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O X F O R D

P I C T U R E

D I C T I O N A R Y

THIRD EDITION

Jayme Adelson-Goldstein
Norma Shapiro

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The Oxford Picture Dictionary Third Edition provides unparalleled support for vocabulary teaching and language development.

- Illustrations present over 4,000 English words and phrases within **meaningful, real-life contexts.**
- **New and expanded topics** including job search, career planning, and digital literacy prepare students to meet the requirements of their daily lives.
- Updated activities prepare students for **work, academic study, and citizenship.**
- **Oxford 3000 vocabulary** ensures students learn the most useful and important words.

Color coding and icons make it easy to navigate through *OPD*.

Vibrant illustrations and rich contexts improve vocabulary acquisition.

Subtopics present the words in easy-to-learn "chunks."

Revised practice activities help students develop academic and workforce skills.

Food Service

A Restaurant Kitchen



- | | | | |
|---------------------|----------------------------|--------------|-------------------------------|
| 1. short-order cook | 3. walk-in freezer | 5. storeroom | 7. head chef / executive chef |
| 2. dishwasher | 4. food preparation worker | 6. sous-chef | |

Restaurant Dining



- | | | |
|------------|----------------|------------------|
| 8. server | 11. maitre d' | 14. banquet room |
| 9. diner | 12. headwaiter | 15. runner |
| 10. buffet | 13. bus person | 16. caterer |

More vocabulary


line cook: short-order cook
wait staff: servers, headwaiters, and runners

Think about it. Discuss.

1. What is the hardest job in a hotel or restaurant? Explain. (*Being a ___ is hard because these workers have to ___.*)
2. Pick two jobs on these pages. Compare them.

Intro pages open each unit with key vocabulary related to the unit theme. Clear, engaging artwork promotes questions, conversations, and writing practice for all levels.

Job Search



A. set a goal
B. write a resume
C. contact references
D. research local companies
E. talk to friends / network
F. go to an employment agency
G. look for help wanted signs
H. check employment websites
I. apply for a job
J. complete an application
K. write a cover letter
L. submit an application
M. set up an interview
N. go on an interview
O. get a job / be hired
P. start a new job

Listen and point. Take turns.
A: Point to a resume.
B: Point to a local employment sign.
C: Point to an application.

Dictate to your partner. Take turns.
A: Write contact.
B: Is it qualified for a job?
C: Yes, that's right, contact.

Ways to talk about the job search
It's important to get a good...
You have to apply to several...
It's a good idea to approach...


Role play. Talk about a job search.
A: I'm looking for a job. What should I do?
B: Well, it's important to get a good...
A: Yes, and I have to write a resume.

Each introductory topic teaches vocabulary items within the unit theme.

Differentiated practice activities support multilevel instruction.

Story pages close each unit with a lively scene for reviewing vocabulary and teaching additional language. Meanwhile, rich visual contexts recycle words from the unit.

Community Cleanup



What do you see in the pictures?
1. What were the problems on Main Street?
2. What was the petition for?
3. Why did the city council applaud?
4. How did the volunteers change the street?

Read the story.
Community Cleanup
Marta Lopez has a donut shop on Main Street. One day she looked at her street and was very upset. She saw graffiti on her donut shop and the other stores. Litter was everywhere. All the streetlights were broken. Marta wanted to fix the lights and clean up the street.
Marta started a petition about the streetlights. Five hundred people signed it. Then she gave a speech to the city council. The council members voted to repair the streetlights. Everyone applauded. Marta was happy, but her work wasn't finished.
Next, Marta asked for volunteers to clean up Main Street. The hardware store manager gave the volunteers free paint. Marta gave them free donuts and coffee. The volunteers painted and cleaned. They changed Main Street. Now Main Street is beautiful and Marta is proud.

Reread the story.
1. Find "repair" in paragraph 2. Find another word for "repair" in the story.

What do you think?
2. What are the benefits of being a volunteer?
3. What do you think Marta said in her speech? How do you know?

1. graffiti 3. streetlight 5. petition 6. applaud
2. litter 4. hardware store A. give a speech C. change

Pre-reading questions build students' previewing and predicting skills.

End-of-unit readings promote literacy skills.

