

The Intersection of Vocabulary, Grammar, & Writing

TRIO

WRITING 1

with **ONLINE PRACTICE**



Alice Savage & Colin Ward

OXFORD

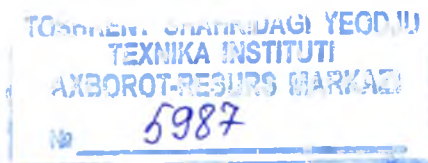
TRIO

WRITING 1

**The Intersection of
Vocabulary, Grammar, & Writing**

Alice Savage & Colin Ward

OXFORD
UNIVERSITY PRESS



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The Oxford 2000 🔑

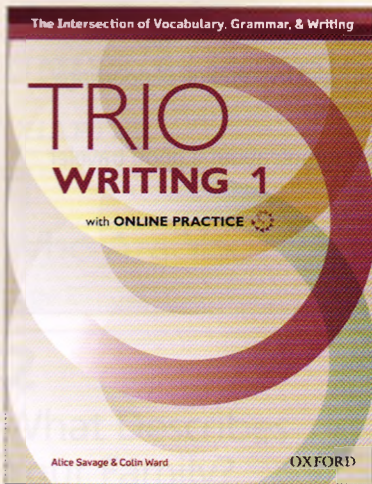
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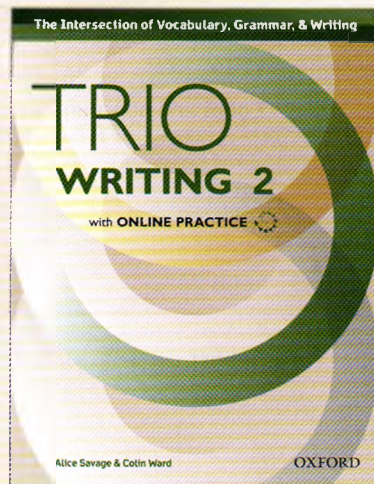
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Building Better Writers...From the Beginning

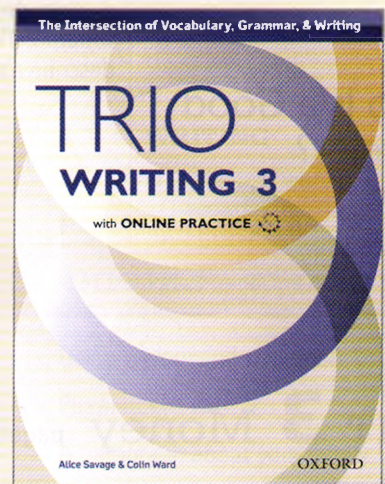
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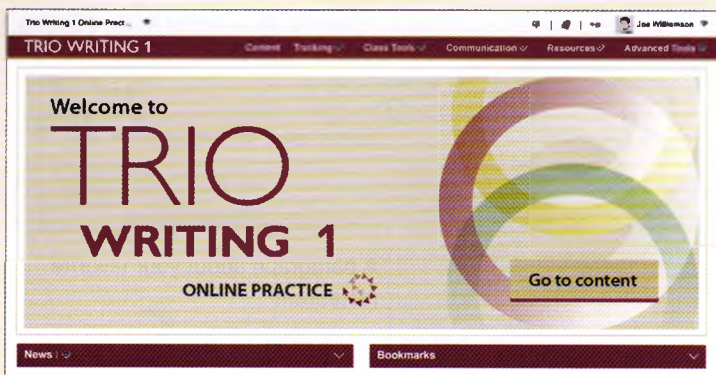
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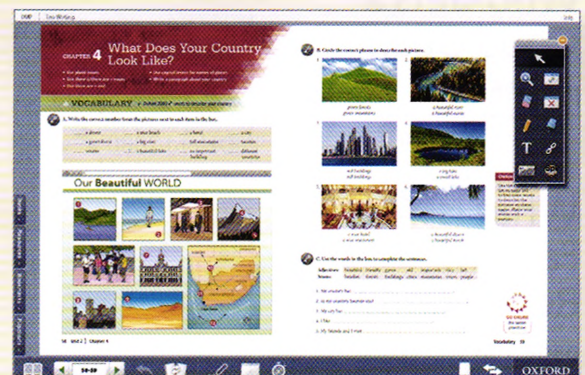
Level 2/CEFR A2



Level 3/CEFR B1



Essential Digital Content



iTools DVD-ROM with Classroom Resources

Trio Writing weaves together contextualized vocabulary words, grammar skills, and writing strategies to provide students with the tools they need for successful academic writing at the earliest stages of language acquisition.

Vocabulary Based On the Oxford 2000 Keywords

Trio Writing'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.

Explicit, Contextualized Skills Instruction

Contextualized Grammar Notes and Writing Strategies are presented to teach the most useful and relevant skills students need to achieve success in their writing.

Readiness Unit

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

VOCABULARY

Theme-based chapters set a context for learning.

Essential, explicit skills help beginning learners to generate independent academic writing.

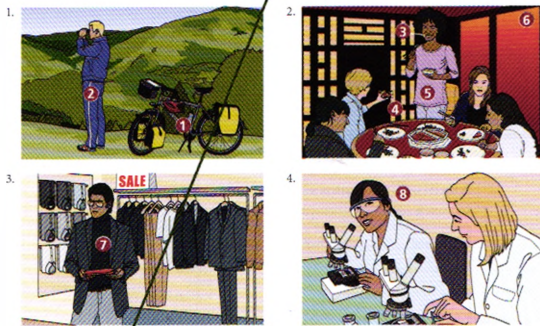
CHAPTER 3 Who Is a Good Friend?

- Use *he/she is (not) +* adjectives
- Use *he/she +* verbs
- Write a topic sentence
- Check for *-s* with two verbs
- Use *has, goes, studies, and watches*
- Write a paragraph about a friend

VOCABULARY ▶ Oxford 2000 words to describe friends

A. Write the correct number from the pictures next to each item in the box.

- | | | |
|---------------------|---------------------------|------------------------|
| _____ smiles | _____ eats in restaurants | _____ likes nature |
| _____ likes fashion | 1. _____ rides a bicycle | _____ has many friends |
| _____ intelligent | _____ takes pictures | |



B. Match each picture above to one of the words below.

- friendly shares ideas active goes shopping

Picture 1: _____ Picture 2: _____
 Picture 3: _____ Picture 4: _____

C. Write the phrases in the correct boxes in the chart.

- | | | |
|-----------------------|--------------|-----------------|
| asks polite questions | studies | rides a bicycle |
| eats in restaurants | likes sports | shares ideas |
| has many friends | reads books | smiles |

Active	Intelligent	Friendly
		asks polite questions

D. Use the words in the box to complete the sentences.

- share eat like
are go ride

- My neighbors are active. They ride bicycles.
- My friends and I like fashion. We go shopping.
- We eat in restaurants. We share food.

E. Use the words in the box to complete the sentences.

- is reads takes
likes smiles studies

- Nguyen likes nature. He takes pictures.
- Satou is friendly. She smiles.
- My classmate Tien is intelligent. She reads books. She likes.

Oxford 2000

Use the Oxford 2000 list on page 123 to find more words to describe the pictures on page 44. Share your words with a partner.



GO ONLINE for more practice

Vocabulary is introduced as a set of contextualized phrases built from the Oxford 2000 list of keywords to help students understand words in real contexts.

Vocabulary activities allow for abundant mixing and matching, giving students new ways to assemble words and multiword units.

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

A two-part grammar presentation with sentence-building practice recycles key vocabulary.

Achievable writing models provide examples of grammar skills in the context of each chapter's writing assignment.

GRAMMAR he/she + verb + adjectives he/she + verb

A. Read the paragraph about Jun and his friend. Are you similar or different?

Kurosh
Kurosh is intelligent. He likes books. He studies. He explains ideas. I am similar. We talk and share ideas.

B. Check (✓) the picture that matches the paragraph in Activity A.

Grammar Note
he/she is (not) + adjectives
Use *he is* with an adjective to tell about a male.
Use *she is* with an adjective to tell about a female.
Use *he is not* to tell something that is not true about a male. Use *she is not* to tell something that is not true about a female.
He is not sad.
She is not boring.

C. Use the words below to write sentences about the pictures.

- he/boring
He is not boring.
- he/intelligent
- he/happy
- she/active
- she/sad
- she/interesting
- she/happy



Each grammar lesson contains two Grammar Notes, which are matched closely to the writing task for supportive grammar instruction.

GRAMMAR NOTES

he/she + verbs
Use *he/she + verb* to tell about you or different people. Add an *-s* to a verb to explain what one male or one female does, likes, or has.
I travel. Kenji travels.
We like nature. Darin likes nature.
They ride bicycles. Salwa rides a bicycle.
He is a pronoun. Use *he* to describe one male. First introduce a male. Then use *he*.
Kenji travels. He takes pictures. He goes shopping.
She is a pronoun. Use *she* to describe one female. First introduce a female. Then use *she*.
Salwa is active. She rides a bicycle. She likes sports.
Note different spellings:
have = has go = goes study = studies watch = watches

D. Read each sentence. Add a second sentence that gives more information. Use the phrases in the box.

go shopping	have money/books	say hello	visit my family
have many friends	play sports	study English	watch sports

- Kurosh reads. *He has many books.* _____
- Daniel watches television. _____
- My friends and I are polite. _____
- I travel. _____
- Kenji is my classmate. _____
- Salwa likes fashion. _____
- Sophia is social. _____
- Kurosh and Nguyen are active. _____

Sentence-building charts provide structure while allowing students options to generate independent writing.

E. Use the words in the charts to write sentences.

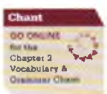
My friend is active. He rides a bicycle.

My friend Nabil Sofia He She	is (not)	active boring friendly quiet intelligent
reads books eats at restaurants has many friends goes shopping likes nature rides a bicycle stays home		

My friends are different. They take care of nature.

I	am (not)	different interesting responsible social similar
My friends We They	are (not)	
I	like fashion smile eat with relatives go shopping take care of nature	
My friends We They		

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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

WRITING

After providing practice with a variety of sentence types, *Trio Writing* guides students to generate meaning within and across sentences in the form of a longer writing task.

The Writing lesson builds on the first two lessons by bringing the language and theme together in a six-step, scaffolded writing task. Even the earliest-level language learners are able to create a portfolio of academic writing with *Trio Writing*.

WRITING
▶ Writing a topic sentence with an adjective
▶ Using has, goes, studies, and watches

Writing Assignment Write a paragraph.
Who is a good friend?

Step 1 PREPARE

A. Read the paragraph. Do you have a similar friend?

Elsa

Elsa is active. She travels. She rides a bicycle. She takes pictures. I am different. I am not active. I stay home and read books.

B. Answer the questions about the paragraph in Activity A.

1. What adjective describes Elsa?

2. What does she do?
a. _____
b. _____
c. _____
3. Is the writer similar or different?

4. What does the writer do?

Step 2 PREWRITE

A. Think about a friend.

Step 3 REWRITE

A. Rewrite your paragraph from page 52. Use the questions below to help you.

Oxford 2000

Do you need more words to write about your friend? Use the Oxford 2000 list on page 159 to find more words for your sentences.

Revising Questions

Can you:

- use *and* to combine two verbs with *-s* after *he, she, or one person*?
- add vocabulary words?
- add ideas?

Step 4 EDIT

Writing Strategy

Using has, goes, studies, and watches
The spelling of *have, go, study,* and *watch* changes with *he* and *she*.

He goes shopping. He goes shopping.
She has children. She has children.
He studies. He studies.
She watches games. She watches games.

A. Read the paragraph below. Find and correct five mistakes. The first mistake is corrected for you. Rewrite the corrected paragraph.

Peishou

My friend Peishou is busy at night. He go home and works hard. He studies. He writes and corrects mistakes. He uses a computer and read information. He has many ideas. I am different. I read book. I watch television and play games.

B. Choose one adjective that describes your friend. _____

Writing Strategy

Writing a topic sentence with an adjective
The topic sentence is often the first sentence in a paragraph. The topic sentence tells what the paragraph is mostly about.

Lam

Topic sentence
Lam is friendly. He meets people. He says hello. He helps the neighbors.

Sentences in the paragraph explain the topic sentence. The sentences explain how Lam is friendly.

C. Complete the topic sentence about your friend.

Name of friend is _____ adjective

D. Check (✓) verbs that explain your topic sentence about your friend.

<input type="checkbox"/> stays home	<input type="checkbox"/> watches television	<input type="checkbox"/> takes pictures	<input type="checkbox"/> says hello
<input type="checkbox"/> likes fashion	<input type="checkbox"/> goes shopping	<input type="checkbox"/> plays soccer	<input type="checkbox"/> meets people
<input type="checkbox"/> likes sports	<input type="checkbox"/> plays games	<input type="checkbox"/> works hard	<input type="checkbox"/> helps people
<input type="checkbox"/> has friends	<input type="checkbox"/> takes care of children	<input type="checkbox"/> explains ideas	<input type="checkbox"/> shares food
<input type="checkbox"/> studies	<input type="checkbox"/> talks	<input type="checkbox"/> smiles	<input type="checkbox"/> travels

B. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

<input type="checkbox"/> 1. Capital letters	<input type="checkbox"/> 2. A topic sentence with an adjective (<i>My friend is polite.</i>)
<input type="checkbox"/> 3. Periods	<input type="checkbox"/> 5. <i>-s</i> with two verbs and <i>and</i>
<input type="checkbox"/> 4. <i>is (not) + adjective</i>	<input type="checkbox"/> 7. <i>has, goes, studies, or watches</i>
<input type="checkbox"/> 6. <i>he/she + verb</i>	

C. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
- What word do you like in your partner's paragraph?
- Is your partner's friend similar to or different from your friend?
- Put your paragraph in your portfolio!

50 Unit 1 | Chapter 3
54 Unit 1 | Chapter 3
Writing 55

Multiple Writing Strategies are embedded within the Writing Process to present focused instruction that supports the assignment.

Writing Strategies feature additional language points and writing skills so that students become aware of paragraph organization, including main ideas and support, coherence devices, mechanics, spelling, and punctuation.



Trio Writing Online Practice: Essential Digital Content

With content that is exclusive to the digital experience, *Trio Writing* Online Practice provides multiple opportunities for skills practice and acquisition—beyond the classroom and beyond the page.

Each unit of *Trio Writing* 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 writing.

Vocabulary Oxford 2000 words to describe travel plans
Choose *summer* or *winter* to complete each sentence.

- The weather is cold in the
- People wear warm clothes in the
- People like cold drinks in the
- It snows in the
- People complain about hot weather in the

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

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

I	have	many friends a big family a small family a computer
	play like watch	games sports television
	visit	friends family neighbors

Chant

GO ONLINE for the Chapter 1 Vocabulary & Grammar Chant

Writing Strategy

Writing a topic sentence with an adjective
The topic sentence is often the first sentence in a paragraph. The topic sentence tells what the paragraph is mostly about.

topic sentence **Lam**

Lam is friendly. He meets people. He says hello. He helps the neighbors.

Sentences in the paragraph explain the topic sentence. The sentences explain how Lam is friendly.

C. Complete the topic sentence about your friend.

GO ONLINE icons lead students to essential digital content.

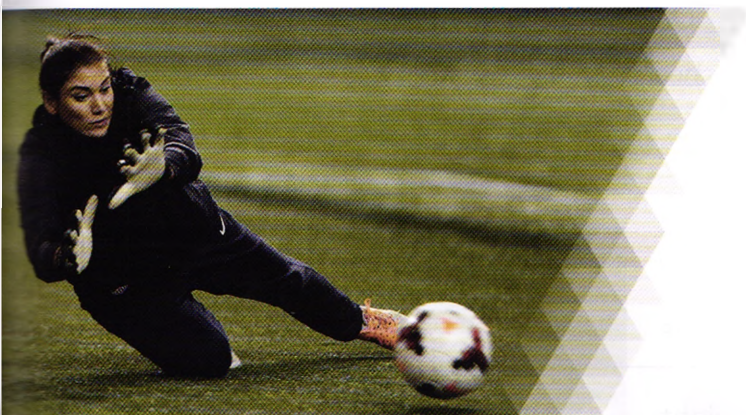
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Readiness Unit



Words

Letters
Numbers
Nouns
Verbs
Adjectives



Sentences

Subjects and Verbs
Capital Letters and Periods
Sentences with Nouns and Adjectives
Questions



Paragraphs

UNIT WRAP UP

Extend Your Skills

WORDS

Letters

The English alphabet has 26 letters. Letters are CAPITAL and lowercase.

CAPITAL: 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

lowercase: 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

Letters form words.

Letters	b o o k	s e v e n	t e n
Words	book	seven	ten

Write the missing letters.

A B _ D _ F _ H I _ K L _ N O _ Q _ S T _ V _ _ Y _











a b c _ _ _ g _ i j _ l m _ o p _ r s _ u _ w x _ z

Numbers

Numbers tell how many.

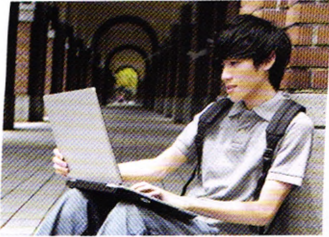


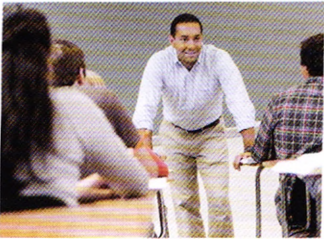


1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten

Complete the chart.

	3	three		9	
	4			6	
	1			7	
	10			2	
	5			8	

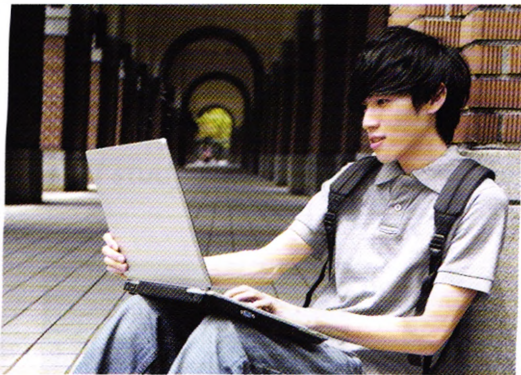
Nouns

Some words are nouns. Nouns are people, places, and things.

