

Longman

Young

Children's

Picture Dictionary

Activity Resource Book



Karen Jamieson

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Activity Sheets

Flashcard Activity Book

Flashcards



PEARSON
Longman

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Introduction

The *Longman Young Children's Picture Dictionary* offers a rich and stimulating environment for young children's first experiences of the English language. The dictionary exposes children to over 270 English words in a fun and enjoyable way, thus setting the wheels in motion for a lifetime of English learning.

The contexts and situations presented in the dictionary reflect children's own lives: playing in the park, in the toy store, food, clothes, colors and shapes, playtime, in the bathroom, bedtime, etc. These contexts can be used as a springboard to encourage the children to talk about themselves and their own lives, which in turn will build their confidence and self-esteem.

Storytelling is such an important and integral part of a child's life, and two well-known and well-loved fairy tales are presented in the dictionary, to capture the imagination, provide a basis for presenting key vocabulary and give children an age-appropriate cross-cultural experience.

How to use the dictionary

1 The topic

- With books closed, start by introducing the topic. In the children's first language ask simple questions about the topic. For example, if the topic is breakfast, ask them when they eat breakfast and what they have, in order to activate their interest and ensure all the children understand the topic area.
- With books open, show the children the scene and ask them specific questions about it: "What can you see?", "Where is this?", "Who are they?", "What are they doing?", etc. Generate interest in the picture and try to elicit (in the children's own language if necessary) some of the interesting and key objects in the scene.
- As you discuss, the children will probably want to tell you more about how the topic relates to their own lives. Give all children a chance to contribute as this will encourage their interest in the topic generally. Show real interest in their answers by asking them appropriate and topic-related questions about what *their* bedroom looks like, or which toy *they* like to play with most, or what *they* like to play on at the park, but keep focusing them back on the scene as the discussion develops.

2 The vocabulary

- After discussing the topic, focus on the key vocabulary being presented, pointing to the objects in the scene.
- Play the CD and the children can point to the objects in the scene as you say the words. As they listen to each word several times, have them repeat chorally. Talk about the key vocabulary items, asking them questions to focus them on the words.

3 The hidden object

- There is an object hidden in each picture. The hidden object begins with the same letter as the alphabet letter being presented. Finding the hidden object is a fun and quick way to start the activities section of the lesson.
- As each child finds it, he/she should raise a hand or stand up, rather than call out the location of the object, so that everyone has a chance to find it. Allow different children to take turns telling where the hidden object is.
- Have the children say the word when they find the hidden object.

4 The dialog

- A useful, functional or topic-related mini dialog is included to enable children to use the vocabulary meaningfully or to learn a topic-related phrase. In some cases, you can act out the dialog to help with understanding.
- Play the CD or model the dialog. Use actions where possible to help children understand as they listen. Check they understand the meaning.
- Play the CD or model the dialog again and have the children repeat the lines chorally.
- Have the children practice the dialog with you, taking turns to say part A or part B.
- With very able classes you can have children working in pairs or invite volunteers to come to the front and "act" out the dialog. Help them to choose substitutable words where appropriate.

5 The song or chant

- Each topic contains either a song or a chant. Performing songs and chants helps children to practice the vocabulary and dialog, and adds variety to the classes. The easy rhythms echo the natural patterns that can be heard in the English language. A good tip is to practice a song first as a chant to help the children with the rhythm and pronunciation.
- Play the song or chant on the CD. Ask the children to listen to the rhythm and melody of the song or the rhythm of the chant.
- Play the CD again and have children point to the objects they hear.
- Break the song or chant down into small sections and have the children practice it separately with the CD.
- Finally, put the whole song or chant together and have the children sing along.
- On pages 9–36 of this *Activity Resource Book*, there are illustrated song and chant actions for children to perform while listening to the song or chant.

The alphabet

- The 26 core topics in the dictionary each present a letter of the alphabet. If you wish, you can now draw attention to the alphabet letter at the top of the page. At least one of the key words presented will begin or contain (in the case of "x") the target letter. Say the letter and the corresponding word while pointing to the object in the scene.
- Say the letter several times and have them repeat chorally. Draw the letter on the board or in the air with your finger. Take a flashcard of the letter (photocopiable letter flashcards are on pp. 91–94 of this *Activity Resource Book*), hold it up and show the children while saying the sound aloud.
- The children might like to try to make the shape of the letter in the air with their finger too. You could even make body letter shapes with several children lying on the carpet in the shape of the letter. Take photos for a wall display of the English alphabet all "written" out in bodies!

Fairy tales

- Storytelling is a key way of engaging a child's imagination. Two popular fairy tales are included in the *Longman Young Children's Picture Dictionary*: "Little Red Riding Hood" and "Goldilocks and the Three Bears." These stories are presented in five successive scenes; "Little Red Riding Hood" in Topics 2–6 and "Goldilocks and the Three Bears" in Topics 13–17. Please see pp. 7 & 8 of this *Activity Resource Book* for a summary of these stories.
- The best way to present these stories is to go through the story scenes (in the children's language if necessary) in one lesson. Familiarize the children thoroughly with the story without focusing in on the key vocabulary and return to each scene in the successive lessons to work on the vocabulary and review the story.
- When introducing the children to the story, go through the scenes (five for "Goldilocks and the Three Bears" and five for "Little Red Riding Hood"), asking the children questions like "Who can you see?", "Where are they?", "What

are they doing?", etc. and telling the children the story. Let them talk about the story.

- You can familiarize the children with the vocabulary topics coming up later by asking them questions related to the topics: "What does *Little Red Riding Hood* have in her basket?", "Which fruit do you like best?", "Do you think it's a warm or cool day?", "What is *Baby Bear* wearing?", etc.
- Once the children have understood the story, they might like to act it out.

Flashcards

- Photocopiable flashcards of all the dictionary vocabulary words are available at the back of this *Activity Resource Book*, pp. 91–128. There are also some game ideas in the Flashcard Activity Bank on pp. 89 & 90.

Activity sheets

- The activity sheets are photocopiable and are in this *Activity Resource Book*, pp. 37–88. They are graded at two levels (A and B) according to the motor skills required, linguistic challenge and the age suitability of the task types.
- After the children have been presented with the words from the topic, they can do the accompanying activity sheet, either in class or at home with their parents.
- If you decide to have children doing these activity sheets in class time, start them off working on their activity sheet individually and circulate around the classroom encouraging them and eliciting the words from the topic.

Lesson plan (40 minutes)

Lesson Activity	Materials	Time
Play the <i>Hello Song</i>	Audio CD	1 minute
Introduce the topic	Dictionary pages	5 minutes
Introduce the vocabulary	Dictionary pages Audio CD Flashcards (photocopiable from this <i>Activity Resource Book</i>)	10 minutes
Find the hidden object	Dictionary pages	3 minutes
Introduce the dialog	Dictionary pages Audio CD	5 minutes
Play the song or chant	Audio CD Illustrated song or chant actions (photocopiable from this <i>Activity Resource Book</i>)	7 minutes
Practice the alphabet	Dictionary pages Flashcards (photocopiable from this <i>Activity Resource Book</i>)	3 minutes
Complete the activity sheet	Activity sheet A or B (photocopiable from this <i>Activity Resource Book</i>)	5 minutes
Play the <i>Goodbye Song</i>	Audio CD	1 minute

Fairy Tales

Little Red Riding Hood

Topic 2 Bugs in the Forest

A little girl is going to visit her grandma who lives in a cottage in the forest. The little girl's name is Little Red Riding Hood, because she always wears a red cape with a hood. In the forest lives a wicked wolf. He sees Little Red Riding Hood from his hiding place behind a tree.