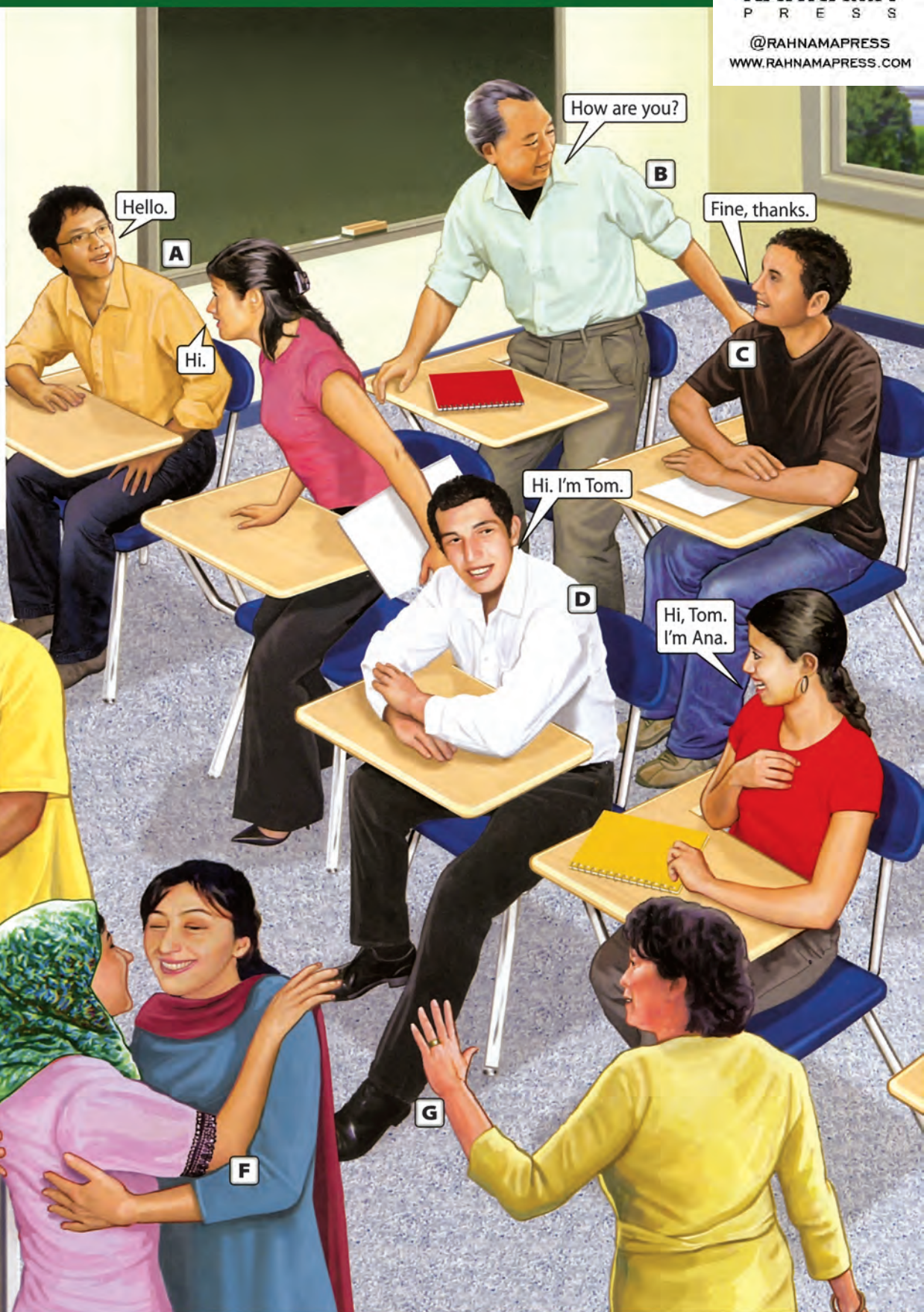
Post-reading questions support critical thinking and textual analysis skills.

The word list previews key vocabulary that students will encounter in the story.



Meeting and Greeting

- A. Say, "Hello."
- B. Ask, "How are you?"
- C. Respond, "Fine, thanks."
- D. Introduce yourself.
- E. Smile.
- F. Hug.
- G. Wave.



Tell your partner what to do. Take turns.

- | | |
|------------------|--------------------|
| 1. Say, "Hello." | 4. Shake hands. |
| 2. Bow. | 5. Wave. |
| 3. Smile. | 6. Say, "Goodbye." |

Dictate to your partner. Take turns.

- A: Write smile.
 B: Is it spelled s-m-i-l-e?
 A: Yes, that's right.



H. Greet people.

I. Bow.

J. Introduce a friend.

K. Shake hands.

L. Kiss.

M. Say, "Goodbye."

Ways to greet people

Good morning.
Good afternoon.
Good evening.

Ways to introduce yourself

I'm Tom.
My name is Tom.
Hello. I'm Tom Muñoz.

