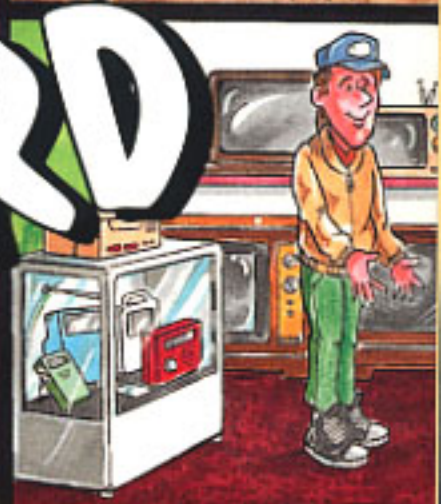
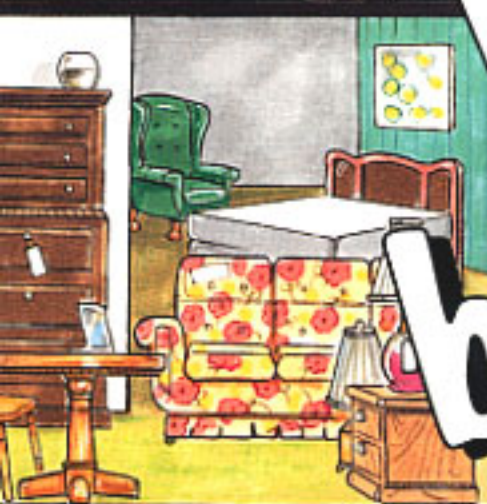
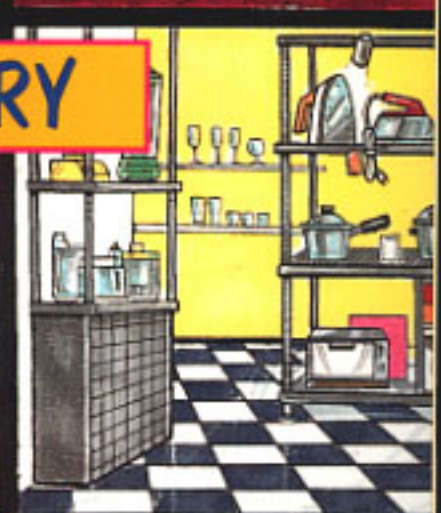
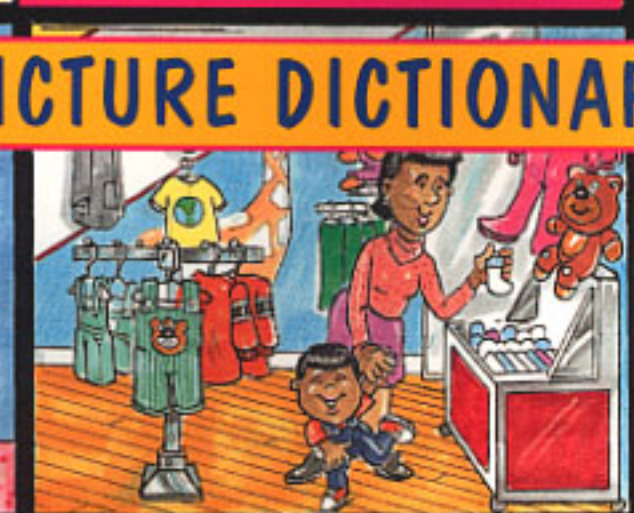


WORD by WORD



PICTURE DICTIONARY



Steven J. Molinsky • Bill Bliss

The *Word by Word* Picture Dictionary presents more than 3,000 vocabulary words through lively full-color illustrations. This innovative Picture Dictionary offers students the essential vocabulary they need to communicate effectively in a wide range of relevant situations and contexts.

Word by Word organizes the vocabulary into 100 thematic units, providing a careful sequence of lessons that range from the immediate world of the student to the world at large. Early units on the family, the home, and daily activities lead to lessons on the community, school, workplace, shopping, recreation, and other topics. *Word by Word* offers extensive coverage of important lifeskill competencies and the vocabulary of school subjects and extracurricular activities. Since each unit is self-contained, *Word by Word* can be used either sequentially or in any desired order.

For users' convenience, the units in *Word by Word* are listed two ways: sequentially in the Table of Contents, and alphabetically in the Thematic Index. These resources, combined with the Glossary in the appendix, allow students and teachers to quickly and easily locate all words and topics in the Picture Dictionary.

The *Word by Word* Picture Dictionary is the centerpiece of the complete *Word by Word* Vocabulary Development Program, which offers a wide selection of print and media support materials for instruction at all levels. Ancillary materials include Workbooks at three different levels (Literacy, Beginning, and Intermediate), a Teacher's Resource Book, a Handbook of Vocabulary Teaching Strategies, a complete Audio Program, Wall Charts, Color Transparencies, Vocabulary Game Cards, a Song Album and accompanying Song Book, and a Testing Program. Bilingual editions of the Picture Dictionary are also available.