Topic 3 Fruit for Grandma

The wolf stops Little Red Riding Hood in the forest to find out where she is going. She has many different kinds of fruit in her basket. She tells the wolf that she's going to visit her grandma to give her the fruit.

Topic 4 Grandma's House

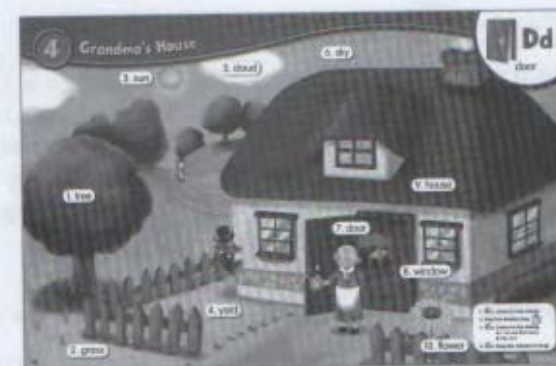
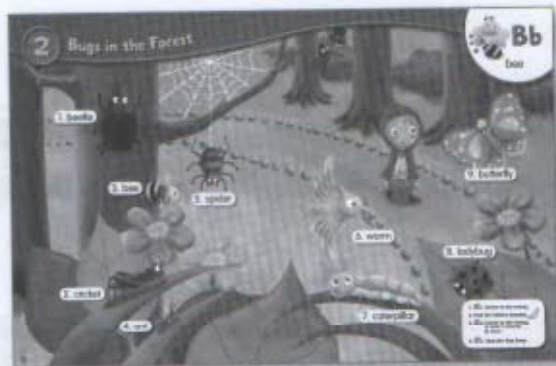
This is Grandma's cottage. The wolf has run on ahead of Little Red Riding Hood and is about to enter the house. Poor Grandma doesn't know that the wolf is about to push her into the closet to wait for Little Red Riding Hood to arrive!

Topic 5 Is that you, Grandma?

When Little Red Riding Hood arrives, she comes into the cottage. She goes into the bedroom and sees the wolf, dressed as Grandma, in the bed. She thinks this is her grandma but is confused because Grandma seems different somehow. She notices Grandma's big eyes, big ears and big teeth and says "What big eyes you have, Grandma!" The wolf replies, in a high voice, "All the better to see you with, my dear." Little Red Riding Hood says, "What big ears you have, Grandma!" The wolf replies, "All the better to hear you with, my dear." Little Red Riding Hood then says "My, what big teeth you have, Grandma!" The wolf replies, "All the better to eat you with!", and leaps out of bed to try to grab Little Red Riding Hood and eat her up!

Topic 6 Grandma's Family

Just at that moment, the rest of Grandma's family rush in through the door and save her, chasing away the wolf and freeing Grandma from the closet. The family is relieved and happy to be safe, and give each other a big hug. The naughty wolf has learned his lesson – don't mess with little girls and Grandmas!



Goldilocks and the Three Bears

Topic 13 In the Kitchen

A family of bears live in a cottage in the forest: Daddy Bear, Mommy Bear and Baby Bear. One day they are having breakfast in the kitchen but the porridge is too hot to eat, so they decide to go for a walk outside in the forest while the porridge cools down.

Topic 14 A Walk in the Forest

It's a cool day so they put on their warm clothes and go out for a short walk in the forest. The bears have a nice walk and pick some berries, but while they are gone a naughty little girl called Goldilocks (she is called Goldilocks because of her golden locks of hair) sees their pretty cottage and enters.

Topic 15 Breakfast Time

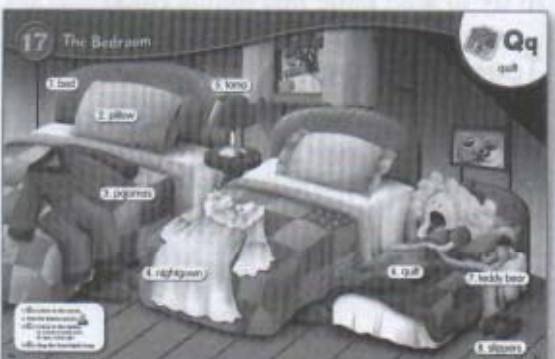
In the kitchen, Goldilocks finds the table laid for breakfast. She sits down to eat. She tries Daddy Bear's porridge but it is too hot. She tries Mommy Bear's porridge but it's too cold. She tries Baby Bear's porridge and it's just right – not too hot and not too cold. It's delicious! She eats it all up.

Topic 16 The Living Room

She goes into the living room and sees the armchairs. She tries Daddy Bear's chair but it's too hard. She tries Mommy Bear's chair but it's too soft. She tries Baby Bear's chair and it's just right – not too hard and not too soft. It's very comfortable. But the chair breaks because she is too big for it!

Topic 17 The Bedroom

Goldilocks is feeling tired so she goes upstairs to the bedroom. She tries Daddy Bear's bed but it's too hard. She tries Mommy Bear's bed but it's too soft. She tries Baby Bear's bed and it's just right – not too hard and not too soft. It's very comfortable. She lies down and goes to sleep. When the bears return, they see that someone has eaten Baby Bear's porridge, and broken Baby Bear's armchair, so they go upstairs to the bedroom and find Goldilocks in Baby Bear's bed. She wakes up, screams out in fear and runs from the house, terrified. She never returns. She has learned her lesson – never to enter someone else's house and touch their things!



Song and Chant Actions

1 Hello Song



Hello Harry, Hello, Hello
Hello Mary, Hello, Hello
Hello Sandy, Hello Andy
Hello Joe, Hello.



[Wave with your right hand.]



[Salute with your left hand.]



Hello Freddy, Hello, Hello
Hello Teddy, Hello, Hello
Hello Sally, Hello Anne
Hello Joe, Hello.



[Wave with both hands.]



[Wave with your right hand.]

2 Goodbye Song



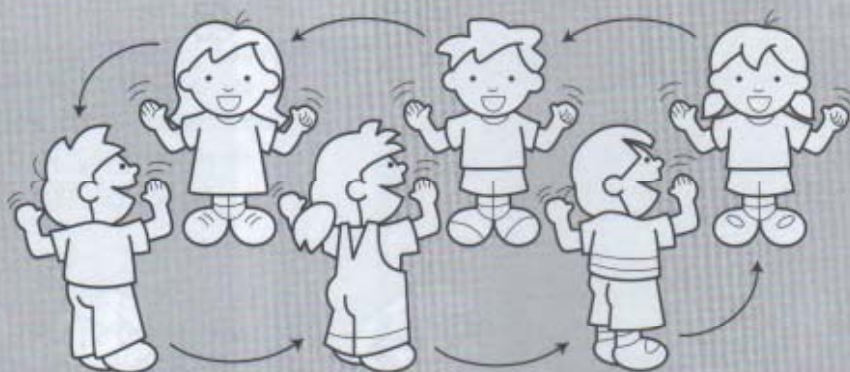
Bye-bye Harry, Goodbye, Goodbye
Bye-bye Mary, Goodbye, Goodbye
Bye-bye Sandy, Bye-bye Andy
Bye-bye Joe, Goodbye.



[Wave goodbye.]



Bye-bye Freddy, Goodbye, Goodbye
 Bye-bye Teddy, Goodbye, Goodbye
 Bye-bye Sally, Bye-bye Anne
 Bye-bye Joe, Goodbye.