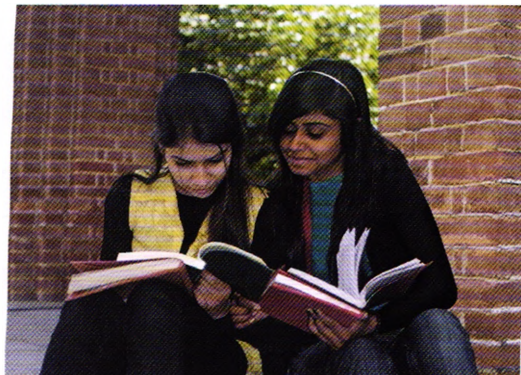
People	Places	Things
 <p><i>a student</i></p>	 <p><i>a classroom</i></p>	 <p><i>a picture</i></p>
 <p><i>a teacher</i></p>	 <p><i>a park</i></p>	 <p><i>a phone</i></p>

one noun = singular

two or more nouns = plural



a student



students

A. Rewrite the nouns.



park _____ **park** _____



friends _____



school _____



book _____



desk _____



idea _____



information _____



morning _____

B. Write the correct nouns.



desk



Verbs

Some words are verbs. Verbs describe actions. Some verbs give information.

Actions		Information
		
<i>I write.</i>	<i>I read a book.</i>	<i>I am a student.</i>
		
<i>I use a computer.</i>	<i>I play soccer.</i>	<i>I have many books.</i>
		
<i>I study English.</i>	<i>I explain ideas.</i>	<i>I like pictures.</i>

A. Write the words in the correct boxes in the chart.

computer friend have like read park phone school use write

Nouns	Verbs
computer	

B. Circle the correct verbs to describe the pictures. Then write the sentences.



I *am* a computer

use

I use a computer.



I *write* a book

read



I *write* information

explain



I *play* soccer

am



I *use* a phone

like

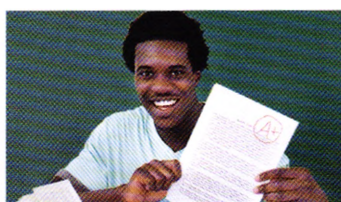
Adjectives

Some words are adjectives. Adjectives describe nouns.

Adjectives with people



a **happy** teacher



a **good** student



my friends

Adjectives with places



a **small** classroom



a **busy** place



a **green** park

Adjectives with things



a **sad** book



a **big** picture



a **red** book

A. Circle the correct adjectives to describe the pictures. Then write the words.



happy information

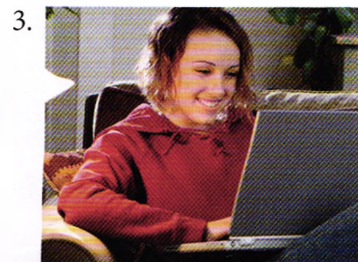
my

my information



a sad book

green



a happy student

small



a big computer

red



a busy park

sad



a green phone

new

B. Rewrite the adjectives and nouns to describe the pictures.

1.



few people few people

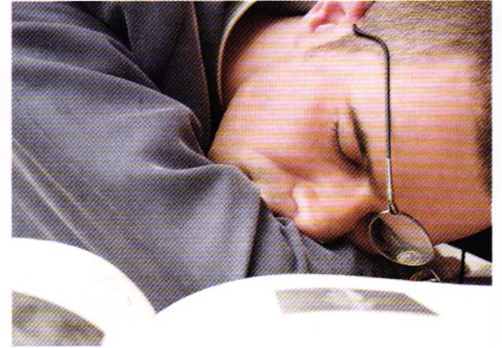


many people _____

2.



an interesting book _____



a boring book _____

3.



similar phones _____



different phones _____

4.



an old computer _____



a new computer _____

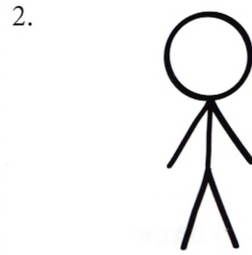
C. Circle the correct adjectives to describe the pictures. Then write the words.



a *small* school

big

a *big* school



a *interesting* picture

boring



similar books

different



few letters

many



happy people

sad



an *old* phone

new

D. Write the words in the correct boxes in the chart.

a book	friends	explain	green	information	a school
a teacher	happy	read	different	like	study
big	play	listen	interesting	pictures	old
a student	a desk	write	similar	busy	walk

Adjectives	Nouns	Verbs
<i>big</i>	<i>a book</i>	<i>play</i>

Subjects and Verbs

Letters form words. Words form sentences.

Letters	h a p p y	h a v e	f r i e n d s
Words	am happy	have information	my friends play
Sentences	I am happy.	Books have information.	My friends play soccer.

A sentence has a subject and a verb.

subject verb

I write.

subject verb

My friends read.

A subject is a noun such as a person, a place, or a thing.

subject (person)

My teacher uses many words.

subject (place)

My classroom is small.

subject (thing)

My phone has pictures.

Read the sentences. Circle the subjects. Underline the verbs.

- I write new ideas.
- My friends play soccer.
- I study English.
- Teachers use books.
- People like interesting information.
- I am busy.
- My classmates read books.
- I have an old computer.

Capital Letters and Periods

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

capital letter

period

Students read books.

capital letter

period

My school has many classrooms.

Write the sentences. Use a capital letter and period in each sentence.

1. i have many friends

I have many friends.

2. my phone is green

3. i like soccer

4. students have different ideas

5. computers use information

6. i have interesting friends

7. teachers read many books

Sentences with Nouns and Adjectives

A sentence has a subject and a verb. Sometimes a sentence has more words after a verb.

Sentences with adjectives	Sentences with nouns	Sentences with adjectives and nouns
<i>My friend is busy.</i> <i>My school is big.</i>	<i>My classmates use computers.</i> <i>My teacher likes books.</i>	<i>I have a good idea.</i> <i>Students use many books.</i>

A. Look at the underlined word(s) in each sentence. Is it an adjective, a noun, or both? Choose the correct answer.

- | | |
|---|--|
| <p>1. I have a <u>phone</u>.</p> <p>a. adjective</p> <p>b. noun</p> <p>c. adjective and noun</p> | <p>2. My teacher is <u>good</u>.</p> <p>a. adjective</p> <p>b. noun</p> <p>c. adjective and noun</p> |
| <p>3. My school has <u>many teachers</u>.</p> <p>a. adjective</p> <p>b. noun</p> <p>c. adjective and noun</p> | <p>4. I am <u>happy</u>.</p> <p>a. adjective</p> <p>b. noun</p> <p>c. adjective and noun</p> |
| <p>5. I like <u>new computers</u>.</p> <p>a. adjective</p> <p>b. noun</p> <p>c. adjective and noun</p> | <p>6. I read <u>books</u>.</p> <p>a. adjective</p> <p>b. noun</p> <p>c. adjective and noun</p> |

B. Use the words in the chart to write sentences.

I am happy. I have friends.

I	am	happy busy different
	have like	friends books information ideas

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

C. Use the words in the chart to write sentences about your friends and classmates.

My friends listen.

My friends have computers.

My friends My classmates	listen talk read study
	have

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

D. Write sentences. Use a capital letter and period in each sentence.

1. soccer/my friends/play

My friends play soccer.

2. use/my classmates/computers

3. big/is/my school

4. like/i/my teacher

5. a small phone/have/i

Questions

A question is a type of sentence. A question begins with a capital letter and ends with a question mark (?).

capital letter

question mark

Are you busy?

capital letter

question mark

Do you like computers?

Sometimes people ask *yes/no* questions.

Questions (?)	Are you a student?	Is your classmate happy?	Do your friends play soccer?
Answers (.)	Yes, I am a student.	Yes, my classmate is happy.	Yes, my friends play soccer.
	No, I am a teacher.	No, my classmate is sad.	No, my friends read books.

Sometimes questions ask for information. These questions start with *what, where, when, who, and why*.

Things	What do you play?	I play soccer.
Places	Where are you?	I am at school.
Time	When do you read?	I read in the morning.
Type	What kind of books do you read?	I read interesting books.
People	Who do you like?	I like my friends.
Reason	Why are you happy?	I have many friends.

Match the questions with the answers.

- | | |
|---|--|
| 1. <u>c</u> Do you have information? | a. I write in the morning. |
| 2. ____ When do you write? | b. I read at school. |
| 3. ____ Where do you read? | c. Yes, I have information. |
| 4. ____ What is the book about? | d. The book is about English. |
| 5. ____ Who do you study with? | e. Books are interesting. |
| 6. ____ Why do you like books? | f. I study with my classmates. |
| 7. ____ Is it a similar word? | g. I have an English teacher. |
| 8. ____ What kind of teacher do you have? | h. No, it is a different word. |

PARAGRAPHS

A paragraph explains an idea. A paragraph has a main idea sentence and three or more supporting sentences. The supporting sentences explain the main idea.

A paragraph has a title. A title tells what a paragraph is about.

Title ————— **My Classroom**

Indentation —————] *Students are busy. Students study.*
Students read books. Students write.

A. Circle the correct title for each paragraph. Then circle the number of sentences in the paragraph.

1.

Words / Sentences

Sentences have words. Sentences have subjects. Sentences have verbs. Sentences use periods.

Number of sentences: 3 4 5

2.

My Teachers / My School

I like my school. My school has small classrooms. My school has good teachers. My school has computers.

Number of sentences: 3 4 5

3.

My Classmates / My Friends

My classmates are interesting.

My classmates ask good questions.

My classmates have interesting ideas.

Number of sentences: 3 4 5

B. Read the paragraphs. Check (✓) the questions each paragraph answers.

A Happy Student

I am a happy student. I like English. I write English sentences. I use different words.

- a. What kind of student are you?
 b. Do you like English?
 c. What do you read?
 d. Where do you read?
 e. What do you write?
 f. What do you use?

My Friends

My friends are similar. My friends like books. My friends like pictures. My friends are happy.

- a. Are your friends similar or different?
 b. Who are your friends?
 c. What do your friends like?
 d. Are your friends happy or sad?

My Classroom

My classroom is big. My classroom has computers. My classroom has many books.

- a. Is your classroom big or small?
 b. Do you like your classroom?
 c. Does your classroom have computers?
 d. Does your classroom have books?
 e. Where do you study?

C. Use the titles and sentences below to write paragraphs.

1. my friends

~~i like my friends~~ my friends play soccer
my friends are happy , my friends have good ideas

My Friends

I like my friends. My friends are happy.

2. my books

my books have interesting information i read my books at home
i use my books in class

3. my classmates

my classmates are busy my classmates use computers
my classmates study English my classmates write paragraphs

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	
big	interesting	book	park	be (am, is, are)	read
boring	many	classroom	phone	explain	say
busy	new	computer	picture	have	study
different	old	desk	question	like	use
few	red	friend	school	listen	write
good	sad	idea	student	play	
green	similar	information	teacher		
happy	small	morning			

PRACTICE WITH THE OXFORD 2000

A. Use the chart. Match adjectives with nouns.

- busy classroom
- _____
- _____
- _____
- _____
- _____

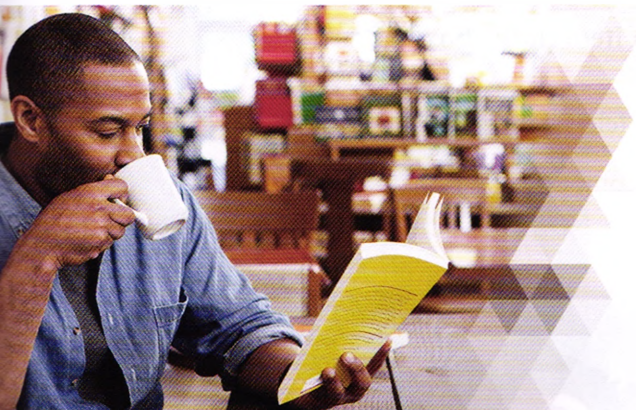
B. Use the chart. Match verbs with nouns.

- have a computer
- _____
- _____
- _____
- _____
- _____

C. Complete the sentences with words from the chart. Use an adjective + noun.

- I have a good friend.
- I have a _____.
- I am a _____.
- I use a _____.
- I like my _____.
- My friend has a _____.

UNIT 1 People



CHAPTER 1 Who Are You?

▲ VOCABULARY Oxford 2000 🔑 words to describe yourself

▲▲ GRAMMAR *I am (not)* + adjectives
I + verbs

▲▲▲ WRITING Using *and* to connect words
Formatting a paragraph



CHAPTER 2 What Describes Your Family?

▲ VOCABULARY Oxford 2000 🔑 words to describe family

▲▲ GRAMMAR *we* + verbs
they + verbs

▲▲▲ WRITING Using *we/our* and *they/their*
Plural nouns with *-s*



CHAPTER 3 Who Is a Good Friend?

▲ VOCABULARY Oxford 2000 🔑 words to describe friends

▲▲ GRAMMAR *he/she is (not)* + adjectives
he/she + verbs

▲▲▲ WRITING Writing a topic sentence with an adjective
Checking for *-s* with two verbs
Using *has, goes, studies, and watches*

UNIT WRAP UP Extend Your Skills

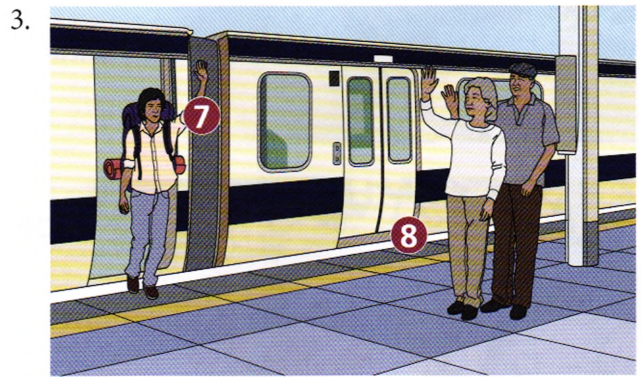
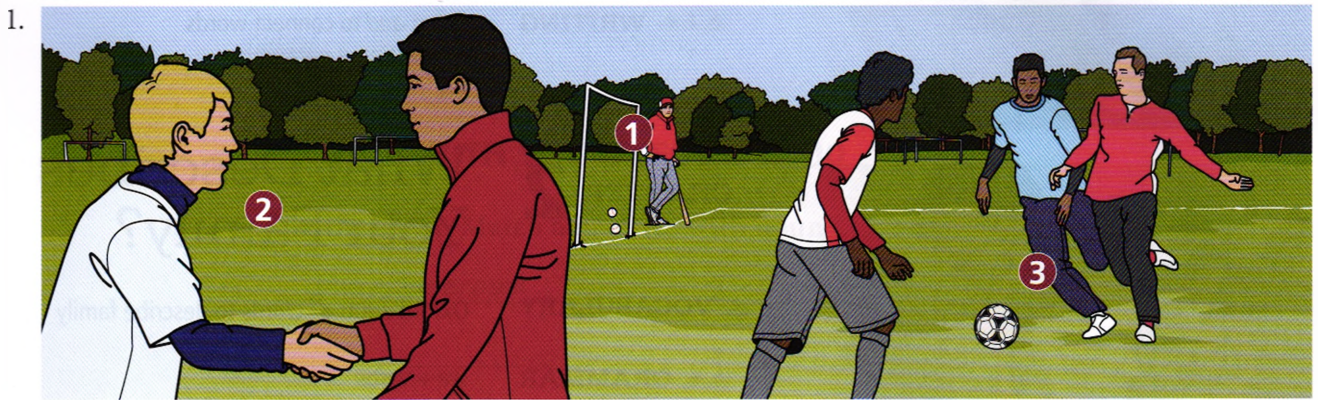
CHAPTER 1 Who Are You?

- Use *I am (not)* + adjectives
- Use *I* + verbs
- Use *and* to connect words
- Format a paragraph
- Write a paragraph about yourself

▲ VOCABULARY ▶ Oxford 2000 ↻ words to describe yourself

A. Write the correct number from the pictures next to each item in the box.

_____ travel	_____ stay home	_____ watch television	_____ visit family
_____ play games	_____ meet people	_____ use a computer	_____ like sports



B. Match each picture above to one of the words below.

adventurous quiet social

Picture 1: _____

Picture 2: _____

Picture 3: _____

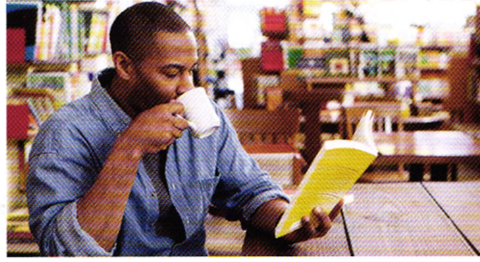
C. Describe the pictures. Circle the word or words that complete the sentences.

1.



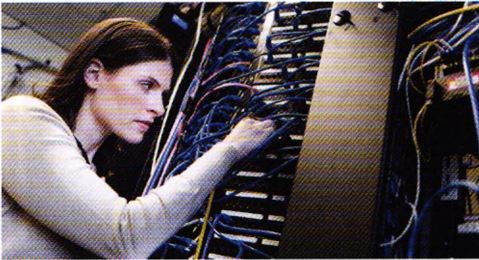
I *travel.*
read.

2.



I am *quiet.*
social.

3.



I like *soccer.*
computers.

4.



I am *adventurous.*
sad.

5.



I *watch television.*
read books.

6.



I *play sports.*
visit family.

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.

D. Circle one word to complete each sentence about you.

- | | | |
|----------------------|----------------|--------------------|
| 1. I am | <i>quiet.</i> | <i>social.</i> |
| 2. I like | <i>sports.</i> | <i>television.</i> |
| 3. I | <i>travel.</i> | <i>stay home.</i> |
| 4. I play | <i>games.</i> | <i>sports.</i> |
| 5. I meet friends at | <i>home.</i> | <i>school.</i> |



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for more
practice



- ▶ *I am (not) + adjectives*
- ▶ *I + verbs*

A. Read the paragraph. Is the writer similar to you?

About Me

I am social. I like people. I meet my friends. I am not quiet. I play games. I like sports.

B. Check (✓) the picture that matches the paragraph in Activity A.



Grammar Note

I am (not) + adjectives

Am is a verb. Use *I am* or *I am not* with an adjective to tell about you.

adj. adj.
I am adventurous. *I am* social.

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

adj. adj.
I am not sad. *I am not* busy.



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for more
practice

C. Complete the sentences to tell about you. Write *I am* or *I am not*.

1. _____ busy.
2. _____ adventurous.
3. _____ quiet.
4. _____ social.
5. _____ sad.
6. _____ happy.

D. Use the words in the chart to write sentences about you.

I am happy.

I	am am not	social quiet adventurous busy sad happy interesting boring
---	--------------	---

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

Grammar Note

***I* + verbs**

Use *I* with verbs to explain what you do.

verb
|
I travel.

verb
|
I play soccer.

Use *I* with verbs to explain what you have or like.

verb
|
I have friends.

verb
|
I like games.



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for more
practice

E. Read the sentences. Fill in each blank with a verb from the box. Circle the other verbs.

travel home games

1. I am adventurous. I travel. I meet interesting people.

meet computer play

2. I like sports. I watch them on television. I _____ soccer with friends.

adventurous travel meet

3. I am social. I visit my friends. I _____ classmates at school.

sad visit quiet

4. I like books. I _____ the library. I study.

social stay work

5. I am busy. I go to school. I _____ .

F. Use the words to make sentences. Use a capital letter and period in each sentence.

1. meet / friends / i

I meet friends.

