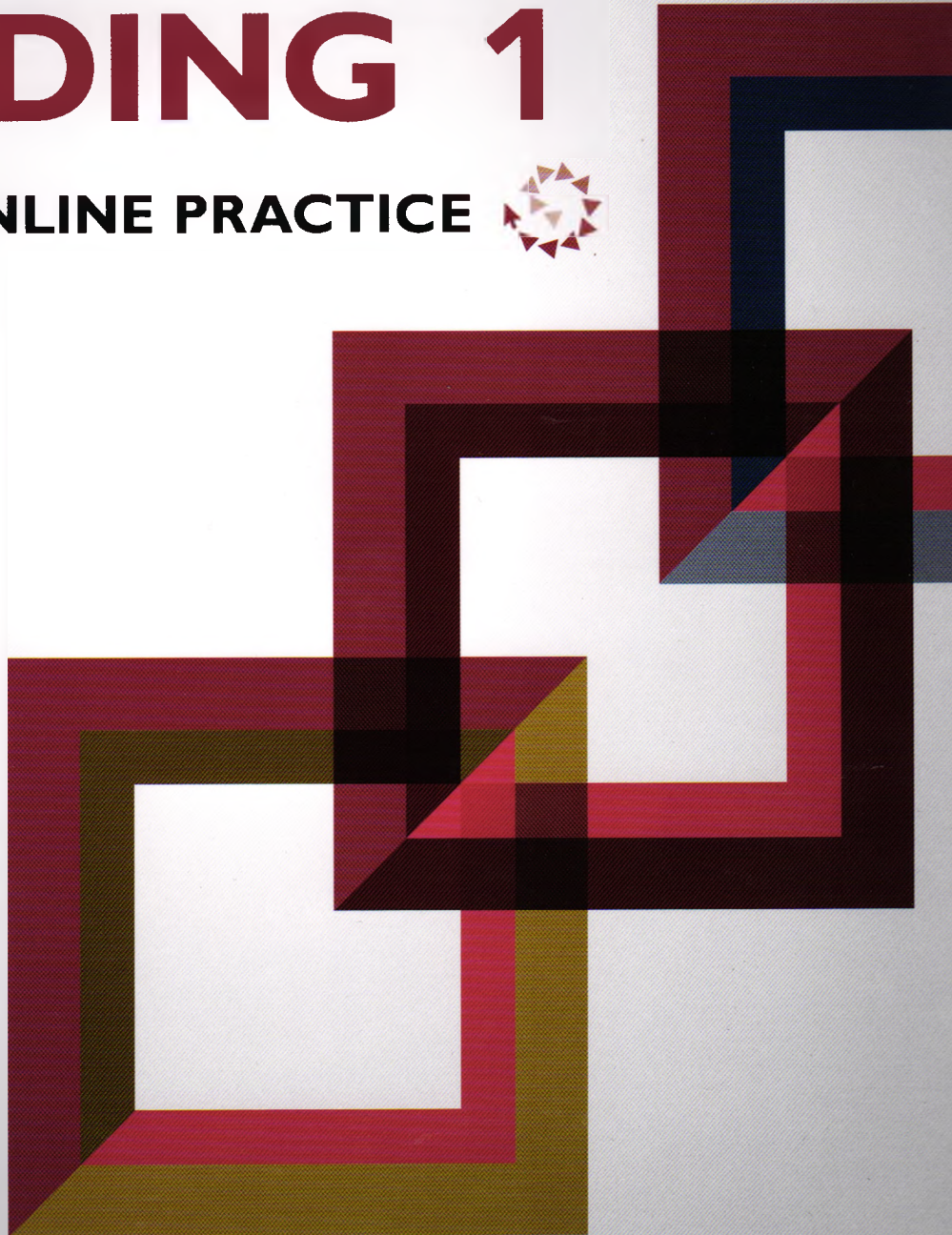


The Intersection of Vocabulary, Critical Thinking, & Reading

TRIO

READING 1

with **ONLINE PRACTICE**



Kate Adams

OXFORD

TRIO

READING 1

**The Intersection of
Vocabulary, Critical Thinking, & Reading**

Kate Adams

OXFORD
UNIVERSITY PRESS

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—Kate Adams

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1 How Are Family Members Alike? page 20	Reading 1: How Am I Like My Family? Reading 2: Who Is Lionel Messi?	Oxford 2000 🔑 words to talk about family Short e /ɛ/ sound 🌀 Make connections: Text to self	Collocations with <i>get</i> Find the topic <i>we + verbs; they + verbs</i> 🌀 Make connections: Text to text	Summarizing and retelling 🌀 Make connections: Text to world
2 Who Are Your Friends? page 32	Reading 1: Forming Friendships Reading 2: Do Friends Use Small Talk?	Oxford 2000 🔑 words to talk about friendship Short o /ɑ/ sound 🌀 Make connections: Text to self	Use examples to find word meanings Identify main idea and details <i>I am (not) + adjectives; I + verbs</i> 🌀 Make connections: Text to text	Summarizing and retelling 🌀 Make connections: Text to world
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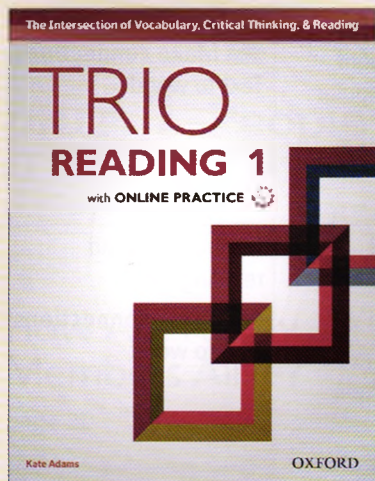
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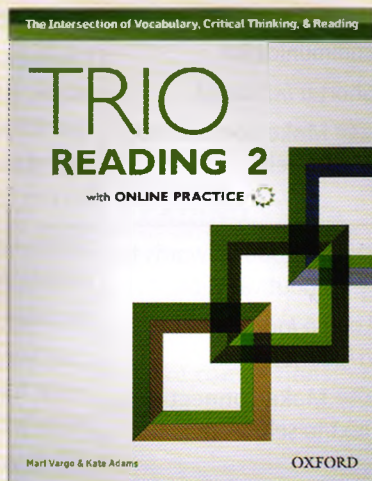
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Building Better Readers . . . From the Beginning

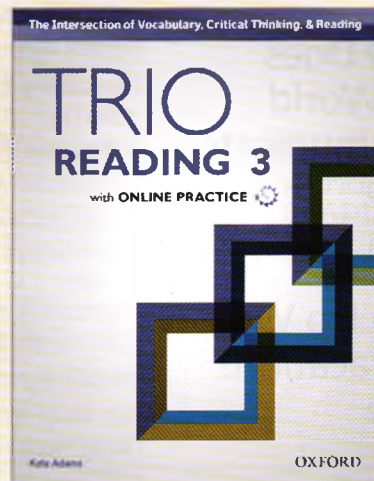
Trio Reading includes three levels of Student Books, Online Practice, and Teacher Support.



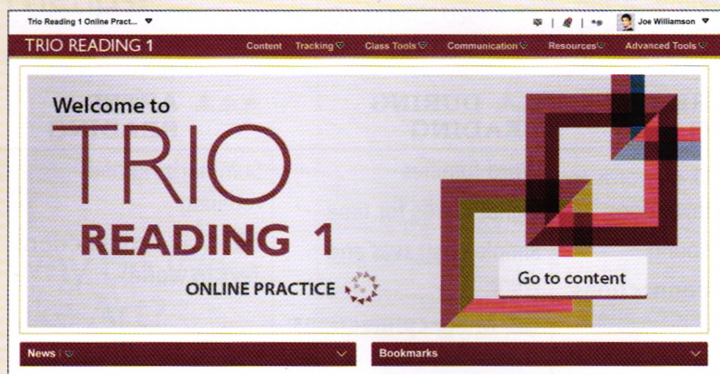
Level 1/CEFR A1



Level 2/CEFR A2



Level 3/CEFR B1



Essential Digital Content



iTools USB with Classroom Resources

Trio Reading's contextualized vocabulary instruction, accessible paired readings, and critical thinking activities provide students with the tools they need for successful academic reading at the earliest stages of language acquisition.

Vocabulary Based On the Oxford 2000 Keywords

Trio Reading's vocabulary is based on the 2,000 most important and useful words to learn at the early stages of language learning, making content approachable for low-level learners.

Making Connections for Critical Thinking

Make Connections sections encourage the development of critical thinking skills by asking learners to draw connections between themselves, texts, and the world around them.

Readiness Unit

For added flexibility, each level of *Trio Reading* begins with an optional Readiness Unit to provide fundamental English tools for beginning students.

INSIDE EACH CHAPTER

BEFORE READING

Theme-based chapters set a context for learning.

Essential, explicit skills help beginning learners to gain confidence with academic reading texts.

CHAPTER 4 What Can We Explore?

- Short a /æ/ sound
- Words with multiple meanings
- Use pictures
- there is/there are + nouns; pronouns it and they

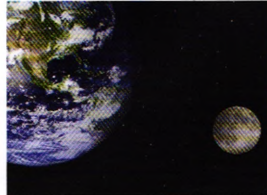
BEFORE READING ▶ Oxford 2000 words to talk about exploring

Learn Vocabulary

A. Look at the pictures and read the sentences.



1. The **land** is the earth under your feet. It is not water.
The land around my house is green and beautiful.



2. **Distance** is how far one place is from another place.
The distance from the Earth to the moon is 238,900 miles!



3. A **planet** is a large object in the sky. A planet moves around the sun or other stars.
Planet Earth is our home.



4. The **ocean** is salt water.
There are five oceans.

58 Unit 2 | Chapter 4

B. Complete each sentence with a word from the box.

distance land ocean planet

- I have to travel a long distance to visit my family.
- Neptune is the farthest planet from the sun.
- My sister's house is on the beach near the ocean.
- The land in a desert can be dry and sandy.

C. Match each description to the correct picture.

- A **map** shows the land. It's a picture of where things are.
I have a map of the city.
- When you **explore** something, you learn about it.
I like to explore the woods by my house.
- Percent** shows one part of a hundred.
Sixty percent of the students in the school are women.
- Size** is how big or small something is.
These balls are all different sizes.



Oxford 2000
Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.

GO ONLINE
for more practice

Before Reading 59

Vocabulary is introduced in context and is built from the Oxford 2000 list of keywords.

Trio Reading Online Practice extends learning beyond the classroom, providing students with additional practice and support for each chapter's vocabulary, grammar, and skills instruction.

Sounds of English

Spelling Connection

A. Listen to the word *man*. What sound does the *a* make? Circle three words below that have the same sound as in *man*. Listen for /æ/.

paper can apple name path

B. Circle the vocabulary words that have the same sound as in *man*.

land ocean planet map explore size

C. These words are in the text on page 62. Circle three words that have the /æ/ sound as in *man*.

satellite had distance name cameras

Sounds of English boxes provide sound-symbol decoding practice and link fluency and reading skills to improve students' reading speed and comprehension.

DURING READING

Accessible paired readings help students develop reading skills by offering more reading practice and the opportunity to make connections between texts.

Vocabulary Strategies and Reading Strategies are practiced with each reading, giving students the skills they need for successful reading.

DURING READING

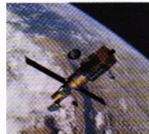
Reading 1

A. Look for the numbers in the text. Say them. Then read the text on your own.

Exploring Earth

Stop and Think
What does the writer describe?

How much of the world do we know? In 2006, Google had **maps** of 37 percent of the world. Satellites took these pictures. They show the **land** and people from high above the Earth. In 2012, there were **maps** of 75 percent of land on Earth. Then Google Maps added more pictures. Cameras in cars took pictures of city streets. In 2007, five cities had these pictures. In 2012, 3,000 cities in 35 countries had these pictures. You can **explore** every place on land. You can see pictures from the coldest place on Earth. The **street** pictures in Antarctica show penguins!



Satellites take pictures from high above the Earth.



"Street" views in Antarctica even show penguins!

We have many maps of the **land**. **Oceans** cover 70 percent of the world. Ninety-five percent of the ocean is very, very deep. It's a big **distance**. Now, Google Maps is taking pictures of the ocean. There are pictures of the Great Barrier Reef in Australia. There are pictures of underwater mountains near South America. Scientists are learning about the ocean with Google Maps. Now people can explore underwater worlds from their homes!

Check Your Understanding

B. Circle the correct answer.

- There are (are not) maps of every place on Earth.
- There are (are not) pictures of the ocean.
- People can (cannot) explore the ocean from their homes.
- In 2006, _____
- Satellites _____

62 Unit 2 | Chapter 4

D. Look at the pictures on page 62. Answer the questions.

- What does the writer say about the first photograph in the text? _____
- What does the writer say about the second photograph in the text? _____

Reading 2

A. Listen and read along.

What Do We Know about Our Solar System?

Stop and Think
What is the solar system? Look at the illustration to help you understand.

The picture below shows our solar system. Textbooks often have this picture. It teaches the names of the **planets**. It shows that the planets orbit the sun. They move in a circle. It also teaches the order of the planets from the sun. Earth is the third planet from the sun. The picture also shows other objects in space. But a satellite did not take this picture and it is not a **map**. It doesn't show everything. There are 170 moons in our solar system. There are also more than 2,500 satellites.

Our Solar System



The picture is helpful, but it can't explain everything. The picture can't show **size** or **distance**. In the picture, the sizes of the planets look similar. Everything looks close to each other. The sizes of the planets are very different. More than 1,000 Earths can fit inside Jupiter. The picture can't show this. It also can't show the distance between the planets. Jupiter is 380,000,000 miles from Earth. The distance is too big. It's difficult to show our solar system in a picture on one page. We are still **exploring** our solar system.

64 Unit 2 | Chapter 4

Vocabulary Strategy

Words with Multiple Meanings

The same word can have different forms. Some words can be nouns or verbs. The meanings are often similar, so learning the different forms can help you build your vocabulary quickly. Nouns that name objects or things often have *an* or *a* before them. Verbs tell what the nouns do.

Do we have maps of the world? We can map the world using satellites.



C. Read each sentence. Is the underlined word a noun or a verb?

- They show the land and people from high above the Earth. (noun) verb
- In 1969, humans landed on the moon. (noun) verb
- Draw a big circle on your paper. (noun) verb
- Circle the correct answer. (noun) verb
- The oceans cover 70 percent of the world. (noun) verb
- The book covers is red. (noun) verb

Reading Strategy

Use Pictures

Writers show information with pictures. A picture can be a photograph or an illustration.

Pictures show how something looks. They show the meaning of ideas in a text. Pictures can also support the text. The pictures in a reading can help you learn more information about the topic.

A photograph is made by a camera. Captions tell what the photograph is or give more information.

An illustration is a drawing. It can show information. The words are called labels.



Grammar in the Readings

Notice **there is/there are + nouns** in the readings.

Use **there is** with singular nouns.

There is a map of London.

Use **there are** with plural nouns.

There are pictures of underwater mountains in South America.

Notice **pronouns it and they** in the readings.

Use the pronoun **it** to refer to singular objects.

Earth is the third planet from the sun. **Oceans** cover 70 percent of **it**.

Use **they** to refer to plural objects.

The planets orbit the sun. **They** move in a circle.



Check Your Understanding

B. Read the sentences. What can you understand from the picture? What can you understand from the text? Write the sentences in the chart.

Jupiter is 380,000,000 miles from Earth. There are 170 moons in our solar system.
The order of the planets.
More than 1,000 Earths can fit inside Jupiter. The sizes of the planets are very different.

What You Know from the Picture	What You Know from the Text
	Jupiter is 380,000,000 miles from Earth.

Audio for each reading helps students make the link between spoken and written English.

Grammar in the Readings boxes highlight the most important language from the readings. Practice of each grammar point is provided as part of *Trio Reading Online Practice*.

AFTER READING

Summarizing and Retelling activities provide students with the opportunity to review the concepts and vocabulary learned throughout the chapter.

Three Make Connections sections in each chapter help students develop critical thinking skills by linking texts to their own lives, other texts, and the wider world.

AFTER READING

Summarizing and Retelling

A. Complete the sentences with the words from the box. Some of the words have to be changed to fit the sentences. For example, *map* has to be changed to *maps*. Then read the paragraphs to a partner to summarize.

Nouns	Verbs
distance	explore
land	
map	
ocean	
percent	
planet	
size	

1. In the first text, the topic is _____. The writer says that we can use Google Maps to _____ the world. We have pictures from satellites in the sky. They show the _____. He says that there are maps of the land and _____. The ocean covers 70 _____ of Earth, but it's deep and difficult to explore.

2. In the second text, the writer talks about the _____. He tells the order they are in from the sun. He tells that pictures don't always show the truth. The solar system is so big. It's hard to show the _____ between the planets in an illustration. And it's difficult to show the _____ of the planets.

B. Both writers use pronouns. Find each sentence in the text on page 62 or 64. Circle the word the pronoun refers to.

- They show the land and people from high above the Earth.
 - pictures
 - planets
- But a satellite did not take this picture and it is not a map.
 - space
 - picture
- It teaches the names of the planets.
 - picture
 - solar system
- It also can't show the distance between the planets.
 - Jupiter
 - picture
- They move in a circle.
 - planets
 - sun

Make Connections: Text to World

A. Think about texts that explain. Check the statements you agree with.

- _____ Pictures are helpful, but they can't explain some things.
- _____ We can learn about our world from photos.
- _____ Texts are better than pictures and maps at sharing ideas.
- _____ Pictures can show things that the text cannot.
- _____ Good writers use pictures or maps to show information.

B. Write ideas that you like to read about in each type of text. Then answer the questions below.



1. What pictures, maps, or illustrations do you see in these texts?

2. When do writers use numbers in these texts?

3. What words or phrases do writers use when they explain ideas?

4. What information do captions and labels give?

C. Talk about your answers from Activities A and B with a partner. Look at the Oxford 2000 keywords on page 133 and find five words to help you.

Word Partners

reach land
live off the land
develop the land
own land
piece of land

GO ONLINE
to practice
word partners

Chant

GO ONLINE
for the
Chapter 4
Vocabulary &
Grammar Chant

Word Partners activities expand on vocabulary taught in the chapter so students acquire more high-frequency collocations.

Vocabulary and Grammar Chants found online help students internalize the target grammar structure and vocabulary for greater fluency when reading.



Trio Reading Online Practice: Essential Digital Content

Trio Reading Online Practice provides multiple opportunities for skills practice and acquisition—beyond the classroom and beyond the page.

Each unit of **Trio Reading** is accompanied by a variety of automatically graded activities. Students' progress is recorded, tracked, and fed back to the instructor.


Vocabulary and Grammar Chants help students internalize the target grammar structure and vocabulary for greater accuracy and fluency when reading.

Online Activities provide essential practice of Vocabulary, Grammar, and Reading and Vocabulary Strategies.

Grammar Note I am (not) + adjectives
Put the words in the correct order to make a sentence.

- I am friendly .
- I am not sad .
- . happy am I
- Nice am . I
- Am I mad not .
- . am not short I

Reset Submit



Vocabulary and Grammar Chants provide further accuracy and fluency practice for every chapter.

exciting

What characteristics make something an adventure?

Chant
GO ONLINE for the Chapter 6 Vocabulary & Grammar Chant

Grammar in the Readings

Notice **there is/there are** + nouns in the readings.
Use *there is* with singular nouns.
There is a map of London.
Use *there are* with plural nouns.
There are pictures of underwater mountains in South America.

Notice pronouns **it** and **they** in the readings.
Use the pronoun *it* to refer to singular objects.
Earth is the third planet from the sun. Oceans cover 70 percent of it.
Use *they* to refer to plural objects.
The planets orbit the sun. **They** move in a circle.

GO ONLINE for grammar practice

GO ONLINE icons lead students to essential digital content.

Use the access code on the inside front cover to log in at www.oxfordlearn.com/login.

Readiness Unit



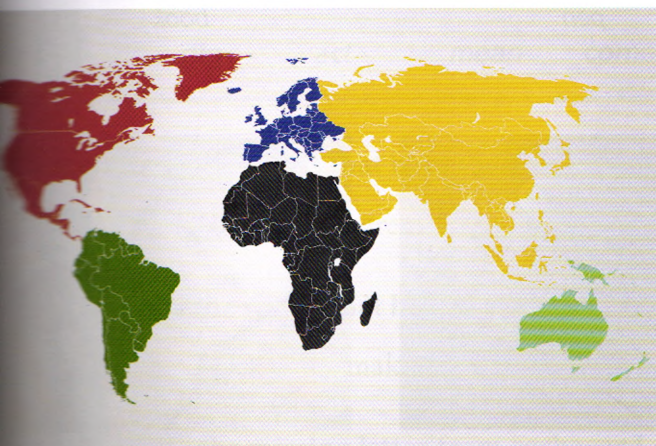
Words

The alphabet
Letters and sounds
Syllables



Parts of Speech

Nouns
Adjectives
Verbs



Sentences and Paragraphs

Sentences
Paragraphs
● Make connections

UNIT WRAP UP

Extend Your Skills

The alphabet

The English alphabet has 26 letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

A. Write the missing letters from the English alphabet.

1. ab c de ___ ghij ___ lmnopq ___ stu ___ wx ___ z

2. a ___ cd ___ fg ___ ijkl ___ nop ___ rstuv ___ xyz

B. Write the letters in the correct order of the alphabet.

1. m d w g b o a q a b d g m o q w

2. z u w l t e h j _____

3. i k p c f y r s _____

4. p e s y g m r l _____

Letters make words.



man



pen



book

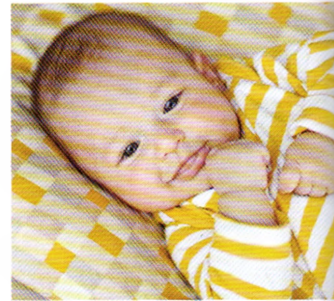
C. Write the missing letters.



1. g i rl



2. ___ up



3. ___ a ___ y

D. Circle the words that have the letter r.

read you write look chair

When a word **begins** with a letter, that letter is first. These words begin with the letter *s*.

say *see* *saw* *some* *sick*

E. Circle the words that begin with the letter w.

write world meet saw work

F. Circle the words that begin with the letter b.

be pen bite dad boat

When a word **ends** with a letter, that letter is last. These words end with the letter *e*.

write *me* *we* *give* *make*

G. Circle the words that end with the letter d.

understand read do world rub

H. Circle the words that end with the letter m.

man mom law come from

When a letter or letters are in the **middle** of a word, the letter or letters come between the beginning and ending letters. These letters are in the middle.

dig *act* *mean* *come* *get*

I. Circle the words that have the letter a in the middle.

dad but parent grand apple

J. Circle the words that have the letter k in the middle.

take kick make hot break

K. Write the missing letter from each word. If you need help, look at the words on this page.

1. a c t 2. __ ig 3. f __ om
4. ma __ e 5. pa __ ent

Letters and sounds

Say the name of the letters of the alphabet:

a b c d e f g h i j k l m n o p q r s t u v w x y z

These letters are vowels:

a e i o u

Sometimes they make the sound of their letter name. Other times they make a different sound.

When does a vowel say its letter name?

When there are two vowels or a vowel with *y*, say the name of the first vowel.

dream sea coach say

When there is a vowel-consonant-*e*, say the name of the first vowel. The *e* at the end does not have a sound.

cake kite vote cute these

Sometimes the vowels make a short sound. Look at the symbol. Read the word. Listen to the sound.

a /æ/	at	o /ɑ/	hot
e /ɛ/	ten	u /ʌ/	cup
i /ɪ/	sit		

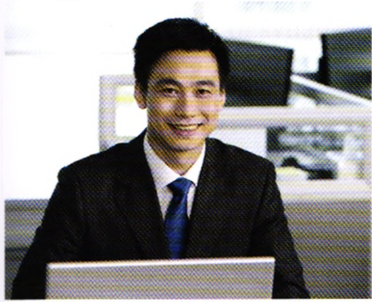
The other letters are consonants:

b c d f g h j k l m n p q r s t v w x y z

Say the sound of the consonants at the beginning of each word. Listen to the sounds.

p	pen	s	so
b	bad	z	zoo
t	tea	sh	she
d	did	h	how
c / k	cat / kick	m	man
g	got	n	no
ch	chin	l	leg
j	June	r	red
f	fall	y	yes
v	voice	w	wet
th	thin		

When you read a word, you say the sounds of the letters.



man /mæn/



pen /pɛn/



book /buk/

A. These words begin with the same sound. Say the words and listen for the /b/ sound.

book ball be bank

B. Say the words. Cross out the word that does not have the same beginning sound.

1. man make ~~name~~ my
2. like ice lot listen
3. add odd at active

C. These words end with the same sound. Say the words and listen for the /t/ sound.

get text wet late

D. Say the words. Cross out the word that does not have the same ending sound.

1. read understand that made
2. come mean from exclaim
3. think frog kick cake

E. These words have the same vowel sound in the middle. Say the words and listen for the /i/ sound.

lip fit bit

F. Say the words. Cross out the word that does not have the same vowel sound.

- | | | | |
|---------|------|------|-----------------|
| 1. cat | map | sat | make |
| 2. male | take | seat | wait |
| 3. tell | bed | get | sea |

G. Say the words. Listen to how many sounds are in each word.

cat → /kæt/	make → /meɪk/	book → /bʊk/
3 sounds	3 sounds	3 sounds

H. Say the words. Circle the number of sounds.

- | | | | |
|---------|---|---|---|
| 1. want | 2 | 3 | 4 |
| 2. bake | 2 | 3 | 4 |
| 3. do | 2 | 3 | 4 |
| 4. goal | 2 | 3 | 4 |

These words rhyme. Only the beginning sound is different.

make take fake

I. Cross out the word that does not rhyme.

- | | | | |
|---------|-------|-----------------|------|
| 1. egg | leg | flag | peg |
| 2. pack | black | crack | fact |
| 3. meet | feet | sea | meat |

J. Match each word to a word that rhymes.

- | | |
|-------------------|---------|
| 1. <u>b</u> white | a. lay |
| 2. _____ fat | b. bite |
| 3. _____ bit | c. die |
| 4. _____ lie | d. mat |
| 5. _____ may | e. fit |

Syllables

Words are made of syllables. Each syllable has a vowel sound. Say each syllable in the words below.

text
1

your•self
1 2

un•der•stand
1 2 3

The letter *y* can sound like a vowel.

It sounds like a long *i* /aɪ/ in a one-syllable word.

fly my cry

It sounds like a long *e* /i/ when a consonant is before it and it ends a two-syllable word.

ba•by

A. Write the number of syllables in the words below.

- | | | | |
|--------------|--------|-------|-------|
| 1. lady | by | many | lie |
| <u> 2 </u> | _____ | _____ | _____ |
| 2. read | text | make | to |
| _____ | _____ | _____ | _____ |
| 3. self | myself | home | flat |
| _____ | _____ | _____ | _____ |










B. Cross out the word that has a different number of syllables.

- | | | | |
|-----------|--------|---------|--------|
| 1. write | now | say | city |
| 2. funny | detail | world | empty |
| 3. ice | nice | finish | do |
| 4. think | tell | go | notice |
| 5. person | man | discuss | woman |

PARTS OF SPEECH

Nouns

Some words are nouns. These words name people, places, and things.

People	Places	Things
 <p><i>boy</i></p>	 <p><i>park</i></p>	 <p><i>cup</i></p>
 <p><i>girl</i></p>	 <p><i>school</i></p>	 <p><i>map</i></p>
 <p><i>woman</i></p>	 <p><i>home</i></p>	 <p><i>sun</i></p>

A. Look at each picture. Write the noun.















When there is one of a noun, it is singular. When there is more than one, it is plural.
Add -s to the noun.

B. Is there one or more than one in each picture? Write the correct noun.



Adjectives

Some words are adjectives. They tell about nouns.

Numbers	Colors	Other Descriptions
 <u>one</u> girl	 <u>red</u> shirt	<p>Adjectives tell about size.</p>  <u>small</u> box
 <u>two</u> boys	 <u>blue</u> pants	 <u>big</u> box
 <u>three</u> men	 <u>green</u> socks	<p>Adjectives tell about feelings.</p>  <u>sad</u> boy
 <u>four</u> women	 <u>black</u> hair	 <u>happy</u> girl

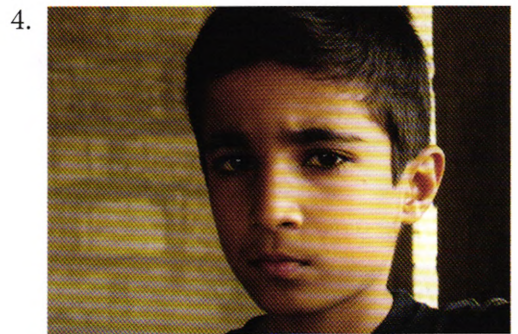
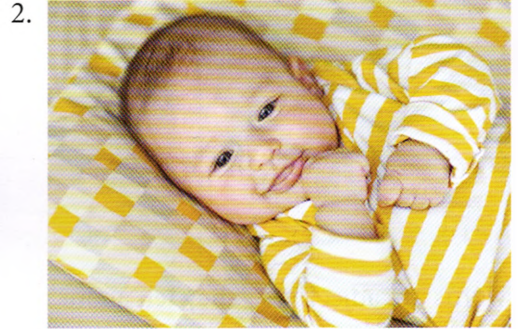
A. Circle the adjective in each phrase.

- 1. the tall building
- 2. the blue water
- 3. the small baby
- 4. the sad boy
- 5. the beautiful sky
- 6. the white moon

B. Look at each picture. Write a phrase from Activity A.



the white moon



You can write numbers as words.

1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten

C. Look at each picture. Write the number and the noun.







six socks



Verbs

Some words are verbs. Some verbs show action. They tell what nouns do. Other verbs tell what nouns are. We call these verbs *linking verbs* because they link a noun to another noun or adjective.

	Action Verbs (Tell What Nouns Do)	Linking Verbs (Tell What Nouns Are)
	The girls <u>jump</u> .	The girls <u>are</u> young.
	The man <u>reads</u> .	The man <u>is</u> busy.
	The snow <u>falls</u> .	The snow <u>is</u> cold.
	The boy <u>raises</u> his hand.	The boy <u>is</u> a student.

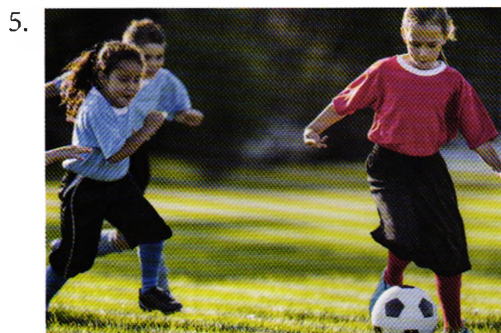
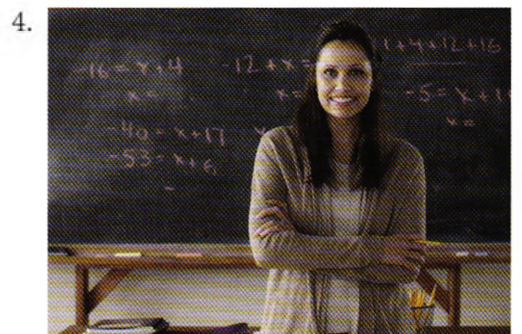
A. Circle the verb in each sentence.

1. The woman is a teacher. 2. The man listens.
3. The sun rises. 4. The desks are white.
5. The boy runs. 6. The girl kicks the ball.

B. Look at each picture. Write a sentence from Activity A.



The man listens.



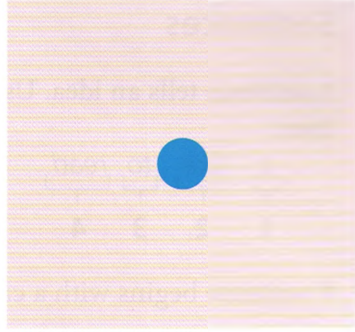
C. Which words are nouns, which are adjectives, and which are verbs? Write them in the chart.



woman reads



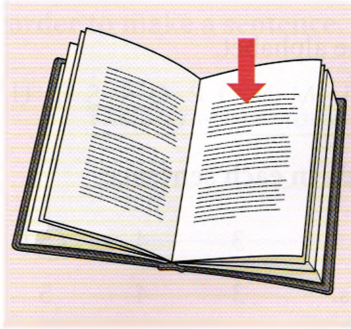
big world



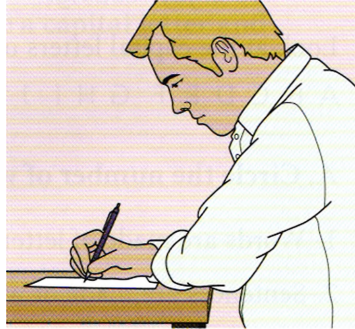
little circle



sad girl



small letters



man writes

Adjectives	Nouns	Verbs
<p>big</p>		

SENTENCES AND PARAGRAPHS

Sentences

A sentence tells an idea. Use words to write sentences. The words have spaces between them.