[Change partners and wave goodbye.]



Alphabet Song



A, B, C, D, E, F, G
 H, I, J, K
 L, M, N, O, P

 Q, R, S, T, U, V
 W, W, W, W
 X, Y, Z



[Sit in a circle holding your flashcard. Stand up when you hear your letter.]

1



Picnic Song



Cookies, sandwich



[Make a small circle with your thumb and finger.]



[Make a triangle with your hands.]

Soda pop, soda pop



[Pretend to drink a bottle of soda pop.]

Cookies, popcorn, candy

More popcorn, more soda pop
More candy, please.



[Hold out your right hand.]



Popcorn, candy
Here you are!



[Pretend to pass a plate of food.]

Apple, candy
Here you are!



[Pretend to pass a plate of food.]



Cookies, sandwich
Here you are!



[Pretend to pass a plate of food.]

More popcorn, please.



[Hold out your right hand.]



Cricket, spider, butterfly, bee



[Make bug antennae with your fingers.]



[Make a spider with your fingers.]

Cricket, spider, butterfly, bee



[Pretend to be a butterfly.]



[Pretend to be a bee.]



Cricket, ladybug
Cricket, butterfly
Cricket, caterpillar. Wow!



[Fly around the classroom, flapping your arms.]



Cricket, beetle, butterfly, ant
Cricket, beetle, butterfly, ant



[Make bug antennae with your fingers.]

Cricket, beetle



[Put your hands on your head like beetle horns.]

Cricket, butterfly



[Pretend to be a butterfly.]



Look! A butterfly!



[Pretend to point to a butterfly.]

Wow!



Peach, banana, coconut, pear
 Peach, banana, coconut, pear
 Peach
 Pineapple
 Grapes
 Strawberries
 Peach, banana, coconut, pear



[Flashcards are placed around the room. Pretend to carry a basket and go shopping for the fruit you hear.]



Are you hungry?



[Rub your stomach.]

Yes!



[Clap.]

Are you hungry?



[Rub your stomach.]

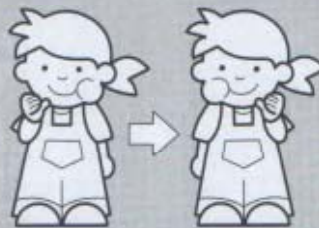
No.



[Shake your head.]



Peach, banana, coconut, pear
 Peach, banana, coconut, pear
 Orange, plum, pineapple, pear
 Orange, plum, pineapple, pear



[Pretend to eat fruit, using your right then left hand.]



Are you hungry?



[Rub your stomach.]

Yes!



[Clap.]

Are you hungry?



[Rub your stomach.]

No.



[Shake your head.]



I can see the tree.



[Draw a tree with your hands.]

Me, too! Me, too!



[Cross your hands over your chest.]



I can see the sky.



[Sweep your hands through the air.]

Me, too! Me, too!



[Cross your hands over your chest.]



I can see the grass.



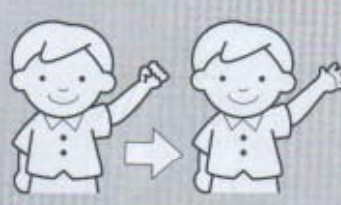
[Draw a circle around your body.]

I can see the yard.



[Draw a square with your hands.]

I can see the sun.



[Open your fist, like the sun coming out.]

Me, too! Me, too!



[Cross your hands over your chest.]



I can see the flower.



[Open your hands, like a flower blooming.]

Me, too!



[Cross your hands over your chest.]



I can see the cloud.



[Wave your arm up to the sky.]

Me, too! Me, too!



[Cross your hands over your chest.]



I can see the window.



[Pretend to open a window.]

I can see the door.



[Pretend to open a door.]

I can see the house.



[Make a roof above your head.]

Me, too! Me, too!



[Cross your hands over your chest.]



Eyes, ears, nose, mouth



[Touch the part of the body you hear.]

Grandma,
is that you?

Eyes, ears, nose, mouth



[Touch the part of the body you hear.]



Grandma,
is that you?

Is that you, Grandma?
Yes, it is.



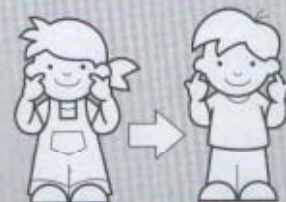
[Nod your head.]

Is that you, Grandma?
Yes, it is.



[Nod your head.]

Touch your eyes.
Touch your ears.



[Touch the part of the body you hear.]



Grandma,
is that you?

Arm, leg, elbow, hand
Grandma, is that you?



[Put your hands on your hips and pretend to ask a question.]

Arm, leg, elbow, hand
Grandma, is that you?



[Put your hands on your hips and pretend to ask a question.]

Touch your arm.
Touch your elbow.



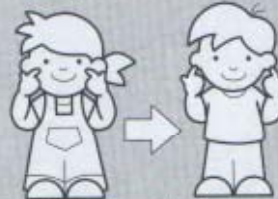
[Touch the part of the body you hear.]

Touch your foot.
Touch your leg.



[Touch the part of the body you hear.]

Touch your eyes.
Touch your ears.



[Touch the part of the body you hear.]

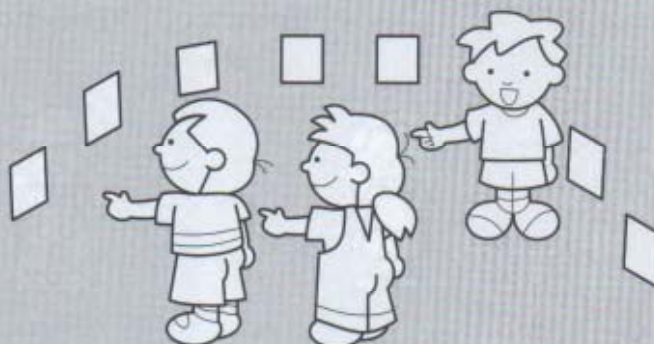


Grandma,
is that you?
Yes!



Mommy, daddy
Sister, brother
Mommy, daddy
Grandma, grandpa
Mommy, daddy
Baby sister

[Flashcards are placed around the room.
Point to the family member you hear.]

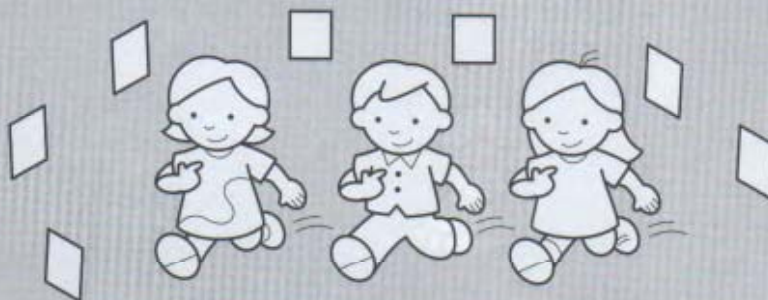


My family!



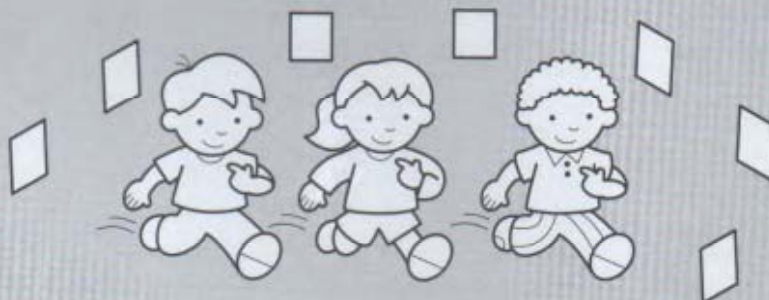
Who's that?
My mommy.
Who's that?
My daddy.
Who's that?
My sister.