2. am / i / social

3. games / play / i

4. friends / i / visit

5. i / quiet / not / am

G. Complete each sentence. Write *am* or *have*.

1. I am not adventurous.
2. I _____ a good computer.
3. I _____ adventurous.
4. I _____ social.
5. I _____ a television.
6. I _____ a red phone.
7. I _____ not busy.
8. I _____ a big family.

H. Use the words in the chart to write sentences.


I have a computer. I play games.

I	have	many friends a big family a small family a computer
	play like watch	games sports television
	visit	friends family neighbors

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

Chant

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for the
Chapter 1
Vocabulary &
Grammar Chant





- ▶ Using *and* to connect words
- ▶ Formatting a paragraph

Writing Assignment Write a paragraph.

Who are you?

Step 1 PREPARE

A. Read the paragraph that Sunil wrote. Are you similar or different?

Busy

I am busy. I study. I read. I use a computer. I play games and watch sports.

B. Answer the questions below. Use information from Sunil's paragraph.

1. What word describes Sunil? Circle the correct word.

social

busy

adventurous

2. What questions does Sunil answer in his paragraph? Circle the correct questions.

a. Do you stay home?

b. Do you study?

c. Do you read?

d. Do you travel?

e. Do you use a computer?

f. Do you play games?

g. Do you watch television?

h. Do you watch sports?

Step 2 PREWRITE

Work with your class. Write words that go with each adjective. Use words from Sunil's paragraph to complete the first column.

I am...			
busy.	social.	adventurous.	quiet.
I... study. read.	I...	I...	I...

Step 3 WRITE

A. Answer these questions about you. Use words from your chart above.

1. What word describes you?

I am _____.

2. What do you do? Use *I* with verbs.

a. I _____.

b. I _____.

c. I _____.

d. I _____.

Word Partners

watch television

watch sports

watch games

watch people

GO ONLINE

to practice
word partners





B. Use your sentences from Activity A to write a paragraph.

Four horizontal lines for writing a paragraph.



C. Add a title to your paragraph.

Step 4 REVISE

A. Read the paragraph. Are you similar or different?

Quiet

I am quiet. I stay home. I read and watch television. I use my phone and computer. I play games.

B. Read the paragraph in Activity A again. Circle *and*.

Writing Strategy

Using *and* to connect words

Use *and* to connect two verbs.

I read. *I travel.* —————→ *I read **and** travel.*

Use *and* to connect two nouns.

I visit family. *I visit friends.* —————→ *I visit family **and** friends.*

Use *and* to connect two adjectives.

I am adventurous. *I am social.* —————→ *I am adventurous **and** social.*



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for more
practice

C. Label each underlined word. Write V for verb, A for adjective, or N for noun. Then write a word in the blank to complete the sentence.

1. I visit my ^N friends and family.
2. I am social and _____.
3. I travel and _____.
4. I like my teachers and _____.
5. I play sports and _____.
6. I stay home and _____.

D. Read the sentences. Label each underlined word V for verb, A for adjective, or N for noun. Then combine two of the sentences.

1. I am ^A quiet. I ^V study. I ^V watch television.

I am quiet. I study and watch television.

2. I have friends. I am busy. I am social.
-

3. I am happy. I have family. I have friends.
-

4. I am quiet. I stay home. I read.
-

5. I am busy. I am adventurous. I like sports.
-

6. I like my friends. I like my family. I am social.
-

 E. Rewrite your paragraph from page 28. Use the questions below to help you.

Oxford 2000

Do you need more words to write about you? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Revising Questions

Can you:

- use *and* to connect words in your paragraph?
- add vocabulary words?
- add ideas?

Step 5 EDIT

Writing Strategy

Formatting a paragraph

Paragraphs have a correct format:

- 1 The title begins with a capital letter.
- 2 Paragraphs have an indent.
- 3 A sentence begins with a capital letter.
- 4 A sentence ends with a period.
- 5 A sentence has a space after it.



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for more
practice

1 Quiet

3 I am quiet. I stay home. I am not sad. I read and watch television. I use my computer. I play games.

4 **5**

A. Read the paragraph below. Find and correct four mistakes. The first mistake is corrected for you. Rewrite the corrected paragraph.

indent paragraph

Happy

I am not sad My family is big and interesting. i have friends. visit my friends. I travel and meet people.

 B. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- 1. Capital letters
- 2. *I am not* + adjective
- 3. Periods
- 4. *I* + verb
- 5. *I am* + adjective
- 6. *and* to connect words

 C. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

 Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What word do you like in your partner's paragraph?
 - Are you similar to or different from your partner?
- Put your paragraph in your portfolio!

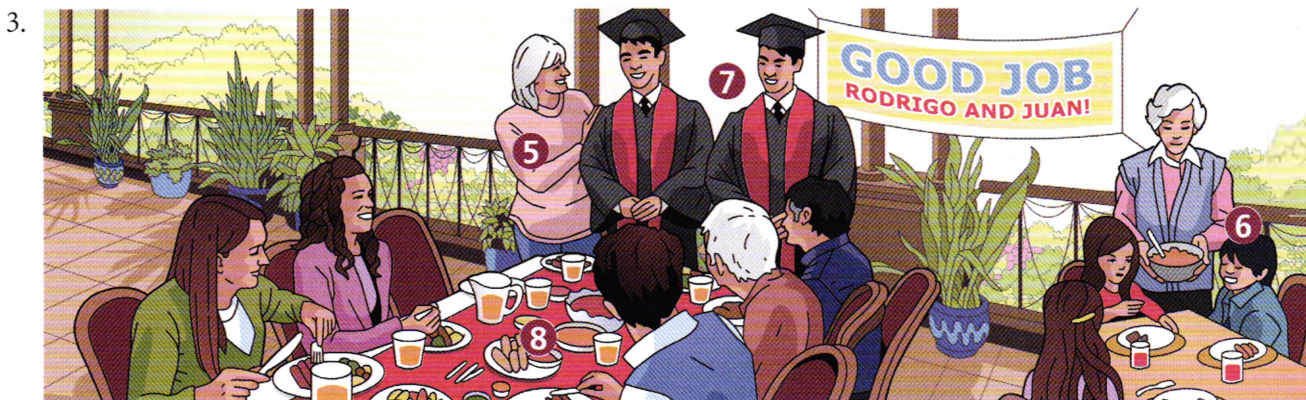
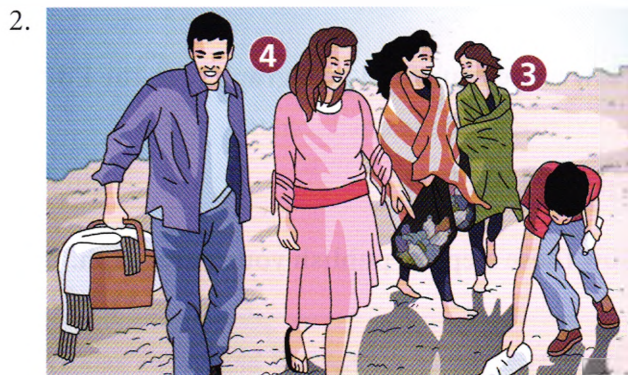
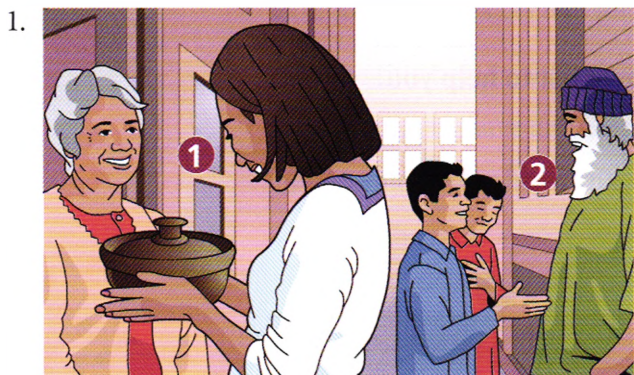
CHAPTER 2 What Describes Your Family?

- Use *we* + verbs
- Use *they* + verbs
- Use *we/our* and *they/their*
- Use *-s* with plural nouns
- Write a paragraph about your family

VOCABULARY ▶ Oxford 2000 ↻ words to describe family

A. Write the correct number from the pictures next to each item in the box.

- | | | | |
|---------------|---------------------------|-------------------------|-------------------|
| ___ work hard | ___ parents | <u>1</u> help neighbors | ___ sisters talk |
| ___ proud | ___ take care of children | ___ brothers say hello | ___ relatives eat |



B. Match each picture above to one of the words below.

- polite responsible share food

Picture 1: _____

Picture 2: _____

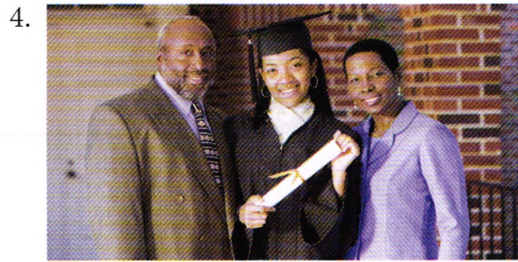
Picture 3: _____

C. Write each phrase below the correct picture.

polite neighbors relatives work hard sisters say hello
 proud parents responsible brother children eat food



relatives work hard



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.

D. Write the phrases in the correct boxes in the chart.

listen to neighbors work hard study
 share food say hello take care of children

Polite	Responsible
share food	



GO ONLINE
 for more
 practice



- ▶ *we* + verbs
- ▶ *they* + verbs

A. Read the paragraph. Underline a sentence that also describes your family. ♣

A Friendly Family

I am proud of my small family. My parents and I are friendly. We help our neighbors. We say hello. We share food and talk.

B. The writer of the paragraph in Activity A has a friendly family. Circle two more words that describe the family.

quiet

polite

social

Grammar Note

we + verbs

We is a pronoun. Use *we* to describe you and one or more people. First introduce you and the people. Then use *we*.

My sisters and I are happy. *We are happy.*

Use *we are* with an adjective to tell something that is true. Use *we are not* with an adjective to tell something that is not true.

We are ^{adj.} *happy.*

We are not ^{adj.} *sad.*

Use *we* with verbs to explain what you and one or more people do.

We ^{verb} *travel.*

We ^{verb} *meet people.*

Use *we* with verbs to explain what you and one or more people have or like.

We ^{verb} *have many relatives.*

We ^{verb} *like our relatives.*



GO ONLINE
for more
practice

C. Read the paragraph. Find three sentences where you can use *we*. Change the sentences. The first sentence is changed for you.

A Quiet Family

My family and I are quiet. ^{We} ~~My family and I~~ stay home. My brothers and I read and write. My brothers and I play games. My sisters and I take care of the house. My sisters and I help people.

D. Read the sentences. Circle the correct verbs.

1. My parents and I work hard. We *are* *are not* responsible.
2. My brothers and I travel. We *are* *are not* boring.
3. My relatives and I are happy. We *are* *are not* sad.
4. My family and I meet people. We *are* *are not* friendly.

E. Write three more sentences in each column.

Teachers

1. We are busy.
2. We explain ideas.
3. _____
4. _____
5. _____

Students

1. We are busy.
2. We listen.
3. _____
4. _____
5. _____



Grammar Note

they + verbs

They is a pronoun. Use *they* to describe two or more people. First introduce the people. Then use *they*.

My brothers are friendly. They smile.

Use *they are* or *they are not* with an adjective.

They are friendly. They are not quiet.

Use *they* with verbs to describe what others do.

They travel. They meet people.

Use *they* to show what others have or like.

They have interesting children. They like books.



GO ONLINE
for more
practice

F. Read each sentence. Then write a sentence that explains the first sentence. Use *they* and ideas from the box.

quiet adventurous social polite interesting boring busy proud

1. My friends work hard. *They are busy.* _____
2. My parents share food with the neighbors. _____
3. My sisters stay home. _____
4. My neighbors travel. _____
5. Children play games. _____
6. My relatives take care of their family. _____

G. Write *we* or *they* to complete the sentences.

1. My sisters are adventurous. *They* _____ travel.
2. My relatives are social. _____ have many friends.
3. My parents and I are happy. _____ play games.
4. My brothers and sisters are busy. _____ study and visit friends.
5. My friends and I are interesting. _____ read and travel.
6. My classmate and I are quiet. _____ are not social.

H. Read each sentence. Then write a sentence that gives more information using *we* or *they*.

1. My brothers and I are adventurous.

We travel.

2. My parents are quiet.

3. My sisters and I are friendly.

4. My husband and I are responsible.

5. My relatives are interesting.

I. Use the words in the chart to write sentences.

*We are proud.
They meet people.*

We They My parents My brothers My sisters My relatives	are are not	proud polite responsible adventurous friendly
	meet people travel work hard share food take care of children	

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

Chant

GO ONLINE

for the
 Chapter 2
 Vocabulary &
 Grammar Chant



Writing Assignment Write a paragraph.

What describes your family?

Step 1 PREPARE

A. Read the paragraph. Circle the correct title.

A Responsible Family

A Friendly Family

I am proud of my family. We are a responsible family. We work hard. My parents are busy. They take care of their children. My sisters and I go to school. We study. We help our parents.

B. Answer the questions about the model paragraph.

1. The writer is proud of her family. What do they do?

2. What word describes the family?

3. What do the parents do?

4. What do the writer and sisters do?

Step 2 PREWRITE

A. What adjectives describe your family? Circle the adjectives.

My family is...					
friendly	polite	responsible	interesting	adventurous	quiet
busy	happy	proud	big	small	

B. Circle words that tell what your family does.

We...		
use a computer	share food	talk
play games	work hard	visit family
like sports	help the neighbors	watch television
stay home	say hello	take care of children
study		

Step 3 WRITE

A. Answer these questions about your family.

1. Are you proud of your family?

I am _____

2. What word describes your family?

My family is _____

3. What do you do with your family?

a. We _____

b. We _____

c. We _____

4. What do your parents do?

They _____

5. What do you do with your brothers and sisters?

We _____

Word Partners

help children

help family

help friends

help neighbors

help people

GO ONLINE

to practice
word partners



 B. Use your sentences from Activity A to write a paragraph.

 C. Add a title to your paragraph. _____

Step 4 REVISE

A. Read the paragraph. Is your family similar or different?

My Family


I am proud of my family. My parents have many relatives. We visit their homes. They share their food. They visit our home. We eat and play with their children.

B. Read the paragraph in Activity A again. Circle *our* and *their*.


Writing Strategy

Using *we/our* and *they/their*

Use *our* with *we* to show ownership.


We have *neighbors*. *Our* *neighbors* are friendly.

Use *their* with *they* to show ownership.


They have *children*. *Their* *children* are polite.



GO ONLINE
for more
practice

C. Fill in the blanks. Use *we, our, they, and their*.

1. We take care of our children.
2. They have neighbors. They like _____ neighbors.
3. We talk to _____ neighbors in the morning.
4. Our relatives share their food. _____ are friendly.
5. _____ have children. Our children are polite.

D. Read both sentences in each example. Rewrite one of the sentences so the sentences work together.

Our

1. We have a few relatives. ~~Their~~ relatives are busy.

We have a few relatives. Our relatives are busy.

2. They have many children. Our children play games.
-

3. We have responsible neighbors. We like their neighbors.
-

4. My neighbors have children. We like our children.
-

5. My brothers and I work hard. Their parents are proud.
-

E. Unscramble the words after each sentence below to make a second sentence. Then write each new sentence. Use a capital letter and period in each sentence.

1. My brothers know about sports.
their/share/friends/information with/they

They share information with their friends.

2. Our neighbors are responsible.
take/they/their/children/care of
-

3. My teachers are interesting.
class/students/their/like/their
-

4. I am proud of my family.
help/and/friends/we/neighbors/our

5. They are polite.
say/they/their/relatives/hello to

 F. Rewrite your paragraph from page 40. Use the questions below to help you.

Oxford 2000

Do you need more words to write about your family? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Revising Questions

Can you:

- use *we/our* or *they/their*?
- add vocabulary words?
- add ideas?

Step 5 EDIT

Writing Strategy

Plural nouns with -s

You can add -s to some words to show “more than one.”

one brother *two brothers*s

a sister *many sisters*s

Some words are spelled differently to show “more than one.”

three children X ~~*three childs*~~

two people X ~~*two persons*~~



GO ONLINE
for more
practice

A. Read the paragraph below. Find and correct five mistakes. The first mistake is corrected for you. Rewrite the corrected paragraph.

My Family

children

My family is big. My parents have six ~~childs~~. I have two brother. I have one sisters. My parents are proud of their childs. We work hard. We are polite. We are proud of our parents. They have many friend. They are happy.



B. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- 1. Capital letters and periods
- 2. *our* with *we*
- 3. *we* + verb
- 4. *their* with *they*
- 5. *they* + verb



C. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH



Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What word do you like in your partner's paragraph?
 - Is your family similar to or different from your partner's family?
- Put your paragraph in your portfolio!

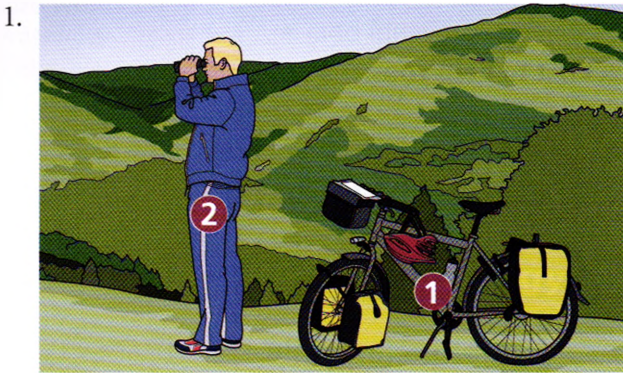
CHAPTER 3 Who Is a Good Friend?

- Use *he/she is (not) + adjectives*
- Use *he/she + verbs*
- Write a topic sentence
- Check for *-s* with two verbs
- Use *has, goes, studies, and watches*
- Write a paragraph about a friend

VOCABULARY ▶ Oxford 2000 🔑 words to describe friends

A. Write the correct number from the pictures next to each item in the box.

- | | | |
|---------------------|---------------------------|------------------------|
| _____ smiles | _____ eats in restaurants | _____ likes nature |
| _____ likes fashion | <u>1</u> rides a bicycle | _____ has many friends |
| _____ intelligent | _____ takes pictures | |



B. Match each picture above to one of the words below.

- friendly shares ideas active goes shopping

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

C. Write the phrases in the correct boxes in the chart.

asks polite questions studies rides a bicycle
 eats in restaurants likes sports shares ideas
 has many friends reads books smiles

Active	Intelligent	Friendly
		asks polite questions

D. Use the words in the box to complete the sentences.

share eat like
 are go ride

1. My neighbors are active. They _____ bicycles.
2. My friends and I _____ fashion. We _____ shopping.
3. We _____ in restaurants. We _____ food.