I like to read.
 1 2 3 4

A sentence begins with a capital letter and ends with a period.

capital letter period
 We enjoy reading.

Look at the capital letters of the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A. Circle the number of words in each sentence.

1. Words are made of letters. 3 4 5 6
2. Sentences are made of words. 3 4 5 6
3. I read books. 3 4 5 6
4. My mom gave me a book. 3 4 5 6

A sentence can ask a question. A question ends with a question mark and needs an answer. Some questions have *yes* or *no* answers.

question mark

Question: *Do you like to read?* Answer: *Yes, I like to read.*

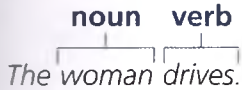
Some questions ask for information.

Question: *What time is it?* Answer: *It is 9 o'clock.*

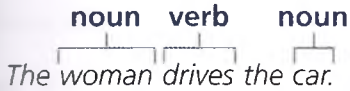
Read the questions and the answers.

	Information Questions	Answers
Things	What food do you like?	I like apples.
Places	Where are you from?	I am from India.
Time	When do you eat dinner?	I eat dinner at 7 o'clock.
Type	What kind of books do you like?	I like books about history.
People	Who do you eat with?	I eat with my friends.
Reason	Why do you study English?	I study English for my job.

Every sentence has a verb. In English, the noun comes before the verb.



Sometimes the verb is followed by another noun.



Sometimes the verb is followed by an adjective.



B. Put each group of words in order to make a sentence. Use a capital letter and period.

1. home / walks / the boy

The boy walks home.

2. the test / the students / take

3. the book / I / understand

4. funny / is / he

The noun does not come before the verb in questions. The question word comes first.

How are you?

Who is that?

When is the meeting?

Where are you going?

Why are you mad?

What is your name?

C. Put each group of words in order to make a question. Use a capital letter and question mark.

1. you / who / are

Who are you?

2. is / the class / when

3. why / you / are / sad

4. are / you / where

D. Match each question with its answer.

1. What do you like? b

a. No, I study French.

2. Where are you from? _____

b. I like to read.

3. Do you study English? _____

c. I am sick.

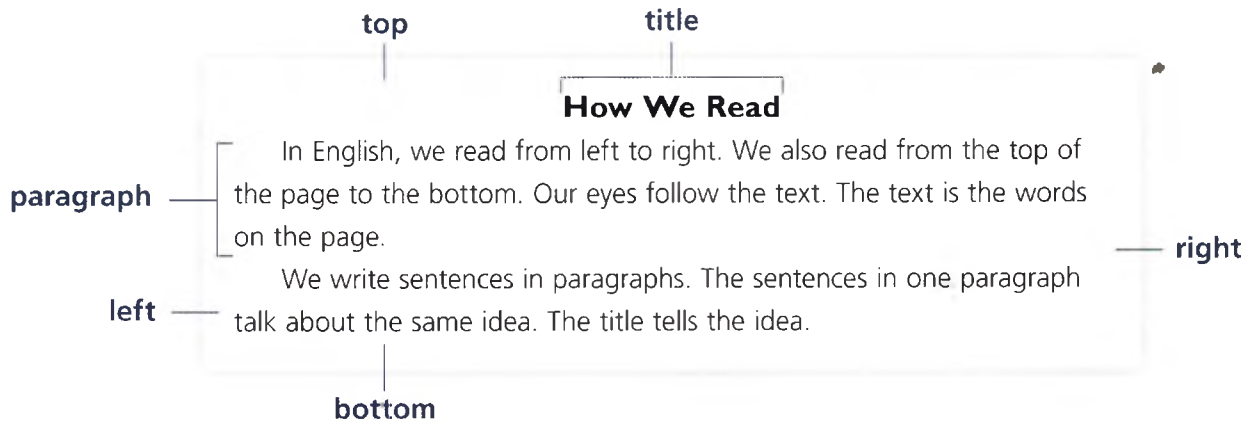
4. Why are you sad? _____

d. Yes, I am fine.

5. Are you OK? _____

e. I am from Jordan.

Paragraphs



A. Look at “How We Read.” Complete each sentence with a word from the box.

read right text top two

1. There are two paragraphs.
2. The title is “How We _____.”
3. We read from left to _____.
4. We also read from _____ to bottom.
5. The _____ is the words on the page.

B. Read the paragraph. Answer the questions.

Beautiful by the Sea

I am from Turkey. I live by the sea. I love it there. It is beautiful. I love my home.

1. Circle the number of sentences. 3 4 5
2. Write the title. _____
3. Circle the number of paragraphs. 1 3 5

C. Read each paragraph. Answer the questions.

In the English language, we read from left to right. This is the order of the words. We also read from the top of the page to the bottom. Our eyes follow the text.

1. How many sentences are in the paragraph? 3 4 5
2. Write three verbs from the paragraph.

3. How many times do you see *read* in the paragraph? 2 3 4

In English, every sentence has a verb. Most sentences also have nouns. Verbs tell what nouns do. We write sentences with nouns and verbs.

4. How many sentences are in the paragraph? 2 3 4

5. Write three nouns from the paragraph.

6. How many times do you see *sentence* in the paragraph? 2 3 4

7. What is a good title for the paragraph? *Sentences Verbs*

Make Connections

Text to Self

A. Circle the best answer.

- | | | |
|---|-----|----|
| 1. Do you read from left to right in your language? | Yes | No |
| 2. Do sentences in your language need verbs? | Yes | No |
| 3. Does your language use letters? | Yes | No |

Text to Text

B. Look at the two texts in Paragraphs Activity C. How are they the same? How are they different? Complete each sentence with a word from the box.

sentences English order

1. The two texts talk about _____.
2. The first paragraph talks about the _____ of the words. We read from left to right.
3. The second paragraph talks about words in _____. Every sentence needs a verb.

Text to World

C. Answer the questions with a partner. Look at the Oxford 2000 keywords on page 133 and find words to help you.

1. What do you like to read?
2. Why do people read?
3. Why do texts have titles?

Look at the word bank for the Readiness Unit. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000						
Adjectives		Nouns			Verbs	
beautiful	one	alphabet	hair	right	water	be (is/are)
big	red	baby	hand	school	woman	fall
black	sad	ball	home	sentence	world	follow
blue	seven	book	left	shirt		have
busy	six	bottom	letter	sky		jump
cold	small	box	man	snow		kick
eight	tall	boy	map	sock		listen
five	ten	building	moon	student		raise
four	three	circle	order	sun		read
green	two	cup	pants	teacher		run
happy	white	desk	paragraph	text		tell
little	young	English	park	title		use
nine		girl	pen	top		write

PRACTICE WITH THE OXFORD 2000

A. Use the words in the chart. Match adjectives with nouns.

1. big school
2. _____
3. _____
4. _____
5. _____

B. Use the words in the chart. Match verbs with nouns.

1. use a map
2. _____
3. _____
4. _____
5. _____

C. Use the words in the chart. Match verbs with adjective noun partners.

1. have one pen
2. _____
3. _____
4. _____
5. _____

UNIT 1 People



CHAPTER 1

How Are Family Members Alike?

Reading 1: How Am I Like My Family?

Reading 2: Who Is Lionel Messi?

▲ BEFORE READING

- Oxford 2000 words to talk about family
- Short e /ɛ/ sound

Make connections: Text to self

▲▲ DURING READING

- Collocations with *get*
- Find the topic
- *we* + verbs; *they* + verbs

Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

Make connections: Text to world



CHAPTER 2

Who Are Your Friends?

Reading 1: Forming Friendships

Reading 2: Do Friends Use Small Talk?

▲ BEFORE READING

- Oxford 2000 words to talk about friendship
- Short o /ʊ/ sound

Make connections: Text to self

▲▲ DURING READING

- Use examples to find word meanings
- Identify main idea and details
- *I am (not)* + adjectives; *I* + verbs

Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

Make connections: Text to world



CHAPTER 3

Why Do We Like Art?

Reading 1: Why Is the *Mona Lisa* Famous?

Reading 2: Picasso's Portraits

▲ BEFORE READING

- Oxford 2000 words to talk about art
- /ɪ/ sound

Make connections: Text to self

▲▲ DURING READING

- Identify synonyms
- Make inferences
- *he/she/it is (not)* + adjectives; *he/she/it* + verbs

Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

Make connections: Text to world

UNIT WRAP UP

Extend Your Skills

How Are Family Members Alike?

- Short e /ɛ/ sound
- Collocations with *get*
- Find the topic
- *we + verbs they + verbs*

BEFORE READING ▶ Oxford 2000 🔑 words to talk about family

Learn Vocabulary

A. Match each picture to the correct sentence.

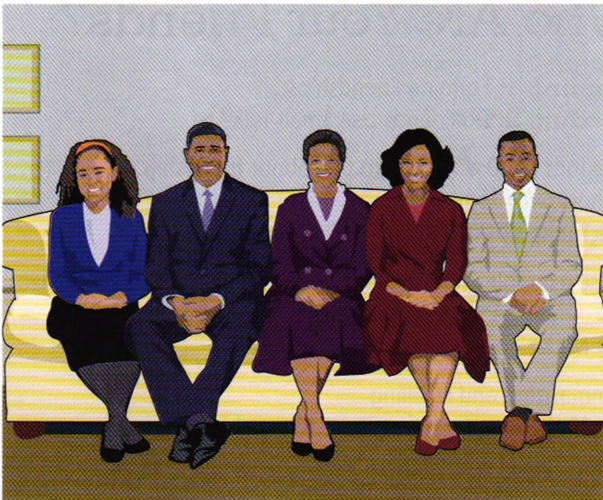
_____ A **characteristic** is something you are or have, like the color of your eyes.

_____ A **member** is a person who is in a group, like a sports team.

1 A **family** is a group of people, like parents and children.

_____ When you **notice** something, you see it.

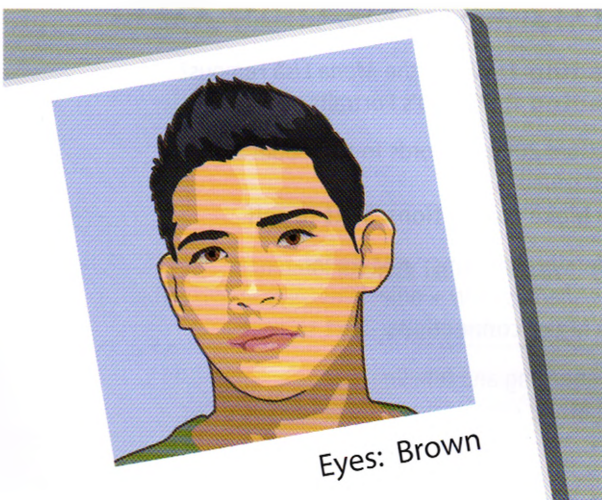
1.



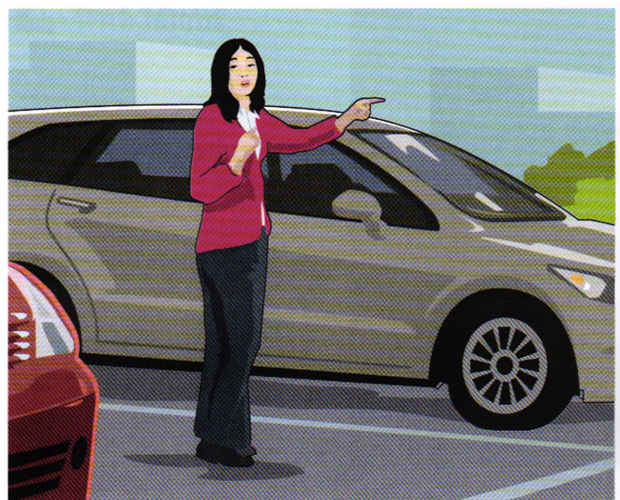
2.



3.

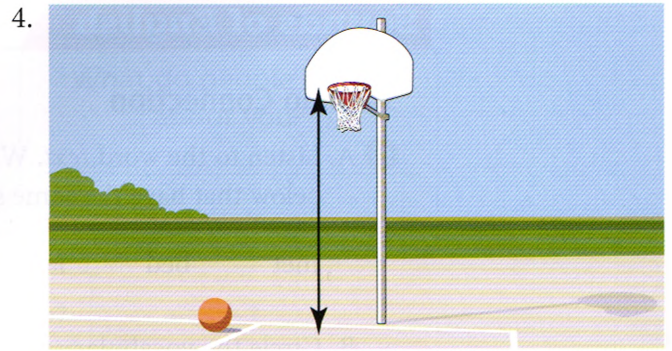
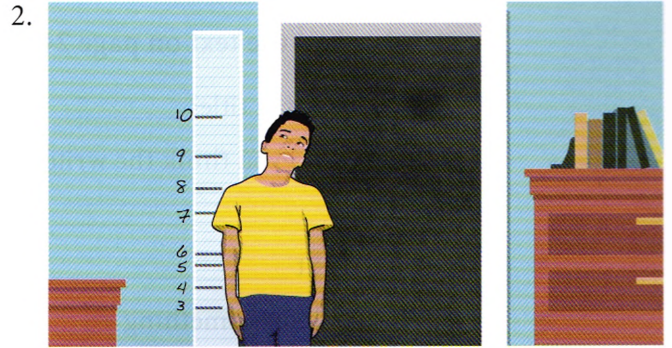


4.



B. Match each picture to the correct sentence.

- _____ The **height** of something or someone is the distance from the top to the bottom.
- _____ If you are **short**, you are not as tall as other people.
- 1 If you are **tall**, you grow higher than other people.
- _____ When children grow, they **get** taller.



C. Complete each sentence with a word from the box.

characteristics	get	members	short
family	height	notice	tall

1. My family members have brown hair.
2. My _____ has dinner together on Saturdays.
3. My children _____ taller every year.
4. People _____ me because I have red hair.
5. Most basketball players are _____.
6. My sister is _____, but my brother is tall.
7. We have two _____ that are the same: our height and our eyes.
8. She is very tall. People notice her because of her _____.

Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.

GO ONLINE
for more practice

Preview the Text

D. Look at the picture on page 24. Answer the questions.

1. What is in the picture? _____
2. What is the relationship of the people in the photo? _____
3. What characteristics do the people share? _____


E. Look at the text on page 24. Answer the questions.

1. What is the title? _____
2. What do you think the writer talks about in the text?

3. The text _____.
a. explains something b. describes someone

Sounds of English

Spelling Connection

-  A. Listen to the word *text*. What sound does the *e* make? Circle four words below that have the same sound as in *text*. Listen for /ɛ/.

met bed late tea rest pet

- B. Circle the vocabulary words that have the short e sound as in *text*.

family get height characteristic

member notice short tall

- C. These words are in the text on page 24. Circle two words that have the short e /ɛ/ sound as in *text*.

red we legs sister

Make Connections: Text to Self

A. Answer the questions. Use words from the box to help you.

characteristics	get	members	short
family	height	notice	tall

1. What can you learn from a family picture? _____

2. Why do people take family pictures? _____

3. Write two characteristics that your family has. _____

B. Think about your family. Complete the chart.

How many family members are there? _____ _____	What do people notice about you? _____ _____
How are you like your family? _____	
Who do you look like? _____ _____	What is different about you? _____ _____

C. Think about why people write about themselves and their families. Answer the questions.

1. Why do people write about themselves? _____

2. Why do people read about others? _____

3. What do you like to learn about other people? _____

- ▶ Vocabulary strategy: Collocations with *get*
- ▶ Reading strategy: Find the topic

Reading 1

A. First listen to the text. There is a short pause at a period. Mark the pauses you hear.

I have a big family. | There are six people in my family.

B. Now read the text on your own. Pause at the end of each sentence.

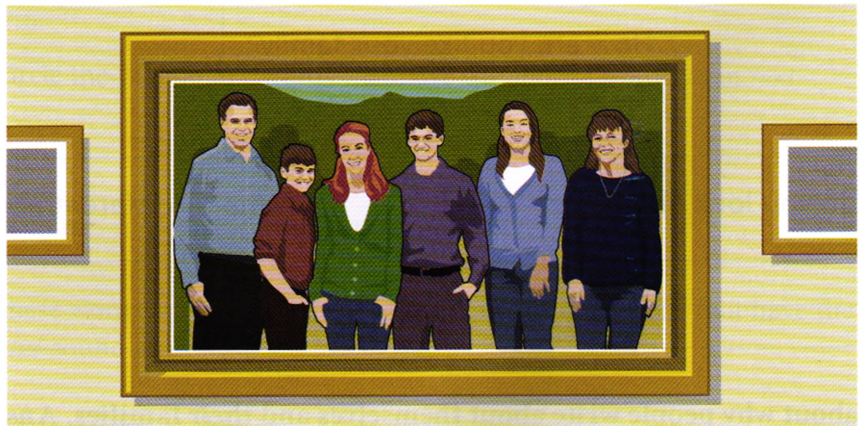
Stop and Think

Read the title. Look at the picture. How is the writer like her family?

How Am I Like My Family?

I have a big **family**. There are six people in my family. I have one sister and two brothers. We are all very **tall**. We get our height from my parents. My father and mother are both tall. Our **height** is one **characteristic** that we all have. Our height helps us in sports. My brothers and sister and I play soccer. We have long legs. We can run fast. We really like to run. We are good at soccer. We get better every year. We love to play!

I have one characteristic that is different from my family. When we **get** together, people **notice** me. My hair color is different. My family **members** have brown hair. My hair is red! I don't know why. Maybe it is from my grandfather. He has red hair, too. All the members of my family are tall, but only I have red hair.



Check Your Understanding

C. Circle the correct answer.

1. The writer is tall short.
2. The writer has brown red hair.
3. The brothers and sisters like soccer basketball.
4. The writer has red hair. Her mother grandfather also has red hair.
5. People notice don't notice the writer.

Vocabulary Strategy

Collocations with *get*

Collocations are words that go together. Learning collocations helps you build your vocabulary. The verb *get* is used in many collocations.

When you *get* something, you receive it. *Get* can also mean *become*.

A good athlete **gets** a lot of attention. Children **get** taller.

Notice the collocations with the verb *get* in the readings.



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practice

D. Read the text on page 24 again. Check the words the writer uses after the verb *get*.

1. our height
2. _____ better
3. _____ soccer
4. _____ run
5. _____ family
6. _____ together

E. Complete each sentence with a phrase from the box.

get along get excited get scared get home

1. I like my brothers. We get along well.
2. My parents _____ at 6:00 p.m. every day.
3. My sisters and I _____ up high. We don't like heights.
4. I _____ about traveling. I love to visit new places.

Reading Strategy

Find the Topic

Finding the topic of a reading can help you understand the text. Use these strategies to help you find the topic.

1. Look at the title. Read the first and last sentences.
2. Look for repeated words (words used again and again).
3. Look at the other words. What do they tell about?



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practice

F. Write a short answer to each question.

1. What word is in both the title and the first sentence? _____
2. Write words that are repeated in the first paragraph. _____
3. Write words that are repeated in the second paragraph. _____
4. Look at the words used in the text. What do the words tell about? _____
5. What is the topic of the reading? _____

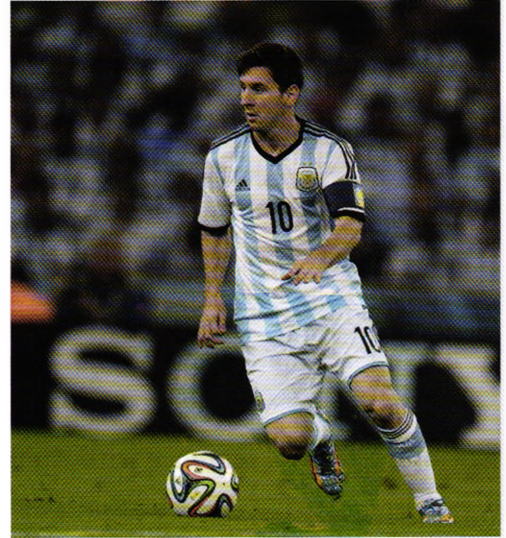
🔊 Reading 2

A. Listen to the text. Mark the pauses you hear.

B. Read the text on your own. Pause at the end of each sentence.

Who Is Lionel Messi?

Many people think Lionel Messi is the best soccer player in the world. He is the youngest person to score a goal in the international league. He was 16 years old! How did he do it? Did he have a great teacher? Is it from his **family**? Lionel has two older brothers and a younger sister. When he was a boy, he played soccer with his older brothers. He was not scared to play with older kids. He didn't have a teacher. He loved to play. He was very good. Coaches noticed his skill. They wanted him on their team. Lionel is the only family **member** who plays soccer in the international league. It is his job. The other kids liked to play soccer, but Lionel's skill is special.



Lionel Messi

Lionel's **height** is a special **characteristic**. When he was a boy, people noticed he was very **short**. He did not **get** taller. He had to take medicine. It helped him and he got taller. He is five feet, seven inches **tall**. He is not very tall! But his height is not a problem. People **notice** his skill. He gets a lot of attention. He is a famous soccer player. People all over the world know him.

Grammar in the Readings

Notice **we + verbs** in the reading.

Use **we + verbs** to tell about you and one or more people.

We have long legs.

we = the writer and her family

Notice **they + verbs** in the reading.

Use **they + verbs** to tell about two or more people.

They wanted him on their team.

they = the coaches

Stop and Think

Read the questions in the first paragraph. What do you think? Is a skill something you get from your parents or something you learn?



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for grammar
practice

Check Your Understanding

C. Use words from the text to complete the sentences.

1. People think Lionel Messi is the best soccer player in the world.
2. Tell about Lionel's family members: He has two _____ and _____.
3. He was very good. Coaches _____ his skill.
4. Many people noticed Lionel's height. When he was a boy, he was _____.
5. He had to take medicine. The medicine helped him. He got _____.

D. Answer the questions. Use your own ideas.

1. Why do you think Lionel Messi is great at soccer? _____

2. How can people get better at something? _____

Vocabulary Strategy: Collocations with get

E. Read the text on page 26 again. Check the words the writer uses after the verb *get*.

1. _____ soccer
2. _____ skill
3. _____ attention
4. _____ short
5. _____ taller

F. Complete each sentence with a collocation from the box.

get better get together get attention get taller

1. The family always has fun when they get together.
2. I practice basketball a lot so I can _____ at playing.
3. When children grow, they _____.
4. We _____ because we are very tall.

Recycle

the Vocabulary
Strategy

Reading Strategy: Find the Topic

G. Answer the questions.

1. Look at the title and read the first sentence. Write the words that are in both the title and the first sentence.

Lionel Messi

2. Look at words that are repeated (used again and again) in the first paragraph. The word *soccer* is used four times. Write another word from the first paragraph that is also repeated.

3. What is the first paragraph about? _____

4. Write two words that are repeated two times in the second paragraph.

5. What does the second paragraph talk about? _____

6. Read the title. Look at your answers for questions 1–5. What is the topic?

7. Write a caption for the photograph of Lionel Messi. _____

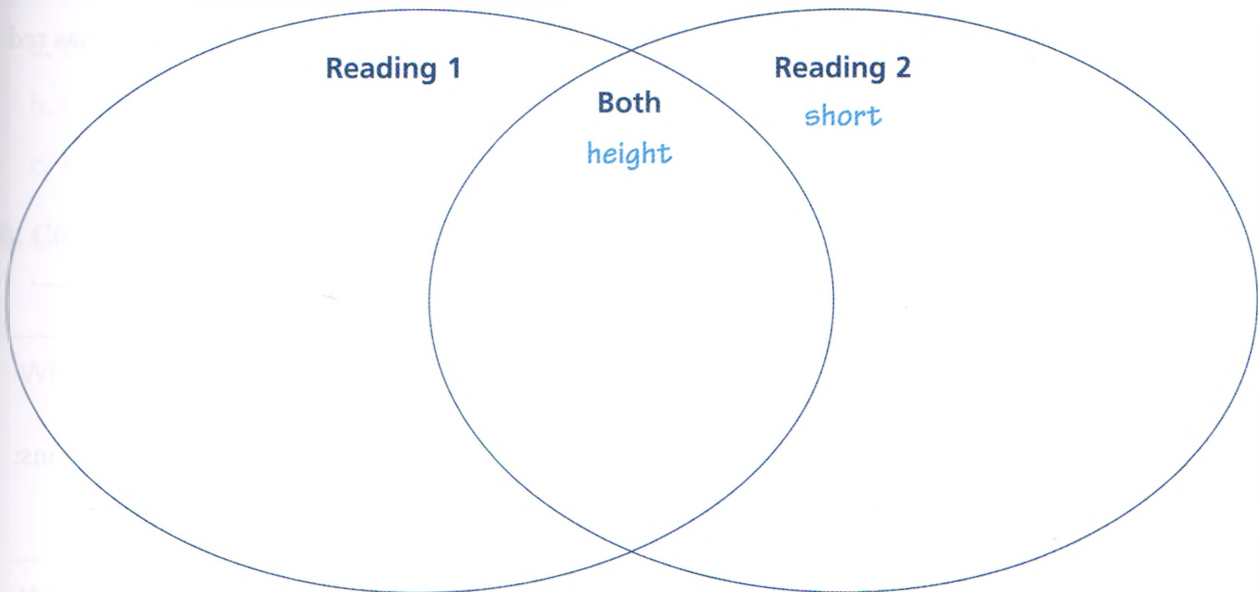


1 Make Connections: Text to Text

A. Think about the two texts. Circle the best answer.

- Both texts are about _____.
a. a person and his or her family b. the greatest people
- The texts are different. In _____, the writer describes herself.
a. "How Am I Like My Family?" b. "Who Is Lionel Messi?"
- In _____, the writer is writing about someone famous.
a. "How Am I Like My Family?" b. "Who Is Lionel Messi?"

B. Compare the two readings. On the left, write words from Reading 1. On the right, write words from Reading 2. Write words from both readings in the middle.



C. Read each phrase. Does it go with Reading 1, Reading 2, or both texts? Write 1, 2, or both.

- 1 have a big family
- _____ a special characteristic
- _____ had to take medicine
- _____ plays soccer
- _____ gets a lot of attention
- _____ family member
- _____ people notice

Summarizing and Retelling

A. Complete the sentences with the words from the box. Then read the paragraphs to a partner to summarize.

Adjectives	Nouns	Verbs
short tall	characteristics family height members	get notice

- In "How Am I Like My Family?" the writer tells about the _____ she shares with her _____. She is _____, and she has red hair. People _____ her.
- In "Who Is Lionel Messi?" the writer tells about a great soccer player and his family. When Lionel was a boy, people saw that he was very _____. He took medicine and got taller. Now people don't notice his _____. They see his great skill.
- In both texts, the writer talks about a person and his or her family _____. The writers talk about characteristics. They discuss questions: What characteristics do people have? How do you _____ better at something?

B. Write a short answer to each question.

- What characteristics did the writer of "How Am I Like My Family?" write about?

- What characteristics did the writer of "Who Is Lionel Messi?" write about?

- Look back at the pictures and texts on pages 24 and 26. Answer the questions below. Look at the Oxford 2000 keywords on page 133 and find five words to help you.
 - What other characteristics does the writer of "How Am I Like My Family?" have?

 - What other characteristics does Lionel Messi have?

Word Partners

family name
family dinner
family tree
family vacation
family portrait

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to practice
word partners



Make Connections: Text to World

A. Think about the two texts. Circle the best answer.

1. What do the writers want you to do?
 - a. think about your family and characteristics
 - b. play soccer
 - c. have people notice you
2. Who might want to read these texts?
 - a. people who are interested in people
 - b. people with red hair
 - c. family members
3. Why did the writers write “How Am I Like My Family?” and “Who Is Lionel Messi?”?
 - a. to tell about famous people
 - b. to tell about people’s characteristics
 - c. to tell about friends

B. Complete the chart with phrases to answer the questions.


Texts about People

Why do writers tell about people?	
Why do people read about other people?	
What can you learn from texts about people?	

- C. Talk with a partner. Who do you like to read about? What characteristics do they have? Look at the Oxford 2000 keywords on page 133 and find five words to help you.

Chant

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Chapter 1
Vocabulary &
Grammar Chant



CHAPTER 2 Who Are Your Friends?

- Short o /a/ sound
- Use examples to find word meanings
- Identify main idea and details
- I am (not) + adjectives; I + verbs

BEFORE READING ▶ Oxford 2000 ↻ words to talk about friendship

Learn Vocabulary

A. Look at the pictures and read the sentences.



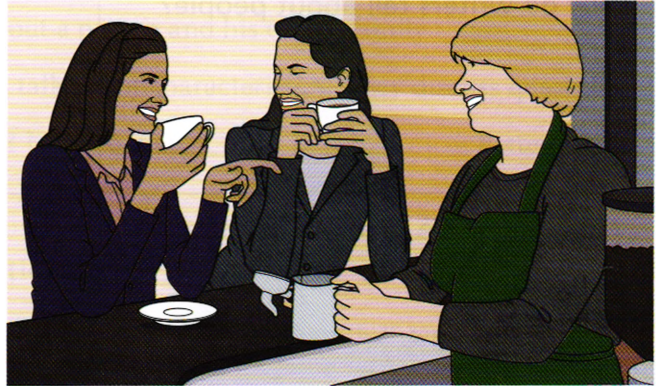
1. Friends are people you like. You **share** many things with friends.



2. People form **friendships**. Many people **form** friendships with the people they live next to.



3. Friends have **common interests**. They like the same things.



4. **Friendly** people have **conversations**. They talk with many people.

B. Complete each sentence with a word from the box.

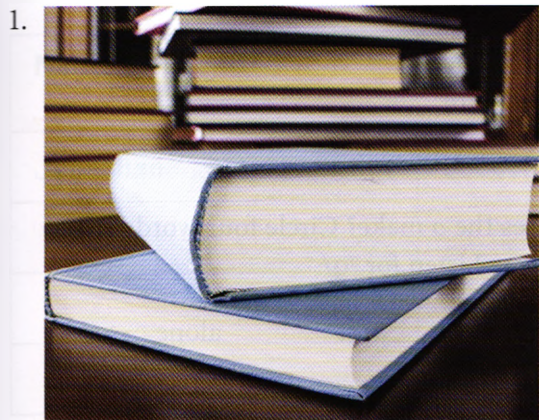
common	friends	friendships	interests
conversations	friendly	form	share

1. Many people form friendships with other students in their class.
2. I have common interests on my soccer team. We like playing together.

3. My sister and I have _____ interests. We like biking, running, and studying.
4. My friend Junyi and I _____ many interests. We both drink tea, read books, and watch movies.
5. I have lots of _____ each day. I talk to my mom, my teacher, and my friends.
6. My friends from school all have common _____. We love art and Spanish class.
7. My teacher is very _____. She smiles and says hello to all the students in the school.
8. At my school, they plan fun things. The teachers want us to form _____ with the other students.

C. Match each interest to the correct picture.

cooking reading sports travel



reading



Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.



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for more
practice

D. Discuss the pictures in Activity C with a partner. What interests do you share?


Preview the Text

E. Look at the pictures and text on page 36. Circle the correct answer.

1. Who do you think the people in the photos are?
a. family members b. friends c. workers
2. What do you think the topic of the text is?
a. happiness b. friendship c. school
3. Where do you think this text is from?
a. an advertisement b. an email c. a magazine
4. What idea do you think the writer does NOT talk about?
a. conversation b. being happy c. different jobs
5. Read the caption below the pictures. How do the men know each other?
a. They are co-workers. b. They are friends. c. They are family members.

Sounds of English

Spelling Connection

 A. Listen to the word *box*. What sound does the *o* make? Circle four words below that have the same sound as in *box*. Listen for /ɑ/.

lot hot robot note not alone

B. Circle the vocabulary words that have the short o sound as in *box*.

common conversation cooking

form sports travel

C. These words are in the text on page 36. Circle the word with the short o sound as in *box*.

often show people other

● Make Connections: Text to Self

A. Answer the questions.

1. Where do your friends live? _____

2. What do you do with your friends? _____

3. When do you see your friends? _____

4. When do you have conversations with new people? _____

5. Where do people's friendships form? _____

B. Think about your friends. Complete the chart.

Name of Friend	What common interests do you share?	How did your friendship form?
Jonathan	soccer, art, reading	He lives close to me.

C. Think about friendships. Why do you think friendships form? Number the ideas from 1 to 8 to show what you think are the most important reasons.

- _____ People like conversations.
- _____ Friends make each other happy.
- _____ People see each other a lot and become friends.
- _____ People share a common interest.
- _____ People live close to each other.
- _____ People work together.
- _____ People want to be with other people.
- _____ People see each other every day at the store or another place.



- ▶ Vocabulary strategy: Use examples to find word meanings
- ▶ Reading strategy: Identify main idea and details

Reading 1

A. Look at groups of words. Move your eye to the right. Read another group of words and move on. Do not stop after each word.

Who are your friends? | Do you share | common interests?

B. Now read the text on your own.

Stop and Think

Why does the writer use questions?