[Point to yourself and then run to the
family member you hear.]



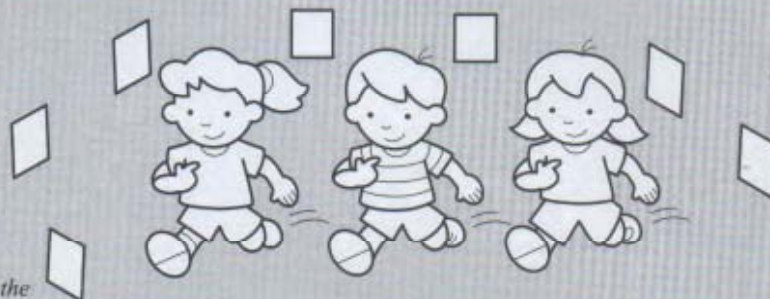
Who's that?
My brother.
Who's that?
My grandma.
Who's that?
My grandpa.

[Point to yourself and then run to the
family member you hear.]



Who's that?
My baby sister.

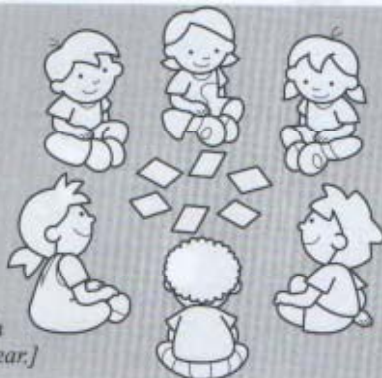
[Point to yourself and then run to the
family member you hear.]



That's my
family!



Pen, pencil
Pen, paper
Scissors, paper, glue
Pen, pencil
Pen, notebook
Scissors, paper, glue



[Sit in a circle with the flashcards in the center. Point to the object you hear.]



Pass the pen, please.



[Pretend to click the top of a pen.]

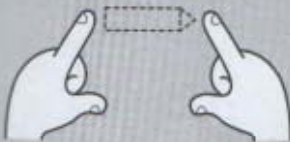
Here you are.



[Pretend to pass the pen.]



Pass the pencil, please.



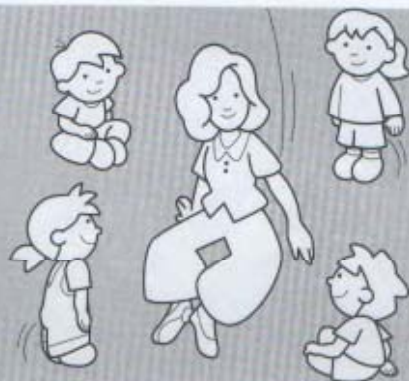
[Pretend to hold a pencil.]

Here you are.



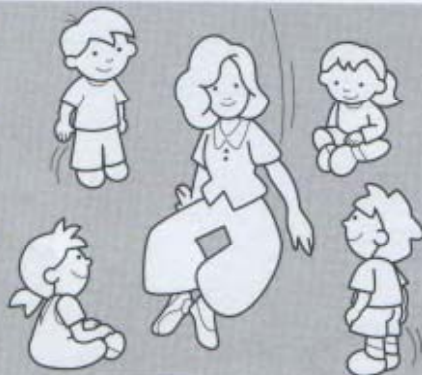
[Pretend to pass the pencil.]

Teacher, girl



[The teacher stands up and sits down. Girls stand up and sit down.]

Teacher, boy



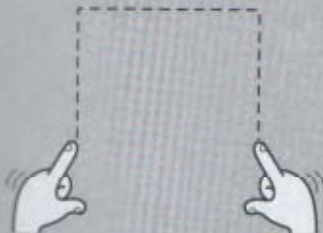
[The teacher stands up and sits down. Boys stand up and sit down.]

Pen, pencil, glue

Repeat this verse



Pass the paper, please.



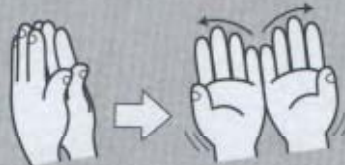
[Draw a piece of paper with your fingers.]

Here you are.



[Pretend to pass the paper.]

Pass the notebook, please.



[Pretend to open a notebook.]

Here you are.



[Pretend to pass the notebook.]



Circle, heart,
square



[Clap.]

Circle, heart,
square



[Clap.]

Triangle
Triangle



[Make a triangle with
your hands.]

Rectangle
Rectangle



[Make a rectangle
with your hands.]

Circle, heart,
square



[Clap.]

Circle,
heart,
square



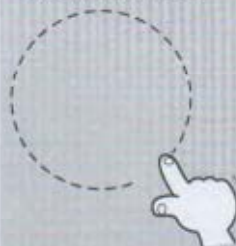
Triangle, rectangle, square



[Make a triangle with
your hands.]

[Clap.]

Draw a circle.



[Draw a big circle in
the air.]

Color it
pink!
OK. OK.

Draw a heart.

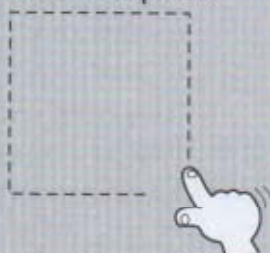


[Draw a big heart in the
air.]

Color it
green!
OK. OK.



Draw a square.



[Draw a big square in the
air.]

Color it
purple!
Color it
purple!
Color it
purple!



Draw a rectangle.



[Make a rectangle with
your hands.]

Color it
orange!

Draw a triangle.



[Make a triangle with your
hands.]

Color it
brown!



Pink circle. Green heart.
Purple square. Purple square.



[Slowly start to crouch.]

Orange rectangle. Brown triangle.
Purple, purple, square.



[Crouch.]

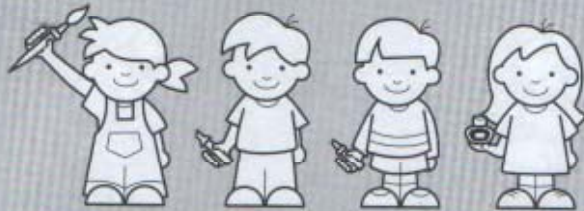
Wow!



[Jump up.]



Brush, marker, crayon, ink [2x]



[Hold up the object you hear.]



Look at the crayon.

It's red.



[Hold up the crayon.]

[All clap.]

Look at the marker.

It's blue.
Red crayon.
Blue marker.



[Hold up the marker.]

[All clap.]

Look at my picture.



[Hold up a picture.]

[All clap.]

Good job!



[Put your thumb up and nod.]



Look at the ink.

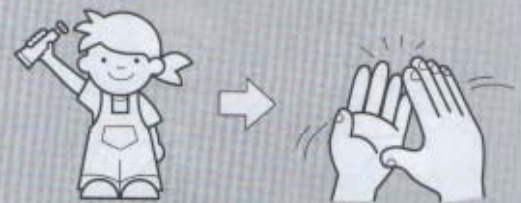
It's black.

Look at the paint.



[Hold up the ink.]

[All clap.]



[Hold up the paint.]

[All clap.]

It's yellow.
Black ink.
Yellow paint.

Look at my picture.

Good job!



[Hold up a picture.]



[All clap.]