E. Use the words in the box to complete the sentences.

is reads takes
 likes smiles studies

1. Nguyen likes nature. He _____ pictures.
2. Salwa _____ friendly. She _____.
3. My classmate Tien is intelligent. She _____ books.
 She _____.

Oxford 2000

Use the Oxford 2000 list on page 133 to find more words to describe the pictures on page 44. Share your words with a partner.



GO ONLINE
 for more
 practice

A. Read the paragraph about Jun and his friend. Are you similar or different?

Kurosh

Kurosh is intelligent. He likes books. He studies. He explains ideas. I am similar. We talk and share ideas.

B. Check (✓) the picture that matches the paragraph in Activity A.



Grammar Note

he/she is (not) + adjectives

Use *he is* with an adjective to tell about a male.

He is friendly.

Use *she is* with an adjective to tell about a female.

She is intelligent.

Use *he is not* to tell something that is not true about a male. Use *she is not* to tell something that is not true about a female.

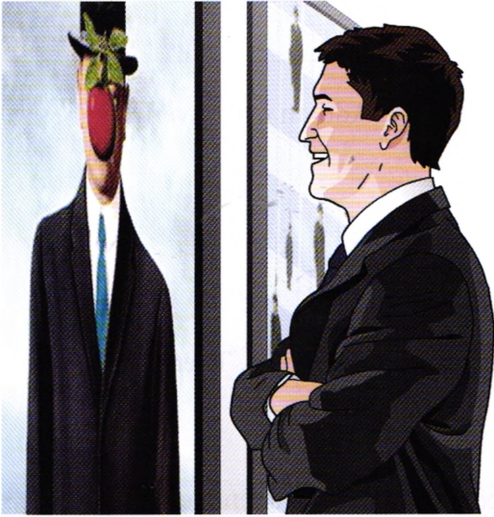
He is not sad.

She is not boring.



GO ONLINE
for more
practice

C. Use the words below to write sentences about the pictures.



1. he/boring

He is not boring.

2. he/intelligent

3. he/happy

4. she/active

5. she/sad

6. she/adventurous

7. they/interesting

8. they/boring

Grammar Note

he/she + verbs

Use *I/we/they* + verb to tell about you or different people. Add an -s to a verb to explain what one male or one female does, likes, or has.

I travel. Kenji **travels**.

We **like** nature. Daniel **likes** nature.

They **ride** bicycles. Salwa **rides** a bicycle.

He is a pronoun. Use *he* to describe one male. First introduce a male. Then use *he*.

Kenji travels. **He** takes pictures. **He** goes shopping.

She is a pronoun. Use *she* to describe one female. First introduce a female. Then use *she*.

Salwa is active. **She** rides a bicycle. **She** likes sports.

Note different spellings:

have = has

go = goes

study = studies

watch = watches



GO ONLINE
for more
practice

D. Read each sentence. Add a second sentence that gives more information. Use the phrases in the box.

go shopping

have many books

say hello

visit my family

have many friends

play sports

study English

watch sports

1. Kurosh reads. **He has many books.** _____
2. Daniel watches television. _____
3. My friends and I are polite. _____
4. I travel. _____
5. Kenji is my classmate. _____
6. Salwa likes fashion. _____
7. Sophia is social. _____
8. Kurosh and Nguyen are active. _____

E. Use the words in the charts to write sentences.

My friend is active. He rides a bicycle.

My friend Nabil Sofia He She	is (not)	active boring friendly quiet intelligent
	reads books eats at restaurants has many friends goes shopping likes nature rides a bicycle stays home	

My friends are different. They take care of nature.

I	am (not)	different interesting responsible social similar
My friends We They	are (not)	
I My friends We They	like fashion smile eat with relatives go shopping take care of nature	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Chant

GO ONLINE
 for the
 Chapter 3
 Vocabulary &
 Grammar Chant





Writing Assignment Write a paragraph.

Who is a good friend?

Step 1 PREPARE

A. Read the paragraph. Do you have a similar friend?

Elsa

Elsa is active. She travels. She rides a bicycle. She takes pictures. I am different. I am not active. I stay home and read books.

B. Answer the questions about the paragraph in Activity A.

1. What adjective describes Elsa?

2. What does she do?

a. _____

b. _____

c. _____

3. Is the writer similar or different?

4. What does the writer do?

Step 2 PREWRITE

A. Think about a friend. What adjectives describe your friend? Circle the adjectives.

adventurous

friendly

polite

active

quiet

happy

intelligent

busy

responsible

B. Choose one adjective that describes your friend. _____

Writing Strategy

Writing a topic sentence with an adjective

The topic sentence is often the first sentence in a paragraph. The topic sentence tells what the paragraph is mostly about.

topic sentence

Lam

Lam is friendly. He meets people. He says hello. He helps the neighbors.

Sentences in the paragraph explain the topic sentence. The sentences explain how Lam is friendly.



GO ONLINE
for more
practice

C. Complete the topic sentence about your friend.

_____ is _____.
Name of friend *adjective*

D. Check (✓) verbs that explain your topic sentence about your friend.

- | | | | |
|------------------------|---------------------------------|-------------------------|-----------------------|
| _____ stays
home | _____ watches
television | _____ takes
pictures | _____ says
hello |
| _____ likes
fashion | _____ goes
shopping | _____ plays
soccer | _____ meets
people |
| _____ likes
sports | _____ plays
games | _____ works
hard | _____ helps
people |
| _____ has
friends | _____ takes care
of children | _____ explains
ideas | _____ shares
food |
| _____ studies | _____ talks | _____ smiles | _____ travels |

Step 3 WRITE

A. Answer questions about your friend.

1. What word describes your friend?

My friend is _____.

Word Partners

like shopping

like restaurants

like people

like nature

like fashion

GO ONLINE

to practice
word partners



2. What does he or she do?

a. _____

b. _____

c. _____

3. Are you similar or different?

4. How are you similar or different?

a. _____

b. _____

c. _____



B. Use your sentences to write a paragraph.



C. Add a title to your paragraph. _____

Step 4 REVISE

A. Read the paragraph. What do you like about Sonya?

Sonya

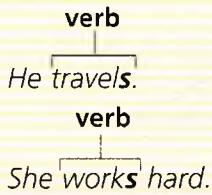
My friend Sonya is adventurous. She travels and takes pictures. She visits friends and meets many people. I am similar. I like pictures and people.

B. Read the paragraph in Activity A again. Circle *and*.

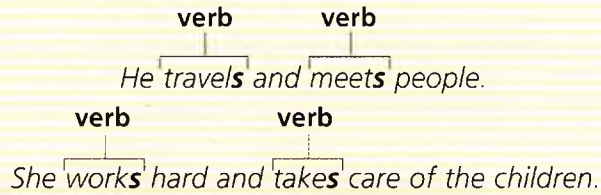
Writing Strategy

Checking for -s with two verbs

Use -s on verbs with *he* and *she*.



Use -s on two verbs with *and*.



GO ONLINE
for more
practice

C. Read the sentences. Underline the verbs. Then combine the sentences. Use *and* with two verbs.

1. He uses a computer. He plays games.

He uses a computer and plays games.

2. She reads. She writes.

3. He smiles. He says hello.

4. She goes home. She watches television.


5. My friend travels. She meets interesting people.

D. Rewrite the paragraph. Combine the underlined sentences with *and*.

Pedro

He stays home and reads books.

Pedro is intelligent. He stays home. He reads books. He uses a computer. He likes information. He has good ideas. I am similar. I study. I read books. I explain ideas.

 E. Rewrite your paragraph from page 52. Use the questions below to help you.

Oxford 2000

Do you need more words to write about your friend? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Revising Questions

Can you:

- use *and* to combine two verbs with *-s* after *he*, *she*, or one person?
- add vocabulary words?
- add ideas?

Step 5 EDIT

Writing Strategy

Using *has*, *goes*, *studies*, and *watches*

The spelling of *have*, *go*, *study*, and *watch* changes with *he* and *she*.

He **goes** shopping. ~~He gos shopping.~~

She **has** children. ~~She haves children.~~

He **studies**. ~~He studys.~~

She **watches** games. ~~She watchs games.~~



GO ONLINE
for more
practice

A. Read the paragraph below. Find and correct five mistakes. The first mistake is corrected for you. Rewrite the corrected paragraph.


Peishou

My friend Peishou is busy at night. He ^{goes} go home and works hard. He studys. He writes and corrects mistakes. He uses a computer and read information. He haves many ideas. I am different. I read book. I watch television and play games.


 **B. Read your paragraph again. Check (✓) the things in your paragraph.**

Editing Checklist

- | | |
|--|--|
| <input type="radio"/> 1. Capital letters | <input type="radio"/> 2. A topic sentence with an |
| <input type="radio"/> 3. Periods | adjective (<i>My friend is polite.</i>) |
| <input type="radio"/> 4. <i>is (not)</i> + adjective | <input type="radio"/> 5. -s with two verbs and <i>and</i> |
| <input type="radio"/> 6. <i>he/she</i> + verb | <input type="radio"/> 7. <i>has, goes, studies, or watches</i> |

 **C. Now write your final paragraph. Use the Editing Checklist to help you.**

Step 6 PUBLISH

 **Follow these steps to publish your paragraph.**

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What word do you like in your partner's paragraph?
 - Is your partner's friend similar to or different from your friend?
- Put your paragraph in your portfolio!

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	
active	bicycle	neighbor	eat	take
friendly	brother	parent	go (to)	take care (of)
intelligent	child	people	help	talk
polite	computer	picture	meet	travel
proud	family	restaurant	ride	visit
quiet	fashion	shopping	share	watch
responsible	food	sister	smile	work
social	game	sport	stay	
	home	television		
	nature			

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the chart. Match adjectives with nouns.

1. active child
2. _____
3. _____
4. _____
5. _____
6. _____

B. Use the chart. Match verbs with nouns.

1. go shopping
2. _____
3. _____
4. _____
5. _____
6. _____

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

1. meet intelligent people
2. _____
3. _____
4. _____
5. _____
6. _____



GO ONLINE
for more
practice

UNIT 2 Geography



CHAPTER 4 What Does Your Country Look Like?

▲ VOCABULARY

Oxford 2000  words to describe your country

▲▲ GRAMMAR

Plural nouns
there is/there are + nouns

▲▲▲ WRITING

Using *there are* + *and*
Using capital letters for names of places



CHAPTER 5 What Is Your Favorite City?

▲ VOCABULARY

Oxford 2000  words to describe your favorite city

▲▲ GRAMMAR

a/an + singular count nouns
Pronouns *it* and *they*


▲▲▲ WRITING

Simple sentences with *and*
Prepositional phrases at the end of a sentence



CHAPTER 6 Who Is a Good Traveler?

▲ VOCABULARY

Oxford 2000  words to describe a good traveler

▲▲ GRAMMAR

always, often, never with verbs
Count and noncount nouns

▲▲▲ WRITING

Compound sentences with *and*
Using *and* to combine supporting sentences

UNIT WRAP UP

Extend Your Skills

CHAPTER 4 What Does Your Country Look Like?

- Use plural nouns
- Use *there is/there are* + nouns
- Use *there are* + *and*
- Use capital letters for names of places
- Write a paragraph about your country

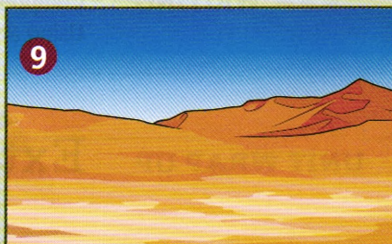
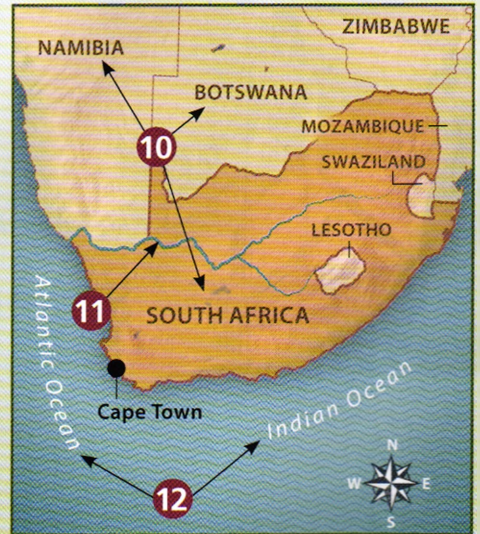
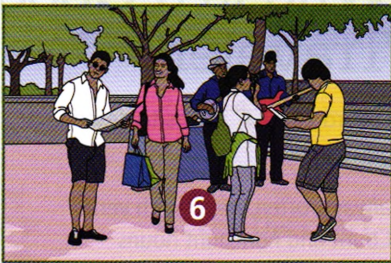
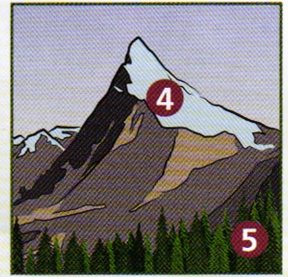
▲ VOCABULARY ▶ Oxford 2000 ↻ words to describe your country

A. Write the correct number from the pictures next to each item in the box.

___ a desert	___ a nice beach	___ a hotel	___ a city
___ a green forest	___ a big river	___ tall mountains	___ tourists
___ oceans	<u>1</u> a beautiful lake	___ an important building	___ different countries



Our Beautiful WORLD



B. Circle the correct phrase to describe each picture.



green forests
green mountains



a beautiful river
a beautiful ocean



red buildings
tall buildings



a big lake
a small lake



a nice hotel
a nice restaurant



a beautiful desert
a beautiful beach

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.

C. Use the words in the box to complete the sentences.

Adjectives: beautiful friendly green old important nice tall
Nouns: beaches forests buildings cities mountains rivers people

1. My country has _____.
2. In my country, tourists visit _____.
3. My city has _____.
4. I like _____.
5. My friends and I visit _____.



GO ONLINE
for more
practice



A. Read the paragraph. Why is South Africa beautiful?

Beautiful South Africa

South Africa is a beautiful country. There are two oceans. There are nice beaches. There are tall mountains and green forests. Many tourists visit Cape Town. There are important buildings and good restaurants.

B. Check (✓) the pictures that match the paragraph in Activity A.



Grammar Note

Plural nouns

You can add *-s* to a singular noun to make it plural.

- a lake* → *two lakes*
- a river* → *four rivers*
- a tourist* → *ten tourists*

Some plural nouns have a different spelling.

- a beach* → *two beaches*
- a country* → *three countries*
- a city* → *five cities*

Add *-es* to some nouns to make them plural. These words end with *s*, *x*, *ch*, or *sh*.

a bus → five **buses**

a box → few **boxes**

a beach → two **beaches**

a bush → many **bushes**

Some nouns end in a consonant + *y*. To make these nouns plural, drop the *y* and add *-ies*.

a country → three **countries**

a city → five **cities**

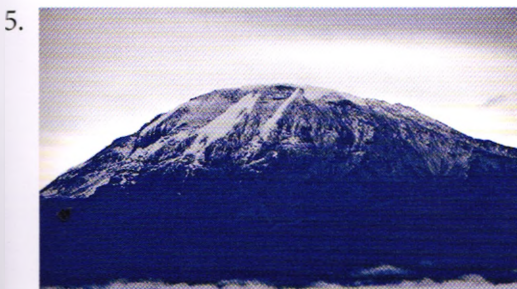
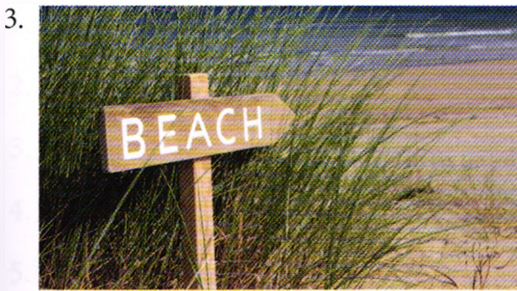


GO ONLINE
for more
practice

C. Describe each picture. Use a number with a singular or plural noun. Write *one*, *two*, *three*, or *four*.



two rivers



D. Underline the singular nouns in the sentences. Rewrite the sentences using plural nouns.

1. People see beautiful mountain.

People see beautiful mountains.

2. There are three important city.

3. Tourist visit different country.

4. They see important building.

5. There are many beautiful lake and river.

6. There are two ocean and many beach.

Grammar Note

there is/there are + nouns

Use *there is* with singular nouns.

There is a lake.

There is a restaurant.

Use *there are* with plural nouns.

There are beaches.

There are rivers.



GO ONLINE
for more
practice

E. Complete each sentence. Write *there is* or *there are*.

1. There is _____ a nice hotel.

2. _____ a big desert.

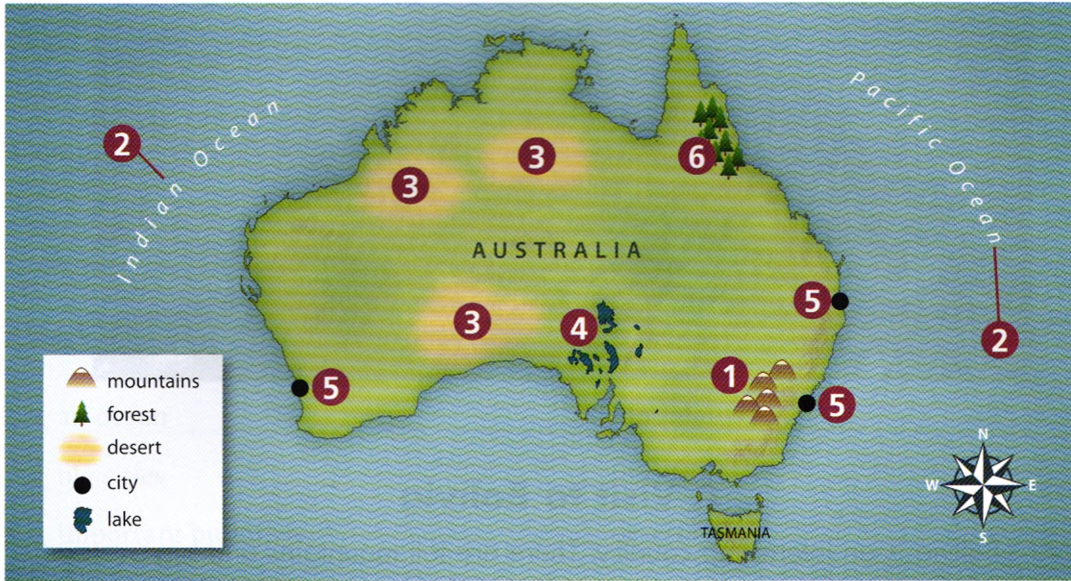
3. _____ tall mountains.