Forming Friendships

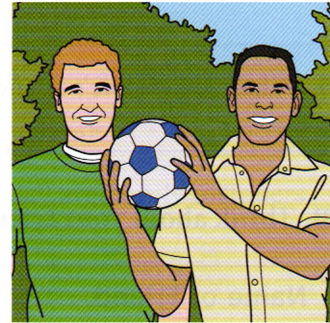
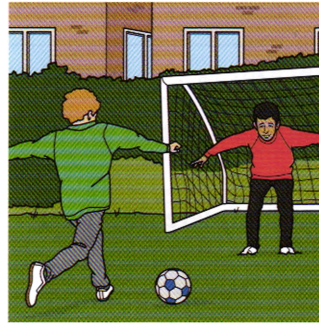
Who are your **friends**?

Do you **share common interests**? Do you and your friends like to read or watch sports? Do you run together? Many times, friends like the same things. It is fun to do things together.

Sharing activities helps friends feel close. Maybe you and your friend just like talking.

Conversation is very important to friendships. People need other people. In fact, people with friends live longer than people without friends. Friends make people happy.

Why do **friendships form**? People think they form because of common interests. Most often, people become friends because they live near each other. Friendships also form because people go to work or school together. We think that we choose our friends because we share interests. This isn't always true. People see each other a lot, and they become friends. For example, you sit next to someone at work. You speak to that person every day. Or you see someone in your neighborhood. Then you become **friendly**. Friends aren't the people who are most like us. They are the people we see a lot. They live and work near us.



These men lived in houses next to each other when they were boys. They lived in the same neighborhood for a long time.

Check Your Understanding

C. Circle the best answer to complete each sentence.

- Friendships form because you _____.
 - have an interest in the person
 - live, work, or go to school with the person
 - play sports

2. People with friends _____.
 - a. live longer
 - b. are more friendly
 - c. have more interests
3. People think that they _____ their friends.
 - a. meet
 - b. choose
 - c. like
4. This text tells _____.
 - a. how to make friends
 - b. how to be friendly
 - c. why people become friends

Vocabulary Strategy

Use Examples to Find Word Meanings

You can find examples in a text to help you understand word meanings.

*I am friends with my **neighbors**. For example, Jonathan and I live on the same street. We talk every day.*

What is the example of the word *neighbor*?

Jonathan and I live on the same street.

This example shows the meaning of *neighbors*.



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D. Read the sentences from the text. Answer the questions.

1. "Do you share common interests? Do you and your friends like to read or watch sports? Do you run together?"
What are the examples of *interests*? read, watch sports, run
2. "Many times, friends like the same things. It is fun to do things together. Sharing activities helps friends feel close. Maybe you and your friend just like talking."
What is an example of an *activity*? _____
3. "People see each other a lot, and they become friends. For example, you sit next to someone at work."
What is an example of the phrase *see each other*? _____

Reading Strategy

Identify Main Idea and Details

Each paragraph has a main idea. Identifying the main idea helps you understand the important information. The other sentences are the details. Details support the main idea and add information.

Use these strategies to help you find the main idea.

1. Read the title. Read the first paragraph.
2. Find the sentence you think is the most important. Ask, "Why did the writer write this paragraph?"
3. Read the other sentences. Do they explain the main idea or add more information? These are the details.



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E. Look at the text on page 36. Circle the correct answer.

- | | | |
|--|----|----|
| 1. How many paragraphs are there? | 1 | 2 |
| 2. How many main ideas are there? | 1 | 2 |
| 3. How many sentences are in the first paragraph? | 12 | 13 |
| 4. How many sentences are in the second paragraph? | 13 | 14 |
| 5. Which paragraph do you think is the most important? | 1 | 2 |

F. One of the sentences below is the main idea of the first paragraph of the text on page 36. Label it *MI*. The other sentences are details. Label those *D*.

1. D Maybe you and your friend just like talking.
2. _____ Friends make people happy.
3. _____ Do you run together?
4. _____ In fact, people with friends live longer than people without friends.

G. One of the sentences below is the main idea of the second paragraph of the text on page 36. Label it *MI*. The other sentences are details. Label those *D*.

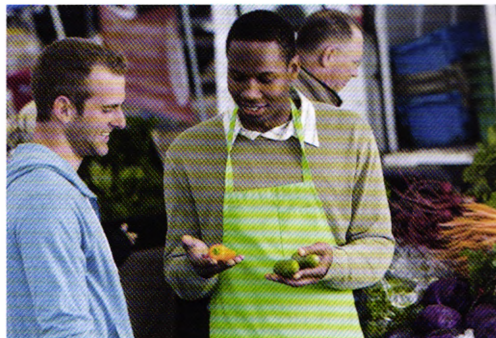
1. D People think they form because of common interests.
2. _____ You see someone in your neighborhood.
3. _____ For example, you sit next to someone at work.
4. _____ People see each other a lot, and they become friends.

Reading 2

A. Preview the text. Then read it on your own.

Do Friends Use Small Talk?

What is small talk? Small talk is a kind of **conversation**. I make small talk when I meet someone. Sometimes, I talk about the weather. I say it is a nice day. I say it is warm outside. Other times, I ask questions. For example, I make small talk in line at the store. I ask the cashier about her day. Small talk is a way to be **friendly**. It helps people feel comfortable. I feel good after making small talk. It makes the other person smile, too. It's a way to be nice.



When you make small talk, you smile. You feel comfortable.

I read an article about small talk. It does help **friendships form**. But people need to talk about more important things. They want to have meaningful conversations. In a deep, meaningful conversation, you **share** your feelings and your thoughts. You talk about your life. You discuss love and family. Deep conversations make people happy. The more deep conversations a person has, the happier the person becomes. I agree. I am happy when I share my feelings with a **friend**. We might talk about sad things. The conversation is important. It has meaning, and that makes us feel good.

Stop and Think

Make a connection. When do you use small talk?

Grammar in the Readings

Notice ***I am (not)*** + adjectives in the reading.

Use *I am* to tell what is true about you.

I am happy when I share my feelings with a friend.

Use *I am not* to tell what is not true about you.

I am not happy in the early morning.

Notice ***I + verbs*** in the reading.

Use *I + verbs* to tell what you do.

I make small talk. I talk about the weather.



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for grammar
practice

Check Your Understanding

B. Use a phrase from the text on page 39 to answer each question.

1. What is small talk? a kind of conversation
2. How does small talk help make people feel? _____
3. Who does the writer make small talk with? _____
4. What do people talk about in deep conversations? _____
5. What kind of conversation makes people happy? _____

C. Think about the text on page 39. Check the questions that are good for small talk.

1. _____ What are you studying?
2. _____ What do you think is most important in life?
3. _____ Where are you from?
4. _____ What languages do you speak?
5. _____ Why are you upset?

Recycle

the Vocabulary Strategy

Vocabulary Strategy: Use Examples to Find Word Meanings

D. Look for the underlined word or phrase in the text on page 39. Circle the example of the underlined word or phrase.

1. What is an example of small talk?
 - a. I meet someone.
 - b. I say it is warm outside.
 - c. I wait in line at the store.
2. What is an example of being nice?
 - a. I help someone.
 - b. I talk about the things I want.
 - c. I feel good.
3. What is an example of a meaningful conversation?
 - a. I talk about my thoughts.
 - b. I make small talk.
 - c. I talk about soccer.
4. What is an example of sharing feelings?
 - a. I talk about the weather.
 - b. I talk about my life.
 - c. I go to the movies.

E. Read each description. Circle the meaning of the underlined word.

1. I talk to the cashier at the store. Paulo tells me how much to pay. He also makes jokes. He makes me smile.
 - a. person who makes someone smile
 - b. person who works at a store
 - c. person who you talk to
2. I talk to my co-worker. Helena sits in the desk next to me at work.
 - a. person you work with
 - b. person you sit by
 - c. person you share a desk with

3. I see my son's teacher at school. Mrs. Chen is a great teacher and fun to talk to.

- a. person who is great
- b. person who teaches at a school
- c. person who you study with

4. I eat lunch at the same restaurant every day. I talk to the waiter when he brings me my food. We talk every day. We are friends.

- a. person who you are friends with
- b. person who you eat food with
- c. person who works at a restaurant

Reading Strategy: Identify Main Idea and Details

F. One of the sentences below is the main idea of the first paragraph of the text on page 39. Label it *MI*. The other sentences are details. Label those *D*.

- 1. D I say it is a nice day.
- 2. _____ It's a way to be kind.
- 3. _____ Small talk is a kind of conversation.
- 4. _____ I feel good after making small talk.

G. One of the sentences below is the main idea of the second paragraph of the text on page 39. Label it *MI*. The other sentences are details. Label those *D*.

- 1. _____ You talk about your life.
- 2. _____ I agree.
- 3. _____ You discuss love and family.
- 4. _____ Deep conversations make people happy.

Make Connections: Text to Text

A. Read each phrase. Does it describe Reading 1, Reading 2, or both? Write the phrase in the Venn diagram.

uses *I* + verb statements

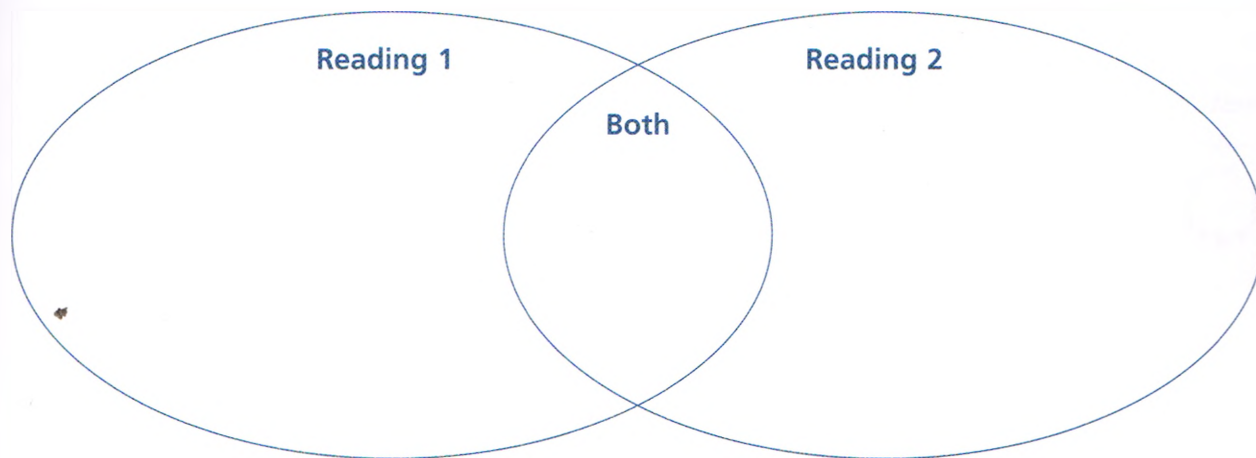
uses examples

talks about friendship

talks about two kinds of conversation

explains how something forms

tells what research shows



Recycle

the Reading Strategy

Summarizing and Retelling

A. Complete the questions with the words from the box. Some of the words have to be changed to fit the sentences. For example, *friendship* has to be changed to *friendships*. Then read the questions to a partner to retell the ideas.

Adjectives	Nouns	Verbs
common friendly	conversation friend friendship interest	form share

1. Why do people become _____?
2. Do _____ form because you live close?
3. Do friendships form because you share a(n) _____?
4. Does being _____ help friendships form?
5. What do you say in _____ when you make small talk?
6. What do you _____ in conversations with your friends?
7. How do friendships _____?
8. Do friends have _____ interests?

B. Now write the numbers of the questions from Activity A that each text answers in the chart below.

Reading 1	Reading 2	Both

Word Partners

- show interest
- express interest
- lose interest
- develop an interest

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to practice
word partners



Make Connections: Text to World

A. Think about the two texts. Check the statements you agree with.

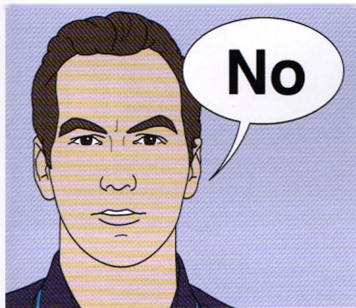
“Forming Friendships”

1. _____ Friends share common interests.
2. _____ Friends live close to each other.
3. _____ Friends make people happy.
4. _____ People meet their friends at work or school.
5. _____ People need people to talk to.

“Do Friends Use Small Talk?”

6. _____ It’s nice to make small talk.
7. _____ Small talk makes people feel good.
8. _____ Small talk helps friendships form.
9. _____ Friends have meaningful conversations.
10. _____ People are happy to talk about their feelings.

B. Compare your answers from Activity A with a partner. Tell why you agree or disagree. Look at the Oxford 2000 keywords on page 133 and find five words to help you.



I do not agree with the writer of “Forming Friendships.” I think ...

I do not agree with the writer of “Do Friends Use Small Talk?” I think ...



I agree with the writer of “Forming Friendships.” I think ...

I agree with the writer of “Do Friends Use Small Talk?” I think ...

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CHAPTER 3 Why Do We Like Art?

- /ʊ/ sound
- Identify synonyms
- Make inferences
- *he/she/it is (not) + adjectives; he/she/it + verbs*

BEFORE READING ▶ Oxford 2000 ↻ words to talk about art

Learn Vocabulary

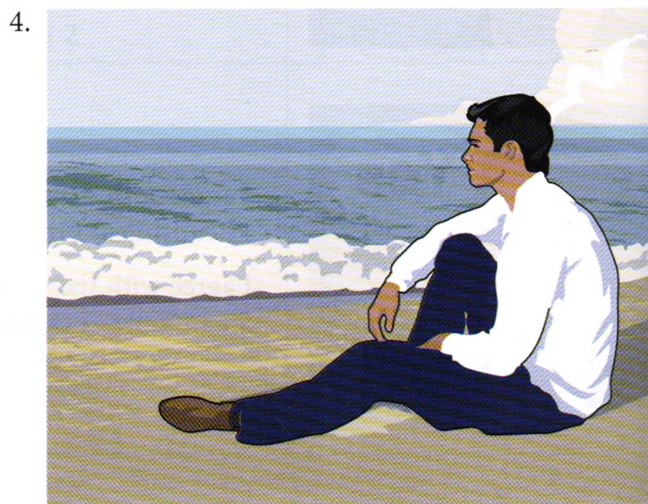
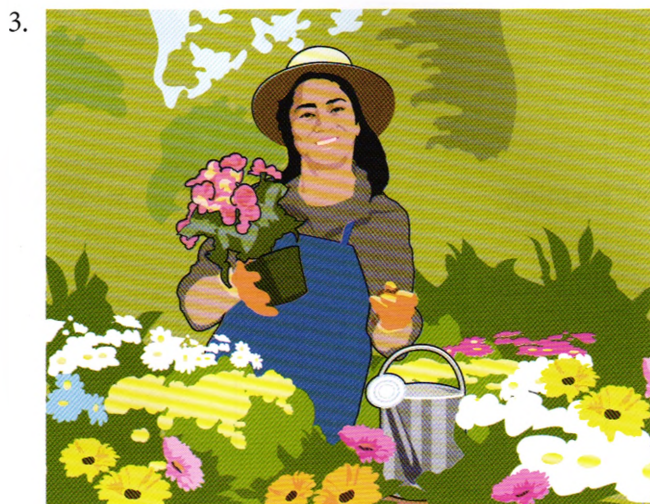
A. Match each picture to the correct sentence.

_____ I like **real** flowers.

_____ At the beach, you **look** at the ocean.

_____ I have a **painting** of trees in a forest.

1 There are many **colors** in the sunset.



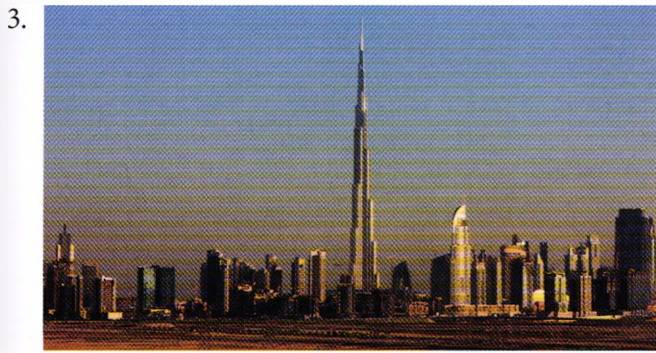
B. Match each picture to the correct sentence.

_____ The Burj Khalifa is a **famous** building.

1 She **appears** happy at school.

_____ I **describe** the problem to the doctor.

_____ I am next to the **person** in the green coat.



C. Complete each sentence with a word from the box.

appears	describe	look	person
color	famous	painting	real

- The lake appears blue.
- I have an orange tree, but it is not _____.
- I can _____ the book. It is about a famous family in China. It's very good.
- My favorite _____ is a picture of my mother. My grandfather painted it.
- The _____ next to me is my sister.
- I _____ out the window in my room a lot. There is a forest outside.
- The Eiffel Tower is _____. Many people go to Paris to see it.
- Is the _____ of stop signs always red?

Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.



GO ONLINE
for more practice

Preview the Text

D. Look at the picture on page 48. Answer the questions.


1. What is in this painting? _____
2. Describe the painting. _____

E. Look at the text on page 48. Circle the best answer.

1. Who do you think this text is for?
 - a. people who study math and science
 - b. people who read the news
 - c. people who like art
2. What do you think the text does?
 - a. describe the painting
 - b. explain how to paint
 - c. describe the artist
3. What do you think is the topic of the text?
 - a. a person named Mona Lisa
 - b. different famous paintings
 - c. the *Mona Lisa*

Sounds of English

Spelling Connection

-  A. Listen to the word *book*. What sound does the *oo* make? The sound /u/ can be spelled with *oo* or *u*. Circle four words below that have the same sound as in *book*. Listen for /u/.

took good put nut foot

- B. Circle the vocabulary word that has the same sound as in *book*.

color famous look person

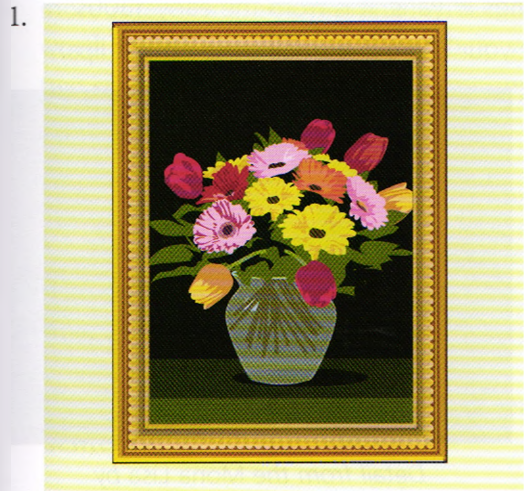
Make Connections: Text to Self

A. Write a short answer to each question.

1. The painting on page 48 is famous because _____
2. I like/don't like the painting because _____
3. Why do people like paintings? _____
4. What art do you like? _____

B. Describe each painting to a partner using the words in the box. Say what you like.

blue orange purple yellow green pink red



C. Think about a painting or photo you like. Complete the chart.

Questions	Answers
Who is in the painting or photo?	
How does the person appear?	
Does the person look real? Why or why not?	
What colors are in it?	
How would you describe it?	
What makes the painting or photo special?	

Reading 1

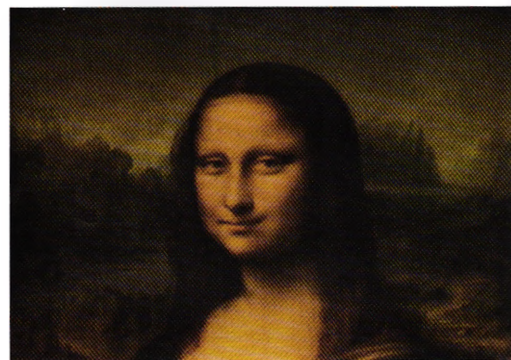
A. When we read, we focus on the most important words. We focus on the nouns and verbs.

The most famous painting in the world measures 20 by 30 inches.

B. Now read the text on your own.

Why Is the Mona Lisa Famous?

The most **famous** painting in the world measures 20 by 30 inches. It is a well-known portrait of a woman. The *Mona Lisa* hangs in Paris. It is from the early 1500s. A woman's dark brown eyes **appear** to look at you. There is a small smile on her lips. She looks happy. Many people **describe** the **painting** as interesting because her eyes appear to follow you. But why is it so famous? First, the painter is the great Leonardo da Vinci. Second, the portrait was painted to a human scale. It is about the same size as a **real person**.



Detail from the Mona Lisa by Leonardo da Vinci

The portrait is special because da Vinci's painting was not like his others. The *Mona Lisa* was different. The portrait shows the woman. You see the dark **colors** of her hair, eyes, and clothes. But it also shows the background. Behind her, there is a road. There are trees and a lake. You see the woman. She appears to be at peace. Then you **look** out to the trees and the land in the distance. The natural world is outside. This is why the painting is famous. You see the beautiful view. Look back at the woman. And she smiles at you. It appears a real person is in front of you.

Stop and Think

What words are important?

Check Your Understanding

C. Circle the best answer to complete each sentence.

1. The painting is interesting because _____.
 - a. Leonardo da Vinci is in it
 - b. the eyes appear to follow you**
2. Leonardo da Vinci _____ the *Mona Lisa*.
 - a. painted
 - b. wrote

3. The portrait is _____ .
 - a. very big
 - b. human size
4. The painting shows _____ .
 - a. the woman
 - b. the woman and nature
5. The *Mona Lisa* was _____ other paintings by Leonardo da Vinci.
 - a. the same as
 - b. different from

Vocabulary Strategy

Identify Synonyms

Synonyms are words that have similar meanings. Using synonyms can make a text more interesting. For example, writers use synonyms so they don't repeat the same word. Identifying synonyms can help you understand a text more easily. Look at the two sentences below. The synonyms appear in bold.

verb
verb

The painting **looks** beautiful. The painting **appears** beautiful.

Notice that the synonyms are the same part of speech: verbs. Synonyms can be nouns, verbs, or adjectives.



GO ONLINE
for more
practice

D. Circle the synonym in the second sentence for the underlined word in the first sentence.

1. I have a huge painting that covers my wall. It is a big picture of my house.
2. My sister painted my eyes very small. They looked very little.
3. The portrait is very pretty. The woman looks beautiful.
4. The cake tastes very good. It is wonderful.
5. My sister gets scared at night. She is frightened of the dark.

E. Circle the synonym in the second sentence for the underlined word in the first sentence.

1. The most famous painting in the world measures 20 by 30 inches.
It is a well-known portrait of a woman.
2. Second, the portrait was painted to a human scale.
It is about the same size as a real person.
3. Second, the portrait was painted to a human scale.
It is about the same size as a real person.

Reading Strategy

Make Inferences

An inference is a guess you make. Sometimes a text gives you some information that helps you make a guess about something not in the text. Inferences help you make connections.

1. Making inferences can help you understand the text: Was the *Mona Lisa* similar to da Vinci's other paintings? The writer does not describe da Vinci's other paintings. But the text says, "The portrait is special because da Vinci's painting was not like his others."

Inference: *Da Vinci's other paintings did not include a person and the background in the distance.*

2. You can make inferences to understand word meanings. The writer says, "You see the woman. She appears to be at peace." What does *at peace* mean? The text also says that the woman smiles and looks happy.

Inference: *I think at peace means she is calm and happy.*



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practice

F. Match each statement from the text to an inference.

1. b But why is it so famous? First, the painter is the great Leonardo da Vinci.
2. Many people describe the painting as interesting because her eyes appear to follow you.
3. You see the woman. She appears to be at peace. Then you look out to the trees and the land in the distance. The natural world is outside. This is why the painting is famous.
4. Second, the portrait was painted to a human scale. It is about the same size as a real person.
5. But it also shows the background. Behind her, there is a road.

Inferences

- a. The size of the painting is important. It makes the person appear real.
- b. ~~Many people liked and admired Leonardo da Vinci.~~
- c. People like to see nature in paintings. It shows peace and calm.
- d. The eyes make the painting well known.
- e. The background is the part of the painting that is behind the subject.

Reading 2

A. Preview the text. Then read it to yourself.

Picasso's Portraits

People like paintings for different reasons. What do you think makes a portrait **famous**? Is it because the **person** in the **painting** is famous? Or is it because the portrait **looks real**? Does it show how the artist feels about the person? How important are the **colors**? One person loves a painting. Another person does not like it. So how does a painting become **famous**? Often paintings become popular because the painter did something new.

In the past, artists painted portraits to appear real. In the early 1900s, Picasso painted a portrait to explore the shapes of objects. Picasso went to Spain. He liked the art there. He began to paint faces differently. He painted faces as masks. His portrait of Gertrude Stein is very famous. Picasso looked at Ms. Stein. Then he painted the body. You see her white shirt. You see her black coat. They look real. But he painted the head when she was not there. He painted her face as a mask. It does not appear real. It looks different. It is interesting. Sometimes an artist does something new. This makes people think differently. And we ask questions: *What is art? What makes something beautiful?*



Picasso liked to look at objects from history, such as African masks.

Stop and Think

Think about the writer's questions. Stop to answer. Then read the text again.

Grammar in the Readings

Notice **he/she/it is (not) + adjectives in the readings.**

He is for a male. She is for a female. It is for an object, place, or thing.

Use **he/she/it is + adjective** to tell about a person or thing.

*Look at the painting. **It is** different.*

Use **he/she/it is not + adjective** to tell what is not true about a person or thing.

*Look at the painting. **It is not** beautiful.*

Notice **he/she/it + verbs in the readings.**

Use **he/she/it + verbs** to tell what a person or thing does.

*Picasso went to Spain. **He liked** the art there.*



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for grammar
practice

Check Your Understanding

B. Circle the correct answer.

- Which question does the writer answer in the first paragraph?
 - What makes a painter interesting?
 - How does a painting become famous?
- What made Picasso paint his portrait differently?
 - his trip to Spain
 - the woman in the painting
- What is true of the portrait?
 - The face looks like a mask.
 - The face looks real.
- What did Picasso do that was new?
 - He went to Spain.
 - He painted the face as a mask.
- What does the writer NOT discuss about the painting?
 - the colors
 - who Gertrude Stein is

Recycle

the Vocabulary Strategy

Vocabulary Strategy: Identify Synonyms

C. Circle the synonym in sentence b for the underlined word in sentence a.

- So how does a painting become famous?
 - Often paintings become popular because the painter did something new.
- Some portraits don't appear real.
 - The man in the portrait seems to be smiling.
- Many people like to look at art.
 - Looking at paintings makes people think differently.
- Paintings become famous because the painter did something new.
 - The way Picasso painted was different.
- People often visit museums to see art.
 - These places have paintings and objects from the past.

Recycle

the Reading Strategy

Reading Strategy: Make Inferences

D. Match each statement from the text to an inference.

- c Picasso went to Spain. He liked the art there. He began to paint faces differently. He painted faces as masks.
- _____ Often paintings become popular because the painter did something new.
- _____ In the early 1900s, Picasso painted a portrait to explore the shapes of objects.
- _____ In the past, artists painted portraits to appear real.

Inferences

- Doing something new is important in art.
- To explore something is to think about it and try something out.
- In Spain, Picasso saw masks.
- Artists don't always follow other artists from the past.

E. Answer the questions.

- Write a sentence from the text. _____
- Read the sentence. What do you think is true? Make an inference. _____

Make Connections: Text to Text

A. Think about the two texts. Fill in the chart with the phrases from the box.

painted the view behind the portrait	painted the face as a mask
a woman named Gertrude Stein	Leonardo da Vinci
talks about the painter's interests	talks about colors, nature, and eyes
Pablo Picasso	a smiling woman and the background

Questions	"Why Is the <i>Mona Lisa</i> Famous?"	"Picasso's Portraits"
What is the painting of?		
Who is the painter?		
What did the painter do that was new?		
What does the text describe?		

B. Why are the *Mona Lisa* and Pablo Picasso's portraits famous? What characteristics do both portraits share? Use the words in the box to help you.

real person appears looks new

The portraits are famous because _____

Summarizing and Retelling

A. Look at the words from this chapter. Circle the correct word to complete each sentence. Then read the paragraphs to a partner to summarize.

Adjectives	Nouns	Verbs
famous real	colors painting person	appear describe look

- The *Mona Lisa* is a famous painting / person. The woman's eyes *describe* / *appear* to look at you. The painting shows a woman and the view behind her. Many of the *colors* / *real* are dark.
- Picasso's portrait is of a *color* / *person*. Her name is Gertrude Stein. Her face appears as a mask. The writer *describes* / *appears* how Picasso painted the portrait.
- In both texts, the writer describes why the painting is *colors* / *famous*. In the *Mona Lisa*, the woman *looks* / *describes* real. Gertrude Stein's portrait is different. Her face doesn't appear *famous* / *real*.

B. What do you think? Use the words from the box in Activity A to describe the paintings.

The <i>Mona Lisa</i>	Portrait of Gertrude Stein

Word Partners

- look forward to
- look into
- look out of
- look at

GO ONLINE
to practice
word partners



Make Connections: Text to World

A. Think about the two texts. Answer the questions.

1. Why do paintings become famous?

2. Why do writers write about paintings?

3. What do writers describe when they write about a painting?

B. What do you think makes a portrait beautiful? Check the statements you agree with.

1. _____ The colors are very important.
2. _____ The person in the portrait is famous.
3. _____ The painter does something new.
4. _____ The portrait appears real.
5. _____ The painter paints the background behind the person.
6. _____ The person in the portrait looks at you.

C. Compare your answers from Activity B with a partner. Tell why you agree or disagree. Look at the Oxford 2000 keywords on page 133 and find five words to help you.

Chant

GO ONLINE
for the
Chapter 3
Vocabulary &
Grammar Chant



Look at the word bank for Unit 1. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000 ↗		
Adjectives	Nouns	Verbs
common	characteristic	appear
famous	color	describe
friendly	conversation	form
real	family	get
short	friend	look
tall	friendship	notice
	height	share
	interest	
	member	
	painting	
	person	

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the words in the chart. Match adjectives with nouns.

1. real person
2. _____
3. _____
4. _____
5. _____

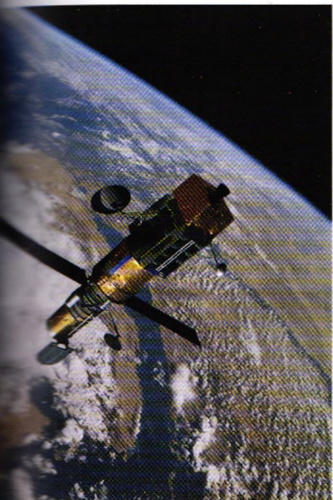
B. Use the words in the chart. Match verbs with nouns.

1. notice a friend
2. _____
3. _____
4. _____
5. _____

C. Use the words in the chart. Match verbs with adjective noun partners.

1. describe common characteristics
2. _____
3. _____
4. _____
5. _____

UNIT 2 Places



CHAPTER 4 What Can We Explore?

Reading 1: Exploring Earth

Reading 2: What Do We Know about Our Solar System?

▲ BEFORE READING

- Oxford 2000 🔑 words to talk about exploring
- Short a /æ/ sound

🟢 Make connections: Text to self

▲▲ DURING READING

- Words with multiple meanings
- Use pictures
- *there is/there are* + nouns; pronouns *it* and *they*

🟡 Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

🟠 Make connections: Text to world



CHAPTER 5 How Does the World Communicate?

Reading 1: Why Is English a Global Language?

Reading 2: Why Do Languages Die?

▲ BEFORE READING

- Oxford 2000 🔑 words to talk about communication
- Short u /ʌ/ sound

🟢 Make connections: Text to self

▲▲ DURING READING

- Use a dictionary
- Summarize
- Count and noncount nouns; *a/an* + singular count nouns

🟡 Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

🟠 Make connections: Text to world



CHAPTER 6 Why Do We Go on Vacation?

Reading 1: Finding Excitement and Calm in the City

Reading 2: Do Vacations Bring Happiness?

▲ BEFORE READING

- Oxford 2000 🔑 words to talk about vacation
- Long o /oʊ/ and short i /i/ sounds

🟢 Make connections: Text to self

▲▲ DURING READING

- Comparative and superlative adjectives
- Visualize
- *does not* and *do not* + verbs; *always, often, never* with verbs

🟡 Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

🟠 Make connections: Text to world

UNIT WRAP UP

Extend Your Skills

CHAPTER 4 What Can We Explore?