[Put your thumb up and nod.]



Seesaw, sandbox, jungle gym [2x]



[Pretend you are on a seesaw.]



[Pretend you are on a jungle gym.]

Seesaw, jump rope



[Pretend you are on a seesaw.]



[Pretend to use a jump rope.]

Seesaw, slide



[Pretend you are on a seesaw.]



[Pretend you are on a slide.]

Seesaw, swing, jungle gym



[Pretend you are on a seesaw.]



[Pretend you are on a jungle gym.]



Kite, ball



[Pretend to pull a kite.]



[Pretend to bounce a ball.]

Jungle gym



[Pretend you are on a jungle gym.]

Kite, ball



[Pretend to pull a kite.]



[Pretend to bounce a ball.]

Jungle gym



[Pretend you are on a jungle gym.]



Let's play.



[Gesture to your friends to come over and play.]

OK. Let's play.



[Make an OK sign.]

Let's play on the jungle gym.



[Clap twice.]

Repeat this verse



Cat, kitten



[Pretend to be a cat.]

Dog, puppy



[Pretend to be a dog.]

Rabbit, mouse, cow



[Pretend to be a cow.]

Moo!

Repeat this
verse



Cat, kitten, horse



[Pretend to be a horse.]

Cat, kitten, sheep



[Pretend to be a sheep.]

Neigh!

Ba...a...a!



Cat, kitten



[Pretend to be a cat.]

Chicken



[Pretend to be a chicken.]

Bok...Bok...Bok!



Rabbit, mouse, cow



[Pretend to be a cow.]

Moo!

Hey, what's
that?



[Pretend to point to
an animal.]

It's a horse.



[Pretend to be a
horse.]

Hey, what's
that?



[Pretend to point to
an animal.]

It's a cow.



[Pretend to be a
cow.]

Hey, what's that?



[Pretend to point to an animal.]

It's a chicken.



[Pretend to be a chicken.]

Hey, what's that?



[Pretend to point to an animal.]

It's a cat.



[Pretend to be a cat.]

Meow!



Cucumber, broccoli

Cucumber, corn



[Hold up the flashcard for the vegetable you hear.]

Do you like onions?



[Put your hands on your hips and pretend to ask a question.]

Yes, I do.



[Nod your head.]



Cucumber, broccoli

Cucumber, corn



[Hold up the flashcard for the vegetable you hear.]

Do you like potatoes?



[Put your hands on your hips and pretend to ask a question.]

Yes, I do.



[Nod your head.]



Cucumber, broccoli

Carrots, cabbage



[Hold up the flashcard for the vegetable you hear.]

Do you like tomatoes?



[Put your hands on your hips and pretend to ask a question.]

Yes, I do.



[Nod your head.]



Onions, potatoes

Lettuce and tomatoes



[Hold up the flashcard for the vegetable you hear.]

Do you like broccoli?



[Put your hands on your hips and pretend to ask a question.]

Yes, I do.



[Nod your head.]



Table, chair



[Pretend to tap a table.]



[Pretend to sit on a chair.]

Table, chair



[Pretend to tap a table.]



[Pretend to sit on a chair.]

Knife



[Make a knife with your hand.]

Fork



[Make a fork with your fingers.]

Spoon



[Make a spoon with your hand.]

Repeat this
verse



What's on the table?



[Hold out two hands.]

A spoon.



[Make a spoon with your hand.]

What's on the table?



[Hold out two hands.]

A knife.



[Make a knife with your hand.]

What's on the table?



[Hold out two hands.]

A fork, a knife and a spoon.



[Make a fork with
your fingers.]



[Make a knife with
your hand.]



[Make a spoon with
your hand.]

Repeat this
verse



Sneakers,
sweatshirt

It's cold.



[Pretend to be cold.]

Put on your sweatshirt.



[Pretend to put on a sweatshirt.]

OK.



[Make an OK sign.]



Pants,
jacket

It's cold.



[Pretend to be cold.]

Put on your jacket.



[Pretend to put on a jacket.]

OK.



[Make an OK sign.]



Boots, hat

It's cold.



[Pretend to be cold.]

Put on your hat.



[Pretend to put on a hat.]

OK.



[Make an OK sign.]



Shoes,
scarf

It's cold.



[Pretend to be cold.]

Put on your scarf.



[Pretend to put on a scarf.]

OK.



[Make an OK sign.]



Orange juice?



[Pretend to drink some orange juice.]

Yes, please.



[Nod your head.]

Bread and butter?



[Pretend to spread butter on some bread.]

No, thanks.



[Shake your head.]

Porridge and milk?



[Pretend to scoop some porridge from a bowl with a spoon.]

Yes, please.



[Nod your head.]

Sugar?



[Pretend to pour some sugar.]

No, thanks.



[Shake your head.]

Cheese?



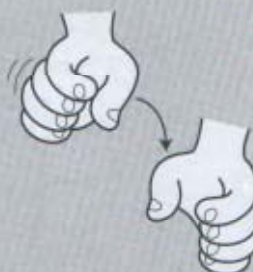
[Pretend to cut a slice of cheese.]

Yes, please.



[Nod your head.]

Coffee?



[Pretend to hold a coffee pot and pour it into a cup.]

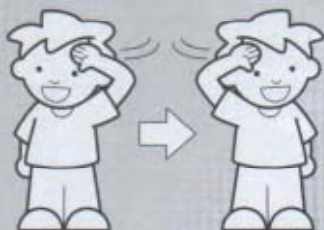
No, thanks.



[Shake your head.]



Where? Where?



[Pretend to be looking for something.]

Armchair, book
Bookcase, sofa



[Clap.]

Where? Where?



[Pretend to be looking for something.]



Armchair, clock
TV



[Clap.]

Where's the telephone?



[Pretend to look for a telephone.]

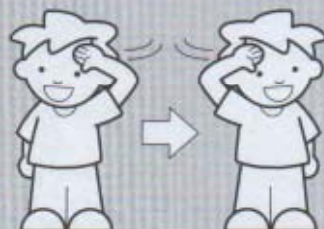
There!



[Point to something
in the distance.]

[Clap.]

Where?



[Pretend to be looking for something.]

There!



[Point to something
in the distance.]

[Clap.]

Repeat this
verse



Bed, pillow, teddy bear,
teddy bear



[Pretend to hug a teddy bear.]

Bed, pillow, teddy bear,
teddy bear



[Pretend to hug a teddy bear.]

Lamp, slippers, quilt, pajamas
I want my teddy bear.



[Pretend to hug a teddy bear.]



Good night, bed.



[Pretend to sleep to the left.]

Good night, pillow.



[Pretend to sleep to the right.]

Good night, lamp.



[Pretend to sleep to the left.]

Good night, slippers.



[Pretend to sleep to the right.]

Good night, quilt.



[Pretend to sleep to the left.]

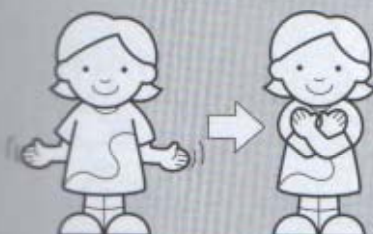
Good night, pajamas.



[Pretend to sleep to the right.]



I want my teddy bear.



[Pretend to hug a teddy bear.]

Here. Good night.



[Pretend to sleep.]