4. _____ a small hotel.

5. _____ a green forest.

6. _____ a big city.
7. _____ a beautiful ocean.
8. _____ different beaches.
9. _____ nice restaurants.
10. _____ a tall building.


F. Use the map of Australia to write sentences. Use *there is* or *there are*.



1. *There are mountains.* _____
2. _____
3. _____
4. _____
5. _____
6. _____

Chant

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for the
Chapter 4
Vocabulary &
Grammar Chant





- ▶ Using *there are + and*
- ▶ Using capital letters for names of places

Writing Assignment Write a paragraph.

What does your country look like?

Step 1 PREPARE

A. Read Luis's paragraph. Why is Bolivia interesting?



A Visit to Bolivia

Bolivia is an interesting country. There are tall mountains and big forests. Tourists visit important cities. Many tourists like La Paz. There are beautiful buildings and nice hotels. They go shopping and eat in different restaurants.

B. Answer the questions about the model paragraph. Write sentences.

1. What country is interesting?

Bolivia is interesting.

2. Are there mountains or deserts?

3. Are there small forests or big forests?

4. What city do tourists like?

5. What do people see in La Paz?

6. What do they do?

Step 2 PREWRITE

A. Circle one word that describes your country.

beautiful

big

nice

interesting

small

B. Complete the topic sentence about your country.

_____ is a(n) _____ country.

Name of country

adjective

C. Check (✓) what people see in your country.

_____ an ocean

_____ mountains

_____ big cities

_____ forests

_____ important buildings

_____ deserts

_____ lakes

_____ rivers

D. What city do tourists like? Check (✓) what tourists do there.

Name of city: _____

_____ eat in restaurants

_____ visit important buildings

_____ meet friendly people

_____ go shopping

_____ take pictures

_____ ride bicycles

Step 3 WRITE

A. Answer the questions about your country.

1. What is your country like? Is it nice, interesting, or beautiful?

_____ is a(n) _____ country.

Name of country

adjective

2. Are there mountains or forests?

There are _____.

3. Are there rivers? Are there lakes?

4. What do tourists see?

5. What city do tourists like? What do they do there?



B. Use your sentences to write a paragraph.



C. Add a title to your paragraph. _____

Word Partners

see a country

see a desert

see a river

see different places

see forests

see many cities

see mountains

GO ONLINE

to practice
word partners



Step 4 REVISE

A. Read the paragraph. What do tourists see in Canada?

Canada

Canada has beautiful nature. There are tall mountains and big lakes. There are tall green trees. There are many rivers and two oceans. Many tourists visit Canada. They take many beautiful pictures.

B. Read the paragraph in Activity A again. Circle *and*.

Writing Strategy

Using *there are* + *and*

Use *there are* with plural nouns. Use *and* with two plural nouns.

There are restaurants. There are hotels. → *There are restaurants **and** hotels.*

There are beautiful lakes. There are rivers. → *There are beautiful lakes **and** rivers.*



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for more
practice

C. Use the words to write sentences. Use *there are* with *and* in your sentences.

1. rivers, lakes There are rivers and lakes.
2. mountains, forests _____
3. hotels, restaurants _____
4. two oceans, many beaches _____
5. interesting cities, tall buildings _____
6. beautiful mountains, big rivers _____

D. Use *there are* with two nouns. Use *and*. Write the paragraph in your notebook.

There are beautiful cities and interesting buildings.

Australia is a nice country. ~~There are beautiful cities. There are interesting buildings.~~ Many tourists like Melbourne. There are good restaurants. There are nice hotels. Tourists visit different places. There are old buildings. There are new buildings.

E. Rewrite your paragraph from page 66. Use the questions below to help you.

Revising Questions

Can you:

- use *there are* with *and* to combine nouns in your paragraph?
- add vocabulary words?
- add ideas?

Oxford 2000

Do you need more words to write about your country? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Writing Strategy

Capital letters for names of places

Use a capital letter for the names of countries and cities.

South Africa is a beautiful country. [name of country]

Tourists visit Cape Town. [name of city]

Tourists like Sydney, Australia. [name of city, name of country]

Use a capital letter for proper nouns. Do not use a capital letter for common nouns.

Bolivia is interesting. [proper noun]

My country is interesting. [common noun]

Tourists visit La Paz. [proper noun]

Tourists visit interesting cities. [common noun]

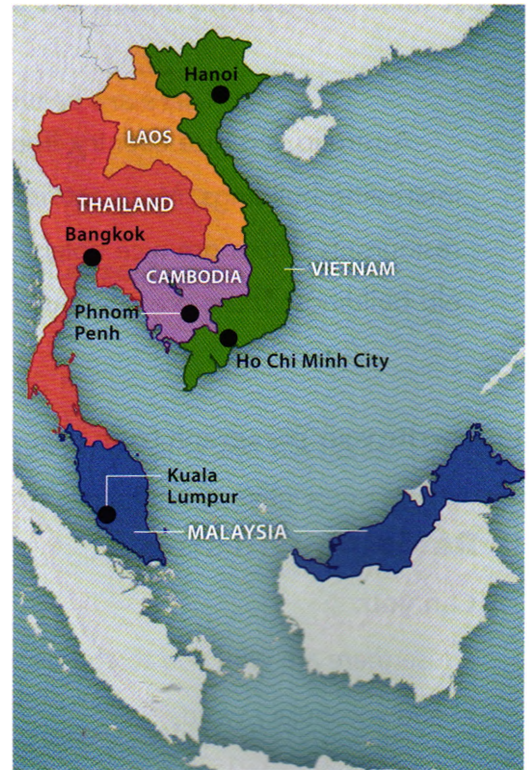


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for more
practice

A. Read the sentences. Use a capital letter with proper nouns. Use the map to help you.

T

1. There are many beaches in thailand.
2. Tourists like to visit bangkok and eat in good restaurants.
3. There are two important cities in vietnam. They are hanoi and ho chi minh city.
4. Many people visit phnom penh, cambodia. They see important buildings.
5. I like malaysia. It is a beautiful country.
6. There are tall buildings in kuala lumpur.



B. Read the paragraph below. Find and correct eight mistakes. The first mistake is corrected for you.

Visiting Australia

Many tourists like ^Aaustralia. There are many important city. Tourist visit sydney. They see interesting buildings. They eat at nice restaurant. Tourists like brisbane, australia. They visit beautiful forests and park.

C. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- | | |
|---|---|
| <input type="radio"/> 1. Capital letters | <input type="radio"/> 2. <i>there is</i> + singular nouns |
| <input type="radio"/> 3. Periods | <input type="radio"/> 4. <i>there are</i> + plural nouns |
| <input type="radio"/> 5. <i>-s, -es, -ies</i> with plural nouns | <input type="radio"/> 6. <i>there are</i> + <i>and</i> |

D. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What word do you like in your partner's paragraph?
 - What place do you want to visit?
- Put your paragraph in your portfolio!

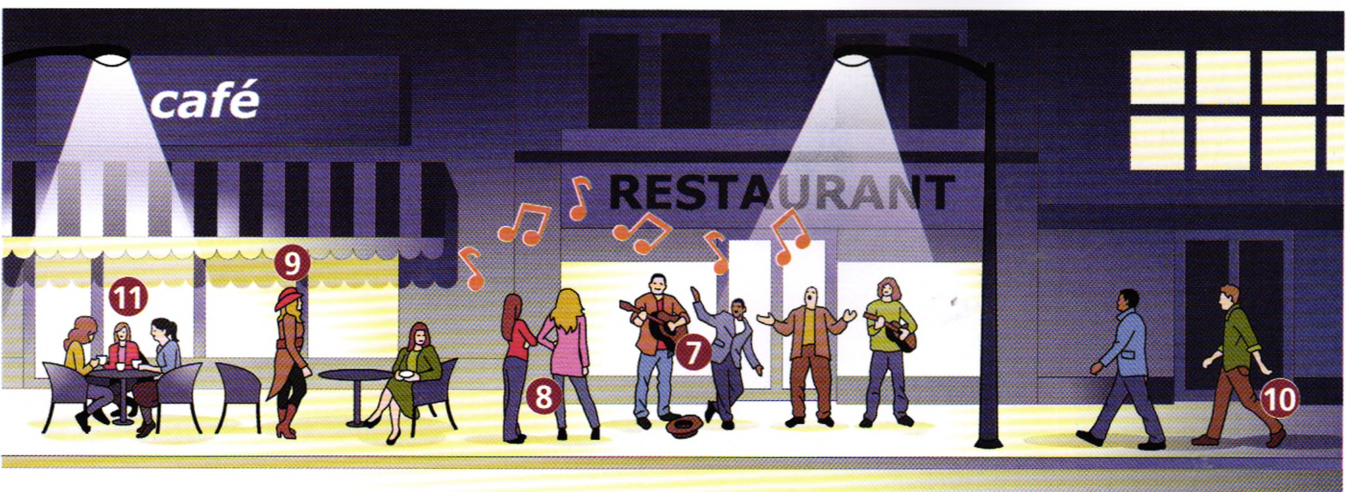
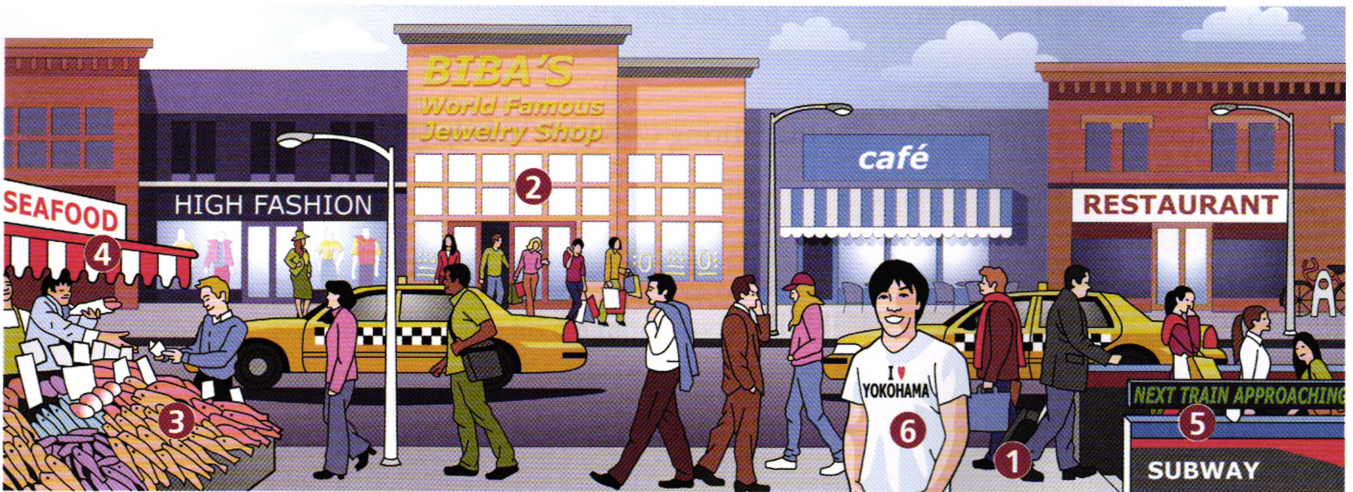
CHAPTER 5 What Is Your Favorite City?

- Use *a/an* + singular count nouns
- Use the pronouns *it* and *they*
- Use simple sentences with *and*
- Use prepositional phrases at the end of a sentence
- Write a paragraph about your favorite city

▲ VOCABULARY ▶ Oxford 2000 ↻ words to describe your favorite city

A. Write the correct number from the pictures next to each item in the box.

_____ a market	_____ my favorite city	<u>1</u> crowded streets	_____ walk at night
_____ a modern subway	_____ shop at famous stores	_____ watch people on the street	_____ wear fashionable clothes
_____ drink coffee at a café	_____ buy fresh seafood	_____ play music	



B. Write each sentence below the correct picture.

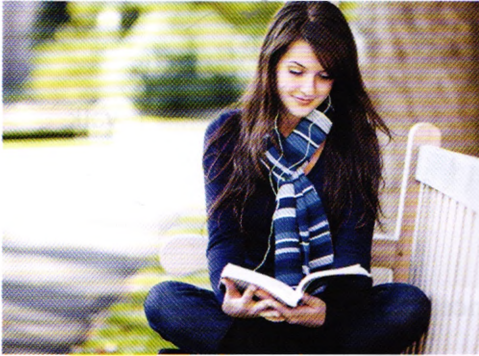
Musicians play music at night.

I read a book on a quiet street.

She buys old clothes.

There is a crowded subway.

1.



2.



3.



4.



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.

C. Use the words in the box to complete the sentences.

Adjectives: beautiful crowded famous interesting old modern

Nouns: buildings cafés clothes markets restaurants stores

1. My city has _____.
2. In my city, tourists visit _____.
3. My neighborhood has _____.
4. I take pictures of _____.
5. People wear _____.



GO ONLINE
for more
practice



A. Read the paragraph. Where is Yokohama?

An Interesting City

Yokohama is my favorite city. It is an interesting city in Japan. It is near the ocean. Yokohama has a modern subway and tall buildings. I walk on crowded streets and buy clothes at famous stores.

B. Read the sentences below. Check (✓) sentences that are true about the paragraph in Activity A.

- ___ 1. There is a modern subway.
- ___ 2. There are tall buildings.
- ___ 3. Yokohama is boring.
- ___ 4. There are many people.
- ___ 5. Yokohama is a quiet city.

Grammar Note

a/an + singular count nouns

Use *a* or *an* before a singular count noun.

Use *a* or *an* before an adjective + singular count noun.

Use *an* before a word that begins with *a*, *e*, *i*, *o*, and sometimes *u*.

an *idea*

an ocean *an* active student *an* interesting store *an* old building

Use *a* before words that begin with other letters.

a *restaurant*

a city *a* hotel *a* quiet street *a* tall building *a* modern subway



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for more
practice

C. Write *a* or *an*.



1. a subway
2. ____ market
3. ____ ocean
4. ____ interesting building
5. ____ fashionable store
6. ____ old café
7. ____ building
8. ____ country
9. ____ idea
10. ____ modern city

D. Complete the sentences about Yokohama. Use *a*, *an*, or *many*.

1. Yokohama has a river.
2. It has _____ famous stores.
3. There are _____ tall buildings.
4. Yokohama is _____ old city.
5. It has _____ crowded streets.
6. There is _____ good subway.
7. It has _____ interesting seafood market.
8. Yokohama is _____ nice place for shopping.
9. People play _____ sports.
10. Visitors can see _____ famous garden.

Grammar Note

Pronouns *it* and *they*

It and *they* are pronouns. A pronoun is a word that replaces a noun.

It can be used in place of a singular noun.

I walk to a café in the morning. **It** has good coffee.

They can be used in place of a plural noun.

There are many famous stores. **They** have nice clothes.

First introduce a noun. Then use the pronoun.

I like **Yokohama**. **Yokohama** is an interesting city.
Yokohama has a modern subway and glass skyscrapers.

I like **Yokohama**. **It** is an interesting city. **It** has a modern subway and glass skyscrapers.

The city streets are interesting. **The city streets** have restaurants and stores.
The city streets are busy at night.

The city streets are interesting. **They** have restaurants and stores. **They** are busy at night.



GO ONLINE
for more
practice

E. Write the sentences. Replace the underlined words with *it* or *they*.

1. Cape Town is a beautiful city. Cape Town has many green trees.

Cape Town is a beautiful city. It has many green trees.

2. We listen to musicians. Musicians play good music.

3. New York is a big city. New York has many people.

4. Yokohama has glass skyscrapers. Glass skyscrapers are tall and modern.

5. Many tourists visit New York. Many tourists buy clothes at famous stores.

6. I see a busy café. A busy café is crowded.

7. I like my city. My city has many different people. Many different people have interesting ideas.

8. We walk on city streets. City streets are interesting.

9. My friends drink coffee. Coffee is a popular drink.

10. The markets sell fruit. The markets also sell flowers.

F. Read each sentence. Write a second sentence with *it* or *they*. Draw an arrow to the noun *it* or *they* replaces.

1. My city has many buildings. They are tall.

2. My classmates like this book. _____

3. My parents go to a good market. _____

4. There are three cafés on this street. _____

5. My friends have a favorite park. _____

6. My parents live near a mountain. _____

7. The city has a new library. _____

8. We play sports at the school. _____

Chant

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Chapter 5
Vocabulary &
Grammar Chant





- ▶ Simple sentences with *and*
- ▶ Prepositional phrases at the end of a sentence

Writing Assignment Write a paragraph.

What is your favorite city?

Step 1 PREPARE

A. Read Carmen's paragraph. Is Boston interesting?

Boston

I am proud of my city. My friends and I go out at night. We see musicians on the street and listen to good music. I go to a famous market in the morning and buy fresh seafood. I see many interesting people.

B. Answer the questions about the model paragraph. Write sentences.

1. What does Carmen do at night?

2. What does she see? What does she listen to?

3. Where does Carmen go in the morning? What does she do?

Step 2 PREWRITE

A. Write the names of cities that match the descriptions below. Talk about them. Circle one to write about.

a big, busy city

a city in the mountains

a quiet city

a modern city

a city by the ocean

an old city

B. Complete the topic sentence about your favorite city.

_____ is my favorite city.

C. Check (✓) what your favorite city has.

1. _____ a market
2. _____ streets
3. _____ a subway
4. _____ stores
5. _____ cafés
6. _____ buildings

D. Write what you do and see in your favorite city.

What I do	What I see
<i>eat in restaurants</i>	<i>old buildings</i>

Step 3 WRITE

A. Answer the questions about your favorite city. Write sentences using words from your chart.

1. What is your favorite city?

My favorite city is _____.

2. Is it interesting, modern, or old?

3. What does it have?

4. What do you do there?

5. What do you see?

6. What do you listen to?

Word Partners

- famous city
- famous places
- famous people
- famous restaurants
- famous stores

GO ONLINE
to practice
word partners



C. Read the sentences. Use *and* to combine two sentences with the same subject.

1. Boston is an old city. There are many parks. People walk on interesting streets. They drink coffee at cafés.

People walk on interesting streets and drink coffee at cafés.

2. I like Houston. It has nature. People ride bicycles. They meet at parks.

3. The restaurants are good in Dubai. Tourists listen to nice music. Tourists eat good food.

4. Esfahan is friendly. People walk to stores. They talk to neighbors. The streets are busy at night.

5. Vancouver is by the ocean. People sit by the water. People watch the water.

D. Complete the sentences.

1. Families meet at the park and _____.

2. Tourists go to restaurants and _____.

3. Students walk to coffee shops and _____.

4. People ride the subway and _____.

5. Children see their friends and _____.

E. Rewrite your paragraph from page 78. Use the questions below to help you.

Revising Questions

Can you:

- use simple sentences with *and*?
- add vocabulary words?
- add ideas?

