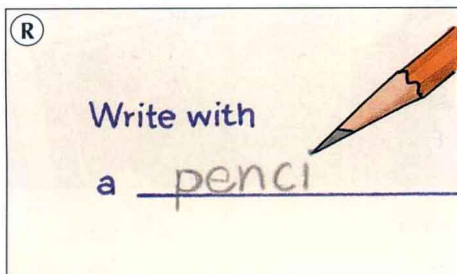


P. Talk with each other.

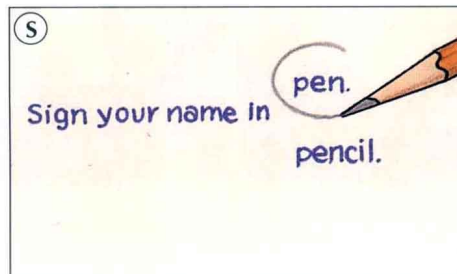


Q. Collect the papers.

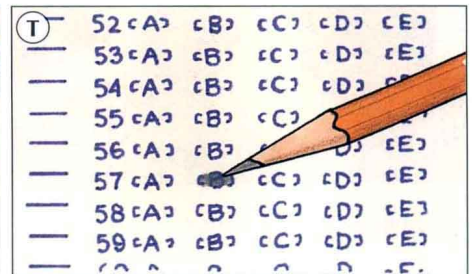
Follow directions



R. Fill in the blank.



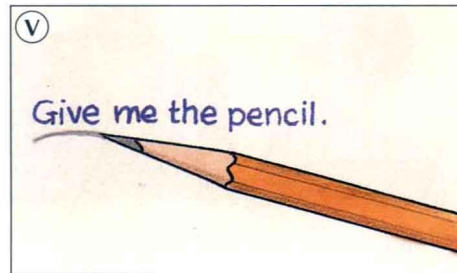
S. Circle the answer.



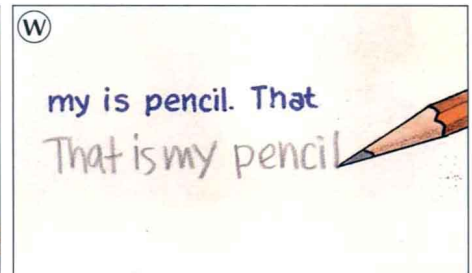
T. Mark the answer sheet.



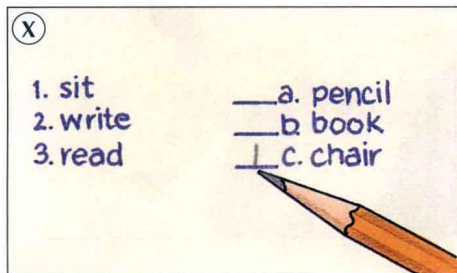
U. Cross out the word.



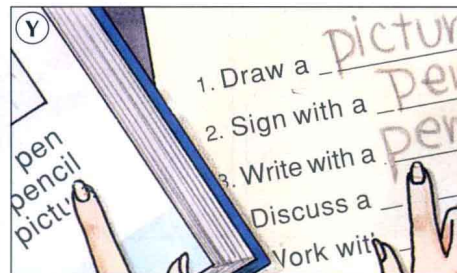
V. Underline the word.



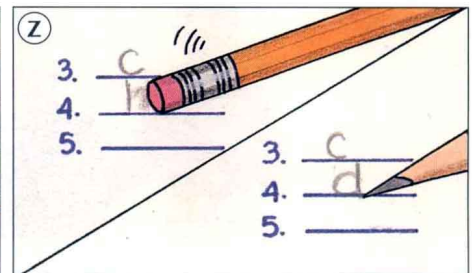
W. Put the words in order.



X. Match the items.



Y. Check your work.



Z. Correct the mistake.

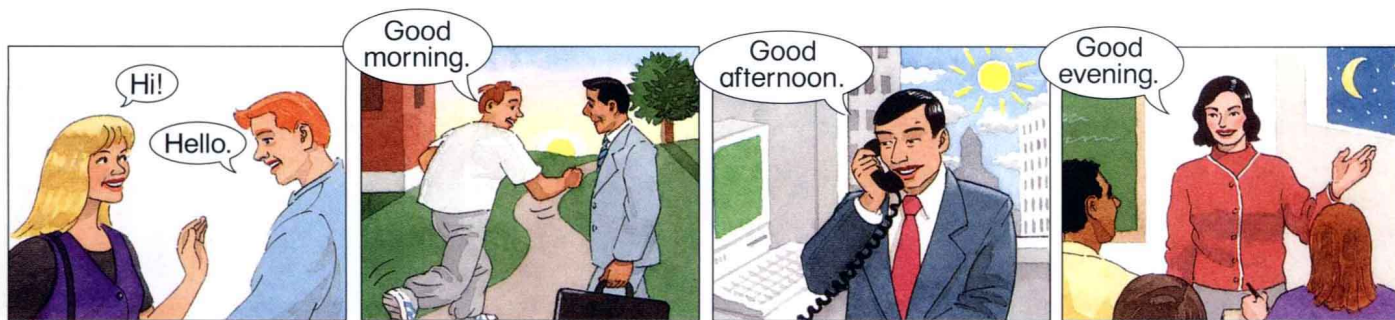
Share your answers.

1. Do you like to work in groups?
2. Do you like to share books?
3. Do you like to answer questions?

4. Is it easy for you to talk with your classmates?
5. Do you always check your work?
6. Do you cross out your mistakes or erase them?



# Everyday Conversation

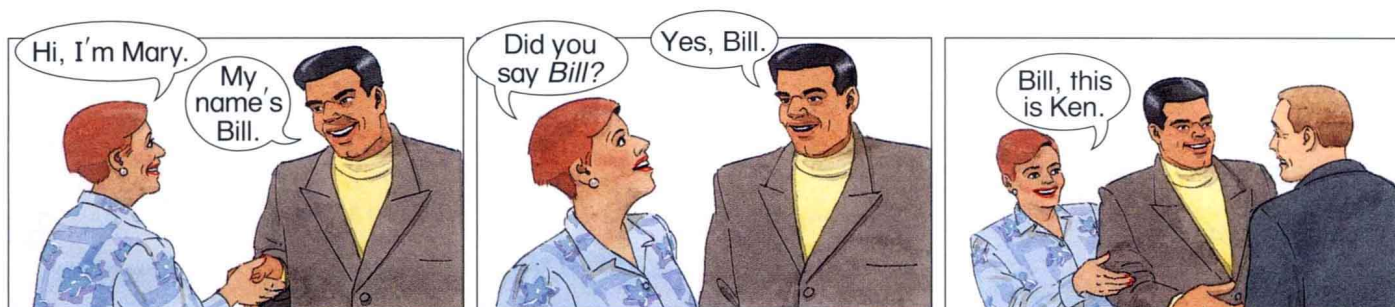


A. greet someone



B. begin a conversation

C. end the conversation



D. introduce yourself

E. make sure you understand

F. introduce your friend



G. compliment your friend

H. thank your friend

I. apologize

## Practice introductions.

Hi, I'm Sam Jones and this is my friend, Pat Green.  
Nice to meet you. I'm Tomas Garcia.

## Practice giving compliments.

That's a great sweater, Tomas.  
Thanks Pat. I like your shoes.

Look at **Clothing I**, pages 64–65 for more ideas.