- Short a /æ/ sound
- Words with multiple meanings
- Use pictures
- *there is/there are* + nouns; pronouns *it* and *they*

▲ **BEFORE READING** ▶ Oxford 2000 ⚡ words to talk about exploring

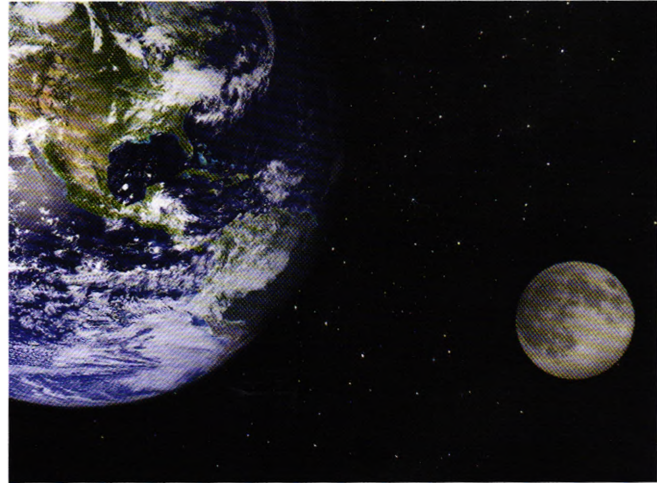
Learn Vocabulary

A. Look at the pictures and read the sentences.



1. The **land** is the earth under your feet. It is not water.

The land around my house is green and beautiful.



2. **Distance** is how far one place is from another place.

The distance from the Earth to the moon is 238,900 miles!



3. A **planet** is a large object in the sky. A planet moves around the sun or other stars.

Planet Earth is our home.



4. The **ocean** is salt water.

There are five oceans.

B. Complete each sentence with a word from the box.

distance land ocean planet

- I have to travel a long distance to visit my family.
- Neptune is the farthest _____ from the sun.
- My sister's house is on the beach near the _____.
- The _____ in a desert can be dry and sandy.

C. Match each description to the correct picture.

- A **map** shows the land. It's a picture of where things are.

I have a map of the city.

- When you **explore** something, you learn about it.

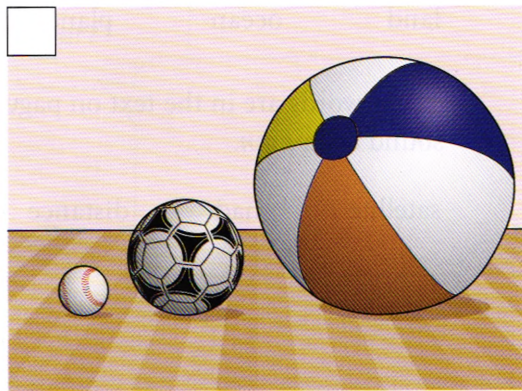
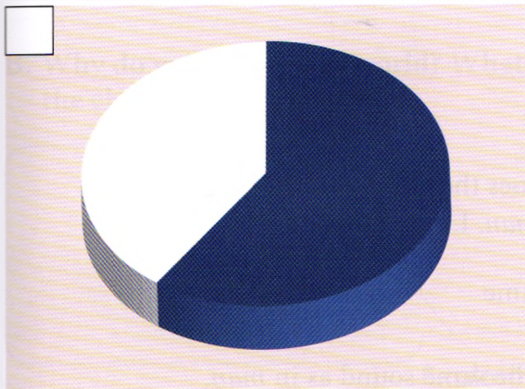
I like to explore the woods by my house.

- Percent** shows one part of a hundred.

Sixty percent of the students in the school are women.

- Size** is how big or small something is.

These balls are all different sizes.



Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.



GO ONLINE
for more
practice

Preview the Text

D. Look at the pictures on page 62. Write a short answer to each question.

1. Why do you think there is a picture of penguins in Antarctica? _____

2. Why do you think there is a picture of a satellite? _____

3. What percent of the world do you think is ocean? _____

4. What percent of the world do you think we have maps for? _____


E. Look at the text on page 62. Write a short answer to each question.

1. Look at the title. What do you think the writer will describe? _____

2. Read the first sentence. Write an answer to the question. _____

Sounds of English

Spelling Connection

 A. Listen to the word *man*. What sound does the *a* make? Circle three words below that have the same sound as in *man*. Listen for /æ/.

paper can apple name path

B. Circle the vocabulary words that have the same sound as in *man*.

land ocean planet map explore size

C. These words are in the text on page 62. Circle three words that have the /æ/ sound as in *man*.

satellite had distance name cameras

Make Connections: Text to Self

A. Think about the topic of the reading on page 62. Answer the questions.

1. Circle the kinds of maps you use.

city *subway* *country* *world* *building*

2. When do you use maps?

in a new place *on the train* *in the car*

3. Describe another time when you use a map. _____

4. Write four different things maps show. _____

5. These places are mentioned in the reading. Find them on a map or globe. Which one do you want to explore?

South America *Antarctica* *Australia*

6. How do you learn about the world? Circle the things you do.

look at photos *look at maps* *read books* *read online (Internet)*
travel *talk to others* *listen to news* *go to school*

B. Why do we explore our world? What can we learn? Write questions in the chart.



Question Words

Who
What
Where
When
Why
How



- ▶ Vocabulary strategy: Words with multiple meanings
- ▶ Reading strategy: Use pictures

🔊 Reading 1

A. Look for the numbers in the text. Say them. Then read the text on your own.

Stop and Think

What does the writer describe?

Exploring Earth

How much of the world do we know? In 2006, Google had **maps** of 37 **percent** of the world. Satellites took these pictures. They show the **land** and people from high above the Earth. In 2012, there were maps of 75 percent of land on Earth. Then Google Maps added more pictures. Cameras in cars took pictures of city streets. In 2007, five cities had these pictures. In 2012, 3,000 cities in 35 countries had these pictures. You can **explore** every place on land. You can see pictures from the coldest place on Earth. The street pictures in Antarctica show penguins!

We have many maps of the land. **Oceans** cover 70 percent of the world. Ninety-five percent of the ocean is very, very deep. It's a big **distance**. Now, Google Maps is taking pictures of the ocean. There are pictures of the Great Barrier Reef in Australia. There are pictures of underwater mountains near South America. Scientists are learning about the ocean with Google Maps. Now people can explore underwater worlds from their homes!



Satellites take pictures from high above the Earth.



"Street" views in Antarctica even show penguins!

Check Your Understanding

B. Circle the correct answer.

1. There ~~are~~ are not maps of every place on Earth.
2. There ~~are~~ ~~are not~~ pictures of the ocean.
3. People ~~can~~ ~~cannot~~ explore the ocean from their homes.
4. In 2006, there ~~were~~ ~~were not~~ maps of 75 percent of the world.
5. Satellites ~~take~~ ~~do not take~~ pictures.

Vocabulary Strategy

Words with Multiple Meanings

The same word can have different forms. Some words can be nouns or verbs. The meanings are often similar, so learning the different forms can help you build your vocabulary quickly. Nouns that name objects or things often have *a/an* or *the* before them. Verbs tell what the nouns do.

noun

Do we have maps of the world?

verb

We can map the world using satellites.



GO ONLINE
for more
practice

C. Read each sentence. Is the underlined word a noun or a verb?

1. They show the land and people from high above the Earth. noun verb
2. In 1969, humans landed on the moon. noun verb
3. Draw a big circle on your paper. noun verb
4. Circle the correct answer. noun verb
5. The oceans cover 70 percent of the world. noun verb
6. The book cover is red. noun verb

Reading Strategy

Use Pictures

Writers show information with pictures. A picture can be a photograph or an illustration.

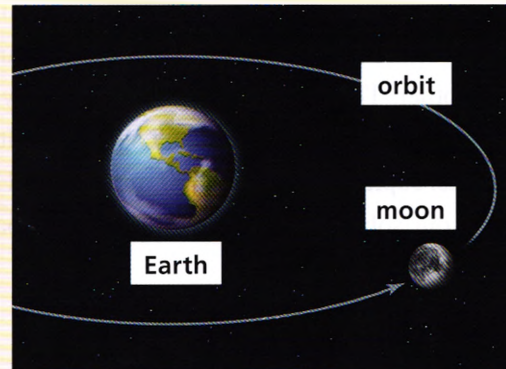
Pictures show how something looks. They show the meaning of ideas in a text. Pictures can also support the text. The pictures in a reading can help you learn more information about the topic.

A photograph is made by a camera. Captions tell what the photograph is of or give more information.



Google uses satellites to help create maps.

An illustration is a drawing. It can show information. The words are called labels.



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D. Look at the pictures on page 62. Answer the questions.

1. What does the writer say about the first photograph in the text? _____

2. What does the writer say about the second photograph in the text? _____

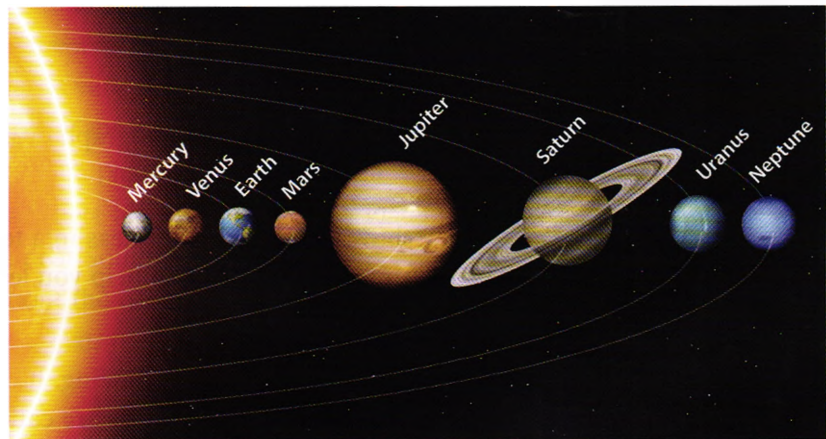
Reading 2

A. Listen and read along.

What Do We Know about Our Solar System?

The picture below shows our solar system. Textbooks often have this picture. It teaches the names of the **planets**. It shows that the planets orbit the sun. They move in a circle. It also teaches the order of the planets from the sun. Earth is the third planet from the sun. The picture also shows other objects in space. But a satellite did not take this picture and it is not a **map**. It doesn't show everything. There are 170 moons in our solar system! There are also more than 2,500 satellites.

Our Solar System



The picture is helpful, but it can't explain everything. The picture can't show **size** or **distance**. In the picture, the sizes of the planets look similar. Everything looks close to each other. The sizes of the planets are very different. More than 1,000 Earths can fit inside Jupiter. The picture can't show this. It also can't show the distance between the planets. Jupiter is 380,000,000 miles from Earth. The distance is too big. It's difficult to show our solar system in a picture on one page. We are still **exploring** our solar system.

Stop and Think

What is the solar system? Look at the illustration to help you understand.

Grammar in the Readings

Notice **there is/there are + nouns** in the readings.

Use **there is** with singular nouns.

There is a map of **London**.

Use **there are** with plural nouns.

There are pictures of underwater mountains in South America.

Notice pronouns **it** and **they** in the readings.

Use the pronoun **it** to refer to singular objects.

Earth is the third planet from the sun. Oceans cover 70 percent of **it**.

Use **they** to refer to plural objects.

The planets orbit the sun. **They** move in a circle.



GO ONLINE
for grammar
practice

Check Your Understanding

B. Read the sentences. What can you understand from the picture? What can you understand from the text? Write the sentences in the chart.

Jupiter is 380,000,000 miles from Earth.

the order of the planets

More than 1,000 Earths can fit inside Jupiter.

There are 170 moons in our solar system.

The sizes of the planets are very different.

What You Know from the Picture	What You Know from the Text
	Jupiter is 380,000,000 miles from Earth.

Recycle

the Vocabulary Strategy

Vocabulary Strategy: Words with Multiple Meanings

C. Read the first sentence. Circle the sentence where the underlined word has the same meaning.

- The planets circle the sun.
 - The table is a circle.
 - The moon circles the Earth.
- The picture below shows our solar system.
 - My brother watches shows on TV all day.
 - My friend shows me photos of her family.
- It also shows other objects in space.
 - We have a lot to learn about outer space.
 - Write your answer in the space on the page.

Recycle

the Reading Strategy

Reading Strategy: Use Pictures

D. Look at the illustration on page 64. Answer the questions.

- What is the title?
 - "Our Solar System"
 - "The Sun"
- What does the illustration show?
 - the planets and the stars
 - the names of the planets in our solar system
- What planet is closest to the sun?
 - Mercury
 - Earth
- How many labels are there?
 - eight
 - nine
- Why does the writer show this illustration?
 - The text describes Earth.
 - The text describes the solar system.

Make Connections: Text to Text

A. Read each sentence. Does it describe Reading 1, Reading 2, or both? Write the sentence in the Venn diagram.

There are many maps of the world. They help us explore.

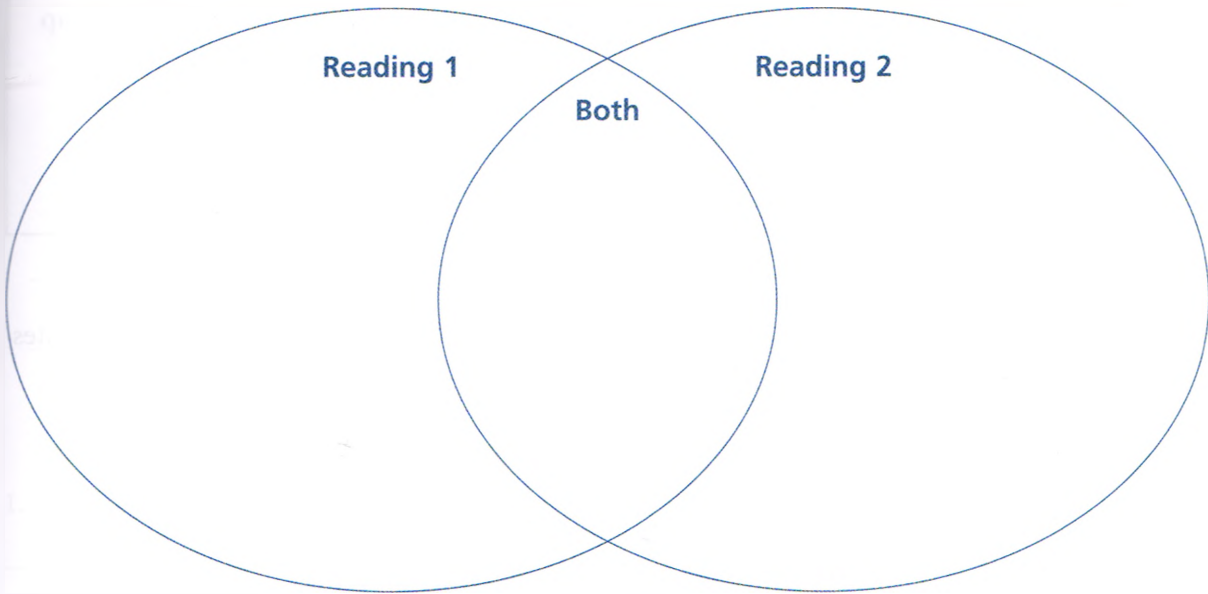
Maps and pictures cannot show everything.

The writer talks about pictures.

We don't know how big outer space is.

Pictures can be helpful.

There are satellite pictures. These are pictures from space.



B. Both writers use numbers. Match each number to what it describes.

- | | |
|---|-------------|
| 1. _____ More than 1,000 Earths can fit inside Jupiter. | a. percent |
| 2. _____ In 2006, Google had maps of 37 percent of the world. | b. distance |
| 3. _____ By 2012 , there were maps of 75 percent of the world. | c. size |
| 4. _____ Jupiter is 380,000,000 miles from Earth. | d. year |

C. Think about why the writers use numbers. Check the reasons.

- _____ support main idea
- _____ show interesting detail
- _____ name a place
- _____ tell something the picture does not show
- _____ tell when

AFTER READING

Summarizing and Retelling

A. Complete the sentences with the words from the box. Some of the words have to be changed to fit the sentences. For example, *map* has to be changed to *maps*. Then read the paragraphs to a partner to summarize.

Nouns	Verbs
distance	explore
land	
map	
ocean	
percent	
planet	
size	

- In the first text, the topic is _____. The writer says that we can use Google Maps to _____ the world. We have pictures from satellites in the sky. They show the _____. He says that there are maps of the land and _____. The ocean covers 70 _____ of Earth, but it's deep and difficult to explore.
- In the second text, the writer talks about the _____. He tells the order they are in from the sun. He tells that pictures don't always show the truth. The solar system is so big. It's hard to show the _____ between the planets in an illustration. And it's difficult to show the _____ of the planets.

B. Both writers use pronouns. Find each sentence in the text on page 62 or 64. Circle the word the pronoun refers to.

- They show the land and people from high above the Earth.
 - pictures
 - planets
- But a satellite did not take this picture and it is not a map.
 - space
 - picture
- It teaches the names of the planets.
 - picture
 - solar system
- It also can't show the distance between the planets.
 - Jupiter
 - picture
- They move in a circle.
 - planets
 - sun

Word Partners

reach land

live off the land

develop the land

own land

piece of land

GO ONLINE

to practice
word partners

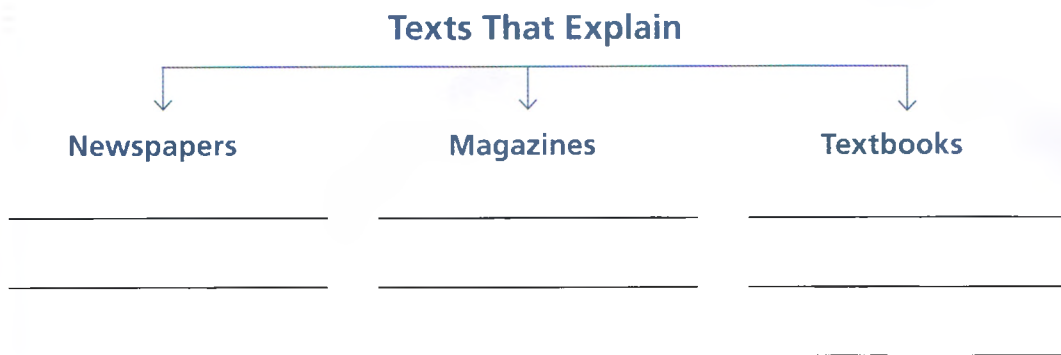


Make Connections: Text to World

A. Think about texts that explain. Check the statements you agree with.

1. _____ Pictures are helpful, but they can't explain some things.
2. _____ We can learn about our world from photos.
3. _____ Texts are better than pictures and maps at sharing ideas.
4. _____ Pictures can show things that the text cannot.
5. _____ Good writers use pictures or maps to show information.

B. Write ideas that you like to read about in each type of text. Then answer the questions below.



1. What pictures, maps, or illustrations do you see in these texts?

2. When do writers use numbers in these texts?

3. What words or phrases do writers use when they explain ideas?

4. What information do captions and labels give?

C. Talk about your answers from Activities A and B with a partner. Look at the Oxford 2000 keywords on page 133 and find five words to help you.

Chant

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for the
Chapter 4
Vocabulary &
Grammar Chant



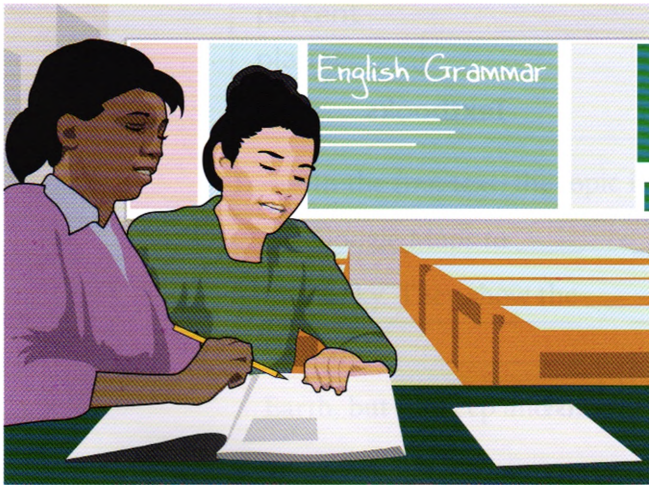
How Does the World Communicate?

- Short u /ʌ/ sound
- Use a dictionary
- Summarize
- Count and noncount nouns

BEFORE READING ▶ Oxford 2000 🗨️ words to talk about communication

Learn Vocabulary

A. Look at the pictures and read the sentences.



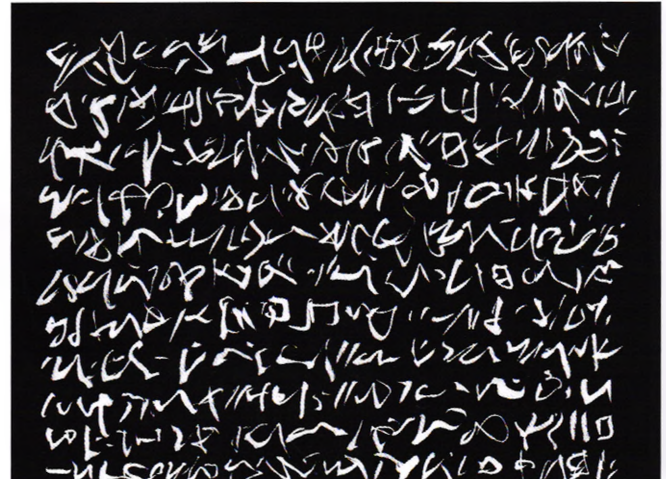
1. People learn **languages** to **communicate** with others.



2. People in different **countries** **speak** different languages.



3. In a **global** world, people use **technology** to communicate their **ideas** to people in other countries.



4. Languages **die** when there are no people who know how to speak them.

B. Write each phrase below the correct picture.

a few people eat

many people watch

a few children play

many children laugh

1.



many people watch

2.



3.



4.



C. Complete the paragraph with the words from the box.

communicate global language technology
country ideas many speak

People in every country in the world _____ with each other. This is called _____ communication. People use _____ to communicate. They share _____ on the Internet. People need to _____ the same _____. _____ people learn English. Then they can do business and share ideas.

Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.



GO ONLINE
for more practice

Preview the Text

D. Look at the text on page 74. Check all the places you might see the text.

1. _____ newspaper 2. _____ textbook 3. _____ book about famous people
4. _____ magazine 5. _____ Internet

E. Look at the picture and text on page 74. Write a short answer to each question.

1. Why do you think the writer shows a picture of a keyboard? _____

2. What language do you think many people use to communicate? _____


3. What language do you think people use to do global business? _____

F. Circle the best answers. There may be more than one for each question.

1. What idea do you think the writer will NOT talk about?
a. business b. technology c. friends
2. Some people speak English as a first language. Make an inference. Who do they learn it from?
a. parents b. teachers c. businesses
3. Some people learn English as a second language. Make an inference. Who do they learn it from?
a. parents b. teachers c. businesses

Sounds of English

Spelling Connection

 A. Listen to the word *cup*. What sound does the *u* make? Circle three words below that have the same sound as in *cup*. Listen for /ʌ/. This sound can be spelled with an *o*, *u*, or *ou*.

rude company country quiet discuss

The letters *ou* also make another sound. The word *count* sounds different from *country*.

B. Circle the vocabulary word that has the /ʌ/ sound as in *cup*.

communicate country language technology

C. These words are in the text on page 74. Circle two words with the short *u* sound as in *cup*.

study use difficult many

Make Connections: Text to Self

A. Circle *few* or *many* to answer each question. Remember: *few* means “not many.”

- | | | |
|---|-----|-------------|
| 1. How many people in the world speak English? | few | <u>many</u> |
| 2. How many people use technology to communicate? | few | many |
| 3. How many people in your country speak English? | few | many |
| 4. How many people outside of your country speak your language? | few | many |
| 5. How many people in the world learn English? | few | many |

B. Think about the languages you use. Complete the chart.

Questions	Your Answers
1. What languages did you learn from your parents?	
2. What languages do you learn at school?	
3. What language do people use to do business in your country?	
4. What other languages do people speak in your country?	
5. What languages are on websites?	
6. What language do you use with technology?	

C. Check all the things you use English for.

1. _____ to get a job
2. _____ to communicate with people in different countries
3. _____ to read ideas on websites
4. _____ to do business
5. _____ to communicate with friends and family
6. _____ for fun (to listen to music or watch movies)



- ▶ Vocabulary strategy: Use a dictionary
- ▶ Reading strategy: Summarize

🔊 Reading 1

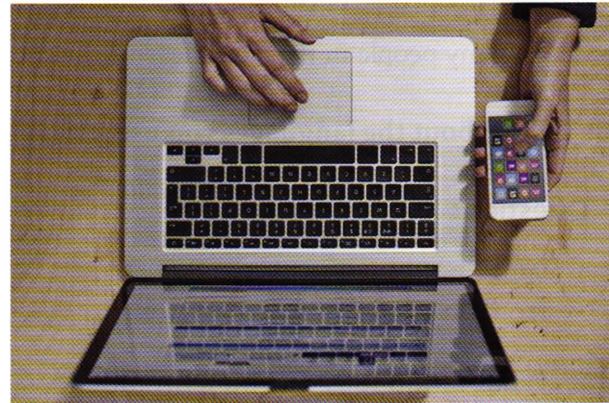
A. Read the text on your own.

Why Is English a Global Language?

Stop and Think

Think about what you know. Does the research say something you think is true?

Why do people around the world learn English? First, people learn English to **communicate** with others outside of their **country**. In some countries, many people learn English very well. This is common in countries where the **language** is not used outside of the country. For example, people in Sweden **speak** English very well. Few people outside of Sweden speak Swedish. Swedish people learn English to communicate globally. Because English is the language of **many** countries, many people study it. Then they can communicate with others. They can do business around the world.



Another reason English is a **global** language is because of **technology**. At first, it was difficult to use non-Roman alphabets on the computer. English uses the Roman alphabet. It is easy to type. In addition, many businesses use English on their websites. Most online information and **ideas** are in English. Other people want to share their ideas. They want people from other countries to read their ideas. They want to tell the world about their businesses. They use English on their websites. Now there are more people in the world who speak English as a second language than as a first language. Communication, business, and technology have all made English a global language.

B. Some words introduce ideas. Pause to say these words. They are important. They help you understand. Read the text again. Stress the words below.

First For example Another reason In addition

Check Your Understanding

C. Circle the correct answer.

1. People learn English to communicate with people *in* not in their country.
2. *Few* *Many* people speak Swedish outside of Sweden.
3. *Few* *Many* people use English to do business.

4. English *is* *is not* easy to type on a keyboard.
5. *Many* *Few* people use English on their websites.
6. *Many* *Few* people speak English as a second language.

Vocabulary Strategy

Use a Dictionary

Sometimes you do not know the meaning of a word that is important in the text. You need to use a dictionary. A dictionary shows the word, the pronunciation, the part of speech, the meanings, and example sentences. The dictionary lists words in the order of the alphabet. Find the word *business* in the dictionary.

1. Start with the first letter. Find the *b* words.
2. Find the *bu* words.
3. Find the *bus* words.

bushel /'bʊʃl/ *noun* [count]

a unit for measuring grain and fruit, equal to 64 pints or 35.2 liters: *a bushel of apples*

business /'bɪznəs/ *noun* (plural **business-es**)

1 [noncount] buying and selling things: *I want to go into business when I leave school.* • *Business is not very good this year.*

2 [noncount] the work that you do as your job: *The manager will be away on business next week.* • *a business trip*

3 [count] a place where people sell or make things, for example a store or factory
it's none of your business; mind your own business words that you use to tell someone rudely that you do not want to tell them about something private: "*Where are you going?*" "*Mind your own business!*"

business-man /'bɪznəs,mæn; 'bɪznəs,mən/

noun [count] (plural **businessmen** /'bɪznəs,mən/) a man who works in business, especially in a top position

from *Oxford Basic American Dictionary*, ©Oxford University Press, 2011



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for more
practice

D. Look at the dictionary entry for *business* in the Vocabulary Strategy box. Answer the questions.

1. What part of speech is *business*?
 a. noun b. verb c. adjective
2. Which meaning matches the meaning of *business* in the first paragraph of the text on page 74?
 a. 1 b. 2 c. 3
3. What word comes before *business* in the dictionary? _____
4. What word comes after *business* in the dictionary? _____
5. What is the plural form of *business*?
 a. businesses b. /'bɪznəs/ c. business's
6. What type of noun is *business* in this sentence? *Many businesses use English on their websites.*
 a. count b. noncount

E. Write the words in the order you would see them in the dictionary.

- | | | | |
|--------------|-----------|--------|---------------------------------|
| 1. website | wonderful | wind | <u>website, wind, wonderful</u> |
| 2. another | announce | ago | _____ |
| 3. carefully | careless | care | _____ |
| 4. direction | dinner | dollar | _____ |
| 5. grade | goods | govern | _____ |

Reading Strategy

Summarize

You summarize a text to tell the main idea. A summary includes only the most important information. Use these strategies:

1. Cross out sentences and phrases that add details.
2. Rewrite the important information in your own words.

~~Why do people around the world learn English? First, people learn English to communicate with others outside of their country. In some countries many people learn English very well. This is common in countries where the language is not used outside of the country. For example, people in Sweden speak English very well. Few people outside of Sweden speak Swedish. Swedish people learn English to communicate globally. Because English is the language of many countries, many people study it. Then they can communicate with others. They can do business around the world.~~

Summary statement: *People learn English to communicate and do business.*



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F. Cross out the sentences that are details. Then write a summary statement on the line below.

Another reason English is a global language is because of technology. At first, it was difficult to use non-Roman alphabets on the computer. English uses the Roman alphabet. It is easy to type. In addition, many businesses use English on their websites. Most online information and ideas are in English. Other people want to share their ideas. They want people from other countries to read their ideas. They want to tell the world about their businesses. Now there are more people in the world who speak English as a second language than as a first language. Communication, business, and technology have all made English a global language.

Reading 2

A. The text below has numbers. Some of the numbers are written as words, like *ninety*. Some of the numbers are written as numbers, like 260.

1. Look at how we say these numbers.

1400s = *fourteen hundreds* 15,000 = *fifteen thousand* 260 = *two hundred sixty*

2. Find the numbers in the text.

3. Practice reading them.

B. Now read the text on your own.

Why Do Languages Die?

In the 1400s, people around the world spoke about 15,000 **languages**. Now there are 7,000 languages. Every two weeks a language dies. Why do languages **die**? There are very few speakers of some languages. Sometimes young people stop **speaking** the language of their parents. They want to **communicate** with others. They learn other languages to communicate with **many** people around the world. In addition, they learn other languages so they can get jobs. Another reason is sometimes speakers of a language die. Then fewer people speak the language. There are no people left to teach it to others. When no one speaks a language, the language dies. It dies with the last speakers of the language.



People make videos of speakers of different languages. Then the languages are not lost. People can listen and learn.

Every **country** loses languages. Australia has 250 native languages. Ninety percent of these languages do not have many speakers. Canada and the United States have 260 native languages. Eighty percent are not being learned by young people. There are people who work to keep languages alive. They help people learn them. They make videos of the speakers. They don't want languages to die. Languages have words and phrases with information. Only the speakers know this information. This information is lost when the language dies. More and more people learn **global** languages like English. When fewer people learn a language, it is in danger. It can die.

Stop and Think

What happens when a language dies?

Grammar in the Readings

Notice count and noncount nouns in the readings.

Some nouns are count. You can tell how many there are.

*There are 260 native **languages** in Australia.*

Other nouns are noncount. You cannot tell how many.

*Most online **information** is in English.*

Notice *a/an* + singular count nouns in the readings.

Use *a* with singular count nouns that begin with a consonant sound: *a **country***

Use *an* with singular count nouns that begin with a vowel sound: *an **idea***



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Check Your Understanding

C. Check the reasons languages die.

1. Young people stop speaking the language of their parents.
2. People want to communicate with others.
3. People learn other languages to get jobs.
4. Speakers of a language die.
5. People make videos of the speakers.

Vocabulary Strategy: Use a Dictionary

D. Write a short answer to each question.

1. Is the word *alive* important to the text?

2. What part of speech is *alive*?

3. What is the meaning of *alive*? _____

4. What is the example sentence shown for *alive*? _____

alive /ə'laɪv/ adjective
living; not dead: *Are your grandparents alive?*
all /ɔl/ adjective, pronoun
1 every part of something; the whole of something: *She ate all the bread.* • *It rained all day.*

from *Oxford Basic American Dictionary*, ©Oxford University Press, 2011

E. Find a word in the text on page 77 that you do not know. Answer the questions about the word with a partner.

1. Use a dictionary. What is the word's part of speech? _____
2. What is the word's meaning? _____
3. What word comes before it in the dictionary? _____
4. What is the example sentence given for the word? _____

Reading Strategy: Summarize

Recycle

the Reading Strategy

F. Cross out the sentences that are details. Then write a summary statement on the line below.

Every country loses languages. Ninety percent of Australia's 250 native languages do not have many speakers. Canada and the United States have 260 native languages. Eighty percent are not being learned by young people. There are people who work to keep languages alive. They help people learn them. They make videos of the speakers. They don't want languages to die. Languages have words and phrases with information. Only the speakers know this information. This information is lost when the language dies. More and more people learn global languages, like English. When fewer people learn a language, it is in danger. It can die.