Teaching Strategies

Word by Word presents vocabulary words in context. Model conversations depict situations in which people use the words in meaningful communication. These models become the basis for students to engage in dynamic, interactive conversational practice. In addition, writing and discussion questions in each unit encourage students to relate the vocabulary and themes to their own lives as they share experiences, thoughts, opinions, and information about themselves, their cultures, and their countries. In this way, students get to know each other "word by word."

In using *Word by Word*, we encourage you to develop approaches and strategies that are compatible with your own teaching style and the needs and abilities of your students. You may find it helpful to incorporate some of the following techniques for presenting and practicing the vocabulary in each unit.

1. *Previewing the Vocabulary:* Activate students' prior knowledge of the vocabulary either by brainstorming with students the words in the unit they already know and writing them on the board, or by having students look at the Wall Chart, the transparency, or the illustration in *Word by Word* and identify the words they are familiar with.
2. *Presenting the Vocabulary:* Point to the picture of each word, say the word, and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the vocabulary.
3. *Vocabulary Practice:* Have students practice the vocabulary as a class, in pairs, or in small groups. Say or write a word, and have students point to the item or tell the number. Or, point to an item or give the number, and have students say the word.

4. *Model Conversation Practice:* Some units have model conversations that use the first word in the vocabulary list. Other models are in the form of *skeletal dialogs*, in which vocabulary words can be inserted. (In many skeletal dialogs, bracketed numbers indicate which words can be used to practice the conversation. If no bracketed numbers appear, all the words on the page can be used.)

The following steps are recommended for Model Conversation Practice:

- Preview: Students look at the model illustration and discuss who they think the speakers are and where the conversation takes place.
 - The teacher presents the model and checks students' understanding of the situation and the vocabulary.
 - Students repeat each line of the conversation chorally or individually.
 - Students practice the model in pairs.
 - A pair of students presents a new conversation based on the model, but using a different word from the vocabulary list.
 - In pairs, students practice several new conversations based on the model, using different vocabulary words.
 - Pairs present their conversations to the class.
5. *Additional Conversation Practice:* Many units provide two additional skeletal dialogs for further conversation practice with the vocabulary. (These can be found in a yellow-shaded area at the bottom of the page.) Have students practice and present these conversations using any words they wish.
6. *Writing and Spelling Practice:* Have students practice spelling the words as a class, in pairs, or in small groups. Say or spell a word, and have students write it and then point to the picture of the item or tell the number. Or, point to a picture

of an item or give the number, and have students write the word.

7. *Themes for Discussion, Composition, Journals, and Portfolios:* Each unit of *Word by Word* provides one or more questions for discussion and composition. (These can be found in a green-shaded area at the bottom of the page.) Have students respond to the questions as a class, in pairs, or in small groups. Or, have students write their responses at home, share their written work with other students, and discuss as a class, in pairs, or in small groups.

Students may enjoy keeping a journal of their written work. If time permits, you may want to write a response in each student's journal, sharing your own opinions and experiences as well as reacting to what the student has written. If you are keeping portfolios of students' work, these compositions serve as excellent examples of students' progress in learning English.

8. *Communication Activities:* The *Word by Word Teacher's Resource Book* provides a wealth of games, tasks, brainstorming, discussion, movement, drawing, miming, role-playing, and other activities designed to take advantage of students' different learning styles and particular abilities and strengths. For each unit, choose one or more of these activities to reinforce students' vocabulary learning in a way that is stimulating, creative, and enjoyable.

Word by Word aims to offer students a communicative, meaningful, and lively way of practicing English vocabulary. In conveying to you the substance of our program, we hope that we have also conveyed the spirit: that learning vocabulary can be genuinely interactive . . . relevant to our students' lives . . . responsive to students' differing strengths and learning styles . . . and fun!

Steven J. Molinsky

Bill Bliss

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- A. Hi! What are you doing?
 B. I'm cleaning the apartment.



1. clean the apartment/
clean the house
2. sweep the floor
3. dust
4. vacuum
5. wash the dishes

6. do the laundry
7. iron
8. feed the baby
9. feed the cat
10. walk the dog

11. watch TV
12. listen to the radio
13. listen to music
14. read
15. play

16. play basketball
17. play the guitar
18. practice the piano
19. study
20. exercise

A. Hi,! This is
 What are you doing?
 B. I'ming. How about you?
 A. I'ming.

A. Are you going to today?
 B. Yes. I'm going to in a
 little while.

What are you going to do tomorrow?
 Make a list of everything you are
 going to do.

Practice these classroom actions.



1. Stand up.
2. Go to the board.
3. Write your name.
4. Erase your name.
5. Sit down./Take your seat.

6. Open your book.
7. Read page eight.
8. Study page eight.
9. Close your book.
10. Put away your book.

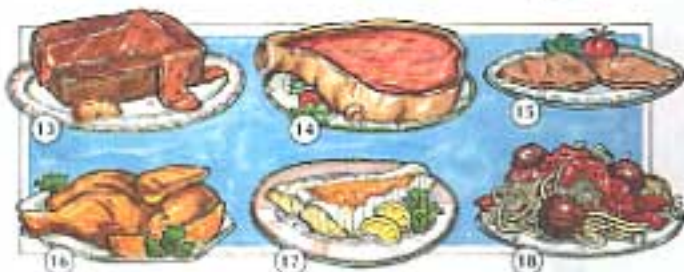
11. Listen to the question.
12. Raise your hand.
13. Give the answer.
14. Work in groups.
15. Help each other.