Pair practice. Make new conversations.

A: Good morning. My name is Tom.
B: Nice to meet you, Tom. I'm Sara.
A: Nice to meet you, Sara.



Personal Information

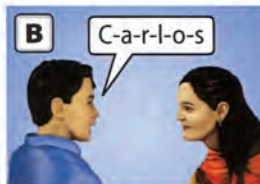


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A. Say your name.



B. Spell your name.



C. Print your name.



D. Type your name.



E. Sign your name.

Filling Out a Form



20. Carlos R. Soto

https://www.registrationformOPD.com

1. name

2. first name 3. middle initial 4. last name

address

5. street address 6. apartment number 7. city 8. state 9. ZIP code

work phone additional numbers
 - - -

10. area code 11. phone number 12. home phone 13. cell phone

 14. date of birth (DOB) 15. place of birth (POB) 16. gender 17. male 18. female 19. Social Security number

20. signature

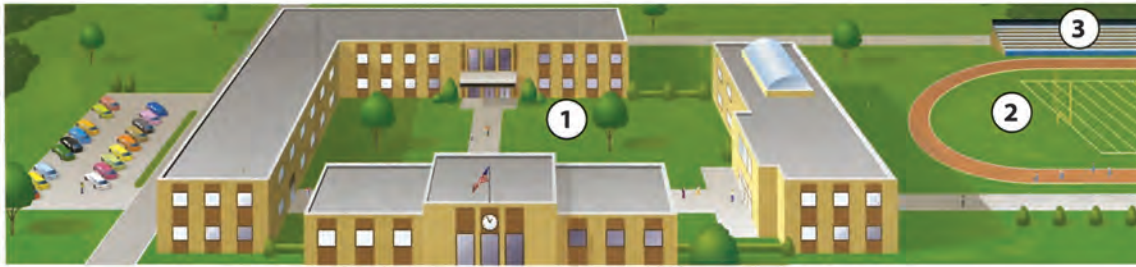
Pair practice. Make new conversations.

- A: My first name is Carlos.
- B: Please spell Carlos for me.
- A: C-a-r-l-o-s.

Internet Research: popular names

Type "SSA, top names 100 years" in the search bar.
 Report: According to the SSA list, James is the number 1 male name.

Campus



1. quad
2. field
3. bleachers
4. principal
5. assistant principal

Administrators



6. counselor
7. classroom
8. teacher
9. restrooms

Around Campus



10. hallway
11. locker
12. main office
13. clerk
14. cafeteria
15. computer lab
16. teacher's aide
17. library
18. auditorium
19. gym
20. coach
21. track

More vocabulary

Students do not pay to attend a public school.
 Students pay to attend a private school.
 A church, mosque, or temple school is a parochial school.

Use contractions and talk about the pictures.

He is = He's She is = She's
 It is = It's They are = They're
 He's a teacher. They're students.



1. whiteboard

3. chalkboard

5. LCD projector

7. desk

2. screen

4. teacher / instructor

6. student

8. headphones



A. Raise your hand.



B. Talk to the teacher.



C. Listen to a recording.



D. Stand up.



E. Write on the board.



F. Sit down. / Take a seat.



G. Open your book.



H. Close your book.



I. Pick up the pencil.



J. Put down the pencil.

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



9. clock

11. chair

13. alphabet

15. computer

10. bookcase

12. map

14. bulletin board

16. document camera



17. dry erase marker

21. (pencil) eraser

25. highlighter

29. notebook paper

18. chalk

22. pen

26. textbook

30. spiral notebook

19. eraser

23. pencil sharpener

27. workbook

31. learner's dictionary

20. pencil

24. permanent marker

28. 3-ring binder / notebook

32. picture dictionary

Grammar Point: there is / there are

There is a map. There are 15 students.

Describe your classroom. Take turns.

A: There's a clock. B: There are 20 chairs.

Survey your class. Record the responses.

1. Do you prefer pens or pencils?
2. Do you prefer talking or listening?

Report: *Most of us... Some of us...*



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- Assessment Program
- Classic Classroom Activities
- Videos
- High-interest articles from Newsela
- Grammar, pronunciation, and multilevel listening worksheets
- Professional development resources



- **Classroom Audio Program** supports pronunciation practice
- **iTools Classroom Presentation Tool** increases classroom engagement

FOR STUDENTS

- **Workbooks** at three levels reinforce vocabulary learning
- **Bilingual Editions** provide native language support
- **Enhanced e-Book** for class, lab time, or independent learning

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