Make Connections: Text to Text

A. Both texts answer a *why* question. Write the reasons that the writer gives for each.

1. Why is English a global language?

- a. _____
- b. _____
- c. _____
- d. _____

2. Why do languages die?

- a. _____
- b. _____
- c. _____
- d. _____

B. Look at both texts. Answer the questions for each text.

Questions	"Why Is English a Global Language?"	"Why Do Languages Die?"
1. Who communicates?		
2. What countries are talked about?		
3. What languages are talked about?		
4. What is the main idea?		

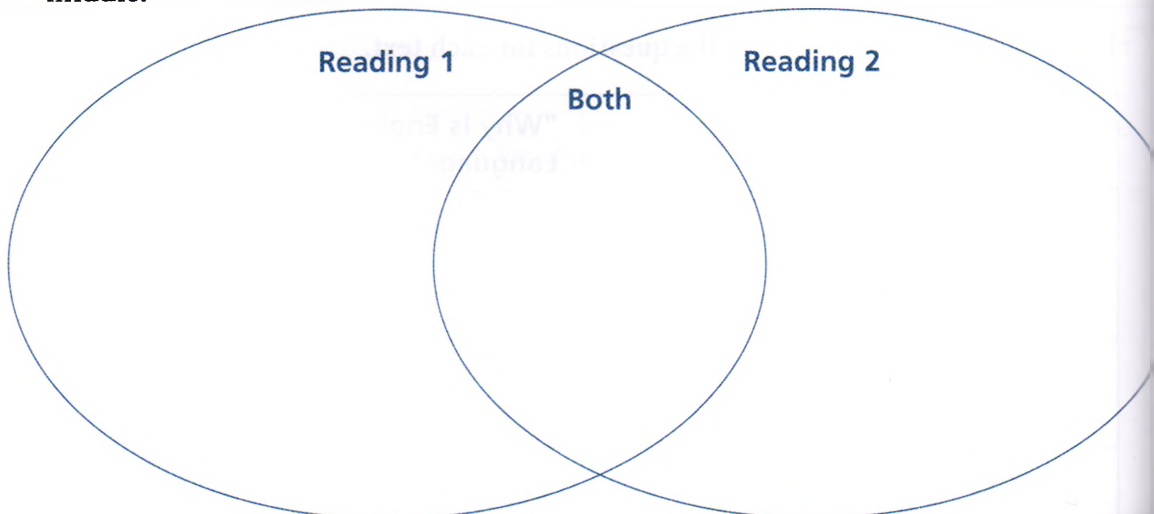
Summarizing and Retelling

A. Complete the sentences with the words from the box. Some of the words have to be changed to fit the sentences. For example, *idea* has to be changed to *ideas*. Then read the sentences to a partner to retell the ideas.

Adjectives	Nouns	Verbs
few global many	country idea language technology	communicate die speak

- In a(n) _____ world, people learn English to _____ with others.
- People in different countries learn English so they can _____ to others outside their _____.
- They use _____ to share their _____ and do business.
- _____ people learn English. Sometimes young people don't learn the language of their families. Then there are _____ speakers left.
- When there are no more speakers of a language, the language _____.
- When a(n) _____ dies, information is lost.

B. Compare the two readings. On the left, write words from Reading 1. On the right, write words from Reading 2. Write words from both readings in the middle.



Word Partners

alternative idea
great idea
have an idea
welcome ideas

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to practice
word partners



Make Connections: Text to World

A. Complete the chart with your own ideas.

1. What are some other global languages?	2. What languages have few speakers?
_____	_____
_____	_____
3. What countries have many English speakers?	4. What are reasons languages die?
_____	_____
_____	_____

B. Think about the two texts. Complete the chart by making predictions.

Now	In the Year 2050 (future)
1. People use English to do business.	1. People will use _____.
2. People use English online and with technology.	2. People will use _____.
3. People learn English.	3. People will learn _____.
4. There are 7,000 languages.	4. There will be _____.

C. Complete each sentence with a word from the box.

because important in addition summarize

- Writers use the words _____ to add another idea.
- Writers use the word _____ to explain why and give a reason.
- Readers use a dictionary when they don't know the word and it is _____ to the text.
- To _____, readers cross out the details and use their own words to tell the main ideas.

Chant

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Chapter 5
Vocabulary &
Grammar Chant

Why Do We Go on Vacation?

- Long o /oʊ/ and short i /i/ sounds
- Comparative and superlative adjectives
- Visualize
- *does not* and *do not* + verbs; *always*, *often*, *never* with verbs

BEFORE READING ▶ Oxford 2000 ⚡ words to talk about vacations

Learn Vocabulary

A. Match each picture to the correct sentence.

_____ I like to study in a **quiet** place.

_____ I **prefer** riding my bike.

_____ I like to sit and **relax** in the park.

_____ I like to **visit** new cities.

_____ Rome is a **popular** city. Many people travel there.

1 I think sailing is **exciting**.

1.



2.



3.



4.



5.



6.



Preview the Text



E. Look at the pictures and text on page 86. Answer the questions.

- Describe the pictures on page 86.
 - Photo 1: _____
 - Photo 2: _____
- Read the first sentence below. Circle the noun the writer will talk about.

You visit a city to see art, music, theater, and restaurants.
- What do you think is the topic of the text?
 - vacation in a city
 - exciting vacation places
 - relaxing on a beach
- Who do you think the writer wrote the text for?
 - local people
 - people on vacation
 - children
- These words are in the text on page 86. Circle the word that does not have the same meaning. Use a dictionary for help.
 - exciting
 - calm
 - quiet

Sounds of English

Spelling Connection

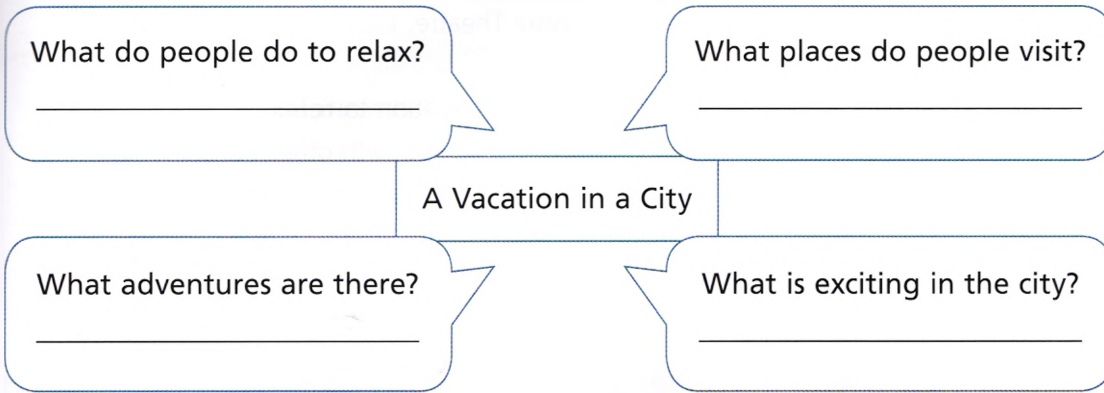
-  A. Listen to the word *go*. What sound does the *o* make? Circle three words below that have the same sound as in *go*. Listen for /ou/. The letters *ow* sometimes make the sound in *go*. Other times they make the sound in *now*.
- cow role slow do low
- B. Circle the vocabulary word that has the same sound as in *go*.
- adventure exciting local popular
-  C. Listen to the word *sit*. What sound does the *i* make? Circle two words below that have the same sound as in *sit*. Listen for /i/. The letter *e* sometimes makes the sound.
- sea sick silly bed reply

Make Connections: Text to Self

A. Write a short answer to each question.

1. Where do people go on vacation in your country? _____
2. What do local people prefer to do in your city? _____
3. Where do you go on vacation? _____
4. Why do you go on vacation? _____
5. What is a popular city in the world to visit? _____
Why? _____
6. How do you feel after a vacation? _____

B. Think about vacations in the city. Complete the web.



C. Write the phrases in the chart. Use a dictionary for help.

walk around a new city	sit in a park	buy clothes
meet new people	visit a popular place	look at art
eat local food	rest on a beach	see a theater show

I think these are exciting.	I think these are relaxing.



Reading 1

A. Read the text on your own.

Finding Excitement and Calm in the City

You **visit** a city to see art, music, theater, and restaurants. You want to do new things. A **vacation** in a big city is always **exciting**. In 2013, Bangkok, Thailand, was the most **popular** city in the world. More international tourists visited there. Bangkok offers many **adventures**. You can visit the biggest market in the world. You can buy fresh mangoes, clothing, and furniture. Look at the sights in Chatuchak Market with the other 200,000 visitors. Walk along and see the bright colors of snakes, birds, and flowers. Then take a river boat to Patravadi Theatre. Watch the best dancers in Thailand.

The city streets are exciting, but people go on vacation to **relax**. After a relaxing vacation, people feel calmer. They share this calm feeling with others, and they feel relaxed, too. So, after you visit the market in Bangkok, find somewhere quieter. Follow the **local** people to beautiful Lumphini Park. Relax in the afternoon sun. Don't think about home for a few moments. Think of everything you saw. Enjoy this **quiet** place. You can relax in a busy city.



Buy fresh fruit at Chatuchak Market.



Relax in beautiful Lumphini Park.

B. Writers create a rhythm with their sentences. The sentences below all begin with verbs. The subject is you. Stress the verbs as you read. Notice the rhythm.

Follow the local people to beautiful Lumphini Park. Relax in the afternoon sun. Don't think about home for a few moments. Think of everything you saw. Enjoy this quiet place.

Reading Strategy

Visualize

When you visualize, you read the words and create a picture in your head.

Visualizing brings reading to life and makes the text easier to understand. Think of what you see, smell, and hear.

You can visit the biggest market in the world.

What does the market look like? Read more.

You can buy fresh mangoes, clothing, and furniture. Look at the sights in Chatuchak Market with the other 200,000 visitors. Walk along and see the bright colors of snakes, birds, and flowers.

Picture a big market with 200,000 people. The people are buying clothes, food, flowers, and pets. What colors do you see? What food is there? What does it smell like? What do you hear? Look at the picture and think of yourself in the market.

Look for sentences in the text that help you visualize. Sometimes these sentences begin with verbs. They help you visualize being in the place.

Follow the local people to beautiful Lumpini Park.



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for more
practice

E. Read the sentences. Visualize to answer the questions.

Follow the local people to beautiful Lumpini Park. Relax in the afternoon sun. Don't think about home for a few moments. Think of everything you saw. Enjoy this quiet place.

1. How do you feel when you are in a park? _____

2. What do you do in a park? _____

3. What do you see and hear? _____

4. Why are parks popular places? _____

Then take a river boat to Patravadi Theatre. Watch the best dancers in Thailand.

5. How do you feel on a boat? _____

6. What do you see at a theater? _____

7. Why do people watch dancers? _____

8. How does it feel to be in a theater? _____

Reading 2

A. Preview the text. Then read it on your own.

Do Vacations Bring Happiness?

What is your favorite **vacation**? Is it skiing down a mountain? Do you **prefer** a beach? More and more people prefer an **exciting** vacation. They want an **adventure** to remember. They do not want to **relax**. They want the feeling of their heart beating fast. Climbing a mountain or surfing can feel great. Adventure vacations are **popular**. Any kind of vacation is good. A trip away from home and a **quiet** break from work often help people **relax**.

Does a vacation bring happiness? Actually, research shows that **planning** the vacation makes people happy. That is the most important part. Yes, that is right! Traveling can bring stress, but thinking about fun things to do brings happiness. **Visiting** somewhere new is always exciting. A vacation from work and school is fun. You don't have to answer the phone. You can turn off the computer. But people get real happiness from planning their vacation. People become happy by reading about their adventure. They visualize themselves in a new place. They don't think about everything at home. This is what brings happiness. Start thinking of different places. Read about every adventure. Sometimes the dream is better than the trip!



skiing in the Alps



surfing in the Pacific Ocean

Grammar in the Readings

Notice **does not** and **do not** + verbs in the readings.

Use *does/do not* + a verb to tell what is not true.

singular

He **does not** like skiing.

plural

They **do not** want to relax.

Notice **always**, **often**, **never** with verbs in the reading.

Use *always*, *often*, and *never* with verbs to tell how many times.

✦ *Visiting somewhere new is **always** exciting. (all the time)*

*A quiet break from work **often** helps people relax. (many times)*

*I **never** go on vacation. (not at any time)*

Stop and Think

How do you feel on an adventure?



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for grammar
practice

Check Your Understanding

B. Circle the correct answer.

- More and more people want _____ vacation.
 - a quiet
 - a popular
 - an adventure
- _____ vacations are good for people.
 - All
 - No
 - Adventure
- New research shows _____.
 - vacations help people relax
 - planning a vacation is fun
 - adventure vacations are the best
- People get happiness from _____.
 - planning and thinking
 - going on vacation
 - having an adventure
- The main idea is _____.
 - take a vacation
 - plan a vacation
 - have fun

Recycle

the Vocabulary Strategy

Vocabulary Strategy: Comparative and Superlative Adjectives

C. Complete the chart.

Adjective	Comparative	Superlative
1. _____	quieter	quietest
2. bad	_____	worst
3. important	more important	_____

D. Complete each sentence with a word from the chart in Activity C.

- The food in Tokyo is _____ than the food at home.
- My hotel is a(n) _____ place to relax than yours.
- It is fun to go on vacation, but the _____ part is when it ends.
- It is _____ to plan your trip before you go.
- The park is relaxing. It's a(n) _____ place to visit.

Reading Strategy: Visualize

E. Read the sentences. Visualize to answer the questions.

More and more people prefer an exciting vacation. They want an adventure to remember. They want the feeling of their heart beating fast.

1. The writer says people prefer an exciting vacation. How does it feel to have your heart beat fast? _____
2. Look at the picture of people skiing on page 89. Think of yourself on the mountain. How do you feel? _____
3. Why is skiing exciting? _____
4. Climbing a mountain or surfing can feel great. Adventure vacations are popular. Look at the picture of surfing on page 89. Think of yourself in the water. How do you feel?

Make Connections: Text to Text

- A. Some of the sentences in both texts begin with verbs where the subject is *you*. The writer talks to you. Write sentences like the example in the chart.

"Finding Excitement and Calm in the City"	"Do Vacations Bring Happiness?"
<p><i>Look at the sights in Chatuchak Market with the other 200,000 visitors.</i></p>	

- B. Both writers use words and phrases connected to the words *exciting* and *relaxing*. Write words and phrases from both texts in the chart.

Exciting	Relaxing

Summarizing and Retelling

A. Complete the sentences with the words from the box. Then read the paragraphs to a partner to summarize.

Adjectives	Nouns	Verbs
exciting local popular quiet	adventure vacation	plan prefer relax visit

- Many people go on _____. It is fun to _____ a new place. Some people _____ a city vacation. They can walk the city streets and try the _____ food. It's exciting in a(n) _____ city, but people also want to relax. You can find _____ places in cities.
- An adventure is something you do that is _____. People like adventure vacations. Others prefer a place to _____. A(n) _____ is fun. But people get happiness when they _____ the vacation.

B. Match the answers to the questions.

- _____ Why do people visit a city?
 - _____ Why do people go on vacation?
 - _____ What makes people happy?
 - _____ What happens when you relax on vacation?
 - _____ What kind of vacations are popular?
- planning a vacation
 - to relax
 - to see art, music, theater, and restaurants
 - others feel relaxed
 - adventure vacations

Word Partners

be quiet
keep quiet
stay quiet

GO ONLINE
to practice
word partners



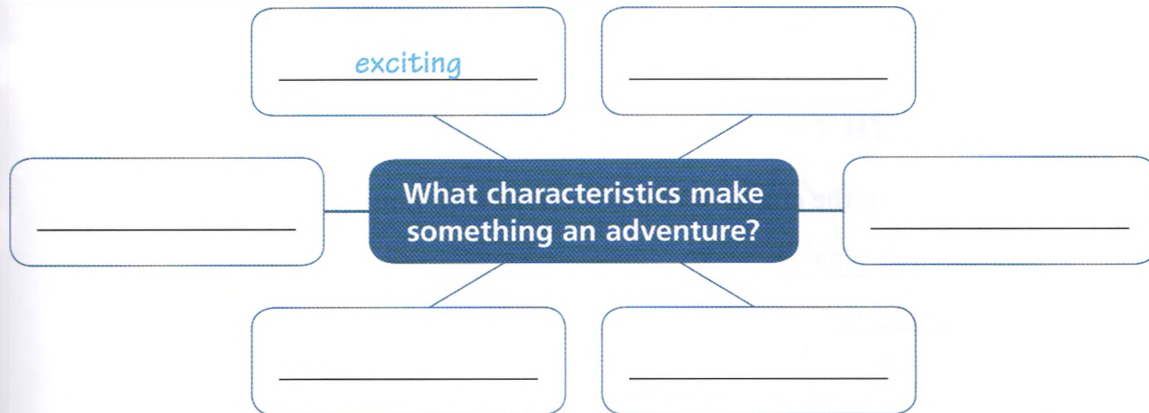
Make Connections: Text to World

A. Do you agree with the writers? Check the statements you agree with.

1. _____ People want an adventure on vacation.
2. _____ People want to visit local places on vacation.
3. _____ People feel relaxed because others are calm.
4. _____ People like to relax on vacation.
5. _____ Planning a vacation is fun.
6. _____ Planning a vacation is more fun than the trip.

B. Discuss your answers from Activity A with a partner.

C. What characteristics make something an adventure? Look at the Oxford 2000 keywords on page 133 and find five words to help you. Complete the web.



D. Think about texts that describe vacations. What makes the text good?

1. The writer talks about _____
2. The writer uses _____
3. The text is _____

E. Did the writers do a good job? Check the things each writer did well.

	Reading 1	Reading 2
1. describe places and help the reader visualize	_____	_____
2. show pictures to support the ideas	_____	_____
3. use research and facts for supporting main ideas	_____	_____
4. begin sentences with verbs and talk to the reader	_____	_____
5. use examples to support the main idea	_____	_____

Chant

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Chapter 6
Vocabulary &
Grammar Chant



Look at the word bank for Unit 2. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000 ↗

Adjectives	Nouns		Verbs
exciting	adventure	planet	communicate
few	country	size	die
global	distance	technology	explore
local	idea	vacation	plan
many	land		prefer
popular	language		relax
quiet	map		speak
	ocean		visit

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the words in the chart. Match adjectives with nouns.

1. popular idea
2. _____
3. _____
4. _____
5. _____

B. Use the words in the chart. Match verbs with nouns.

1. explore land
2. _____
3. _____
4. _____
5. _____

C. Use the words in the chart. Match verbs with adjective noun partners.

1. prefer exciting adventure
2. _____
3. _____
4. _____
5. _____

UNIT 3 Things



CHAPTER 7

What Inventions Changed the World?

Reading 1: The Way We Travel

Reading 2: It's in a Picture

▲ BEFORE READING

- Oxford 2000 words to talk about inventions

- Long i /aɪ/ sound

- Make connections: Text to self

▲▲ DURING READING

- Word families • Signal words for time

- Simple past; *was* and *were*

- Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

- Make connections: Text to world



CHAPTER 8

Jobs and Skills in the 21st Century

Reading 1: What Jobs Are We Going to Need?

Reading 2: What Skills Do Businesses Want?

▲ BEFORE READING

- Oxford 2000 words to talk about jobs

- Schwa /ə/ and long e /i/

- Make connections: Text to self

▲▲ DURING READING

- Suffix *-er* • Identify pronoun references

- *the* + nouns; verbs + *about*

- Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

- Make connections: Text to world



CHAPTER 9

Money Matters

Reading 1: Banks, Then and Now

Reading 2: How to Set a Budget

▲ BEFORE READING

- Oxford 2000 words to talk about money

- Long a /eɪ/ sound

- Make connections: Text to self

▲▲ DURING READING

- Financial collocations • Analyze charts and spreadsheets

- *want to* + verbs; present progressive

- Make connections: Text to text

▲▲▲ AFTER READING

Summarizing and retelling

- Make connections: Text to world

UNIT WRAP UP

Extend Your Skills

What Inventions Changed the World?

- Long i /aɪ/ sound
- Word families
- Signal words for time
- Simple past; *was* and *were*

BEFORE READING ▶ Oxford 2000 ↻ words to talk about inventions

Learn Vocabulary

A. Match each picture to the correct sentence.

_____ You use a **camera** to take photographs.

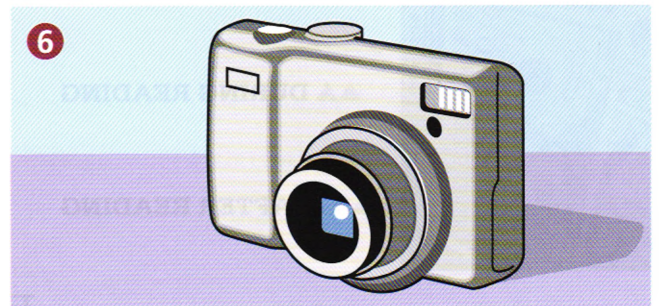
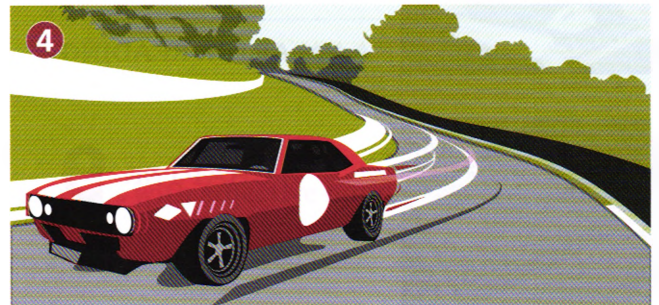
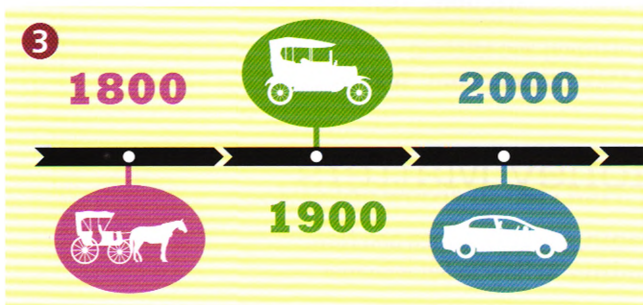
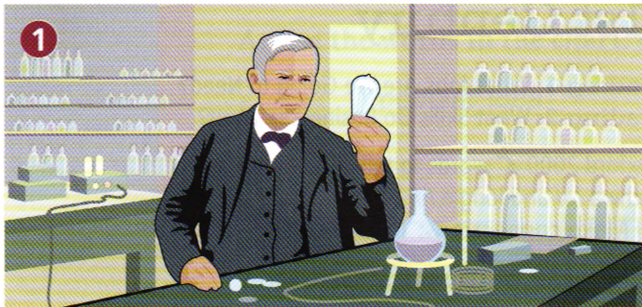
_____ Birds and planes **fly**.

_____ The **past** is the time before now. It is part of history.

_____ When you **imagine** something, you create a picture of it in your head.

_____ **Speed** is how fast something goes.

1 _____ When you **invent** something, you create something new.



B. Complete each sentence with a word from the box.

now develop possible then

1. We use now to talk about things that happen at this time.
2. We use _____ to talk about things that happened before. They are in the past.
3. When something is _____, you can do it.
4. When you _____ something, you make it. You create it.

C. Look at the pictures. Complete the paragraphs with the words from the box.

camera fly invent past speeds
develop imagine now possible then

1. Can you imagine the world to be a different place? In 1903, the Wright brothers did. They were the first inventors to build a plane and safely _____ it. Planes move at high _____. They are faster than cars and trains.
To _____ something, you have to imagine. You think of what is _____. Then you _____ it. The Wright brothers created a plane.



2. Now everyone has a _____. But in the _____, cameras were not common. _____ they were not small. You couldn't take pictures easily. _____ cameras are much smaller. Most phones have cameras on them.

D. Answer the questions with a partner.

1. Imagine the world better than it is now. Describe it.
2. What do you want someone to invent?

Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your ~~words~~ with a partner.

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for more practice

Preview the Text

E. Look at the pictures on page 100. Match the answers to the questions.

- | | |
|---|------------------------|
| 1. Who are the men in the photo on the right? _____ | a. a steamship |
| 2. What did they invent? _____ | b. the Wright brothers |
| 3. What does the photo on the left show? _____ | c. travel |
| 4. Both photos show different ways to _____. | d. a plane |


F. Write a short answer to each question.

1. What is the topic of the text? _____

2. What years does the first paragraph talk about? _____
3. What years does the second paragraph talk about? _____

Sounds of English

Spelling Connection

-  A. Listen to the word *five*. What sound does the *i* make? Circle three words below that have the same sound as in *five*. Listen for /aɪ/. The letter *y* sometimes makes the sound in *five*.

bite analyze complain with combine

- B. Circle the vocabulary word that has the same sound as in *five*.

camera fly imagine invent possible

- C. These words are in the text on page 100. Circle two words with the long *i* sound as in *five*.

trip flight it sail time million

Make Connections: Text to Self

A. Answer the questions.

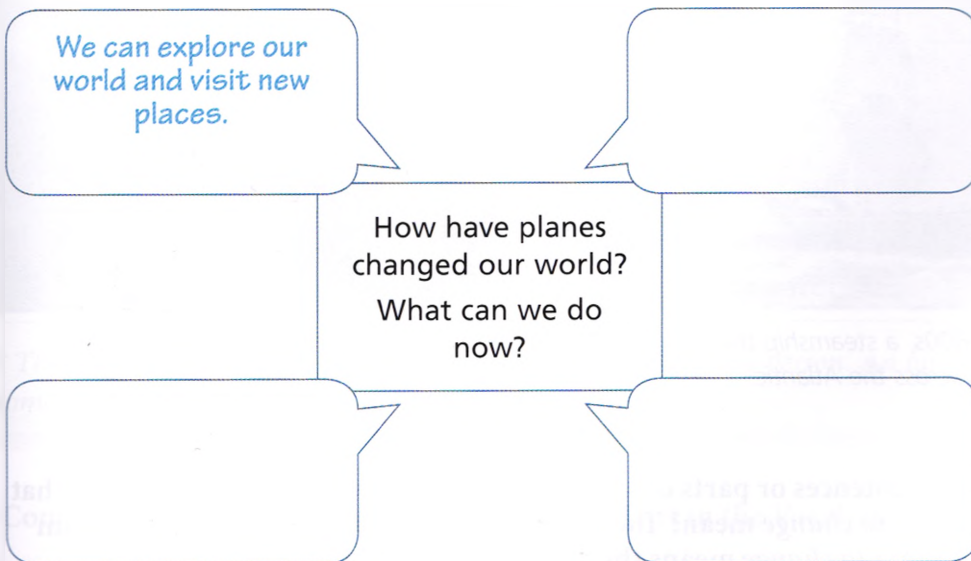
1. Why did people invent the airplane? _____
2. How did we travel before the airplane? _____
3. What speed do planes travel at? _____
4. What speed do cars go? _____
5. List four ways to travel. _____

B. What do you know about planes? How do they work? What makes them safe? Use the words from the box to tell what you know about plane travel. Use a dictionary for help.

air distance land map safe speed time

1. _____
2. _____
3. _____
4. _____

C. Complete the web.



Reading 1

A. Read the text on your own.

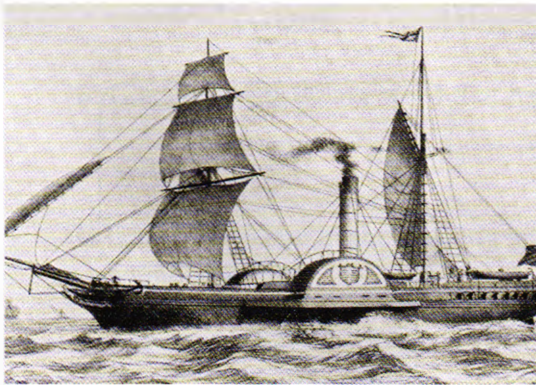
The Way We Travel

Stop and Think

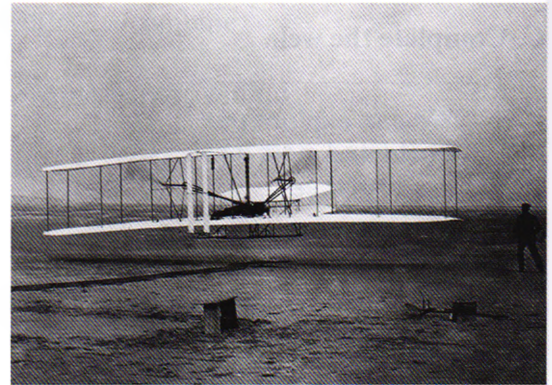
How do you feel on an adventure? What does *before then* mean? Read the sentences before these words again.

In the 1900s, the steam train went 125 miles per hour. The **speed** of travel was about to change. Before **then**, people **imagined** flying. In the **past**, they **invented** flying machines. But the machines were not successful. The flight by the Wright brothers on December 17, 1903, was a success. It did three important things. First, the plane lifted into the air on its own. Second, the plane moved forward and did not lose **speed**. Third, it landed at the same height it started at. **Now**, plane travel was **possible**. For the first time, it was safe to **fly**.

In the 1500s, explorers from England sailed across the Atlantic in 92 days. In 1838, a steamship did it in about 15 days. Now, you can make the same trip from England to America in a six-hour flight. Plane travel changed our world. Today, we can go anywhere in one day. We often travel for fun and for work. We travel to explore. In 1903, we had flight, and in 1969, we landed on the moon. Now each day about eight million people fly all over the world. Flight changed the speed of travel. It changed the time of travel. It changed our understanding of the world.



In the 1800s, a steamship traveled for 15 days across the Atlantic.



The Wright brothers' plane in 1903.

B. Reading sentences or parts of sentences again can help you understand. What does *about to change* mean? The writer is talking about the speed of a steam train. *About to change* means the speed of travel is going to change.

C. Stop and read the text again to help you understand.

Check Your Understanding

D. Circle the correct answer.

- | | | |
|--|--------------------------------------|----|
| 1. The Wright brothers were the first to invent a flying machine. | <input checked="" type="radio"/> Yes | No |
| 2. Planes travel at 125 miles per hour. | Yes | No |
| 3. One of the reasons the flight was successful is that it did not lose speed. | Yes | No |
| 4. Explorers sailed the Atlantic before steamships. | Yes | No |
| 5. In the past, explorers sailed for 92 days to cross the Atlantic. | Yes | No |
| 6. Eight million people fly each hour of the day. | Yes | No |

Vocabulary Strategy

Word Families

Some words are in the same family. The parts of speech are different. The meanings are similar. If you understand what part of speech a word is, it will help you understand the word better.

The flight was a ^{noun} **success**. It was able to ^{verb} **succeed** for three reasons.

Earlier machines were not ^{adjective} **successful**.

Nouns name people, places, or things. They often have the word *the*, *a*, or *an* before them. Verbs describe actions. Verbs sometimes have the word *to* before them.

Adjectives describe a noun.

Noun	Verb	Adjective
flight	fly	
invention/inventor*	invent	
imagination	imagine	
success	succeed	successful

* The ending *-or* on *inventor*, *director*, and other words is for a person. An *inventor* is someone who invents.



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practice

E. Complete each sentence with a word from the chart in the Vocabulary Strategy box.

- Before the _____ of the steamship, people sailed across the ocean.
- You need a good _____ to invent something.
- I want to be an _____. I have a good imagination, and I like to create things.
- My family members work hard. They _____ in life.

Reading Strategy

Signal Words for Time

Signal words for time help you answer the question *When?*

Sometimes the signal is a year or date.

In the 1900s, the steam train went 125 miles per hour.

Sometimes the signal is a word or phrase.

Before **then**, people imagined flying.

What does *then* refer to? You have to look back at the text. *Then* refers to the 1900s.

Now, plane travel was possible.

What does *now* refer to? Look back at the text. *Now* refers to 1903 when the Wright brothers flew their plane.

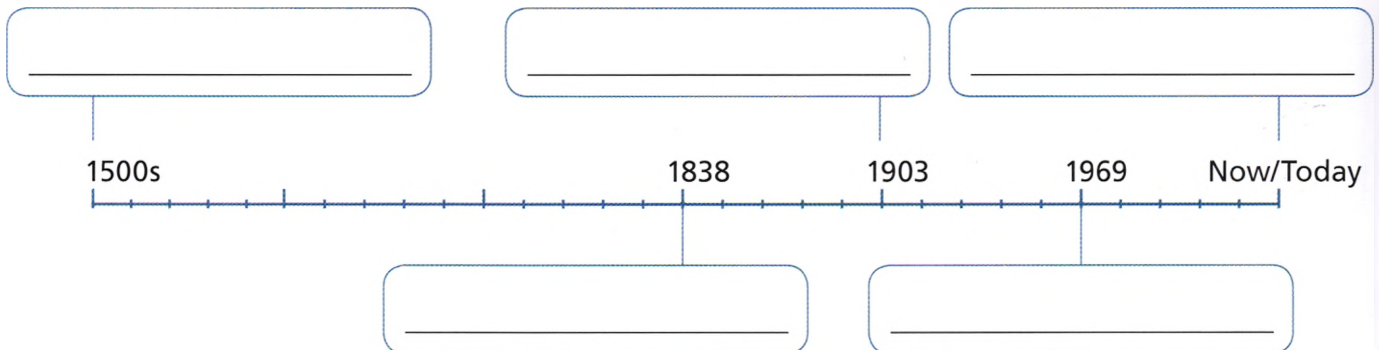


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F. Read the sentences. Write the missing time signal.