16. Do your homework.
17. Bring in your homework.
18. Go over the answers.
19. Correct your mistakes.
20. Hand in your homework.

21. Take out a piece of paper.
22. Pass out the tests.
23. Answer the questions.
24. Check your answers.
25. Collect the tests.

26. Lower the shades.
27. Turn off the lights.
28. Turn on the projector.
29. Watch the movie.
30. Take notes.

You're the teacher!
Give instructions to your students.



A. Appetizers

- | | |
|-----------------------------|------------------|
| 1. fruit cup/fruit cocktail | 4. chicken wings |
| 2. tomato juice | 5. nachos |
| 3. shrimp cocktail | 6. potato skins |

B. Salads

- | | |
|----------------------------------|-----------------------|
| 7. tossed salad/
garden salad | 10. antipasto (plate) |
| 8. Greek salad | 11. Caesar salad |
| 9. spinach salad | 12. salad bar |

C. Main Courses/Entrees

- | | |
|--------------------------|--------------------------------|
| 13. meatloaf | 16. baked chicken |
| 14. roast beef/prime rib | 17. broiled fish |
| 15. veal cutlet | 18. spaghetti and
meatballs |

D. Side Dishes

- | | |
|---------------------|----------------------|
| 19. a baked potato | 22. rice |
| 20. mashed potatoes | 23. noodles |
| 21. french fries | 24. mixed vegetables |

E. Desserts

- | | |
|--------------------|----------------------|
| 25. chocolate cake | 28. jello |
| 26. apple pie | 29. pudding |
| 27. ice cream | 30. ice cream sundae |

[Ordering dinner]

- A. May I take your order?
 B. Yes, please. For the appetizer I'd like the [1-6].
 A. And what kind of salad would you like?
 B. I'll have the [7-12].
 A. And for the main course?
 B. I'd like the [13-18], please.
 A. What side dish would you like with that?
 B. Hmm. I think I'll have [19-24].



[Ordering dessert]

- A. Would you care for some dessert?
 B. Yes. I'll have [25-29] / an [30].

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Picture Dictionary offers students the essential vocabulary they need to communicate effectively in a wide range of relevant situations and contexts.



Word by Word's unique interactive methodology gives students conversational practice with every

word on every page. The study of vocabulary comes alive as a dynamic, communicative experience.



Word by Word organizes vocabulary into 100 thematic units. It provides a careful sequence of

lessons that begin with the immediate world of the student and progress to the world at large. Topics range from Personal Information and The Home to The Environment, Energy, and Space Exploration.



Word by Word helps students relate the vocabulary and themes they study to their own lives.

Discussion questions in every unit encourage students to share experiences, thoughts, opinions, and information about themselves, their cultures, and their countries. In this way, students get to know each other "word by word."



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WORD by WORD

INTERMEDIATE WORKBOOK



Steven J. Molinsky • Bill Bliss

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A. LISTENING: CALLING ABOUT A CAR

Listen to the following telephone conversation and circle the answers as you listen.

- a. The car costs \$700.
 b. The car costs \$1700.
- a. The car is a sedan.
 b. The car is a hatchback.
- a. The fan belt is new.
 b. The car needs a new fan belt.
- a. The car may need a new clutch.
 b. The car may need new spark plugs.
- a. The battery stays cold.
 b. The battery is old.
- a. The air filter can hurt you.
 b. The car probably needs a new air filter.
- a. The alternator needs to be checked.
 b. The carburetor needs to be checked.
- a. The brakes make noise.
 b. The brakes are weak.
- a. The gas gauge is in *tip top* shape, but the defroster doesn't work.
 b. Neither the gas gauge nor the defroster work.
- a. The horn and the warning lights are working.
 b. The horn and the warning lights don't work.



B. WHICH WORD IS CORRECT?

- I'm not sure how fast we're going. I'll check the (odometer speedometer).
- The service station attendant lifted the (engine hood) and checked the oil by looking at the (dipstick alternator).
- Don't forget to take the key out of the (steering column ignition) when you leave your car.
- I don't like a car with manual transmission because I'm not very good at using a (stickshift gas pedal) and (dashboard clutch).
- The weather was wet and foggy, and so I turned on my (windshield wipers hubcap) and (muffler rear defroster).
- I see that the car driving in front of us has a broken (headlight taillight).
- I backed into another car and dented my (hood bumper).
- The spare tire is in the (trunk glove compartment).
- Our car isn't driving very well these days. We're having a problem with the (radiator seat belt).
- We need to stop at a service (bay station) for some gas.
- To pump the gas, first take the (visor nozzle) from the (gas air) pump.
- The car won't roll down the hill if you use the (accelerator emergency brake).