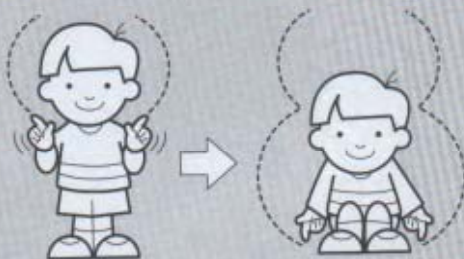


Reindeer, sleigh,
Merry Christmas!



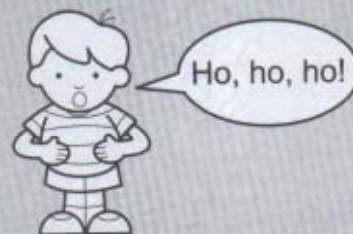
[Make reindeer horns with your fingers.]

Snowman, elves, Merry Christmas!



[Draw a snowman with your fingers.]

Santa, presents,
Merry Christmas!

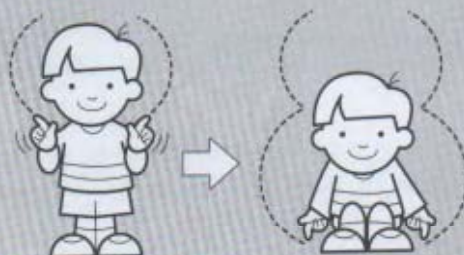


[Pretend to be Santa.]



Happy Holidays!
Thanks!

Snowman, polar bear, Merry Christmas!



[Draw a snowman with your fingers.]

Penguin, seal,
Merry Christmas!



[Pretend to walk like a penguin.]

Santa, presents, Merry Christmas! Happy Holidays!
Thanks!



[Pretend to be Santa.]



Doll, monkey, fox



[Pretend to be a doll.]



[Pretend to be a monkey.]



[Clap.]

Doll, monkey, snake



[Pretend to be a doll.]



[Pretend to be a monkey.]



[Clap.]

Doll, monkey, bike



[Pretend to be a doll.]



[Pretend to be a monkey.]



[Clap.]

Doll, monkey, monster



[Pretend to be a monster.]

Repeat this verse



What's that?



[Clap.]

A fox.



[Pretend to be a fox.]

What's that?



[Clap.]

A drum.



[Pretend to hit a drum.]

What's that?



[Clap.]

A guitar.



[Pretend to play the guitar.]

What's that?



[Clap.]

A violin.



[Pretend to play the violin.]

Repeat 1st verse



Sink, toilet, bathtub, shower



[Pretend to have a shower.]

Sink, toilet, bathtub, shower



[Pretend to have a shower.]



Hairbrush!
Hairbrush!



[Pretend to brush your hair.]



Toothbrush!
Toothbrush!



[Pretend to brush your teeth.]



Toothpaste!
Toothpaste!



[Pretend to squeeze a tube of toothpaste.]

Get ready for bed!



[Pretend to sleep.]

OK!



[Make an OK sign.]



Sink, toilet, bathtub, shower



[Pretend to have a shower.]

Sink, toilet, bathtub, shower



[Pretend to have a shower.]

Get ready for bed!



[Clap.]

[Pretend to sleep.]

OK!



[Make an OK sign.]



Put on your shorts.



[Boys pretend to put on some shorts.]

OK! Put on your T-shirt. [2x]



[Boys pretend to put on a T-shirt.]

Put on your dress.



[Girls pretend to put on a dress.]

Put on your skirt.



[Girls pretend to put on a skirt.]

Put on your shorts.



[Boys pretend to put on some shorts.]

OK!

Shorts, T-shirt, dress, skirt OK!
Put on your shorts.



[Boys pretend to put on some shorts.]



Put on your swimsuit.



[All pretend to put on a swimsuit.]

OK! Put on your sandals. [2x]



[Girls pretend to put on some sandals.]



Put on your sunglasses.



[All pretend to put on some sunglasses.]

Put on your watch.



[All pretend to put on a watch.]

Put on your shorts.



[Boys pretend to put on some shorts.]

OK!

Swimsuit, sandals,
sunglasses, watch
Put on your shorts.



[Boys pretend to put on some shorts.]



I like steak.



[Pretend to cut a steak with a knife and a fork.]

Me, too!

I like chicken.



[Pretend to eat some chicken.]

Me, too!

I like fish.



[Pretend to be a fish.]

Not me.



[Put your thumb down.]



I like steak.



[Clap twice.]

I like rice.



[Pretend to eat some rice.]

Me, too!

I like noodles.



[Pretend to eat some noodles.]

Me, too!

I like vegetables.



[Pretend to eat some vegetables.]

Not me.



[Put your thumb down.]

I like steak.



[Clap twice.]

Chicken, noodles, fish, rice
Chicken, noodles, fish, rice



I like chicken.



[Pretend to eat some chicken.]

I like noodles.



[Pretend to eat some noodles.]

I like fish.



[Pretend to be a fish.]

I like rice.



[Pretend to eat some rice.]

Not me.

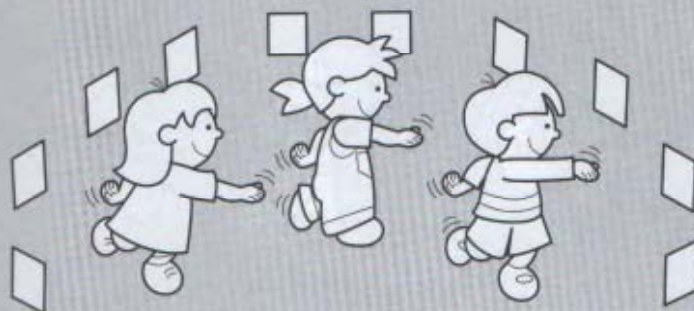


[Put your thumb down.]

I like
steak.



Starfish
Jellyfish
Starfish
Octopus



Dolphin, seahorse
Turtle, whale

[Swim towards the flashcard for the sea creature you hear.]



Starfish, shark
Look at the shark!



[Swim like a shark.]

Shark! Wow!



[Look surprised.]

Look at the
octopus.
Look at the
whale.

Repeat 1st
verse



Starfish
Jellyfish



[Swim towards the flashcard for the sea creature you hear.]

Look at the octopus.
Look at the starfish.
Look at the whale.



[Swim like a whale.]



Bus, rocket, train



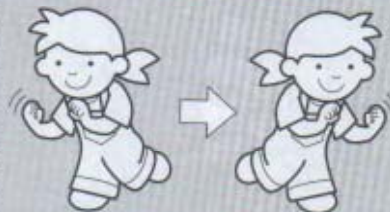
[Pretend to ride on a bus.]

Bus, bus



[Clap.]

Car, yo-yo, plane



[Pretend to drive a car.]

Car, car



[Clap.]

Bus, rocket, train



[Pretend to be a train.]

Train, train



[Clap.]

Car, yo-yo, plane



[Pretend to be a plane.]

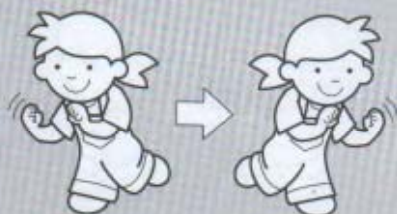
Plane, plane



[Clap.]



Let's play with the car.



[Pretend to drive a car.]

OK.



[Make an OK sign.]

Let's play with the train.



[Pretend to be a train.]

OK.



[Make an OK sign.]

Let's play with the bus. OK.



[Pretend to ride on a bus.]



[Make an OK sign.]

Let's play with the plane. OK.



[Pretend to be a plane.]