1. The flight by the Wright brothers on December 17, 1903, was a success.
2. _____, explorers from England sailed across the Atlantic in 92 days.
3. _____, a steamship did it in about 15 days.
4. _____, we can go anywhere in one day.
5. _____, we had flight and _____, we landed on the moon.

G. Write short answers to show the events on the timeline.



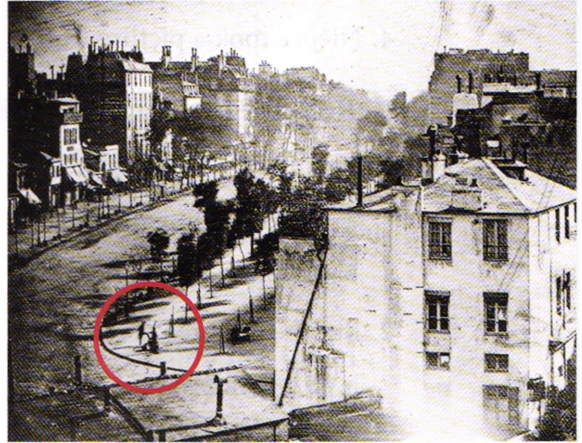
Reading 2

A. Preview the text. Then read it to yourself.

It's in a Picture

What was the last picture you took? Was it a picture of you? What were you doing? Pictures show our lives. They are a way to say: "I was here. I did this. Look at me." Pictures tell our stories. We share pictures with our friends and family. We take pictures of the food we eat, the places we go, and the people we see. Today, people remember things from their pictures. Often, we see our pictures, and we think of the **past**. These pictures become our memories. **Cameras** tell our stories.

In the 1820s, Joseph Nicéphore Niépce wanted to **develop** a way to take pictures. He had some success. But the pictures didn't last. You saw them one day but not the next. The picture didn't stay. **Then** in 1826 or 1827, he took a picture from the window of his house in France. It showed his buildings and land. It was the first photograph. You can see the picture today. Then in 1838, Louis Daguerre took the first photograph of a person. In this picture, there is a man. He is not moving because he is getting his boots shined. The Paris streets look empty because all the other people were moving. The picture does not show them. Daguerre needed several minutes to take one picture. **Now**, it's **possible** to see our pictures in less than a second. In a picture, we stop time. We make the moment last.



This is the first photograph of a person, taken by Louis Daguerre in 1838.

Grammar in the Readings

Notice the simple past in the readings.

Writers use the simple past to talk about things in the past. Many verbs in the simple past end in *-ed*.

*The plane **landed**. Plane travel **changed** our world.*

Notice *was* and *were* in the readings.

Writers also use *was* and *were* to talk about things in the past. You can use *was* with a singular subject and *were* with a plural subject.

singular

*I **was** here.*

plural

*The Wright **brothers** **were** inventors.*

Stop and Think

Do you agree with the writer? Why do you take pictures?



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for grammar
practice

Check Your Understanding

B. Match each part to make a sentence.

- | | |
|--|----------------------------|
| 1. Pictures are a way to say I <u>b</u> . | a. remember |
| 2. Today, people _____ things from their pictures. | b. was here |
| 3. Niépce had some success, but the picture _____. | c. the window of his house |
| 4. Niépce took a picture from _____. | d. didn't last |

C. Read the first sentence. Circle the sentence that has the same meaning.

- Pictures become our memories.
 - When we imagine the past, we often see the pictures we took.
 - People take pictures of things they think are interesting.
- But the pictures didn't last. The picture didn't stay.
 - It was not possible to see the picture. The camera did not work.
 - The camera worked, but then the picture disappeared.

Recycle

the Vocabulary Strategy

Vocabulary Strategy: Word Families

D. Complete the chart.

Noun	Verb	Adjective
development	_____	
possibility		_____
emptiness		_____

E. Complete the sentences with a word from the chart in Activity D.

- No one was in the store. It was _____.
- It is _____ to take pictures underwater.
- Inventors _____ new things. Often they try many things before they are successful.

Recycle

the Reading Strategy

Reading Strategy: Signal Words for Time

F. Read the sentences. Number them in the correct order.

- _____ Then in 1826 or 1827, he took a picture from the window of his house in France.
- _____ Then in 1838, Louis Daguerre took the first photograph of a person.
- _____ Now, it's possible to see our pictures in less than a second.
- 1 In the 1820s, Joseph Nicéphore Niépce was trying to develop a way to take pictures.

Make Connections: Text to Text

A. Both texts talk about developments in the past. Name the development and then list the effects. What is true today because of the development?

Development	Effect
Reading 1	<hr/> <hr/>
Reading 2	<hr/> <hr/>

B. Both texts name years and talk about what happened in those years. But the texts do not talk about the events in the order they happened. Why? Complete the paragraphs with the dates from the box.

1500s 1826 or 1827 1838 1900s 1903 today 1838

- In Reading 1, the writer first talks about the _____. People traveled by steam trains then. The writer then discusses a new development in _____. The plane changed our world.
- In Reading 1, in the second paragraph the writer talks about the _____. In those years, explorers crossed the Atlantic. Then the writer discusses _____. That was when a steamship took 15 days to cross the Atlantic. The writer ends by discussing how long it takes to fly _____.
- In Reading 2, the writer talks about photographs. The first paragraph is about why we take pictures. The second paragraph talks about the past. In _____, Joseph Nicéphore Niépce took the first photograph. In _____, Louis Daguerre took a photograph of a person. The text ends by talking about cameras now.

C. Answer the questions with a partner.

- Why did the writer of Reading 1 talk about the events in that order?
- Why did the writer of Reading 2 talk about the events in that order?
- What do you think is the best order for the events in each reading?

Summarizing and Retelling

A. Complete the sentences with the words from the box. Some of the words have to be changed to fit the sentences. For example, *develop* has to be changed to *developed*. Then read the paragraphs to a partner to summarize.

Adjectives	Nouns	Verbs	Adverbs
possible	camera past speed	develop fly imagine invent	now then

- The texts are similar. Both texts tell about people. They _____ new inventions. Both writers use the word _____ to talk about events in the past. Both writers use the word _____ to talk about today. The inventors in the texts _____ the world differently. Their work changed our world.
- The texts are different. The first text talks about the _____ of travel. The Wright brothers _____ the first plane. Now, we can _____ anywhere. Flight made landing on the moon _____. The second text talks about the development of the _____. In the _____, people did not see their pictures quickly. Now people see their pictures in less than a second. Everyone uses a camera.

B. Answer the questions.

- The writer listed reasons why the Wright brothers' flight was successful. Write three reasons.
 - First, _____
 - Second, _____
 - Third, _____
- The writer listed reasons we take pictures. Write three reasons.
 - _____
 - _____
 - _____

Word Partners

in the past

distant past

from your past

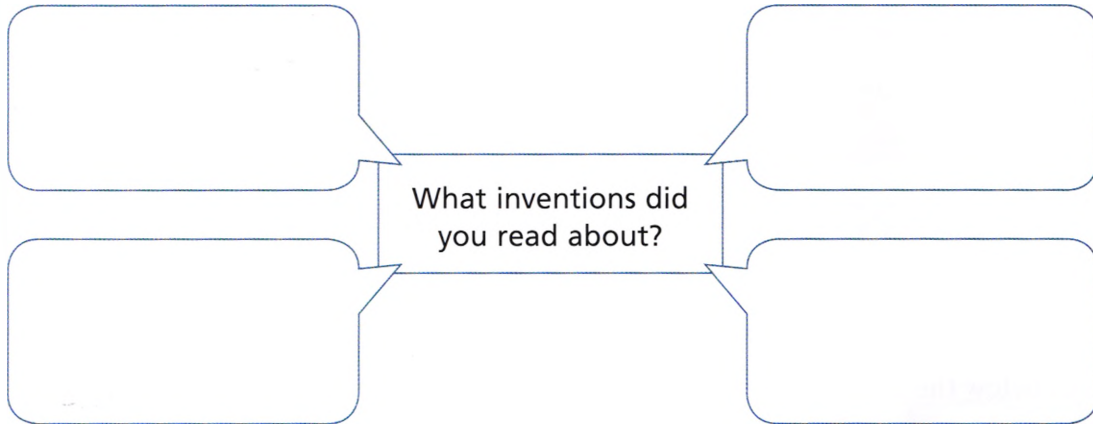
GO ONLINE

to practice word partners



Make Connections: Text to World

A. Think about the two texts. Complete the web.

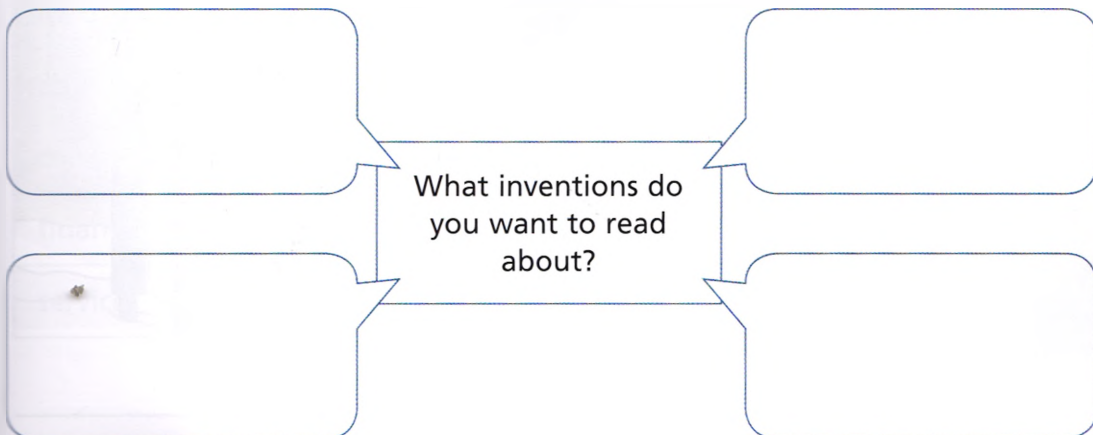


B. Check the reasons people read about inventions.

1. _____ to learn about the past
2. _____ to understand how something works
3. _____ to understand how the world was different
4. _____ to understand the order of events
5. _____ to compare today with the past
6. _____ to learn about the inventors
7. _____ to imagine the world differently
8. _____ to understand why something is successful


C. Compare your answers from Activity B with a partner. Then write another reason people read about inventions. What can we learn?

D. Think about inventions you are interested in. Look at the Oxford 2000 keywords on page 133 and find five words to help you. Complete the web.



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Jobs and Skills in the 21st Century

- Schwa /ə/ and long e /i/
- Suffix *-er*
- Identify pronoun references
- *the* + nouns; verbs + *about*

BEFORE READING ▶ Oxford 2000 ⚡ words to talk about jobs

Learn Vocabulary

A. Write each sentence below the correct picture.

I need a coat!

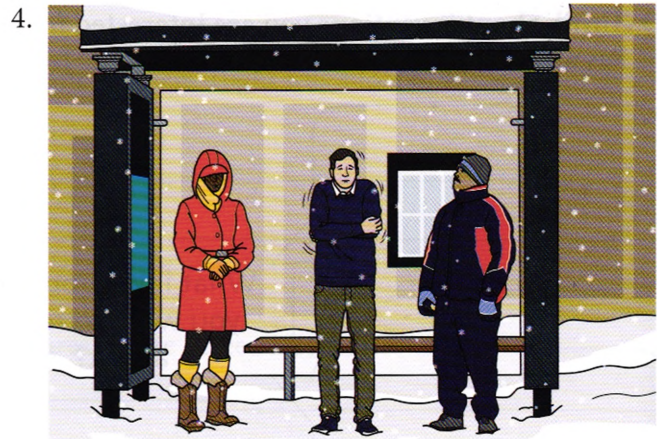
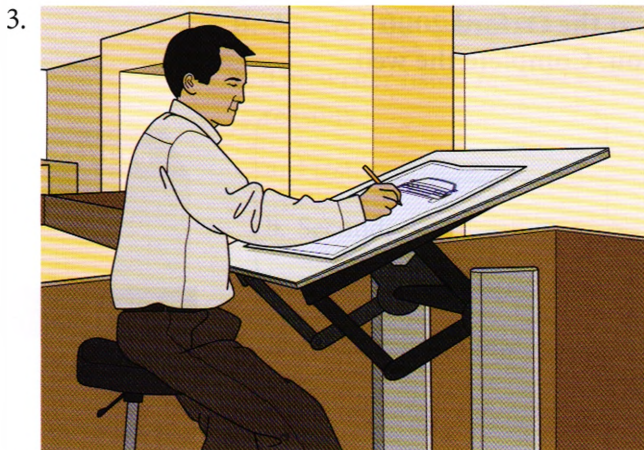
I work with people. I help them feel better.

I design cars.

Research helps us learn more about sicknesses.



Research helps us learn more about sicknesses.



B. Match each picture to the correct description.

_____ I'm a server. My **job** is difficult.

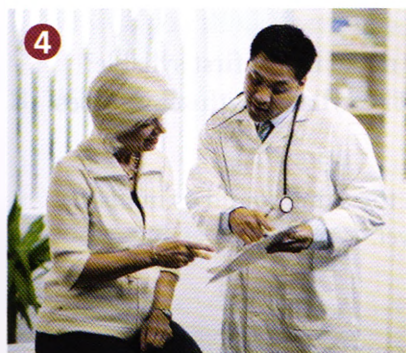
1 I drive a truck. This is a special **skill**.

_____ I work in the computer **field**.

_____ I went to **medical** school. Now I am a doctor.

_____ I am the **manager** of a store.

_____ My **employer** is very nice.



C. Read the names of the fields and the jobs in the fields. Underline the jobs you know. Circle the ones you want to learn about.

Field	Jobs
medical	doctor, nurse, scientist, medical assistant
educational	teacher, writer, teacher's assistant
computer	technology designer, technology support assistant
financial	accountant, bank worker, office assistant
service	servers, cashiers, mechanics

Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.



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for more
practice

Preview the Text

D. Look at the picture and text on page 112. Answer the questions.

1. Write the name of three jobs you think are in the text. _____

2. Write three fields you think the text will discuss. _____


3. Look at the pictures. Why do you think the writer uses these pictures? _____

4. Read the first sentence on page 112. The text describes _____.
5. The words below are in the text. Use two of the words to write a sentence you think will be in the text.

jobs field design manager research medical

Sounds of English

Spelling Connection


-  A. Listen to the word *about*. What sound does the *a* make in the first syllable? This sound is called schwa /ə/. It is not stressed. The syllable with schwa does not have a strong vowel sound.

Circle three words below that have a syllable with the same sound as in *about*. Listen for /ə/. This sound can be made by any vowel.

beat disagree plate ahead camera

- B. Circle the vocabulary words that have the same sound as in *about*.

design field manager research
employer job need work

-  C. Listen to the word *see*. What sound does the *ee* make? Circle three words below that have the same sound as in *see*. Listen for /i/.

movie belt meet meat news

- D. Circle the vocabulary words that have the same sound as in *see*.

design field manager research
employer job need work

- E. These words are in the text on page 112. Circle the words with the schwa sound /ə/ as in *about* and underline the words with the long e sound as in *see*.

addition people computer different technology

Make Connections: Text to Self

A. Complete the chart. Write the name of a person you know, the person's job, and the field the job is in. Some possible jobs are listed in the box.

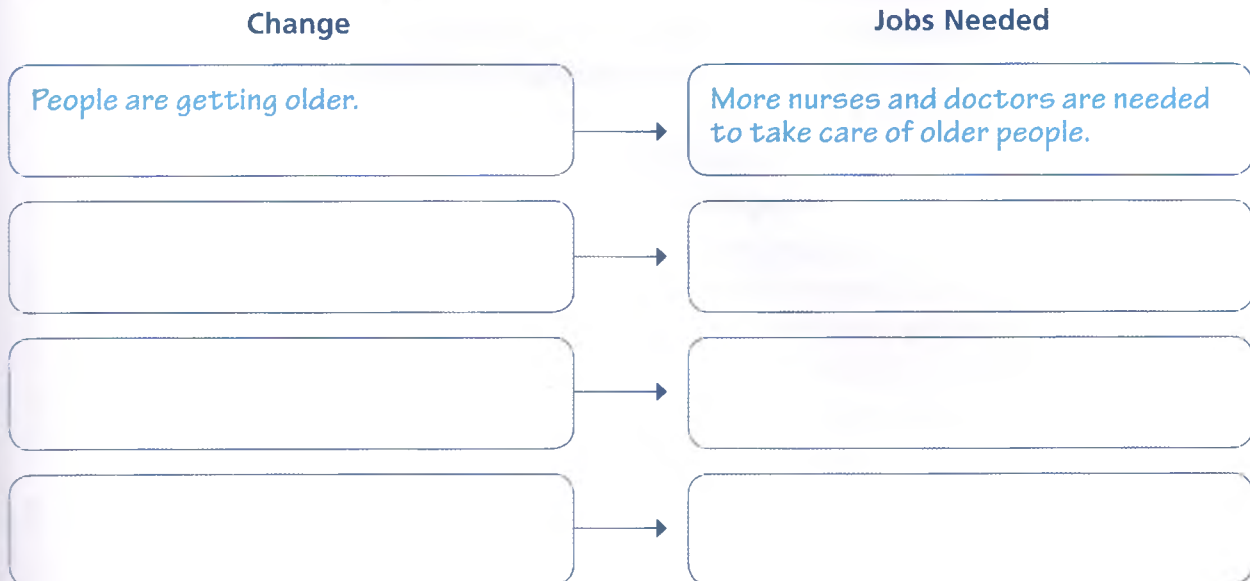
teacher	medical assistant	cashier	server
doctor	accountant	scientist	technology designer
office assistant	bank worker	teacher's assistant	technology support assistant
nurse	mechanic	writer	

Name	Job	Field

1. Compare your chart with a partner's chart. What jobs are popular?

2. Why do you think they are popular? _____

B. What is changing in the world now? What jobs are needed? Complete the chart.



C. Discuss your ideas from Activity B with a partner. Then list three skills you think the new jobs need.

D. The writers talk about the jobs people do. Some people *do research*. Others *do medical work*. What kind of work do you do? _____

🎧 **Reading 1**

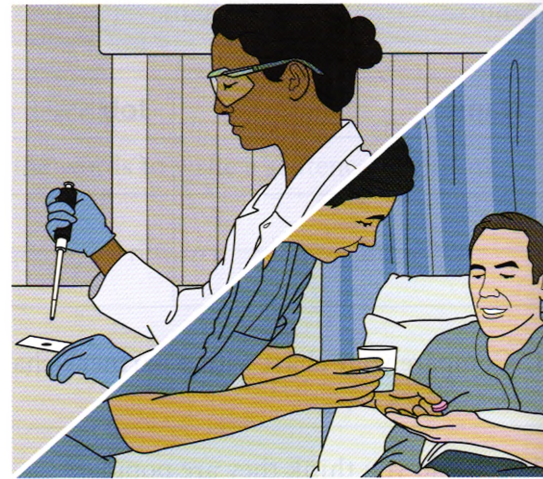
A. Read the text on your own.

Stop and Think

What skills and training do medical researchers need?

What Jobs Are We Going to Need?

People have to **work**. They need **jobs**. What **fields** have jobs? Most important, what jobs will we **need** in the future? The medical field is going to need workers. In 2010, there were 524 million people over the age of 65 in the world. In 2050, the number of older people will be three times bigger. We need nurses and other **medical** workers to care for them. We also need family doctors. Family doctors have to work many hours. Because of this, not very many medical students study to be family doctors. They become other kinds of doctors, like heart doctors. In addition, there are jobs for medical researchers. They do **research** and develop new medicines and technology to help people. Businesses want to sell this medicine and technology to people who need it.



Medical researchers develop new medicine. The medicine helps sick people get better.

Another popular field is the computer field. It is a field with different kinds of jobs. Some people, like IT **managers**, help people in schools, hospitals, and companies when they have computer problems. Other people **design** and create new technology. For example, 20 percent of people in the world have a smartphone. This is a phone that can do the same things computers do. More and more people are using technology, so businesses are always designing newer computers and phones. What common characteristic do these jobs share? People need the help of these workers. This is why these fields are growing. If there is a need, there is a job.

B. Some words connect ideas. Look for these words: *in addition, another, and*. Read the text again to understand the ideas.

C. Other words introduce examples. Read the text again and look for examples. What ideas do the examples support?

Check Your Understanding

D. Complete the sentences with the words from the box.

family doctors	medical	computer	nurses
fields	money manager	IT manager	need

1. There are not enough nurses and _____.
2. Two popular fields are the _____ and _____ fields.
3. What job is not in the reading? _____
4. Who helps people in schools and businesses when they have computer problems?

5. These _____ are growing because people _____ the help of these workers.

Vocabulary Strategy

Suffix -er

Understanding suffixes helps you make new words. A suffix is an ending added to a base word. The suffix has meaning and shows the part of speech of the word. The suffix *-er* is added to verbs to change them to nouns. The new word is a person:
teach + -er = teacher

verb

noun

I **teach** small children. I am a **teacher**.

Some words like *write* and *manage* end in *e*. Add *r* to these words. These words describe people: *writer, manager*

Not all words that end in *-er* follow this rule. Some words are not about people:
bigger, computer



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for more
practice

E. Add the suffix *-er* to each word below. Fill in the blank to tell the meaning of the new word. Then write a skill you think each person needs.

1. design: A designer is someone who designs. Skill: creativity
2. work: A _____ is someone who _____. Skill: _____
3. research: A _____ is someone who _____. Skill: _____
4. write: A _____ is someone who _____. Skill: _____
5. manage: A _____ is someone who _____. Skill: _____
6. employ: An _____ is someone who _____. Skill: _____

F. What words from the text on page 112 have *-er* and mean “someone who”?

Reading Strategy

Identify Pronoun References

Pronouns are words that refer to a noun. Writers use pronouns to talk about a noun. Understanding pronouns will help you know what the writer is talking about.

People have to work. **They** need jobs

The writer uses *they* to refer to people. The writer uses the pronoun so she doesn't have to repeat the noun.

He refers to a singular male, *she* refers to a singular female, and *it* refers to a singular object or idea.

Mr. An is an accountant. **He** works many hours.

They refers to more than one male, female, or object.

Because of this, not very many medical students study to be family doctors.

They become other kinds of doctors, like heart doctors.



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practice

G. Read the sentences. Write the word the pronoun refers to.

1. My favorite writer is Charlotte Bronte. She wrote *Jane Eyre*.

Charlotte Bronte

2. My brother got a new job. He begins tomorrow. _____

3. My dad repairs cell phones. They are small and easy to break.

4. Many people are sick and need doctors. They need medical care.

5. The technology field is growing, and it pays well. _____

Reading 2

A. Look at the illustration. Read the first sentence of each paragraph. What will the writer discuss? Now read the text.

What Skills Do Businesses Want?

Employers want the right people for their company. What do employers usually look for? They want someone with **skills** in their field. Sometimes the skills you have are more important than where you **worked**. When you have the skills, you can learn any **job**. So what skills are important? Businesses need people with strong communication skills:

writing and speaking. They need people who are friendly and work well with others. In addition,

managers want workers who can solve problems. This means they want people to use their own ideas when there is a problem. This skill includes getting information and analyzing it. Managers in many different **fields** look for people with these skills.

However, employers also look for something else. They want to understand who you are. What kind of a person are you? In a job interview, they may ask questions to find out about your interests. For example, maybe you run races. This shows you are a hard worker. Or maybe you like to read. This shows you have interests and are probably a good writer. Employers want to see what you know about your field. And they want to know what makes you different from other people.



In a job interview, the manager will ask many questions.

Grammar in the Readings

Notice *the* + nouns in the readings.

Use *the* + nouns to talk about a specific noun.

The medical field is going to need workers.

Use *the* + nouns after you have talked about the noun.

*Employers want someone with skills. Sometimes **the skills you have** are more important than where you worked.*

Some nouns always have *the* before them.

*For example, 20 percent of people in **the world** have a smartphone.*

Notice verbs + *about* in the readings.

Some verbs are followed by *about*.

*They want to see what you **know about** your field.*

*What does the text **talk about**?*

Stop and Think

Do you think job interviews are difficult?



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Check Your Understanding

B. Circle the correct answer.

- Employers want people with _____.
a. interests **b. skills** c. fields
- The first skill the writer talks about is _____.
a. being nice b. solving problems c. communicating
- Working well with others means _____.
a. analyzing b. being friendly c. being important
- Managers want workers to _____ problems.
a. solve b. use c. analyze
- Managers in different _____ look for people with these skills.
a. jobs b. fields c. interviews

Recycle

the Vocabulary Strategy

Vocabulary Strategy: Suffix -er

C. Answer each question with a word with the suffix -er.

- What do you call someone who reads? reader
- What do you call someone who employs people? _____
- What do you call someone who interviews people for jobs? _____
- What do you call someone who reports the news? _____

D. Complete each sentence with a word from the box.

dancer interviewer reader employer

- My _____ owns a big business. The company employs about 600 people.
- I am a _____. I perform on stage. I practice dance for many hours each day.
- The _____ asked me many questions. Some were very difficult to answer.
- My little brother is five. He loves books. He is a great _____.

Recycle

the Reading Strategy

Reading Strategy: Identify Pronoun References

E. Read the sentences. Circle the noun or phrase the underlined pronoun refers to.

- What do employers usually look for? They want someone with skills in their field.
- Businesses need people with strong communication skills: writing and speaking. They need people who are friendly and work well with others.
- This skill includes getting information and analyzing it.
- Employers want to see what you know about your field. And they want to know what makes you different from other people.

Make Connections: Text to Text

A. Both texts answer questions. Write the question from the title and the answers from the text.

Question	Answer
Reading 1	<hr/> <hr/>
Reading 2	<hr/> <hr/>

B. Both texts give reasons to support the answers to the questions they ask. Write a short answer to each question.

1. Why are nurses and doctors needed? _____

2. Why are there jobs in the medical research field? _____

3. Why are there jobs in the computer field? _____

4. Why do managers ask people what their interests are? _____

5. Why do managers want to know you have the right skills? _____

C. Both writers use words to show the connection between ideas. Match each sentence to the sentence that comes after it.

- | | |
|--|--|
| 1. In a job interview, they may ask questions to find out about your interests. <u>d</u> | a. For example , 20 percent of people in the world have a smartphone. |
| 2. They become other kinds of doctors, like heart doctors. _____ | b. And they want to know what makes you different from other people. |
| 3. Businesses want to sell this medicine and technology to people who need it. _____ | c. Another popular field is the computer field. |
| 4. They need people who are friendly and work well with others. _____ | d. For example , maybe you run races. |
| 5. Employers want to see what you know about your field. _____ | e. In addition , managers want workers who can solve problems. |
| 6. Other people design and create new technology. _____ | f. In addition , there are jobs for medical researchers. |

Summarizing and Retelling

A. Complete the paragraphs with the words from the box. Some of the words have to be changed to fit the sentences. For example, *employer* has to be changed to *employers*. Then read the paragraphs to a partner to retell the ideas.

Adjectives	Nouns	Verbs
medical	employer field jobs manager research skill	design need work

- Both writers discuss the 21st century. In the first text, the writer talks about _____ we are going to need. The _____ field is growing. Some people in this field do _____ to help others. There are also jobs in the computer _____. These people _____ cell phones and small computers. People _____ the help of these workers.
- The second text talks about _____. _____ and _____ look for people with good communication skills. They want people who _____ well with others. The text talks about job interviews and questions managers ask. What skills do you have? What are your interests? Managers want to know what you know about your field.

Word Partners

- new skills
- good skills
- poor skills
- old skills
- basic skills
- special skills

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word partners



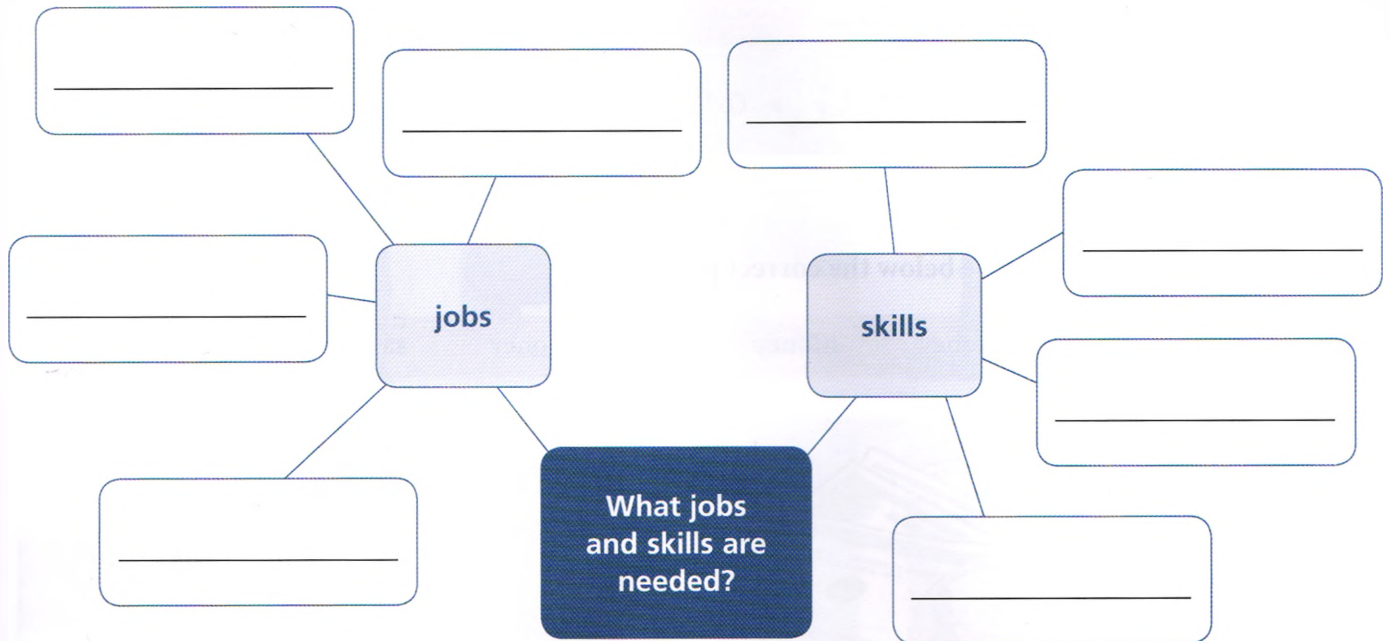
B. Think about the two texts. Answer the questions.

- Do the writers answer the question in the title? _____
- Write a new title for each text. _____

- Which text was more interesting? _____
Why? _____

Make Connections: Text to World

A. Complete the web with your own ideas. Look at the Oxford 2000 keywords on page 133 and find three words to help you.



B. Compare your answers from Activity A with a partner. Answer the questions.

1. What are the most important skills?
2. Which jobs need those skills?
3. How do people learn those skills?
4. Why are the jobs needed?
5. What is the most interesting job?

C. Write a short answer to each question.

1. Where do people read about jobs? _____
2. Why do people read about jobs? _____
3. Where do people learn job skills? _____
4. What do employers want to find out about you? _____

Chant

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Chapter 8
Vocabulary &
Grammar Chant

CHAPTER 9 Money Matters

- Long a /ei/ sound
- Financial collocations
- Analyze charts and spreadsheets
- *want to + verbs*; present progressive

BEFORE READING ▶ Oxford 2000 🔑 words to talk about money

Learn Vocabulary

A. Write each word or phrase below the correct picture.

borrow money

money

spend money

save money

1.



money

2.



3.