Oxford 2000

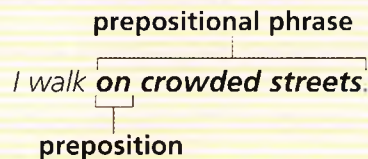
Do you need more words to write about your favorite city? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Writing Strategy

Prepositional phrases at the end of a sentence

You can add a prepositional phrase to the end of a sentence to give more information. Prepositional phrases often tell where or when something happens.

A prepositional phrase begins with a preposition, such as *on*, *at*, *by*, *to*, or *in*.



Where

We drink coffee **at a café**.

Musicians play **on the street**.

When

I drink coffee **in the morning**.

They play music **at night**.



GO ONLINE
for more
practice

A. Underline the prepositional phrases in the paragraph.

I like my neighborhood in Seattle. I walk to school and look at the nice houses. I meet my friends in the afternoon. We drink coffee at a café. We watch people on the street.

B. Add prepositional phrases from the box to the sentences that follow.

When	Where
in the morning	at school on the street
in the afternoon	at home by the water
at night	at a café at a park

- I watch people on the street.
- We go shopping _____.
- I work _____.

4. My friends and I talk _____.
5. My family and I stay home _____.
6. We eat _____.

C. Read the paragraph below. Find and correct eight mistakes. The first mistake is corrected for you.

indent paragraph

An Old City

I love in the morning Budapest. I visit a old café drink coffee. I read good book. I watch on the street people. They buy at famous stores clothes. They meet friends

D. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- | | |
|---|---|
| <input type="radio"/> 1. Capital letters | <input type="radio"/> 2. <i>it</i> or <i>they</i> |
| <input type="radio"/> 3. Periods | <input type="radio"/> 4. Simple sentences with <i>and</i> |
| <input type="radio"/> 5. <i>a/an</i> + singular count nouns | <input type="radio"/> 6. Prepositional phrases |

E. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What do you like in your partner's paragraph?
 - Did you learn something new? What?
- Put your paragraph in your portfolio!

CHAPTER 6 Who Is a Good Traveler?

- Use *always, often, never* with verbs
- Use count and noncount nouns
- Use compound sentences with *and*
- Use *and* to combine supporting sentences
- Write a paragraph about a good traveler

▲ VOCABULARY ▶ Oxford 2000 ↻ words to describe a good traveler

A. Write the correct number from the pictures next to each item in the box.

_____ brings a camera, gets lost in nature

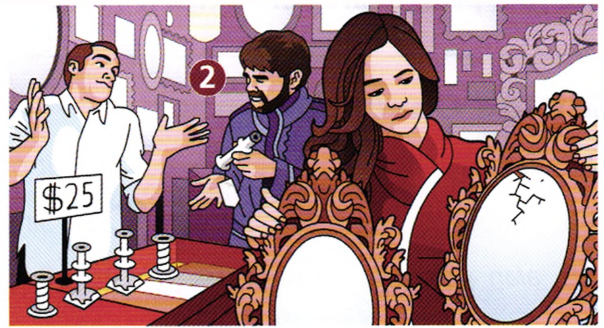
_____ tries new food, spends money

_____ a careful shopper, complains about prices

_____ forgets some things

1 organized travelers, make travel plans

_____ uses a map, wears comfortable clothes,
finds historic neighborhoods



B. Write each phrase below the correct picture.

forgets money

a historic building

a new camera

eat interesting food

1.



forgets money

2.



3.



4.



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.

C. Complete the sentences about Salou.

- | | | | |
|----------|---------------|------------------|------------------------|
| 1. Salou | <i>brings</i> | <i>spends</i> | travel books. |
| 2. Salou | <i>plans</i> | <i>tries</i> | interesting food. |
| 3. Salou | <i>finds</i> | <i>brings</i> | new restaurants. |
| 4. Salou | <i>makes</i> | <i>spends</i> | travel plans. |
| 5. Salou | <i>meets</i> | <i>sees</i> | historic places. |
| 6. Salou | <i>uses</i> | <i>forgets</i> | a map on his phone. |
| 7. Salou | <i>wears</i> | <i>complains</i> | about crowded subways. |
| 8. Salou | <i>tries</i> | <i>spends</i> | money. |



GO ONLINE
for more
practice



- ▶ *always, often, never* with verbs
- ▶ Count and noncount nouns

A. Read the paragraph. Are you an organized traveler?

An Organized Traveler

My brother is an organized traveler. He always brings a lot of books. He reads about cities and historic neighborhoods. He uses a map, and he never gets lost. He often brings a camera. He finds interesting places and takes pictures of famous buildings. He sees different cities, and he is happy.

B. Check (✓) the picture that matches the paragraph in Activity A.



Grammar Note

always, often, never with verbs

Always, often, and never are adverbs of frequency. Adverbs give more information about a verb. Adverbs often come before a verb in a sentence.

adverb verb
 He always brings a lot of books.

When is it true?	Adverb of frequency	Sentence
100% of the time	<i>always</i>	I always bring a book.
50–70% of the time	<i>often</i>	I often take pictures.
0% of the time	<i>never</i>	She never sleeps late.



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practice

C. Read the paragraph in Activity A again. Find each adverb and the verb it describes. Underline each adverb. Draw a circle around each verb.

D. Complete each sentence with *always*, *often*, or *never*. There may be more than one correct adverb.

1. My parents are adventurous people. They always visit new places.
2. My friend is organized. She _____ makes good travel plans.
3. I _____ see my friends. I am social.
4. He is a polite traveler. He _____ complains about the food.
5. I like good food. I _____ go to restaurants.
6. She is a fashionable person. She _____ goes shopping.
7. They use a map. They _____ get lost.

E. Rewrite each sentence. Add *always*, *often*, or *never* to the sentence.

1. My teacher gives homework.

My teacher often gives homework.

2. I forget my books for class.

3. I study with friends.

4. My mother tries new food.

5. My friends and I take pictures at school.

6. My father complains about prices.

7. Organized travelers use maps.

Grammar Note

Count and noncount nouns

Count nouns have a number. They can be singular or plural.

Singular count nouns: *a camera* *a map* *one trip*

Plural count nouns: *cameras* *two maps* *many trips*

Count nouns can use singular or plural verbs.

Singular verb: *A city **has** crowded streets.*

Plural verb: *Cities **have** many restaurants.*

Noncount nouns do not have a number. They are never plural.

Noncount nouns: *coffee* *fashion* *food* *information* *money*
 music *nature* *photography* *seafood*

Noncount nouns use a singular verb.

*There **is** music at night.*

*Nature **has** tall mountains and green forests.*



GO ONLINE
for more
practice

F. Read the paragraph below. Look at the underlined nouns. Write the singular and plural nouns in the chart.

I am a careful traveler, and I always make a travel plan. I bring comfortable clothes. I read books, and I talk to friends. I use a map on my phone and find important places to visit. I never forget my camera. I visit historic buildings, and I take a lot of beautiful pictures.

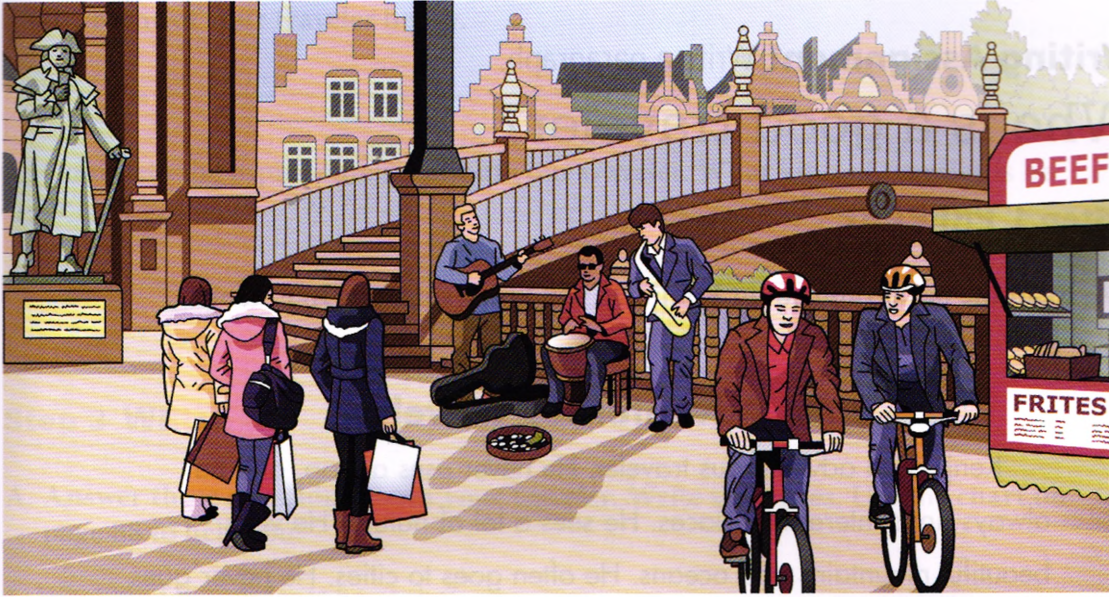
Singular nouns	Plural nouns
<u>traveler</u>	

G. Read the paragraph below. Look at the underlined nouns. Write the count and noncount nouns in the chart.

Many tourists visit my city. Tourists often drink coffee at cafés and watch people. They see interesting fashion. They have new ideas and spend money at different stores. At night they eat in restaurants. They try new food and listen to good music. They smile, and they are friendly.

Count nouns	Noncount nouns
<u>tourists</u>	

H. Use *there is* or *there are* to complete each sentence.



1. There are tourists.
2. _____ a bridge.
3. _____ bicycles.
4. _____ historic buildings.
5. _____ interesting information.
6. _____ money.

I. Use the words in the chart to write sentences about how you travel.

I use a map.

I	bring use	a camera a computer a map a phone
		food information money

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

Chant

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Chapter 6
Vocabulary &
Grammar Chant



- ▶ Compound sentences with *and*
- ▶ Using *and* to combine supporting sentences

Writing Assignment Write a paragraph.
Who is a good traveler?

Step 1 PREPARE

A. Read the paragraph about Kenji. Do you know someone like Kenji?

An Adventurous Traveler

Kenji is an adventurous traveler. He never uses a map, and he always finds interesting places. He sees a lot of nature. He visits beautiful mountains and oceans. He often goes to cities. He never goes to famous stores. He rides his bicycle and walks on historic streets.

B. Which sentences are true about Kenji? Circle two.

- a. Kenji is active. b. Kenji complains. c. Kenji likes nature.

C. Answer the questions about the paragraph about Kenji.

1. What kind of traveler is Kenji? Kenji is an adventurous traveler.
2. What does he see? _____
3. What does he do? _____
4. What does he never do? _____

Step 2 PREWRITE

A. Work with a partner. Write words and phrases that describe each type of traveler.

Likes cities	Likes nature
<i>famous restaurants</i>	<i>tall mountains</i>

B. Choose a good traveler to write about. Does your traveler like cities or nature? Underline words in the chart on page 88 that tell about your traveler. Write the name of your traveler below.

Name: _____

C. Complete the topic sentence about your traveler. What kind of traveler is he or she?

_____ is a(n) _____ traveler.
Name *adjective*

Step 3 WRITE

A. Answer these questions about your traveler. Write sentences. Use the chart on page 88 to help you.

1. What kind of traveler is he or she?

2. What does he or she bring?

3. What places does he or she visit?

a. _____

b. _____

4. What does he or she always, often, or never do?

 B. Use your sentences to write a paragraph.

 C. Add a title to your paragraph. _____

Word Partners

bring (my) family

bring a friend

bring food

bring a map

bring money

GO ONLINE

to practice
word partners



Step 4 REVISE

A. Read the paragraph. How is Loretta different from Kenji?

An Interesting Traveler

Loretta is an interesting traveler. She wears fashionable clothes and eats in many good restaurants. She likes shopping, and she always brings a lot of money. She visits crowded streets with famous stores, and she likes restaurants with fresh seafood. She never complains about prices.

B. Read the paragraph in Activity A again. Circle *and*.

Writing Strategy

Compound sentences with *and*

A simple sentence has one subject and one or more verbs.

subject verb

Loretta is an interesting traveler.

subject verb

Loretta wears fashionable clothes and eats in many good restaurants.

verb

A compound sentence combines two sentences with *and*. It has two subject-verb combinations. Use a comma before *and*.

Sentence 1: *Loretta is an interesting traveler.*

Sentence 2: *She visits different cities.*

subject + verb

subject + verb

Loretta is an interesting traveler, *and* she visits different cities.

Sentence 1: *Loretta likes shopping.*

Sentence 2: *Kenji likes historic neighborhoods.*

subject + verb

subject + verb

Loretta likes shopping, *and* Kenji likes historic neighborhoods.



GO ONLINE
for more
practice

C. Read each sentence. Label the sentence S (simple sentence) or C (compound sentence).

- S 1. I see new places and meet new friends.
- C 2. I like shopping, and I find interesting markets.
- _____ 3. My father uses a map, and we never get lost.
- _____ 4. He sees different cities.
- _____ 5. Lubna is a careful and polite traveler, and people help her.
- _____ 6. She often complains about prices.
- _____ 7. My friend likes new restaurants and often tries new food.

D. Answer the two questions in one sentence. Use a compound sentence with a comma + *and*.

1. What do organized travelers do, and what do they use?

They make travel plans, and they use a map.

2. Where do travelers stay, and where do they eat?

3. When are cafés crowded, and what do people do there?

4. What places do you often visit, and what places do your parents visit?

5. What do careful travelers do, and what do they never do?

E. Rewrite your paragraph from page 89. Use the questions below to help you.

Revising Questions

Can you:

- use compound sentences with *and*?
- add vocabulary words?
- add ideas?

Oxford 2000

Do you need more words to write about your good traveler? Use the Oxford 2000 list on page 133 to find more words for your sentences.

B. Read the paragraph below. Find and correct seven mistakes. The first mistake is corrected for you.

A Busy Traveler


Othman is a busy traveler. He is a soccer player, and he takes a lot of trips. He travels with his team, and plays a lot of games. He sees a lot of cities. He goes to restaurants and he tries food new. He meets often people, and They ask questions. Never he has time to see places.

comma


 C. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- | | |
|---|---|
| <input type="radio"/> 1. Capital letters | <input type="radio"/> 2. Noncount nouns |
| <input type="radio"/> 3. Periods | <input type="radio"/> 4. Compound sentences with <i>and</i> |
| <input type="radio"/> 5. <i>always, often, never</i> before verbs | <input type="radio"/> 6. <i>and</i> to combine two supporting sentences |

 D. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

 Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What word do you like in your partner's paragraph?
 - Are you similar to or different from the traveler in the paragraph?
- Put your paragraph in your portfolio!

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
beautiful	beach	lake	plan	bring
careful	building	map	price	buy
crowded	camera	market	river	complain
famous	city	money	seafood	drink
fashionable	clothes	mountain	shopper	find
favorite	coffee	music	store	forget
fresh	country	musician	street	get
historic	desert	nature	thing	make
important	food	night	tourist	plan
lost	forest	ocean	traveler	see
modern	hotel	place	trip	spend
nice				try
organized				walk
some				wear
tall				

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the chart. Match adjectives with nouns.

- beautiful forest
- _____
- _____
- _____
- _____
- _____

B. Use the chart. Match verbs with nouns.

- spend money
- _____
- _____
- _____
- _____
- _____

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

- wear fashionable clothes
- _____
- _____
- _____
- _____
- _____



GO ONLINE
for more
practice

UNIT 3 Money



CHAPTER 7 Who Gets a Good Deal?

- ▲ **VOCABULARY** Oxford 2000 🗝 words to describe a good deal
- ▲▲ **GRAMMAR** *does not* + verbs
Verbs + *about*
- ▲▲▲ **WRITING** Compound sentences with *but*
Using *for example*



CHAPTER 8 What Is Your Favorite Restaurant?

- ▲ **VOCABULARY** Oxford 2000 🗝 words to describe restaurants
- ▲▲ **GRAMMAR** *do not* + verbs
the + nouns
- ▲▲▲ **WRITING** Compound sentences with *so*
Using *first*, *second*, and *third* to introduce different ideas



CHAPTER 9 Where Do You Want to Go?

- ▲ **VOCABULARY** Oxford 2000 🗝 words to describe travel plans
- ▲▲ **GRAMMAR** *want to* + verbs
Present progressive
- ▲▲▲ **WRITING** Using *right now* to change focus
Spelling verbs with *-ing*

UNIT WRAP UP

Extend Your Skills

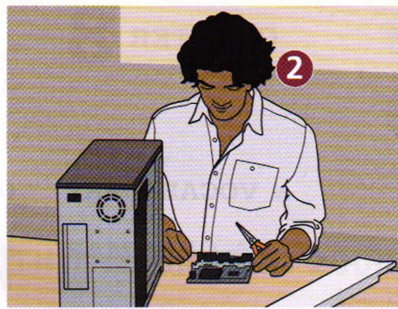
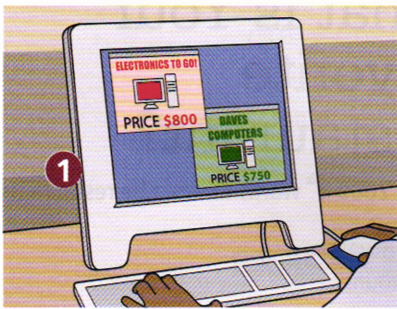
CHAPTER 7 Who Gets a Good Deal?

- Use *does not* + verbs
- Use verbs + *about*
- Use compound sentences with *but*
- Use *for example*
- Write a paragraph about someone who gets a good deal

VOCABULARY ▶ Oxford 2000 ↻ words to describe a good deal

A. Write the correct number from the pictures next to each item in the box.

- | | | |
|-------------------------------------|--|---|
| _____ saves money on clothes | _____ buys jewelry online | _____ cheap shoes |
| _____ learns about fashion | _____ shops in stores, buys new products | _____ expensive shoes |
| _____ knows a lot about electronics | _____ gives advice about technology | _____ does not pay full price, gets a good deal |
| <u>1</u> compares prices | | |



B. Circle the words that describe the pictures.



compare prices
compare electronics



a blue phone
an expensive phone



get a good deal
pay full price



shop online
shop in stores

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.

C. Write the phrases in the correct boxes in the chart.

compares prices

forgets money

saves money

pays full price

gives bad shopping advice

learns about products

knows about good deals

spends a lot of money

An intelligent shopper always...	An intelligent shopper never...
<i>compares prices</i>	<i>gives bad shopping advice</i>



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for more practice



A. Read the paragraph. Is Phuong an intelligent shopper?

A Fashionable Girl

Phuong knows a lot about clothes. She likes fashion. She gives good advice about shopping, and she knows about prices. For example, she buys expensive shoes, but she does not pay full price. She shops in stores, and she finds good deals. She always looks beautiful, but she does not spend a lot of money.