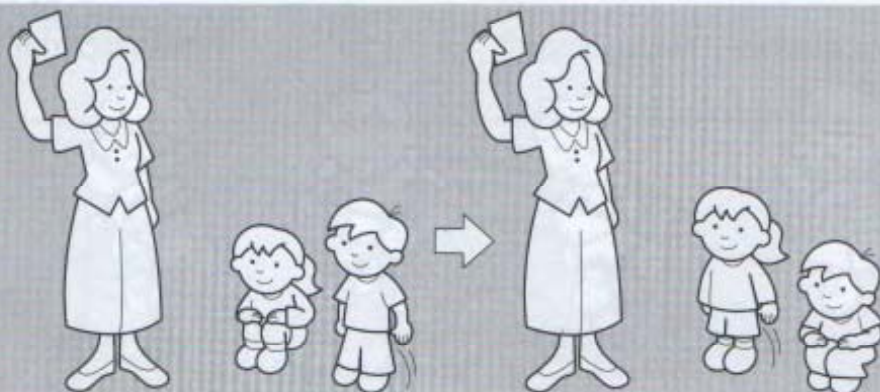
[Make an OK sign.]

Repeat 1st
verse



Hamburger
Fries
Soup
Salad
Hot dog, hot dog, soup

[Look at the flashcard. Stand up if you like the food.]



Wow!



[All look surprised.]

Are you hungry?



[Rub your stomach.]

Yes! Yes!



[Nod your head.]

Here you are.



[Pretend to pass a plate of food.]

Thank you.

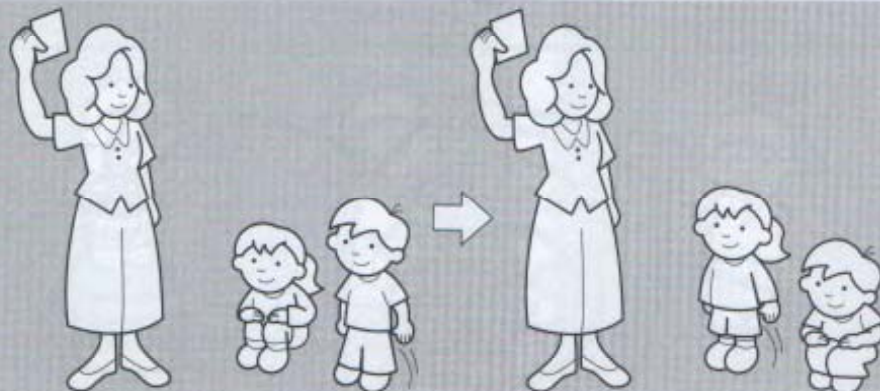


[Nod your head.]



Sausages
Eggs
Hot dog
Salad
Yogurt, ice cream, soup

[Look at the flashcard. Stand up if you like the food.]



Wow!



[All look surprised.]

Are you hungry?



[Rub your stomach.]

Yes! Yes!



[Nod your head.]

Here you are.



[Pretend to pass a plate of food.]

Thank you.



[Nod your head.]



Tiger, elephant, hippo, hippo



[Pretend to be a tiger.]



[Pretend to be an elephant.]



[Pretend to be a stamping hippo.]

Tiger, elephant, bird. Oh!



[Pretend to be a tiger.]



[Pretend to be an elephant.]



[Pretend to be a bird.]



Zebra, gorilla, crocodile, crocodile



[Pretend to run like a zebra.]



[Pretend to be a gorilla.]



[Pretend to be a crocodile.]

Oh! A kangaroo!



[Pretend to jump like a kangaroo.]

What am I?



[Point to yourself.]



[Pretend to jump like a kangaroo.]



A giraffe!
No. Try again!



[Shake your head.]

What am I?



[Point to yourself.]



[Pretend to jump like a kangaroo.]

A gorilla!
No. Try again!



[Shake your head.]



What am I?



[Point to yourself.]



[Pretend to jump like a kangaroo.]

A kangaroo!
Yes! Good for you!



[Clap and put your thumb up.]