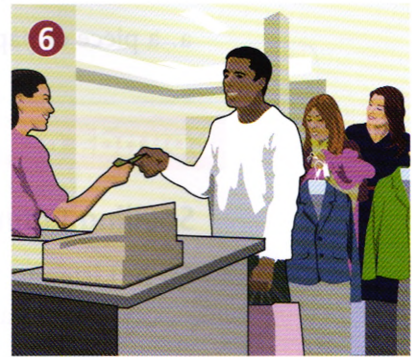
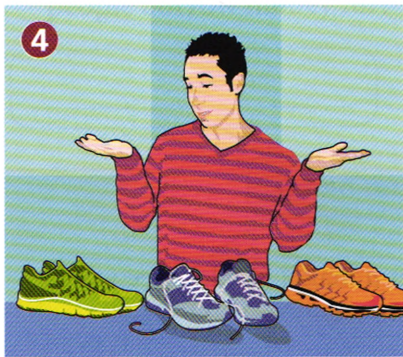
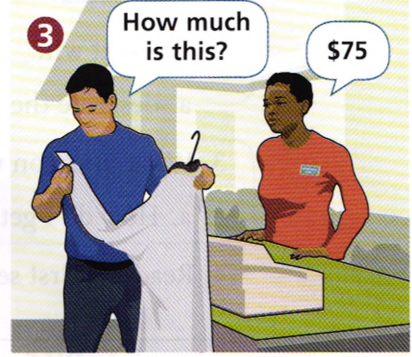
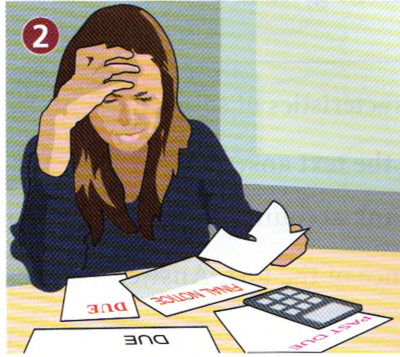
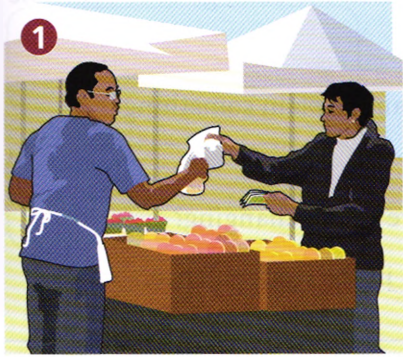


4.



B. Match each picture to the correct vocabulary word.

- _____ debt _____ cost _____ choice
 _____ customer _____ bank 1 pay



C. Complete the paragraphs with the words from the box.

banks borrow costs debt pay

People use banks. Sometimes they _____ money from the bank so they can _____ for something that _____ a lot, like a house. Then they are in _____. They have to pay back the money.

choices customers money save spend

It is difficult to _____ money, but most people find it easy to _____ money. That is because _____ have so many _____. They can buy things online or in stores. If you have _____, you can get what you want.

Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on these pages. Share your words with a partner.

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for more practice

Preview the Text

D. Look at the picture and text on page 124. Answer the questions.

- The picture shows _____.
 - information someone gives to a bank
 - information the bank gives to someone
 - The text will _____.
 - describe the characteristics of someone
 - define and explain something
 - What question will the text answer?
 - How do I get a bank account?
 - How are banks changing?
 - Read the first sentence of the text. Answer the question in the first sentence.
-
- Read the description below the picture. What does the word *form* mean?
 - a piece of paper
 - a shape

Sounds of English

Spelling Connection

ⓐ A. Listen to the word *say*. What sound does the letter *a* make? Circle three words below that have the same sound as in *say*. Listen for /eɪ/.

day paid animal any able

B. Circle the vocabulary words that have the same sound as in *say*.

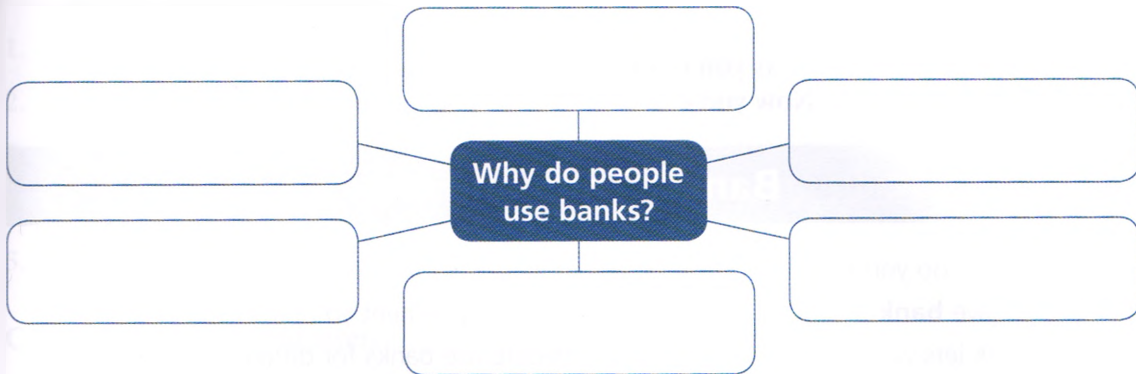
save choice borrow customer pay

C. These words are in the text on page 124. Circle three words with the long *a* sound as in *say*.

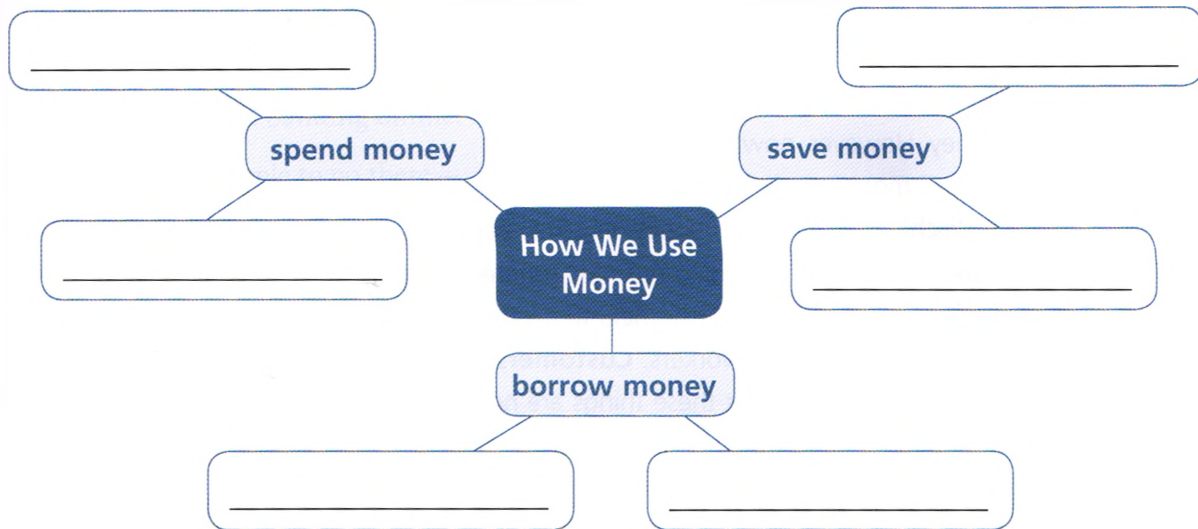
have human safe same makes

Make Connections: Text to Self

A. Complete the web. Use the bold words in the text on page 124 to help you.



B. What do people spend money on? What do people save money for? What do people borrow money for? List your ideas in the web.



C. Discuss your ideas from Activities A and B with a partner.

D. Circle the best answer for you. Different answers are possible.

- Where do people in your country keep their money?
 - in a bank
 - in a different place
- What percentage of people you know use banks?
 - less than 50 percent
 - more than 50 percent
- How do you pay for things?
 - Most often, I pay for things online with my computer.
 - Most often, I pay for things with money from the bank.
- Which is true for you?
 - At the bank, I need to talk to a bank worker.
 - At the bank, I use a computer or machine.

Reading 1

A. Think about the ideas as you read. Slow down if you need more time. Then read the text again. Now you can read faster. You can understand better.

Banks, Then and Now

Stop and Think

Read the title. How do the ideas in the first and second paragraphs connect to it?

Where do you keep your **money**? Why? About 50 percent of the adults in the world have **bank** accounts. A bank account is an agreement you have with a bank. The bank lets you keep your money there. People use banks for different reasons. They want to **save** money. They want to keep their money safe. They can get their **pay** from their job put directly into their account. Then they can make payments from their bank account. Banks also let people **borrow** money and **pay** it back later. The first banks opened for the same reasons people use them today. In fact, much of banking is the same as it was thousands of years ago. Even in the time of Julius Caesar (more than 2,000 years ago), people used banks. There was **debt**, and people borrowed and saved money. However, now banking is changing.

More and more people do their banking online. They do not go to the bank. They use cash machines to get their money. In 2014, banks closed more than 1,400 of their offices. Now banks are doing business differently. Some banks are designing a new kind of office. They want customers to go there. They are making the bank look nice. And there are no bank workers. **Customers** can deposit money and make other changes to their accounts. But these things are not done by a human worker. Instead, a computer makes these changes. What do you think? Do we need banks? What will banks be like in 50 years?

SAVINGS DEPOSIT	
DATE <u>Jan 3, 2016</u>	CASH ▶ \$ 50.00
NAME <u>Junyi Chen</u>	CHECKS ▶ \$ 250.00
ACCOUNT NUMBER <u>9887776543</u>	\$.
	\$.
	SUBTOTAL ▶ \$ 300.00
	LESS CASH ▶ \$ 60.00
	TOTAL ▶ \$ 240.00

Some people fill out forms like the one above to deposit their money in a bank. Others use cash machines or do all their banking online.

Check Your Understanding

B. The writer talks about banks in the past and now. Check the statements that were true in the past and are still true now.

- People keep money safe in banks.
- People save and borrow money.
- Bank offices are nice places.
- People use banks because of debt.
- People use cash machines to get their money.

C. Circle the correct answer.

- Which sentence supports the idea “People use banks for different reasons”?
 - They want to keep their money safe.
 - Now banks are doing business differently.
- Why did banks close their offices?
 - People do their banking online.
 - They want people to go there.
- Customers don't talk to a bank worker.
 - This was true in the past.
 - This is true now.

Vocabulary Strategy

Financial Collocations

Financial collocations are words and phrases we use to talk about money. What do we do with money? We *spend money*, *get money*, and *make money*. These verbs often appear with the word *money*. They are collocations. Recognizing collocations can help you understand the meaning of a sentence more quickly.

There are other financial collocations. For example, when you *make money*, you work for it and receive it. When you *pay money back*, you give it to the person you borrowed it from.

Another word for money is *cash*. *Cash* is coins and bills. It is not credit cards or other payments. These are collocations with *cash*:

pay in cash *cash only* *out of cash* *cash machine*



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for more
practice

D. Complete each sentence with a collocation from the box.

cash machine cash only make money pay in cash out of cash

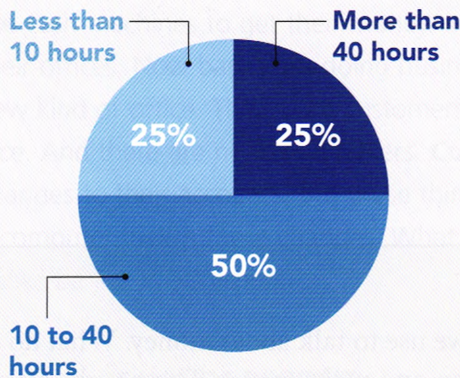
- Oh, no! The restaurant is _____, and I don't have any.
- How will you _____ in Tehran? Do you have a job there?
- I'm sorry. I want to pay you back, but I am _____.
- On the bus, you can only _____. They don't accept credit cards.
- I need to find a _____ to get some cash.

Reading Strategy

Analyze Charts and Spreadsheets

Charts and spreadsheets show numerical information. Analyze charts and spreadsheets to help you understand numerical information in a text. The information is in categories. The categories are the groups of information. Charts and spreadsheets have titles.

STUDENT HOURS WORKED PER WEEK



Pie charts show percents. A percentage is an amount of something, expressed as part of one hundred.

	A	B	C	D
1	Earnings by Week			
2	Week	Hours Worked	Pay per Hour	Total Earnings
3	1	15	\$10	\$150
4	2	25	\$10	\$250
5	3	12	\$10	\$120
6	4	15	\$10	\$150
7	5	20	\$10	\$200
8	Total			\$870
9				
10				

Spreadsheets like this one show important numbers and how they add up.



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E. Answer the questions about the chart and spreadsheet in the Reading Strategy box.

- What is the title of the spreadsheet? _____
- What are the categories in the pie chart? _____

- What is the total in the spreadsheet? _____

Reading 2

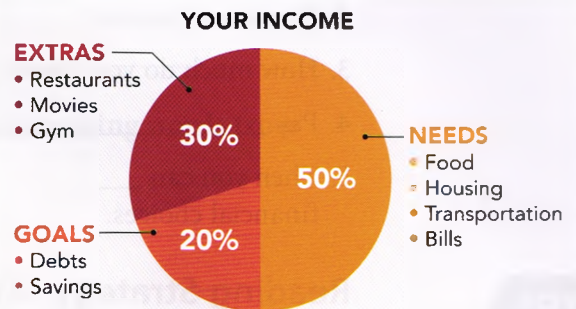
A. Preview the text. Then read it to yourself.

How to Set a Budget

If you want to stay out of **debt**, you need to set a budget. A budget is a plan for how to **spend** your **money**. First, know what you are spending your money on. Write down what you buy and how much you spend. You can use an app or a computer program. Then look at your information. First, write how much your food, housing, transportation, and other monthly bills like electricity **cost**. These are your needs. Then write your goals. These are any debts you have to **pay** and money you want to **save**. Then write the other things you enjoy. These are extras, such as going to restaurants, movies, or the gym. These are the things you like but don't need. How much do you spend on these extras each month?

Now look at your income. Your income is the amount of money you make each month. How much of it do you spend on needs, goals, and extras? One good rule is 50 percent of your paycheck is for your needs. Pay for things in this order: needs first, goals second, and extras third. Twenty percent is for your goals. Thirty percent of your income is for extras. The first step in setting a budget is to know where your money goes. Then you can make payments, plan for your goals, and make good financial **choices**.

	A	B	C	D	E	F	G	H
1	Your Budget							
2	Monthly		Needs		Goals		Extras	
3	Income	\$3,500	food	\$500	debt	\$150	restaurants	\$300
4	Needs	\$1,750	housing	\$750	save	\$550	movies	\$50
5	Goals	\$700	transport.	\$150			gym	\$150
6	Extras	\$1,050	bills	\$350			other	\$550
7								
8								
9								
10								



Grammar in the Readings

Notice *want to* + verbs in the readings.

Use *want to* + verbs to tell what you wish to do.

They **want to** save money. They **want to** keep their money safe.

Use the present progressive to talk about things you are doing now.

I **am paying** for my bus ride.

Notice the present progressive in the readings.

The present progressive uses a form of *be* and a verb + *-ing*.

I **am paying**. We **are paying**.
 Hel^she **is paying**. They **are paying**.

Stop and Think

What extras do you spend money on?
 Are extras the same for everyone?



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 practice

Check Your Understanding

B. Match each item to the category it belongs in.

debt housing movies restaurants savings transportation

Needs	Goals	Extras
housing		

Recycle

the Vocabulary Strategy

Vocabulary Strategy: Financial Collocations

C. Complete each sentence with a word from the text.

1. It is important to learn how to set a budget.
2. If you want to stay _____ of debt, you need to set a budget.
3. How much do you spend _____ these extras each month?
4. Pay _____ things in this order.
5. Then you can _____ payments, plan for your goals, and make good financial choices.

Recycle

the Reading Strategy

Reading Strategy: Analyze Charts and Spreadsheets

D. Look at the pie chart and spreadsheet on page 127. Answer the questions.

1. How much money is saved each month? \$550
2. What part of the pie chart shows the smallest percentage? _____
3. How much money is spent on restaurants? _____
4. What is the monthly income? _____
5. How much debt is paid a month? _____

Make Connections: Text to Text

A. Both writers give the definition of a key word. The word is important to the text. Write the key word and its meaning.

Key Word	Definition
Reading 1	<hr/> <hr/> <hr/>
Reading 2	<hr/> <hr/> <hr/>

B. Both writers use the words *want to*. Complete the sentences using words from the different texts.

1. They want to _____
2. They want to _____
3. If you want to _____
4. These are any debts you have to pay and money you want to _____

C. Both writers use financial collocations. Complete the collocations with the words from the box. Use the words in bold to help you.

payments borrow save pay for set

People _____ **money** from banks, but they have to _____ **back** the money. Many people **make** _____ to the bank for years. It can take a long time to **pay** _____ a house or other item. It helps to _____ **a budget** and _____ **money** for things you want.

Summarizing and Retelling

A. Complete the questions and answers with the words from the box. Some of the words have to be changed to fit the sentences. For example, *bank* has to be changed to *banks*. Then read the text to a partner to retell the ideas.

Nouns	Verbs
bank	borrow
choice	cost
customer	pay
debt	save
money	spend

- Why do people use _____?
 People use banks to _____ and _____ money.
 People also use banks to _____ for things from their account.
- Why are banks changing?
 More and more _____ do their banking online.
- What is the first thing to do when you set a budget?
 You need to know what you _____ your _____ on.
 You tell how much things _____.
- What is in your budget?
 It is your _____ how much to spend on extras. These are 30 percent of your income. You also tell how much you pay for your goals. This is _____ and money you want to save.

B. Think about the question each text asks. Then give an answer to that question.

Reading 1 question:

Answer: _____

Reading 2 question:

Answer: _____

Word Partners

- big money
- earn money
- get money
- raise money
- waste money

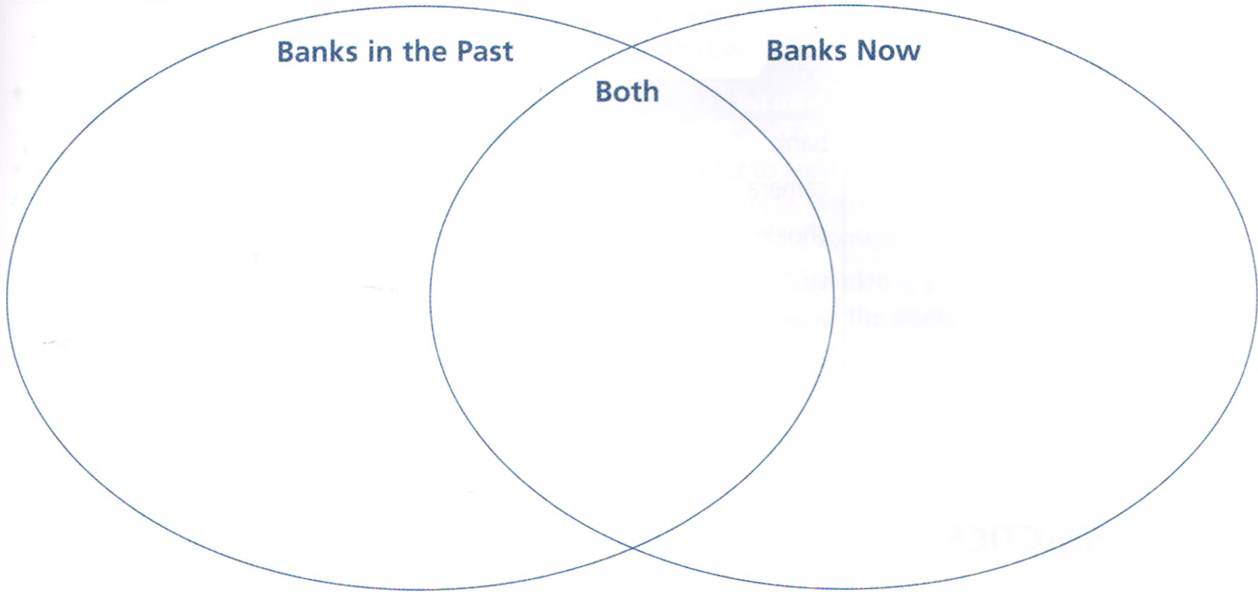
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to practice word partners



Make Connections: Text to World

A. Complete the Venn diagram with ideas from the texts on pages 124 and 127 and your own ideas. Look at the Oxford 2000 keywords on page 133 and find three words to help you.



B. Compare your answers from Activity A with a partner.

C. Look at the Extras section of the spreadsheet on page 127. Write three other choices for extras.

1. _____
2. _____
3. _____

D. Answer the questions.

1. Which text did the writer write to help people? _____

2. Which text did the writer write to interest people? _____


3. When do writers use a definition in the text? _____

4. Will people in the future use banks? _____

5. Do you agree with how to set a budget? What are some other ways to set a budget?

Chant

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Chapter 9
Vocabulary &
Grammar Chant



Look at the word bank for Unit 3. Check (✓) the words you know. Circle the words you want to learn better.

OXFORD 2000 ↗				
Adjectives	Nouns		Verbs	
medical	bank	manager	borrow	invent
possible	camera	money	cost	need
	choice	past	design	pay
	customer	research	develop	save
	debt	skill	employ	spend
	field	speed	fly	work
	job		imagine	

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the words in the chart. Match adjectives with nouns.

1. possible choice
2. _____
3. _____
4. _____
5. _____

B. Use the words in the chart. Match verbs with nouns.

1. borrow money
2. _____
3. _____
4. _____
5. _____

C. Use the words in the chart. Match verbs with adjective noun partners.

1. develop medical research
2. _____
3. _____
4. _____
5. _____

THE OXFORD 2000 ✦ LIST OF KEYWORDS

This is a list of the 2000 most important and useful words to learn at this stage in your language learning. These words have been carefully chosen by a group of language experts and experienced teachers, who have judged the words to be important and useful for three reasons.

- Words that are used very **frequently** (= very often) in English are included in this list. Frequency information has been gathered from the American English section of the Oxford English Corpus, which is a collection of written and spoken texts containing over 2 billion words.
- The keywords are frequent across a **range** of different types of text. This means that the keywords are often used in a variety of contexts, not just in newspapers or in scientific articles for example.
- The list includes some important words which are very **familiar** to most users of English, even though they are not used very frequently. These include, for example, words which are useful for explaining what you mean when you do not know the exact word for something.

Names of people, places, etc. beginning with a capital letter are not included in the list of 2000 keywords. Keywords which are not included in the list are numbers, days of the week, and the months of the year.

A

a, an *indefinite article*

ability *n.*

able *adj.*

about *adv., prep.*

above *prep., adv.*

absolutely *adv.*

academic *adj.*

accept *v.*

acceptable *adj.*

accident *n.*

by accident

according to *prep.*

account *n.*

accurate *adj.*

accuse *v.*

achieve *v.*

achievement *n.*

acid *n.*

across *adv., prep.*

act *n., v.*

action *n.*

active *adj.*

activity *n.*

actor, actress *n.*

actual *adj.*

actually *adv.*

add *v.*

address *n.*

admire *v.*

admit *v.*

adult *n.*

advanced *adj.*

advantage *n.*

adventure *n.*

advertisement *n.*

advice *n.*

advise *v.*

affect *v.*

afford *v.*

afraid *adj.*

after *prep., conj., adv.*

afternoon *n.*

afterward *adv.*

again *adv.*

against *prep.*

age *n.*

aged *adj.*

ago *adv.*

agree *v.*

agreement *n.*

ahead *adv.*

aim *n., v.*

air *n.*

airplane *n.*

airport *n.*

alarm *n.*

alcohol *n.*

alcoholic *adj.*

alive *adj.*

all *adj., pron., adv.*

allow *v.*

all right *adj., adv.,*

exclamation

almost *adv.*

alone *adj., adv.*

along *prep., adv.*

alphabet *n.*

already *adv.*

also *adv.*

although *conj.*

always *adv.*

among *prep.*

amount *n.*

amuse *v.*

analyze *v.*

analysis *n.*

ancient *adj.*

and *conj.*

anger *n.*

angle *n.*

angry *adj.*

animal *n.*

announce *v.*

another *adj., pron.*

answer *n., v.*

any *adj., pron., adv.*

anymore (*also any more*)

adv.

anyone (*also anybody*)

pron.

anything *pron.*

anyway *adv.*

anywhere *adv.*

apart *adv.*

apartment *n.*

apparently *adv.*

appear *v.*

appearance *n.*

apple *n.*

apply *v.*

appointment *n.*

appreciate *v.*

appropriate *adj.*

approve *v.*

area *n.*

argue *v.*

argument *n.*

arm *n.*

army *n.*

around *adv., prep.*

arrange *v.*

arrangement *n.*

arrest *v.*

arrive *v.*

arrow *n.*

art *n.*

article *n.*

artificial *adj.*

artist *n.*

artistic *adj.*

as *prep., conj.*

ashamed *adj.*

ask *v.*

asleep *adj.*

at *prep.*

atmosphere *n.*

atom *n.*

attach *v.*

attack *n., v.*

attention *n.*

attitude *n.*

attract *v.*

attractive *adj.*

aunt *n.*

authority *n.*

available *adj.*

average *adj., n.*

avoid *v.*

awake *adj.*

aware *adj.*

away *adv.*

B

baby *n.*

back *n., adj., adv.*

backward *adv.*

bad *adj.*

The Oxford 2000 List of Keywords

- badly *adv.*
bag *n.*
bake *v.*
balance *n.*
ball *n.*
band *n.*
bank *n.*
bar *n.*
base *n., v.*
baseball *n.*
basic *adj.*
basis *n.*
bath *n.*
bathroom *n.*
be *v.*
beach *n.*
bear *v.*
beard *n.*
beat *v.*
beautiful *adj.*
beauty *n.*
because *conj.*
become *v.*
bed *n.*
bedroom *n.*
beer *n.*
before *prep., conj., adv.*
begin *v.*
beginning *n.*
behave *v.*
behavior *n.*
behind *prep., adv.*
belief *n.*
believe *v.*
bell *n.*
belong *v.*
below *prep., adv.*
belt *n.*
bend *v.*
benefit *n.*
beside *prep.*
best *adj., adv., n.*
better *adj., adv.*
between *prep., adv.*
beyond *prep., adv.*
bicycle *n.*
big *adj.*
bill *n.*
bird *n.*
birth *n.*
birthday *n.*
bite *v.*
bitter *adj.*
black *adj.*
blame *v.*
block *n.*
blood *n.*
blow *v., n.*
blue *adj., n.*
- board *n.*
boat *n.*
body *n.*
boil *v.*
bomb *n., v.*
bone *n.*
book *n.*
boot *n.*
border *n.*
bored *adj.*
boring *adj.*
born: be born *v.*
borrow *v.*
boss *n.*
both *adj., pron.*
bother *v.*
bottle *n.*
bottom *n.*
bowl *n.*
box *n.*
boy *n.*
boyfriend *n.*
brain *n.*
branch *n.*
brave *adj.*
bread *n.*
break *v.*
breakfast *n.*
breath *n.*
breathe *v.*
brick *n.*
bridge *n.*
brief *adj.*
bright *adj.*
bring *v.*
broken *adj.*
brother *n.*
brown *adj., n.*
brush *n., v.*
bubble *n.*
build *v.*
building *n.*
bullet *n.*
burn *v.*
burst *v.*
bury *v.*
bus *n.*
bush *n.*
business *n.*
busy *adj.*
but *conj.*
butter *n.*
button *n.*
buy *v.*
by *prep.*
bye *exclamation*
- C**
cabinet *n.*
- cake *n.*
calculate *v.*
call *v., n.*
calm *adj.*
camera *n.*
camp *n., v.*
can *modal v., n.*
cancel *v.*
candy *n.*
capable *adj.*
capital *n.*
car *n.*
card *n.*
care *n., v.*
 take care of
 care for
career *n.*
careful *adj.*
carefully *adv.*
careless *adj.*
carelessly *adv.*
carry *v.*
case *n.*
 in case (of)
cash *n.*
cat *n.*
catch *v.*
cause *n., v.*
CD *n.*
ceiling *n.*
celebrate *v.*
cell *n.*
cell phone *n.*
cent *n.*
center *n.*
centimeter *n.*
central *adj.*
century *n.*
ceremony *n.*
certain *adj.*
certainly *adv.*
chain *n., v.*
chair *n.*
challenge *n.*
chance *n.*
change *v., n.*
character *n.*
characteristic *n.*
charge *n., v.*
charity *n.*
chase *v., n.*
cheap *adj.*
cheat *v.*
check *v., n.*
cheek *n.*
cheese *n.*
chemical *adj., n.*
chemistry *n.*
chest *n.*
- chicken *n.*
chief *adj., n.*
child *n.*
childhood *n.*
chin *n.*
chocolate *n.*
choice *n.*
choose *v.*
church *n.*
cigarette *n.*
circle *n.*
citizen *n.*
city *n.*
class *n.*
clean *adj., v.*
clear *adj., v.*
clearly *adv.*
climate *n.*
climb *v.*
clock *n.*
close /kloʊz/ *adj., adv.*
close /kloʊz/ *v.*
closed *adj.*
cloth *n.*
clothes *n.*
clothing *n.*
cloud *n.*
club *n.*
coast *n.*
coat *n.*
coffee *n.*
coin *n.*
cold *adj., n.*
collect *v.*
collection *n.*
college *n.*
color *n., v.*
column *n.*
combination *n.*
combine *v.*
come *v.*
comfortable *adj.*
command *n.*
comment *n., v.*
common *adj.*
communicate *v.*
communication *n.*
community *n.*
company *n.*
compare *v.*
comparison *n.*
competition *n.*
complain *v.*
complaint *n.*
complete *adj.*
completely *adv.*
complicated *adj.*
computer *n.*
concentrate *v.*

concert *n.*
conclusion *n.*
condition *n.*
confidence *n.*
confident *adj.*
confuse *v.*
confused *adj.*
connect *v.*
connection *n.*
conscious *adj.*
consider *v.*
consist *v.*
constant *adj.*
contact *n., v.*
contain *v.*
container *n.*
continent *n.*
continue *v.*
continuous *adj.*
contract *n.*
contrast *n.*
contribute *v.*
control *n., v.*
convenient *adj.*
conversation *n.*
convince *v.*
cook *v.*
cookie *n.*
cooking *n.*
cool *adj.*
copy *n., v.*
corner *n.*
correct *adj., v.*
correctly *adv.*
cost *n., v.*
cotton *n.*
cough *v.*
could *modal v.*
count *v.*
country *n.*
county *n.*
couple *n.*
course *n.*
 of course
court *n.*
cousin *n.*
cover *v., n.*
covering *n.*
cow *n.*
crack *v.*
crash *n., v.*
crazy *adj.*
cream *n., adj.*
create *v.*
credit card *n.*
crime *n.*
criminal *adj., n.*
crisis *n.*
criticism *n.*

criticize *v.*
cross *v.*
crowd *n.*
cruel *adj.*
crush *v.*
cry *v.*
culture *n.*
cup *n.*
curly *adj.*
curve *n.*
curved *adj.*
custom *n.*
customer *n.*
cut *v., n.*

D

dad *n.*
damage *n., v.*
dance *n., v.*
dancer *n.*
danger *n.*
dangerous *adj.*
dark *adj., n.*
date *n.*
daughter *n.*
day *n.*
dead *adj.*
deal *v.*
dear *adj.*
death *n.*
debt *n.*
decide *v.*
decision *n.*
decorate *v.*
deep *adj.*
deeply *adv.*
defeat *v.*
definite *adj.*
definitely *adv.*
definition *n.*
degree *n.*
deliberately *adv.*
deliver *v.*
demand *n., v.*
dentist *n.*
deny *v.*
department *n.*
depend *v.*
depression *n.*
describe *v.*
description *n.*
desert *n.*
deserve *v.*
design *n., v.*
desk *n.*
despite *prep.*
destroy *v.*
detail *n.*
 in detail

determination *n.*
determined *adj.*
develop *v.*
development *n.*
device *n.*
diagram *n.*
dictionary *n.*
die *v.*
difference *n.*
different *adj.*
difficult *adj.*
difficulty *n.*
dig *v.*
dinner *n.*
direct *adj., adv., v.*
direction *n.*
directly *adv.*
dirt *n.*
dirty *adj.*
disadvantage *n.*
disagree *v.*
disagreement *n.*
disappear *v.*
disappoint *v.*
disaster *n.*
discover *v.*
discuss *v.*
discussion *n.*
disease *n.*
disgusting *adj.*
dish *n.*
dishonest *adj.*
disk *n.*
distance *n.*
distant *adj.*
disturb *v.*
divide *v.*
division *n.*
divorce *n., v.*
do *v., auxiliary v.*
doctor *n. (abbr. Dr.)*
document *n.*
dog *n.*
dollar *n.*
door *n.*
dot *n.*
double *adj.*
doubt *n.*
down *adv., prep.*
downstairs *adv., adj.*
downward *adv.*
draw *v.*
drawer *n.*
drawing *n.*
dream *n., v.*
dress *n., v.*
drink *n., v.*
drive *v., n.*
driver *n.*

drop *v., n.*
drug *n.*
dry *adj., v.*
during *prep.*
dust *n.*
duty *n.*
DVD *n.*

E

each *adj., pron.*
each other *pron.*
ear *n.*
early *adj., adv.*
earn *v.*
earth *n.*
easily *adv.*
east *n., adj., adv.*
eastern *adj.*
easy *adj.*
eat *v.*
economic *adj.*
economy *n.*
edge *n.*
educate *v.*
education *n.*
effect *n.*
effort *n.*
e.g. *abbr.*
egg *n.*
either *adj., pron., adv.*
election *n.*
electric *adj.*
electrical *adj.*
electricity *n.*
electronic *adj.*
else *adv.*
e-mail (*also* email) *n., v.*
embarrass *v.*
embarrassed *adj.*
emergency *n.*
emotion *n.*
employ *v.*
employment *n.*
empty *adj.*
encourage *v.*
end *n., v.*
 in the end
enemy *n.*
energy *n.*
engine *n.*
enjoy *v.*
enjoyable *adj.*
enjoyment *n.*
enough *adj., pron., adv.*
enter *v.*
entertain *v.*
entertainment *n.*
enthusiasm *n.*
enthusiastic *adj.*