B. Read the paragraph in Activity A again. Circle the correct answers.

1. Phuong *likes* *does not like* clothes.
2. She *learns* *does not learn* about prices.
3. She *buys* *does not buy* cheap shoes.
4. She *shops* *does not shop* online.
5. She *gets* *does not get* bad deals.
6. She *saves* *does not save* money.

Grammar Note

does not + verbs

Use *does not* + a verb to tell when something is not true.

Use *does not* + a verb after *he*.

*He spends money on expensive clothes. He **does not buy** cheap clothes.*

Use *does not* + a verb after *she*.

*She saves money. She **does not pay** full price.*

Use *does not* + verb after *it* and other singular nouns.

*My city is old. It **does not have** a modern subway.*



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practice

C. Read each topic sentence. Circle the two correct supporting sentences.

1. **Topic Sentence:** My brother always pays full price for electronics.
 - a. He does not get good deals.
 - b. He does not like new technology.
 - c. He does not save money.

2. **Topic Sentence:** Petra is not a careful shopper.
- a. She does not compare prices.
 - b. She does not learn about products.
 - c. She does not spend a lot of money.
3. **Topic Sentence:** Lubna buys cheap jewelry online.
- a. She does not know about prices.
 - b. She does not spend a lot of money.
 - c. She does not shop in stores.
4. **Topic Sentence:** Ian knows a lot about electronics.
- a. He reads about new technology.
 - b. He does not compare products.
 - c. He learns about phones and computers.
5. **Topic Sentence:** My city is small and quiet.
- a. It does not have jewelry stores.
 - b. It does not have many people.
 - c. It does not have crowded streets.

D. Mrs. Loya is an English teacher. Read the topic sentence. Then write supporting sentences about Mrs. Loya. Use *does not* + verb.

Topic Sentence: Mrs. Loya is a good English teacher.

1. she/forget names

She does not forget names.

2. she/complain about students

3. she/give bad advice

4. she/have boring classes

5. she/use her phone in class

Grammar Note

Verbs + *about*

Many verbs are followed by prepositions. These verbs are often paired with *about* + a noun.

complain about: She does not **complain about** ^{noun} money.

know about: My friend **knows about** ^{noun} electronics.

learn about: He **learns about** ^{noun} new computers.

read about: I **read about** ^{noun} new products.

give advice about: The store **gives advice about** ^{noun} computers.

talk about: Customers **talk about** ^{noun} good prices.

write about: Students **write about** ^{noun} interesting ideas.



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for more
practice

E. Answer the questions. Write sentences.

1. What do careful shoppers read about?

Careful shoppers read about products.

2. What do musicians write about?

3. What do customers never complain about?

4. What does a fashionable person know about?

5. What do good parents give advice about?

6. What do your friends talk about?

F. Use the words in the charts to write sentences.

I often read about soccer.

My parents always talk about sports.

I	always	complain	about	clothes
My friends	often	know		electronics
My parents	never	learn		music
		read		people
		give advice		prices
		talk		soccer
		write		sports

An intelligent shopper knows about good deals.

He does not buy expensive products.

A careful shopper An intelligent shopper He She	knows a lot about	cheap prices different products good deals new products similar stores
	does not	buy expensive products forget about prices get bad deals pay full price spend a lot of money

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Chant

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for the
Chapter 7
Vocabulary &
Grammar Chant





Writing Assignment Write a paragraph.

Who gets a good deal?

Step 1 PREPARE

A. Read the paragraph about Mehmet. Are you and Mehmet similar or different?

Smart Mehmet

My friend Mehmet is intelligent, and he knows a lot about computers. He has four computers in his house. He reads about technology online, and he learns about new products. He usually gets good deals on new computers. For example, he compares prices online, and he does not pay full price. He buys new technology, but he always saves money.

B. Answer the questions about the model paragraph. Write sentences.

1. What does Mehmet know about?

2. How does he learn about new technology?

3. How does he get a good deal?

4. What does he not do?

Step 2 PREWRITE

A. Think about a friend, a classmate, and a relative. Write each person's name. Then choose a product that he or she knows a lot about.

electronics

clothes

phones

computers

jewelry

shoes

	Name	Product
1. A friend		
2. A classmate		
3. A relative		

B. Choose one friend, classmate, or relative to write about. Complete the topic sentence.

_____ knows a lot about _____
Name of person *product*

C. Think about how the person shops. What does he or she do? What does he or she not do?

What he or she does	What he or she does not do
<i>compares prices</i>	<i>pay full price</i>

Step 3 WRITE

A. Answer the questions about the person for your paragraph. Write sentences using words from the chart above.

1. Is the person your friend, classmate, or relative? What does he or she know a lot about?

2. How does he or she learn about products?

3. What does he or she buy?

4. Where does he or she shop?

Word Partners

get a few things

get a good deal

get a computer

get money

get information

GO ONLINE

to practice
word partners



5. How does he or she get a good deal?

6. What does he or she not do?



B. Use your sentences to write a paragraph in your notebook.



C. Add a title to your paragraph.

Step 4 REVISE

A. Read the paragraph. Where does Lubna shop?

Lubna's Jewelry

My sister Lubna buys and sells jewelry. She works hard, but she makes a lot of money. She visits famous stores and gets a lot of information about products. For example, she talks to people and asks many questions. She buys a lot of jewelry, but she does not pay full price. She puts pictures of her products online, and customers buy her jewelry. Her customers get a good deal, and she often gives them good advice.

B. Read the paragraph in Activity A again. Circle *but*.

Writing Strategy

Compound sentences with *but*

A compound sentence shows a relationship between two ideas. Write a compound sentence with *but* to show difference.

*My sister spends her money on jewelry, **but** I always buy computer games.*
(a difference between my sister and me)

*Martha works hard, **but** she makes a lot of money.*
(a difference between something difficult and something good)

Sometimes the verb after *but* is negative (*does not* + verb).

Jose buys cheap clothes, but he does not buy cheap electronics.
She likes expensive jewelry, but she does not pay full price.



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for more
practice

C. Circle *and* or *but*. Write the correct sentences below.

1. He knows about good deals, and *but* he does not pay full price.

He knows about good deals, and he does not pay full price.

2. I listen to music, *and* *but* I buy music online.

3. She learns about fashion online, *and* *but* she buys her clothes in stores.

4. I look at products in stores, *and* *but* I compare prices.

5. My friend goes to nice restaurants, *and* *but* he spends a lot of money on food.

D. Rewrite your paragraph from page 104. Use the questions below to help you.

Revising Questions

Can you:

- use *but* to show a difference?
- add vocabulary words?
- add ideas?

Oxford 2000

Do you need more words to write about someone who gets a good deal? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Step 5 EDIT

Writing Strategy

Using *for example*

Use *for example* when you give details to explain an idea. *For example* often answers the question *How?*

How does he get good deals?

He gets good deals on computers. **For example**, he compares prices online.

How does she get information?

She finds out a lot about products. **For example**, she asks many questions.

Use *for example* at the beginning of a new sentence. Use a comma after *for example*.

She is organized. **For example**, she always makes plans.



GO ONLINE
for more
practice

A. Match each topic sentence with the correct example sentence. Write the correct sentences below. Use *for example*.

Topic sentence		Example sentence *
1. My friend knows a lot about clothes.	For example,	a. she visits many different countries and tries new food.
2. Neal is active.		b. she wears cheap shoes with expensive jewelry.
3. He gets good deals on electronics.		c. she reads about fashion.
4. My sister is busy.		d. he plays soccer and rides a bicycle.
5. She is an adventurous traveler.		e. she studies in the morning and works at night.
6. Gina likes clothes and combines different things.		f. he finds cheap computers online.

1. My friend knows a lot about clothes. For example, she reads about fashion.
2. _____
3. _____
4. _____
5. _____
6. _____

B. Explain each idea. Use *for example* with a sentence to explain *How*?

1. I get good deals on phones. For example, I never buy new phones.
2. He saves money on electronics. _____
3. She spends a lot of money on food. _____
4. I never buy expensive clothes. _____
5. They are social. _____

C. Read the following paragraph. Find and correct six mistakes. The first mistake is corrected for you.


My Mother's Shoes

My mother ^{knows} know a lot about shoes, for example she reads about fashion online, and she learns new shoes and clothes. She not like cheap shoes. She goes to famous stores in the city, and she buys expensive shoes. She fashionable, and she does not get good deals.

 D. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- | | |
|--|---|
| <input type="radio"/> 1. Capital letters | <input type="radio"/> 2. Verbs + <i>about</i> |
| <input type="radio"/> 3. Periods | <input type="radio"/> 4. Compound sentences with <i>but</i> |
| <input type="radio"/> 5. <i>does not</i> + verbs | <input type="radio"/> 6. <i>for example</i> |

 E. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

 Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What idea do you like in your partner's paragraph?
 - Are you similar to or different from the shopper in the paragraph?
- Put your paragraph in your portfolio!

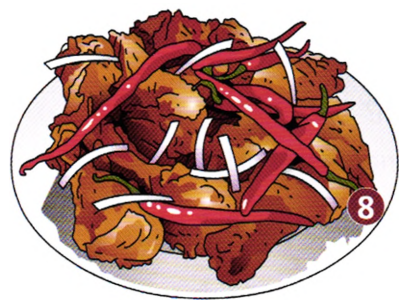
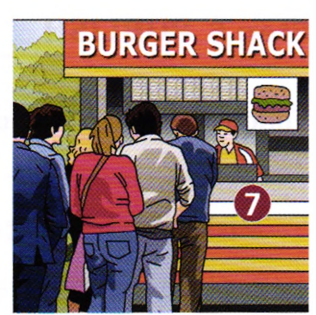
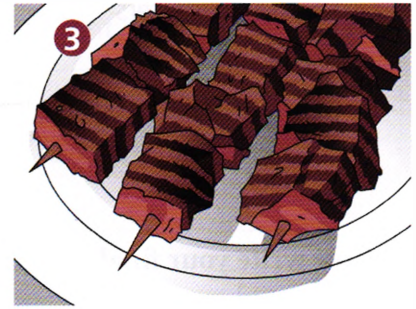
CHAPTER 8 What Is Your Favorite Restaurant?

- Use *do not* + verbs
- Use *the* + nouns
- Use compound sentences with *so*
- Use *first, second, and third* to introduce different ideas
- Write a paragraph about your favorite restaurant

▲ VOCABULARY ▶ Oxford 2000 ⚡ words to describe restaurants

A. Write the correct number from the pictures next to each item in the box.

_____ a popular place	_____ grilled meat	_____ servers	_____ spicy chicken
<u>1</u> wait for a table	_____ share a meal	_____ eat a lot	_____ order lunch
_____ meet friends for dinner	_____ delicious vegetables		



B. Write each phrase below the correct picture.

a crowded table

grilled vegetables

spicy food

order dinner

wait for a friend

friendly server



grilled vegetables

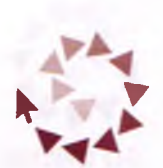


Oxford 2000

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.

C. Circle the correct words.

1. fast restaurant service
2. polite food servers
3. delicious vegetables table
4. grilled experience meat
5. wait for dinner fast service
6. meet relatives a meal



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Grammar Note

the + nouns

Use *the* before a noun to connect the noun to a specific place or thing.

The connects *food* with *Ping's* *The* connects *service* with *Ping's*

We like Ping's. **The** food is delicious. **The** service is friendly.

Use *the* with specific noncount nouns.

The connects *seafood* with *Mrs. Mai's*

I like seafood. I order **the** seafood at Mrs. Mai's.

Use *the* with specific plural nouns.

the connects *vegetables* with *River Café*

I don't like vegetables, but at River Café, **the** vegetables are delicious.

Use *the* with specific singular nouns.

The connects *café* with *Cam's*

I meet my friends at Cam's. **The** café is friendly and cheap.



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for more
practice

D. Complete each supporting sentence about Cam's Café. Then add a new sentence. Use *the* and your own ideas.



Topic Sentence: We recommend Cam's for many reasons.

1. The service is good.

The servers work hard.

2. The food _____.

3. The prices _____.

4. The building _____.

E. Read the first sentence. Circle the letter of the correct supporting sentence.

1. I study at my school.
 - a. The library is quiet.
 - b. A library is quiet.
2. Empire Café serves good food.
 - a. The grilled chicken is delicious.
 - b. Grilled chicken is delicious.
3. I do not like restaurants.
 - a. Food is boring.
 - b. The food is boring.
4. Amy's has many customers, and it is often crowded.
 - a. The customers do not complain. They like the service and the food.
 - b. Customers do not complain. They like service and food.
5. The Grand Hotel has an expensive restaurant.
 - a. The food is delicious, and the service is excellent.
 - b. Food is delicious, and service is excellent.

F. Use the words in the chart to write sentences.


At Mrs. Mai's, we share the food.

At River Café,	I	(do not)	eat	the food
At Ahmed's,	we		order	the seafood
At Mrs. Mai's,	the customers	(do not)	like	the spicy meat
	they		share	the grilled vegetables
	the servers		bring	
			recommend	

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

Chant

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for the
Chapter 8
Vocabulary &
Grammar Chant





Writing Assignment Write a paragraph.

What is your favorite restaurant?

Step 1 PREPARE

A. Read Luan's paragraph. Do you know of a similar restaurant?

Mrs. Mai's

My friends and I like Mrs. Mai's for three reasons. First, the restaurant is comfortable. The music is quiet, so we can talk. Second, we like the food. For example, the spicy chicken is delicious, and the grilled vegetables are fresh. The servers bring a lot of food, so my friends and I often share meals. Third, the prices are good, so we do not spend a lot of money. We always feel happy at Mrs. Mai's.

B. Answer the questions below. Use information from Luan's paragraph.

1. What restaurant do Luan and his friends like?

2. How many reasons does he give for liking the restaurant?

3. What is the first reason Luan and his friends like Mrs. Mai's?

4. What is the second reason they like it?

a. _____

b. What is an example? _____

5. What is the third reason they like it?

6. How do they feel there?

Step 2 PREWRITE

A. Write notes in the chart about a restaurant you recommend. Then circle two or three things that you want to write about.

The restaurant	The food	The servers	The prices

B. Write topic sentences about your restaurant. Choose one for your paragraph.

1. I recommend _____ for three reasons.
2. My favorite restaurant is _____.
3. My friends and I like _____ for many reasons.

Step 3 WRITE

A. Answer the questions. Write sentences using words from the chart above. Explain your reasons or give examples.

1. What is your favorite restaurant? (Write your topic sentence here.)

2. What is your first reason?

3. What is your second reason?

4. What is the third reason?

5. How do you feel at the restaurant?

Word Partners

eat food

order food

bring food

recommend food

share food

like food


pay for good food

try new food

GO ONLINE

to practice
word partners



 B. Use your sentences to write a paragraph in your notebook.

 C. Add a title to your paragraph. _____

Step 4 REVISE

A. Read the paragraph. Is the restaurant for your paragraph similar or different?

Kebab House

My friends and I like Kebab House. We often meet for lunch. It is a good place for many reasons. First, it is fast. The restaurant is near our school. We walk there and get food fast. Second, it is not expensive. We are students, so we are careful with money. Third, Kebab House has good food. The restaurant serves different kinds of grilled meat, and it is always delicious. We eat a lot, and we feel happy.

B. Read the paragraph in Activity A again. Circle *so*.

Writing Strategy

Compound sentences with *so*

A compound sentence shows a relationship between two ideas. Write a compound sentence with *so* to show cause and then effect.

cause effect
My mother does not like chicken, **so** we eat a lot of seafood.

cause effect
I do not like the food, **so** I do not go to Harry's Café.

Use a comma and then *so*. Do not capitalize *so*.

The café is not expensive, **so** we get a good deal.



GO ONLINE
for more
practice

C. Circle the letter to complete each sentence with so.

1. The restaurant is expensive, so
 - a. we often go there.
 - b. we spend a lot of money.
2. There are always many customers, so
 - a. they have rice and vegetables.
 - b. the servers are busy.
3. I do not like seafood, so
 - a. I order seafood and rice.
 - b. I order meat and vegetables.
4. Pierre's is expensive, so
 - a. customers do not eat at home.
 - b. customers spend a lot of money.

D. Complete the sentences with effects.

1. There are many customers, so the waiters are busy.
2. I do not like chicken, so _____.
3. The café is quiet, so _____.
4. The servers are polite, so _____.
5. The restaurant has delicious food, so _____.
6. The restaurant is big, so _____.

E. Rewrite your paragraph from page 116. Use the questions below to help you.

Revising Questions

Can you:

- use so to show an effect?
- add vocabulary words?
- add ideas?

Oxford 2000

Do you need more words to write about your favorite restaurant? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Writing Strategy

Using *first*, *second*, and *third* to introduce different ideas

Use *first*, *second*, and *third* to introduce new supporting ideas.

- 1 = First **First**, the restaurant is beautiful.
- 2 = Second **Second**, the restaurant has good food.
- 3 = Third **Third**, the restaurant has polite servers.

Use a comma after *first*, *second*, and *third* at the beginning of a sentence.



GO ONLINE
for more
practice

A. Write the following sentences as a short paragraph. Change the numbers to *first*, *second*, and *third*.

Topic sentence: I like the restaurant in the Grand Hotel for three reasons.

- Supporting sentences:**
1. The hotel is beautiful. The building is historic.
 2. The customers are fashionable. They wear expensive clothes.
 3. It has good food. The dinners are delicious.

B. Add *first*, *second*, and *third* to the following paragraphs.

1. **First**, the servers give customers a lot of food, and it is delicious. The meat is spicy, and the seafood is fresh. The servers are friendly. They smile and talk to customers. The prices are good. Customers do not complain. They are always happy.

2. My family and I like the Starlight Café for three reasons. I know the servers. They are friendly, so my children feel comfortable. The meals are delicious. I recommend the grilled chicken with vegetables. The Starlight Café is a quiet place. We do not like crowded restaurants. The Starlight Café is peaceful, so we talk and have a nice dinner.

C. Read the paragraph below. Find and correct six mistakes. The first mistake is corrected for you.

Paco's

the

I recommend Paco's for three reasons. First, restaurant is beautiful. It is modern so the servers wear nice clothes. Second the food is delicious. The grilled seafood is popular, and spicy chicken is delicious. third, important people eat at Paco's. Customers wear fashionable clothes and expensive jewelry. I like Paco's, so do not complain about the prices.

 D. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- | | |
|--|--|
| <input type="radio"/> 1. Capital letters | <input type="radio"/> 2. <i>the</i> + noun |
| <input type="radio"/> 3. Periods | <input type="radio"/> 4. Compound sentences with <i>so</i> |
| <input type="radio"/> 5. <i>do not</i> + verbs | <input type="radio"/> 6. <i>first, second, and third</i> |

 E. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

 Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with two partners.
- Answer the questions.
 - What restaurant do you like?
 - How is your restaurant similar to or different from each of your partner's restaurants?
- Put your paragraph in your portfolio!

CHAPTER 9 Where Do You Want to Go?

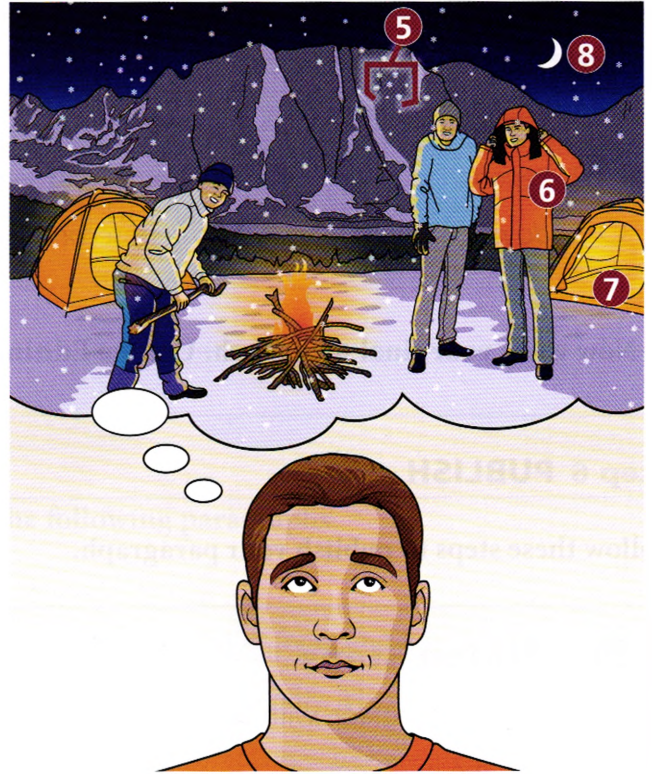
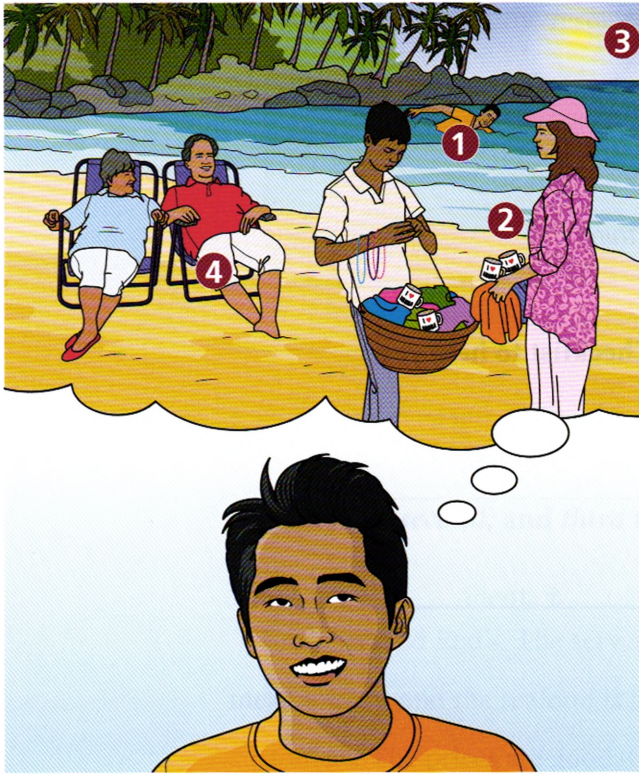
- Use *want to* + verbs
- Use the present progressive
- Use *right now* to change focus

- Learn about spelling verbs with *-ing*
- Write a paragraph about a place you want to visit

▲ VOCABULARY ▶ Oxford 2000 ↗ words to describe travel plans

A. Write the correct number from the pictures next to each item in the box.

- | | | |
|-------------------------|------------------|-----------------|
| ___ 1 swim in the water | ___ use a tent | ___ buy gifts |
| ___ hot weather | ___ warm clothes | ___ cold nights |
| ___ relax by the beach | ___ snowing | |



1. _____

2. _____

B. Match each sentence below to one of the pictures above. Write the sentence below the picture.

I'm planning a trip next winter.

I'm planning a trip next summer.

C. Write each word below the correct picture to complete the phrase.

gift tea weather water nature adventure



give a gift



swim in the _____



drink hot _____




relax in _____



cold _____



an interesting _____

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.

D. Write *summer* or *winter* next to each sentence.

1. Families bring food to the park at night. summer
2. Many people complain about cold weather. winter
3. People do not wear warm clothes. _____
4. People like hot drinks. _____
5. The weather is nice, so people walk on the streets at night. _____
6. People swim in the ocean. _____
7. Children play in the water. _____



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for more
practice



A. Read Jose's paragraph. Where is he planning to go?

A Trip to the Beach

I am planning a trip to the ocean next summer. My family and I live in a cold place. It snows a lot, so we want to visit a warm country. We want to stay in a hotel by the beach. My parents want to try new food, and I want to swim in the ocean. My sisters want to buy interesting gifts for their friends. Right now, we are making travel plans. We are reading about different places, and we are learning about the weather, food, and prices.

B. Read the sentences about the paragraph in Activity A. Write *T* (true), *F* (false), or ? (don't know).

- F 1. Jose wants to go to the ocean next winter.
- 2. Jose does not like cold weather.
- 3. His parents want to swim.
- 4. They are learning about the weather at the beach.
- 5. His sisters are saving money for gifts.

Grammar Note

want to + verbs

Use *want to* with a verb to explain a strong feeling about a plan or goal you have.

Use *want to* with a verb after *I*, *we*, and *they*.

I want to go to the beach

We want to visit Hong Kong.

They want to buy gifts for their friends.

Use *wants to* with a verb after *he* and *she*.

He wants to relax by the beach.

She wants to buy gifts.

Use *do/does not want to* with a verb to show negative.

I do not want to swim in the ocean.

He does not want to spend a lot of money.



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practice

C. Read the sentences below. Write a supporting sentence with *want to* or *wants to* and the words in the box.

buy new shoes save money visit a warm country try different restaurants
go home see mountains

1. My brother likes food. He wants to try different restaurants.
2. My sister is saving money. _____
3. He is reading about cheap hotels. _____
4. I like adventures in nature. _____
5. My friend misses his country. _____
6. I don't like cold weather. _____

D. Read the sentences. Complete each sentence with *do not want to* or *does not want to* and the words in the box to show an effect.

wear warm clothes forget her map eat a big dinner
buy expensive gifts swim in the ocean

1. They are busy, so they do not want to wait for a table.
2. I do not have a lot of money, so I _____
3. I always eat a big lunch, so I _____
4. She does not want to get lost, so she _____
5. He does not like water, so he _____
6. We are visiting a hot country, so we _____

E. Think about your next trip. Circle your answer to the question. Ask your classmate. Then write sentences about you and your classmate. Are you different or similar?

1. Where do you want to visit? *the ocean* *the mountains* *a big city*

Me: I want to visit a big city.

My classmate: My classmate wants to visit the mountains.

2. What do you want to see? *beaches* *green forests* *interesting streets*

Me: _____

My classmate: _____

3. What do you want to do? *see nature* *swim* *shop in famous stores*

Me: _____

My classmate: _____

4. What do you want to eat? *seafood* *meat* *vegetables*

Me: _____

My classmate: _____

5. What do you want to buy? *clothes* *electronics* *jewelry*

Me: _____

My classmate: _____

6. Who do you want to travel with? *my friends* *one friend* *my family*

Me: _____

My classmate: _____

Grammar Note

Present progressive

The present progressive uses *am/is/are* with a verb + *ing* to focus on actions that are true for a period of time right now but are not always true.

*I have many books. Right now, I **am reading** a book about South Africa.*
(true for a long time, a fact) (There is a change. Something is true right now.)
Use *am* with a verb + *-ing* after *I*.

*I **am planning** a trip.*

*I **am learning** about South Africa right now.*

Use *is* with a verb + *-ing* after *he*, *she*, and *it*.

*He **is ordering** dinner.*

*She **is eating** hot soup.*

*It **is snowing**.*

Use *are* with a verb + *-ing* after *we* and *they*.

*We **are reading** about hotels.*

*They **are sharing** a meal.*

Use *am/is/are* + *not* with a verb + *-ing* for a negative statement.

*I **am not eating** in restaurants.*

*She **is not shopping** in expensive stores.*

*My children **are not complaining**.*



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practice

F. Nabil wants to save money for a trip, so his life is different right now. Use *he is* and *he is not* with verb + *-ing* to write sentences.

1. buying cheap food

He is buying cheap food.

2. eating in expensive restaurants

3. comparing prices

4. shopping at expensive stores

5. saving money

G. Complete the sentences. Use words and phrases from the box.

I	am	buying warm clothes learning about the weather and money making travel plans planning a trip to London saving money
He She It	is	
We They	are	talking to family about the trip using a map wearing comfortable shoes

1. My friends and I want to visit Japan, so we are learning about the weather and money.

2. He wants to go to a cold place, so _____.

3. My parents want to see a big city, so _____.

4. They are walking, so _____.

5. I want to take an expensive trip, so _____.

6. My sister is an organized traveler, so _____.

Chant

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 for the
 Chapter 9
 Vocabulary &
 Grammar Chant





- ▶ Using *right now* to change focus
- ▶ Spelling verbs with *-ing*

Writing Assignment Write a paragraph.

Where do you want to go?

Step 1 PREPARE

A. Read Natalya's paragraph. Is this trip interesting to you? Why or why not?

Winter in the Mountains

My friends and I are planning a trip to the mountains next winter. We do not want to have a boring trip. We want to have an adventure. We want to stay in the forest, walk to lakes, and see beautiful nature. Right now, we are planning our trip. The weather is cold in the mountains. It snows a lot, so we are shopping for warm clothes and shoes. We are reading books about nature and planning our meals.

B. Answer the questions about Natalya's paragraph.

1. What trip is the writer planning?

2. Who is she going with? When?

3. What does she want to do?

a. _____

b. _____

c. _____

4. Right now, what plans is she making?

a. _____

b. _____

Step 2 PREWRITE

A. Check (✓) a trip you want to take. Circle *next summer* or *next winter*.

- to the beach *next summer* *next winter*
- to the mountains *next summer* *next winter*
- to a big city *next summer* *next winter*
- to a new country *next summer* *next winter*

B. Complete the topic sentences. Then check (✓) the topic sentence you want to use for your paragraph.

1. I am planning a trip to _____.
2. I want to go to _____.

C. What do you want to do, and what plans are you making right now? Write ideas in the chart.

I want to/We want to...	I am/We are...

Step 3 WRITE


A. Answer the questions. Write sentences using words from the chart above.


1. Where do you want to go?

2. Who are you going with? When?

3. What do you (and others) want to do?

4. Right now, what plans are you making?

 B. Use your sentences to write a paragraph in your notebook.

 C. Add a title to your paragraph. _____

Word Partners

warm weather

warm clothes

warm shoes

warm water

warm night

GO ONLINE

to practice
word partners



Step 4 REVISE

A. Read the paragraph. What do you like about this trip?

A Trip Home

I am planning a trip to my country next summer. I want to see my family and my childhood home. I miss my street. There are tall, green trees, and children play soccer. I want to sit outside with my family and see my old neighbors. We want to share stories about our adventures. I want to walk by the river and meet my friends at a café at night. Right now, I am planning. I am shopping for gifts. I want to buy jewelry for my mother and sister, and I want to buy electronics for my father and brothers.

B. Read the paragraph in Activity A again. Circle *right now*.

Writing Strategy

Using *right now* to change focus

Use *right now* with the present progressive to show a change in focus.

always true **New focus: The action is true now but not always true.**
*I like nature. **Right now**, I am reading a book about mountains.*

always true **New focus: The action is true now but not always true.**
*I want to visit Singapore. **Right now**, I am saving money.*

Right now is often used at the beginning of a sentence. Use a comma after *right now*.



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for more
practice

C. Write the sentences as a paragraph. Add *right now* to show a change of focus.

1. My parents want to visit me.

They want to see my school.

They are asking me questions.

They want to bring me gifts.

My parents want to visit me. They want to see my school. Right now, they
are asking me questions. They want to bring me gifts.

2. My friends and I love soccer.

We want to go to Spain and watch soccer games.

We are saving money for our trip.

For example, we are not spending money on restaurants.

3. My sisters and I like nature.

We want to stay by a beautiful lake.

We are reading about different hotels.

We are comparing prices.

4. My brother wants to visit the desert next summer.

He is reading a lot of books.

He is learning new things about the desert.

For example, it is hot, but it is cold at night.

D. Complete the sentences below. Use the present progressive and the words in the box.

spend/money on a new bicycle

talk/to my friends about travel plans

go/to a café

wait/for a table at a famous restaurant

1. My sister and I want to have coffee and talk. Right now, we are going to a café.

2. She wants to eat good food. Right now, _____.

3. I want to have an interesting adventure. Right now, _____.

4. My brother wants to ride a bicycle in nature. Right now, _____.

 E. Rewrite your paragraph on page 127. Use the list below to help you.

Oxford 2000

Do you need more words to write about travel plans? Use the Oxford 2000 list on page 133 to find more words for your sentences.

Revising Questions

Can you:

- use *right now* to show a change of focus?
- add vocabulary words?
- add ideas?

Step 5 EDIT

Writing Strategy

Spelling verbs with *-ing*

Many verbs end in *e*. When you add *-ing*, do not use *e*.

I am taking a trip. NOT: ~~*I am takeing a trip.*~~

Here are some other examples.

give → *giving* *smile* → *smiling*

ride → *riding* *take* → *taking*

save → *saving* *use* → *using*

compare → *comparing*

Some verbs change in a different way. They take two letters + *-ing*. The following are some examples:

shop → *shopping* *get* → *getting*

plan → *planning* *swim* → *swimming*



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for more
practice

A. Combine the verb with *-ing*. Write the verb. Use correct spelling.

1. relax + *-ing*: relaxing

2. give + *-ing*: giving

3. use + *-ing*: _____

4. ride + *-ing*: _____

5. swim + *-ing*: _____

6. shop + *-ing*: _____

B. Read the paragraph below. Find and correct six mistakes. The first mistake is corrected for you.

An Expensive Trip

I want to visit Thailand. I want ^{to} visit beautiful cities. I want see beautiful beaches. I want to eat in expensive restaurants. Right now, I am saveing money. I am use the Internet, and I am geting deals on hotels. I sharing a room with friends.

C. Read your paragraph again. Check (✓) the things in your paragraph.

Editing Checklist

- 1. Capital letters and periods
- 2. *right now* to show a change of focus
- 3. *want to* + verb
- 4. Correct spelling of verbs with *-ing*
- 5. Present progressive

D. Now write your final paragraph. Use the Editing Checklist to help you.

Step 6 PUBLISH

Follow these steps to publish your paragraph.

Publishing Steps

- Share your paragraph with a partner.
- Answer the questions.
 - What sentences do you like in your partner's paragraph?
 - Do you like your partner's plan for a trip? Explain.
- Put your paragraph in your portfolio!

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	
cheap	adventure	shoe	compare	relax
cold	advice	summer	give	save
expensive	deal	table	go home	snow
fast	dinner	tea	know (about)	swim
full	gift	technology	learn	wait
hot	jewelry	vegetable	order	
next	lunch	water		
popular	meal	weather		
warm	meat	winter		
	product			

PRACTICE WITH THE OXFORD 2000 ↗

A. Use the chart. Match adjectives with nouns.

1. cheap jewelry
2. _____
3. _____
4. _____
5. _____
6. _____

B. Use the chart. Match verbs with nouns.

1. compare deals
2. _____
3. _____
4. _____
5. _____
6. _____

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

1. know about expensive shoes
2. _____
3. _____
4. _____
5. _____
6. _____



GO ONLINE
for more
practice

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.*

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.*

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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 *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 /lid/ *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.*
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 *adj., adv.*
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.*
poet *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.*
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.*

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- 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.*

The Oxford 2000 List of Keywords

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.*

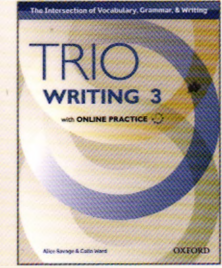
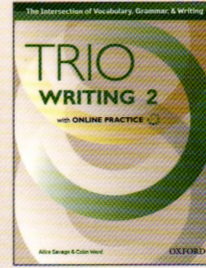
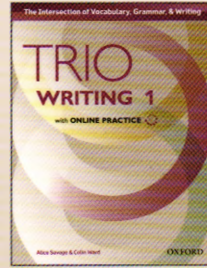
whatever *adj., pron., adv.*
wheel *n.*
when *adv., conj.*
whenever *conj.*
where *adv., conj.*
wherever *conj.*
whether *conj.*
which *pron., adj.*
while *conj., n.*
white *adj., n.*
who *pron.*
whoever *pron.*
whole *adj., n.*
whose *adj., pron.*
why *adv.*
wide *adj.*
wife *n.*
wild *adj.*
will *modal 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.*

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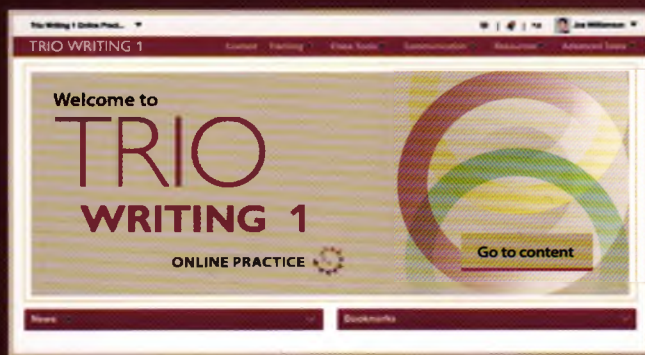


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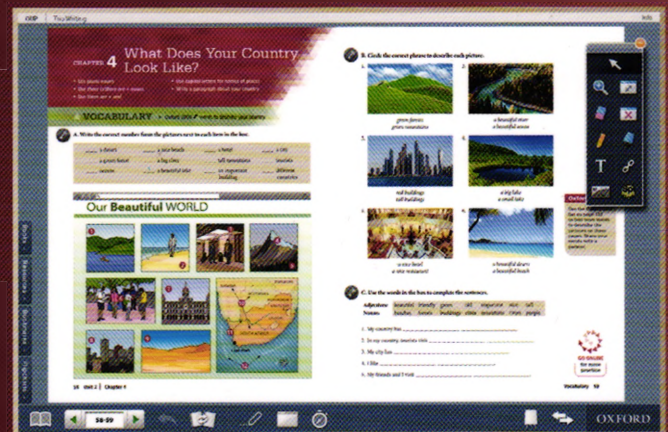
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