The Oxford 2000 List of Keywords

entrance *n.*
environment *n.*
equal *adj.*
equipment *n.*
error *n.*
escape *v.*
especially *adv.*
essential *adj.*
etc. *abbr.*
even *adv.*
evening *n.*
event *n.*
ever *adv.*
every *adj.*
everybody *pron.*
everyone *pron.*
everything *pron.*
everywhere *adv.*
evidence *n.*
evil *adj.*
exact *adj.*
exactly *adv.*
exaggerate *v.*
exam *n.*
examination *n.*
examine *v.*
example *n.*
excellent *adj.*
except *prep.*
exchange *v., n.*
excited *adj.*
excitement *n.*
exciting *adj.*
excuse *n., v.*
exercise *n.*
exist *v.*
exit *n.*
expect *v.*
expensive *adj.*
experience *n., v.*
experiment *n.*
expert *n.*
explain *v.*
explanation *n.*
explode *v.*
explore *v.*
explosion *n.*
expression *n.*
extra *adj., adv.*
extreme *adj.*
extremely *adv.*
eye *n.*

F

face *n., v.*
fact *n.*
factory *n.*
fail *v.*
failure *n.*

fair *adj.*
fall *v., n.*
false *adj.*
familiar *adj.*
family *n.*
famous *adj.*
far *adv., adj.*
farm *n.*
farmer *n.*
fashion *n.*
fashionable *adj.*
fast *adj., adv.*
fasten *v.*
fat *adj., n.*
father *n.*
fault *n.*
favor *n.*
 in favor
favorite *adj., n.*
fear *n., v.*
feather *n.*
feature *n.*
feed *v.*
feel *v.*
feeling *n.*
female *adj.*
fence *n.*
festival *n.*
few *adj., pron.*
 a few
field *n.*
fight *v., n.*
figure *n.*
file *n.*
fill *v.*
film *n.*
final *adj.*
finally *adv.*
financial *adj.*
find *v.*
 find out sth
fine *adj.*
finger *n.*
finish *v.*
fire *n., v.*
firm *n., adj.*
firmly *adv.*
first *adj., adv., n.*
 at first
fish *n.*
fit *v., adj.*
fix *v.*
fixed *adj.*
flag *n.*
flame *n.*
flash *v.*
flat *adj.*
flavor *n.*
flight *n.*

float *v.*
flood *n.*
floor *n.*
flour *n.*
flow *v.*
flower *n.*
fly *v.*
fold *v.*
follow *v.*
food *n.*
foot *n.*
football *n.*
for *prep.*
force *n., v.*
foreign *adj.*
forest *n.*
forever *adv.*
forget *v.*
forgive *v.*
fork *n.*
form *n., v.*
formal *adj.*
forward *adv.*
frame *n.*
free *adj., v., adv.*
freedom *n.*
freeze *v.*
fresh *adj.*
friend *n.*
friendly *adj.*
friendship *n.*
frighten *v.*
from *prep.*
front *n., adj.*
 in front
frozen *adj.*
fruit *n.*
fry *v.*
fuel *n.*
full *adj.*
fully *adv.*
fun *n., adj.*
funny *adj.*
fur *n.*
furniture *n.*
further *adj., adv.*
future *n., adj.*

G

gain *v.*
gallon *n.*
game *n.*
garbage *n.*
garden *n.*
gas *n.*
gate *n.*
general *adj.*
 in general
generally *adv.*

generous *adj.*
gentle *adj.*
gently *adv.*
gentleman *n.* ★
get *v.*
gift *n.*
girl *n.*
girlfriend *n.*
give *v.*
glass *n.*
glasses *n.*
global *adj.*
glove *n.*
go *v.*
goal *n.*
god *n.*
gold *n., adj.*
good *adj., n.*
goodbye *exclamation*
goods *n.*
govern *v.*
government *n.*
grade *n., v.*
grain *n.*
gram *n.*
grammar *n.*
grandchild *n.*
grandfather *n.*
grandmother *n.*
grandparent *n.*
grass *n.*
grateful *adj.*
gray *adj., n.*
great *adj.*
green *adj., n.*
groceries *n.*
ground *n.*
group *n.*
grow *v.*
growth *n.*
guard *n., v.*
guess *v.*
guest *n.*
guide *n.*
guilty *adj.*
gun *n.*

H

habit *n.*
hair *n.*
half *n., adj., pron., adv.*
hall *n.*
hammer *n.*
hand *n.*
handle *v., n.*
hang *v.*
happen *v.*
happiness *n.*
happy *adj.*

- hard *adj., adv.*
 hardly *adv.*
 harm *n., v.*
 harmful *adj.*
 hat *n.*
 hate *v., n.*
 have *v.*
 have to *modal v.*
 he *pron.*
 head *n.*
 health *n.*
 healthy *adj.*
 hear *v.*
 heart *n.*
 heat *n., v.*
 heavy *adj.*
 height *n.*
 hello *exclamation*
 help *v., n.*
 helpful *adj.*
 her *pron., adj.*
 here *adv.*
 hers *pron.*
 herself *pron.*
 hide *v.*
 high *adj., adv.*
 highly *adv.*
 high school *n.*
 highway *n.*
 hill *n.*
 him *pron.*
 himself *pron.*
 hire *v.*
 his *adj., pron.*
 history *n.*
 hit *v., n.*
 hold *v., n.*
 hole *n.*
 holiday *n.*
 home *n., adv.*
 honest *adj.*
 hook *n.*
 hope *v., n.*
 horn *n.*
 horse *n.*
 hospital *n.*
 hot *adj.*
 hotel *n.*
 hour *n.*
 house *n.*
 how *adv.*
 however *adv.*
 huge *adj.*
 human *adj., n.*
 humor^{us} *n.*
 hungry *adj.*
 hunt *v.*
 hurry *v., n.*
 hurt *v.*
- husband *n.*
- I**
 I *pron.*
 ice *n.*
 idea *n.*
 identify *v.*
 if *conj.*
 ignore *v.*
 illegal *adj.*
 illegally *adv.*
 illness *n.*
 image *n.*
 imagination *n.*
 imagine *v.*
 immediate *adj.*
 immediately *adv.*
 impatient *adj.*
 importance *n.*
 important *adj.*
 impossible *adj.*
 impress *v.*
 impression *n.*
 improve *v.*
 improvement *n.*
 in *prep., adv.*
 inch *n.*
 include *v.*
 including *prep.*
 increase *v., n.*
 indeed *adv.*
 independent *adj.*
 individual *adj.*
 industry *n.*
 infection *n.*
 influence *n.*
 inform *v.*
 informal *adj.*
 information *n.*
 injure *v.*
 injury *n.*
 insect *n.*
 inside *prep., adv., n., adj.*
 instead *adv., prep.*
 instruction *n.*
 instrument *n.*
 insult *v., n.*
 intelligent *adj.*
 intend *v.*
 intention *n.*
 interest *n., v.*
 interested *adj.*
 interesting *adj.*
 international *adj.*
 Internet *n.*
 interrupt *v.*
 interview *n.*
 into *prep.*
 introduce *v.*
- introduction *n.*
 invent *v.*
 investigate *v.*
 invitation *n.*
 invite *v.*
 involve *v.*
 iron *n.*
 island *n.*
 issue *n.*
 it *pron.*
 item *n.*
 its *adj.*
 itself *pron.*
- J**
 jacket *n.*
 jeans *n.*
 jewelry *n.*
 job *n.*
 join *v.*
 joke *n., v.*
 judge *n., v.*
 judgment (*also* judgement) *n.*
 juice *n.*
 jump *v.*
 just *adv.*
- K**
 keep *v.*
 key *n.*
 kick *v., n.*
 kid *n., v.*
 kill *v.*
 kilogram (*also* kilo) *n.*
 kilometer *n.*
 kind *n., adj.*
 kindness *n.*
 king *n.*
 kiss *v., n.*
 kitchen *n.*
 knee *n.*
 knife *n.*
 knock *v., n.*
 knot *n.*
 know *v.*
 knowledge *n.*
- L**
 lack *n.*
 lady *n.*
 lake *n.*
 lamp *n.*
 land *n., v.*
 language *n.*
 large *adj.*
 last *adj., adv., n., v.*
 late *adj., adv.*
 later *adv.*
- laugh *v.*
 laundry *n.*
 law *n.*
 lawyer *n.*
 lay *v.*
 layer *n.*
 lazy *adj.*
 lead /lɪd/ *v.*
 leader *n.*
 leaf *n.*
 lean *v.*
 learn *v.*
 least *adj., pron., adv.*
 at least
 leather *n.*
 leave *v.*
 left *adj., adv., n.*
 leg *n.*
 legal *adj.*
 legally *adv.*
 lemon *n.*
 lend *v.*
 length *n.*
 less *adj., pron., adv.*
 lesson *n.*
 let *v.*
 letter *n.*
 level *n.*
 library *n.*
 lid *n.*
 lie *v., n.*
 life *n.*
 lift *v.*
 light *n., adj., v.*
 lightly *adv.*
 like *prep., v., conj.*
 likely *adj.*
 limit *n., v.*
 line *n.*
 lip *n.*
 liquid *n., adj.*
 list *n., v.*
 listen *v.*
 liter *n.*
 literature *n.*
 little *adj., pron., adv.*
 a little
 live /lɪv/ *v.*
 living *adj.*
 load *n., v.*
 loan *n.*
 local *adj.*
 lock *v., n.*
 lonely *adj.*
 long *adj., adv.*
 look *v., n.*
 loose *adj.*
 lose *v.*
 loss *n.*

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lost *adj.*
lot *pron., adv.*
 a lot (of)
 lots (of)
loud *adj.*
loudly *adv.*
love *n., v.*
low *adj., adv.*
luck *n.*
lucky *adj.*
lump *n.*
lunch *n.*

M

machine *n.*
magazine *n.*
magic *n., adj.*
mail *n., v.*
main *adj.*
mainly *adv.*
make *v.*
male *adj., n.*
man *n.*
manage *v.*
manager *n.*
many *adj., pron.*
map *n.*
mark *n., v.*
market *n.*
marriage *n.*
married *adj.*
marry *v.*
match *n., v.*
material *n.*
math *n.*
mathematics *n.*
matter *n., v.*
may *modal v.*
maybe *adv.*
me *pron.*
meal *n.*
mean *v.*
meaning *n.*
measure *v., n.*
measurement *n.*
meat *n.*
medical *adj.*
medicine *n.*
medium *adj.*
meet *v.*
meeting *n.*
melt *v.*
member *n.*
memory *n.*
mental *adj.*
mention *v.*
mess *n.*
message *n.*
messy *adj.*

metal *n.*
method *n.*
meter *n.*
middle *n., adj.*
midnight *n.*
might *modal v.*
mile *n.*
milk *n.*
mind *n., v.*
mine *pron.*
minute *n.*
mirror *n.*
Miss *n.*
miss *v.*
missing *adj.*
mistake *n.*
mix *v.*
mixture *n.*
model *n.*
modern *adj.*
mom *n.*
moment *n.*
money *n.*
month *n.*
mood *n.*
moon *n.*
moral *adj.*
morally *adv.*
more *adj., pron., adv.*
morning *n.*
most *adj., pron., adv.*
mostly *adv.*
mother *n.*
motorcycle *n.*
mountain *n.*
mouse *n.*
mouth *n.*
move *v., n.*
movement *n.*
movie *n.*
Mr. *abbr.*
Mrs. *abbr.*
Ms. *abbr.*
much *adj., pron., adv.*
mud *n.*
multiply *v.*
murder *n., v.*
muscle *n.*
museum *n.*
music *n.*
musical *adj.*
musician *n.*
must *modal v.*
my *adj.*
myself *pron.*
mysterious *adj.*

N

nail *n.*

name *n., v.*
narrow *adj.*
nation *n.*
national *adj.*
natural *adj.*
nature *n.*
navy *n.*
near *adj., adv., prep.*
nearby *adj., adv.*
nearly *adv.*
neat *adj.*
neatly *adv.*
necessary *adj.*
neck *n.*
need *v., n.*
needle *n.*
negative *adj.*
neighbor *n.*
neither *adj., pron., adv.*
nerve *n.*
nervous *adj.*
net *n.*
never *adv.*
new *adj.*
news *n.*
newspaper *n.*
next *adj., adv., n.*
nice *adj.*
night *n.*
no *exclamation, adj.*
nobody *pron.*
noise *n.*
noisy *adj.*
noisily *adv.*
none *pron.*
nonsense *n.*
no one *pron.*
nor *conj.*
normal *adj.*
normally *adv.*
north *n., adj., adv.*
northern *adj.*
nose *n.*
not *adv.*
note *n.*
nothing *pron.*
notice *v.*
novel *n.*
now *adv.*
nowhere *adv.*
nuclear *adj.*
number (*abbr.* No., no.) *n.*
nurse *n.*
nut *n.*

O

object *n.*
obtain *v.*
obvious *adj.*

occasion *n.*
occur *v.*
ocean *n.*
o'clock *adv.*
odd *adj.*
of *prep.*
off *adv., prep.*
offense *n.*
offer *v., n.*
office *n.*
officer *n.*
official *adj., n.*
officially *adv.*
often *adv.*
oh *exclamation*
oil *n.*
OK (*also okay*)
 exclamation, adj., adv.
old *adj.*
old-fashioned *adj.*
on *prep., adv.*
once *adv., conj.*
one *number, adj., pron.*
onion *n.*
only *adj., adv.*
onto *prep.*
open *adj., v.*
operate *v.*
operation *n.*
opinion *n.*
opportunity *n.*
opposite *adj., adv., n., prep.*
or *conj.*
orange *n., adj.*
order *n., v.*
ordinary *adj.*
organization *n.*
organize *v.*
organized *adj.*
original *adj., n.*
other *adj., pron.*
otherwise *adv.*
ought to *modal v.*
ounce *n.*
our *adj.*
ours *pron.*
ourselves *pron.*
out *adv., n.*
out of *prep.*
outside *n., adj., prep., adv.*
oven *n.*
over *adv., prep.*
owe *v.*
own *adj., pron., v.*
owner *n.*

P

pack *v., n.*
package *n.*

page *n.*
pain *n.*
painful *adj.*
paint *n., v.*
painter *n.*
painting *n.*
pair *n.*
pale *adj.*
pan *n.*
pants *n.*
paper *n.*
parent *n.*
park *n., v.*
part *n.*
 take part (in)
particular *adj.*
particularly *adv.*
partly *adv.*
partner *n.*
party *n.*
pass *v.*
passage *n.*
passenger *n.*
passport *n.*
past *adj., n., prep., adv.*
path *n.*
patient *n., adj.*
pattern *n.*
pause *v.*
pay *v., n.*
payment *n.*
peace *n.*
peaceful *adj.*
pen *n.*
pencil *n.*
people *n.*
perfect *adj.*
perform *v.*
performance *n.*
perhaps *adv.*
period *n.*
permanent *adj.*
permission *n.*
person *n.*
personal *adj.*
personality *n.*
persuade *v.*
pet *n.*
phone *n.*
photo *n.*
photograph *n.*
phrase *n.*
physical *adj.*
physically *adv.*
piano *n.*
pick *v.*
 pick sth up
picture *n.*
piece *n.*

pig *n.*
pile *n.*
pilot *n.*
pin *n.*
pink *adj., n.*
pint *n.*
pipe *n.*
place *n., v.*
 take place
plain *adj.*
plan *n., v.*
plane *n.*
planet *n.*
plant *n., v.*
plastic *n.*
plate *n.*
play *v., n.*
player *n.*
pleasant *adj.*
please *exclamation, v.*
pleased *adj.*
pleasure *n.*
plenty *pron.*
pocket *n.*
poem *n.*
poetry *n.*
point *n., v.*
pointed *adj.*
poison *n., v.*
poisonous *adj.*
police *n.*
polite *adj.*
politely *adv.*
political *adj.*
politician *n.*
politics *n.*
pollution *n.*
pool *n.*
poor *adj.*
popular *adj.*
port *n.*
position *n.*
positive *adj.*
possibility *n.*
possible *adj.*
possibly *adv.*
post *n.*
pot *n.*
potato *n.*
pound *n.*
pour *v.*
powder *n.*
power *n.*
powerful *adj.*
practical *adj.*
practice *n., v.*
prayer *n.*
prefer *v.*
pregnant *adj.*

preparation *n.*
prepare *v.*
present *adj., n., v.*
president *n.*
press *n., v.*
pressure *n.*
pretend *v.*
pretty *adv., adj.*
prevent *v.*
previous *adj.*
price *n.*
priest *n.*
principal *n.*
print *v.*
priority *n.*
prison *n.*
prisoner *n.*
private *adj.*
prize *n.*
probable *adj.*
probably *adv.*
problem *n.*
process *n.*
produce *v.*
product *n.*
production *n.*
professional *adj.*
profit *n.*
program *n.*
progress *n.*
project *n.*
promise *v., n.*
pronunciation *n.*
proof *n.*
proper *adj.*
property *n.*
protect *v.*
protection *n.*
protest *n.*
proud *adj.*
port *n.*
prove *v.*
provide *v.*
public *adj., n.*
 publicly *adv.*
publish *v.*
pull *v.*
punish *v.*
punishment *n.*
pure *adj.*
purple *adj., n.*
purpose *n.*
 on purpose
push *v., n.*
put *v.*

Q

quality *n.*
quantity *n.*
quarter *n.*

queen *n.*
question *n., v.*
quick *adj.*
quickly *adv.*
quiet *adj.*
quietly *adv.*
quite *adv.*

R

race *n., v.*
radio *n.*
railroad *n.*
rain *n., v.*
raise *v.*
rare *adj.*
rarely *adv.*
rate *n.*
rather *adv.*
reach *v.*
reaction *n.*
read *v.*
ready *adj.*
real *adj.*
reality *n.*
realize *v.*
really *adv.*
reason *n.*
reasonable *adj.*
receive *v.*
recent *adj.*
recently *adv.*
recognize *v.*
recommend *v.*
record *n., v.*
recover *v.*
red *adj., n.*
reduce *v.*
refer to *v.*
refuse *v.*
region *n.*
regular *adj.*
regularly *adv.*
relation *n.*
relationship *n.*
relax *v.*
relaxed *adj.*
release *v.*
relevant *adj.*
relief *n.*
religion *n.*
religious *adj.*
rely *v.*
remain *v.*
remark *n.*
remember *v.*
remind *v.*
remove *v.*
rent *n., v.*
repair *v., n.*

The Oxford 2000 List of Keywords

repeat *v.*
replace *v.*
reply *n., v.*
report *v., n.*
reporter *n.*
represent *v.*
request *n., v.*
require *v.*
rescue *v.*
research *n., v.*
reservation *n.*
respect *n., v.*
responsibility *n.*
responsible *adj.*
rest *n., v.*
restaurant *n.*
result *n., v.*
return *v., n.*
rice *n.*
rich *adj.*
rid *v.*: get rid of
ride *v., n.*
right *adj., adv., n.*
ring *n., v.*
rise *n., v.*
risk *n., v.*
river *n.*
road *n.*
rob *v.*
rock *n.*
role *n.*
roll *n., v.*
romantic *adj.*
roof *n.*
room *n.*
root *n.*
rope *n.*
rough *adj.*
round *adj.*
route *n.*
row *n.*
royal *adj.*
rub *v.*
rubber *n.*
rude *adj.*
rudely *adv.*
ruin *v.*
rule *n., v.*
run *v., n.*
rush *v.*

S

sad *adj.*
sadness *n.*
safe *adj.*
safely *adv.*
safety *n.*
sail *v.*
salad *n.*

sale *n.*
salt *n.*
same *adj., pron.*
sand *n.*
satisfaction *n.*
satisfied *adj.*
sauce *n.*
save *v.*
say *v.*
scale *n.*
scare *v.*
scared *adj.*
scary *adj.*
schedule *n.*
school *n.*
science *n.*
scientific *adj.*
scientist *n.*
scissors *n.*
score *n., v.*
scratch *v., n.*
screen *n.*
search *n., v.*
season *n.*
seat *n.*
second *adj., adv., n.*
secret *adj., n.*
secretary *n.*
secretly *adv.*
section *n.*
see *v.*
seed *n.*
seem *v.*
sell *v.*
send *v.*
senior *adj.*
sense *n.*
sensible *adj.*
sensitive *adj.*
sentence *n.*
separate *adj., v.*
separately *adv.*
series *n.*
serious *adj.*
serve *v.*
service *n.*
set *n., v.*
settle *v.*
several *adj., pron.*
sew *v.*
sex *n.*
sexual *adj.*
shade *n.*
shadow *n.*
shake *v.*
shame *n.*
shape *n., v.*
shaped *adj.*
share *v., n.*

sharp *adj.*
she *pron.*
sheep *n.*
sheet *n.*
shelf *n.*
shell *n.*
shine *v.*
shiny *adj.*
ship *n.*
shirt *n.*
shock *n., v.*
shoe *n.*
shoot *v.*
shop *v.*
shopping *n.*
short *adj.*
shot *n.*
should *modal v.*
shoulder *n.*
shout *v., n.*
show *v., n.*
shower *n.*
shut *v.*
shy *adj.*
sick *adj.*
side *n.*
sight *n.*
sign *n., v.*
signal *n.*
silence *n.*
silly *adj.*
silver *n., adj.*
similar *adj.*
simple *adj.*
since *prep., conj., adv.*
sing *v.*
singer *n.*
single *adj.*
sink *v.*
sir *n.*
sister *n.*
sit *v.*
situation *n.*
size *n.*
skill *n.*
skin *n.*
skirt *n.*
sky *n.*
sleep *v., n.*
sleeve *n.*
slice *n.*
slide *v.*
slightly *adv.*
slip *v.*
slow *adj.*
slowly *adv.*
small *adj.*
smell *v., n.*
smile *v., n.*

smoke *n., v.*
smooth *adj.*
smoothly *adv.*
snake *n.*
snow *n., v.*
so *adv., conj.*
soap *n.*
social *adj.*
society *n.*
sock *n.*
soft *adj.*
soil *n.*
soldier *n.*
solid *adj., n.*
solution *n.*
solve *v.*
some *adj., pron.*
somebody *pron.*
somehow *adv.*
someone *pron.*
something *pron.*
sometimes *adv.*
somewhere *adv.*
son *n.*
song *n.*
soon *adv.*
as soon as
sore *adj.*
sorry *adj.*
sort *n., v.*
sound *n., v.*
soup *n.*
south *n., adj., adv.*
southern *adj.*
space *n.*
speak *v.*
speaker *n.*
special *adj.*
speech *n.*
speed *n.*
spell *v.*
spend *v.*
spice *n.*
spider *n.*
spirit *n.*
spoil *v.*
spoon *n.*
sport *n.*
spot *n.*
spread *v.*
spring *n.*
square *adj., n.*
stage *n.*
stair *n.*
stamp *n.*
stand *v., n.*
standard *n., adj.*
star *n.*
stare *v.*

start *v., n.*
state *n., v.*
statement *n.*
station *n.*
stay *v.*
steady *adj.*
steal *v.*
steam *n.*
step *n., v.*
stick *v., n.*
sticky *adj.*
still *adv., adj.*
stomach *n.*
stone *n.*
stop *v., n.*
store *n., v.*
storm *n.*
story *n.*
stove *n.*
straight *adv., adj.*
strange *adj.*
street *n.*
strength *n.*
stress *n.*
stretch *v.*
strict *adj.*
string *n.*
strong *adj.*
strongly *adv.*
structure *n.*
struggle *v., n.*
student *n.*
study *n., v.*
stuff *n.*
stupid *adj.*
style *n.*
subject *n.*
substance *n.*
succeed *v.*
success *n.*
successful *adj.*
successfully *adv.*
such *adj.*
 such as
suck *v.*
sudden *adj.*
suddenly *adv.*
suffer *v.*
sugar *n.*
suggest *v.*
suggestion *n.*
suit *n.*
suitable *adj.*
sum *n.*
summer *n.*
sun *n.*
supply *n.*
support *n., v.*
suppose *v.*

sure *adj., adv.*
surface *n.*
surprise *n., v.*
surprised *adj.*
surround *v.*
survive *v.*
swallow *v.*
swear *v.*
sweat *n., v.*
sweet *adj.*
swim *v.*
switch *n., v.*
symbol *n.*
system *n.*

T

table *n.*
tail *n.*
take *v.*
talk *v., n.*
tall *adj.*
tape *n.*
task *n.*
taste *n., v.*
tax *n.*
tea *n.*
teach *v.*
teacher *n.*
team *n.*
tear /tɛr/ *v.*
tear /tɪr/ *n.*
technical *adj.*
technology *n.*
telephone *n.*
television *n.*
tell *v.*
temperature *n.*
temporary *adj.*
tend *v.*
terrible *adj.*
test *n., v.*
text *n.*
than *prep., conj.*
thank *v.*
thanks *n.*
thank you *n.*
that *adj., pron., conj.*
the *definite article*
theater *n.*
their *adj.*
theirs *pron.*
them *pron.*
themselves *pron.*
then *adv.*
there *adv.*
therefore *adv.*
they *pron.*
thick *adj.*
thin *adj.*

thing *n.*
think *v.*
thirsty *adj.*
this *adj., pron.*
though *conj., adv.*
thought *n.*
thread *n.*
threat *n.*
threaten *v.*
throat *n.*
through *prep., adv.*
throw *v.*
thumb *n.*
ticket *n.*
tie *v., n.*
tight *adj., adv.*
time *n.*
tire *n.*
tired *adj.*
title *n.*
to *prep., infinitive marker*
today *adv., n.*
toe *n.*
together *adv.*
toilet *n.*
tomato *n.*
tomorrow *adv., n.*
tongue *n.*
tonight *adv., n.*
too *adv.*
tool *n.*
tooth *n.*
top *n., adj.*
topic *n.*
total *adj., n.*
totally *adv.*
touch *v., n.*
tour *n.*
tourist *n.*
toward *prep.*
towel *n.*
town *n.*
toy *n.*
track *n.*
tradition *n.*
traffic *n.*
train *n., v.*
training *n.*
translate *v.*
transparent *adj.*
transportation *n.*
trash *n.*
travel *v., n.*
treat *v.*
treatment *n.*
tree *n.*
trial *n.*
trick *n.*
trip *n., v.*

trouble *n.*
truck *n.*
true *adj.*
trust *n., v.*
truth *n.*
try *v.*
tube *n.*
tune *n.*
tunnel *n.*
turn *v., n.*
TV *n.*
twice *adv.*
twist *v.*
type *n., v.*
typical *adj.*

U

ugly *adj.*
unable *adj.*
uncle *n.*
uncomfortable *adj.*
unconscious *adj.*
under *prep., adv.*
underground *adj., adv.*
understand *v.*
underwater *adj., adv.*
underwear *n.*
unemployment *n.*
unexpected *adj.*
unexpectedly *adv.*
unfair *adj.*
unfortunately *adv.*
unfriendly *adj.*
unhappy *adj.*
uniform *n.*
union *n.*
unit *n.*
universe *n.*
university *n.*
unkind *adj.*
unknown *adj.*
unless *conj.*
unlikely *adj.*
unlucky *adj.*
unpleasant *adj.*
until *conj., prep.*
unusual *adj.*
up *adv., prep.*
upper *adj.*
upset *v., adj.*
upstairs *adv., adj.*
upward *adv.*
urgent *adj.*
us *pron.*
use *v., n.*
used *adj.*
used to *modal v.*
useful *adj.*
user *n.*

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usual *adj.*
usually *adv.*

V

vacation *n.*
valley *n.*
valuable *adj.*
value *n.*
variety *n.*
various *adj.*
vary *v.*
vegetable *n.*
vehicle *n.*
very *adv.*
video *n.*
view *n.*
violence *n.*
violent *adj.*
virtually *adv.*
visit *v., n.*
visitor *n.*
voice *n.*
volume *n.*
vote *n., v.*

W

wait *v.*
wake (up) *v.*
walk *v., n.*
wall *n.*
want *v.*
war *n.*
warm *adj., v.*
warn *v.*
wash *v.*
waste *v., n., adj.*
watch *v., n.*
water *n.*
wave *n., v.*
way *n.*
we *pron.*
weak *adj.*
weakness *n.*
weapon *n.*
wear *v.*
weather *n.*
website *n.*
wedding *n.*
week *n.*
weekend *n.*
weigh *v.*
weight *n.*
welcome *v.*
well *adv., adj., exclamation*
 as well (as)
west *n., adj., adv.*
western *adj.*
wet *adj.*
what *pron., adj.*

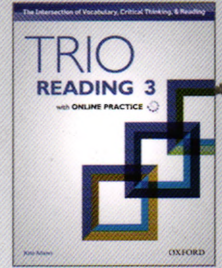
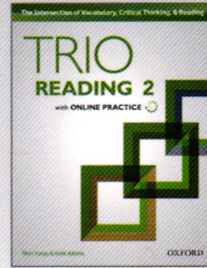
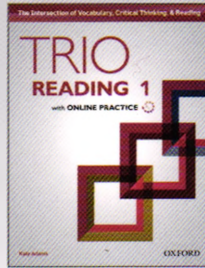
whatever *adj., pron., adv.*
wheel *n.*
when *adv., conj.*
whenever *conj.*
where *adv., conj.*
wherever *conj.*
whether *conj.*
which *pron., adj.*
while *conj., n.*
white *adj., n.*
who *pron.*
whoever *pron.*
whole *adj., n.*
whose *adj., pron.*
why *adv.*
wide *adj.*
wife *n.*
wild *adj.*
will *modal v., n.*
win *v.*
wind /wɪnd/ *n.*
window *n.*
wine *n.*
wing *n.*
winner *n.*
winter *n.*
wire *n.*
wish *v., n.*
with *prep.*
within *prep.*
without *prep.*
woman *n.*
wonder *v.*
wonderful *adj.*
wood *n.*
wooden *adj.*
wool *n.*
word *n.*
work *v., n.*
worker *n.*
world *n.*
worried *adj.*
worry *v.*
worse *adj., adv.*
worst *adj., adv., n.*
worth *adj.*
would *modal v.*
wrap *v.*
wrist *n.*
write *v.*
writer *n.*
writing *n.*
wrong *adj., adv.*

Y

yard *n.*
year *n.*
yellow *adj., n.*
yes *exclamation*

yesterday *adv., n.*
yet *adv.*
you *pron.*
young *adj.*
your *adj.*
yours *pron.*
yourself *pron.*
youth *n.*

TRIO READING

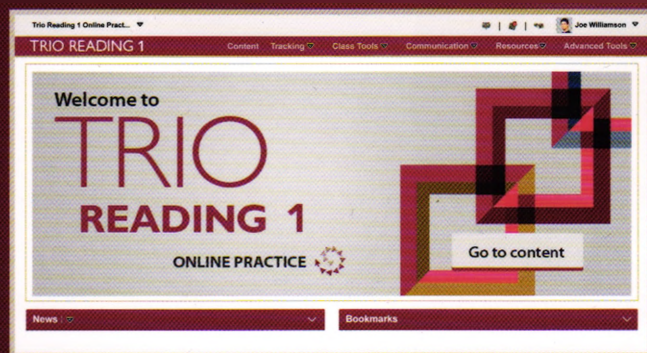


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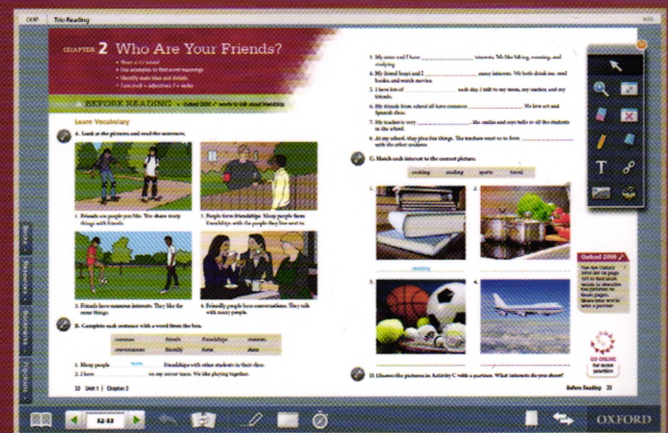
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- **Making Connections** sections link texts and the real world to develop critical thinking
- **Accessible paired readings** offer more practice to create successful readers

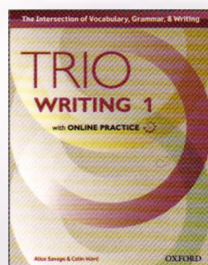
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extends learning beyond the classroom



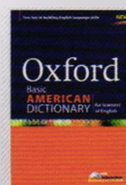
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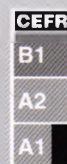
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