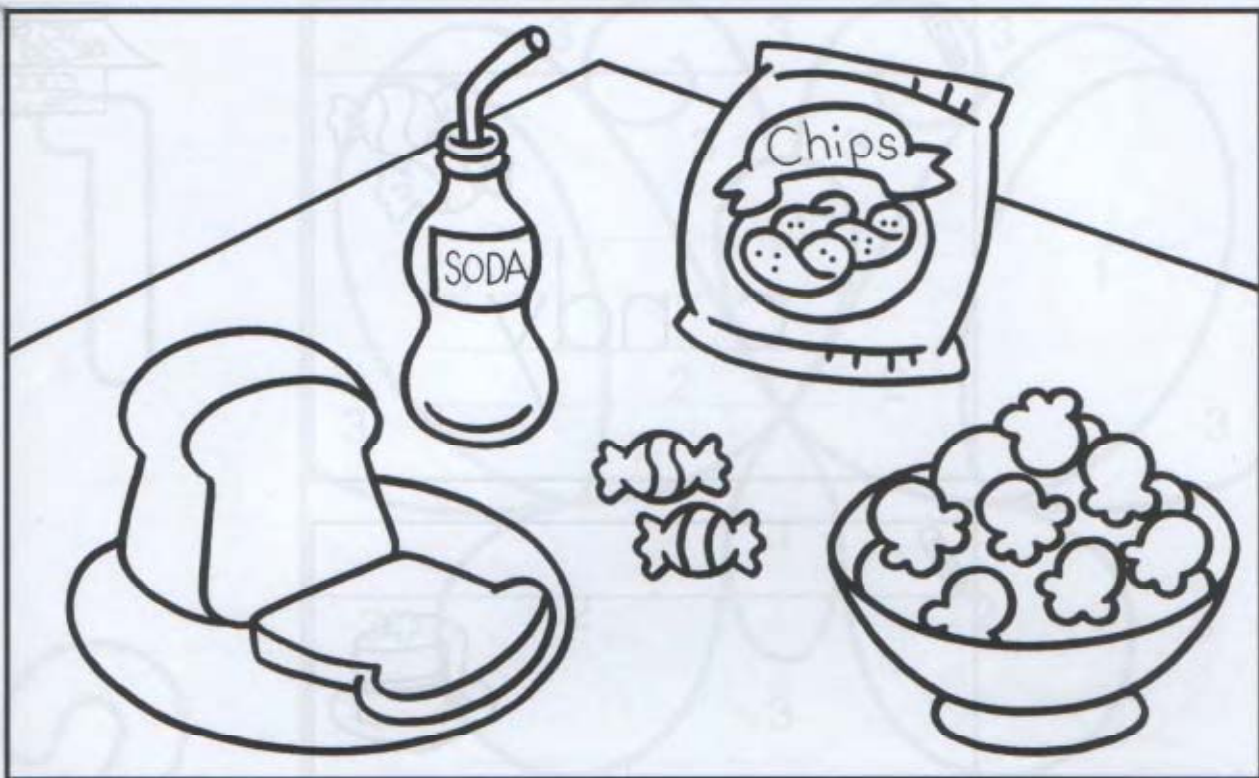
1A

Midnight Picnic

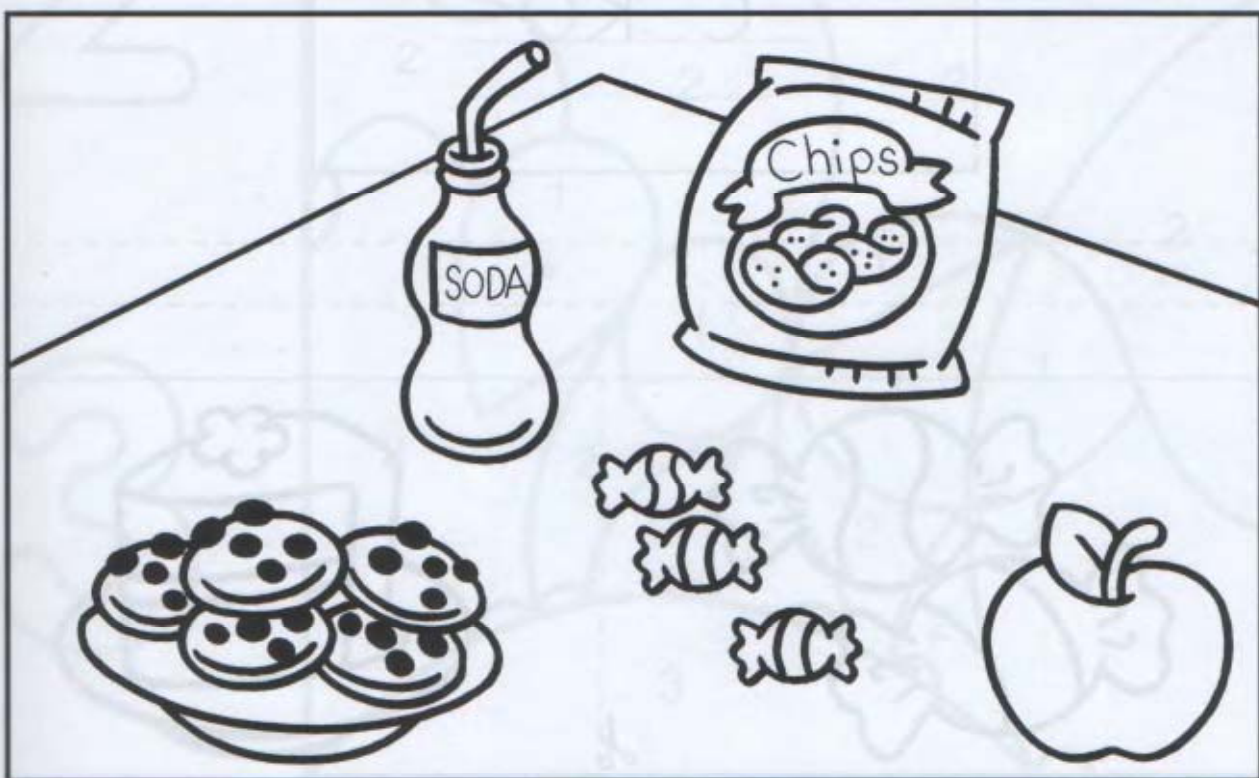


Circle the 3 differences. Color.

1.

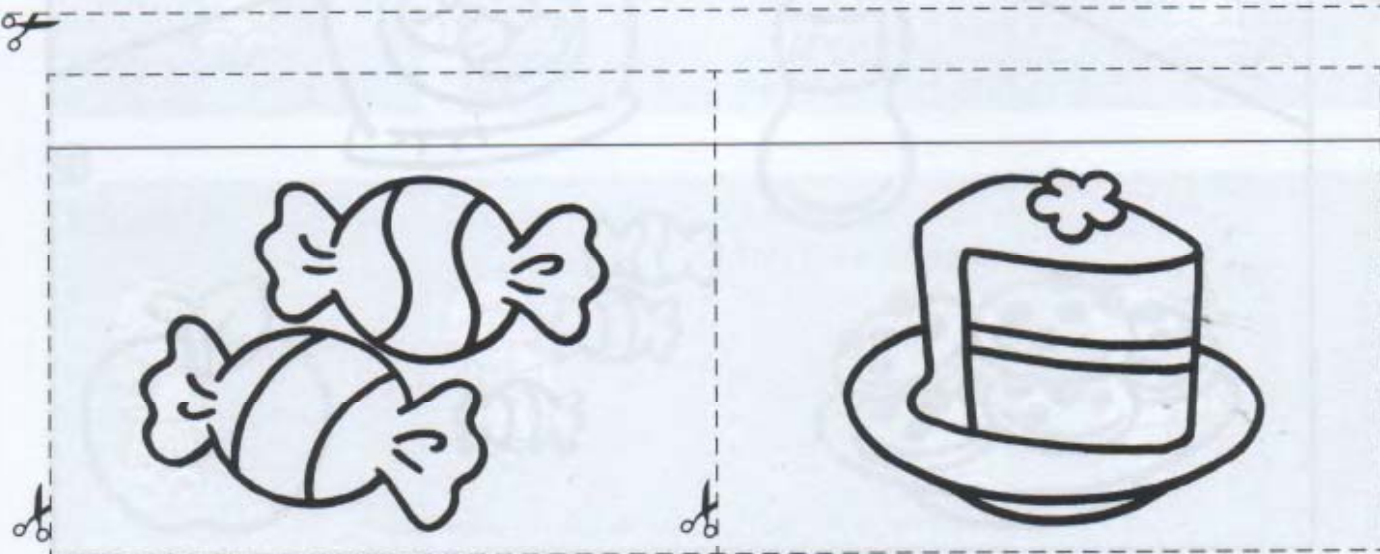
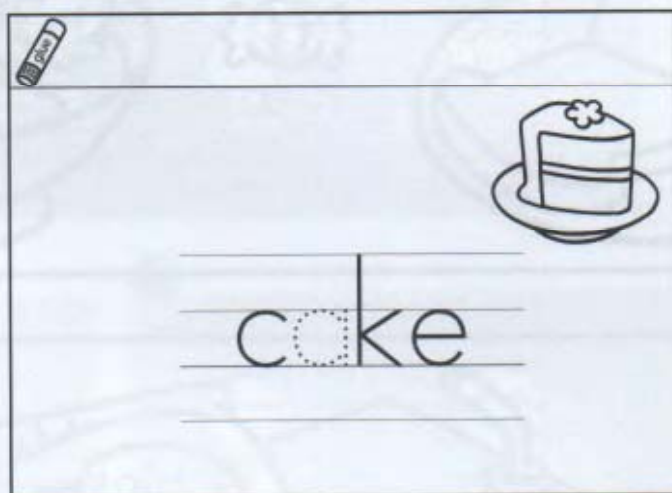
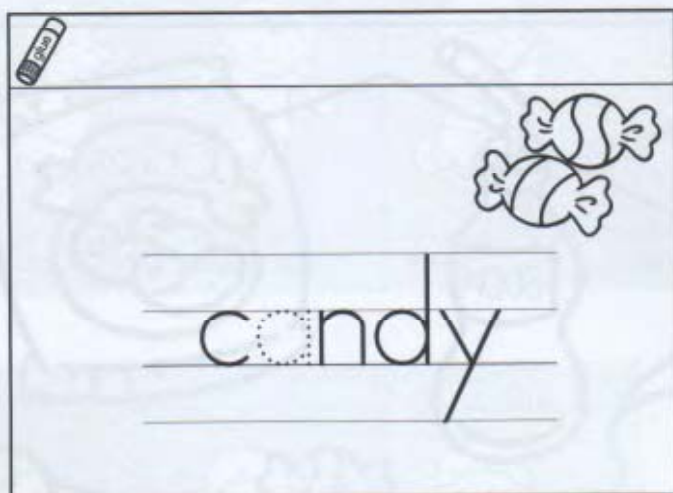


2.





Trace the letters. Cut and paste.



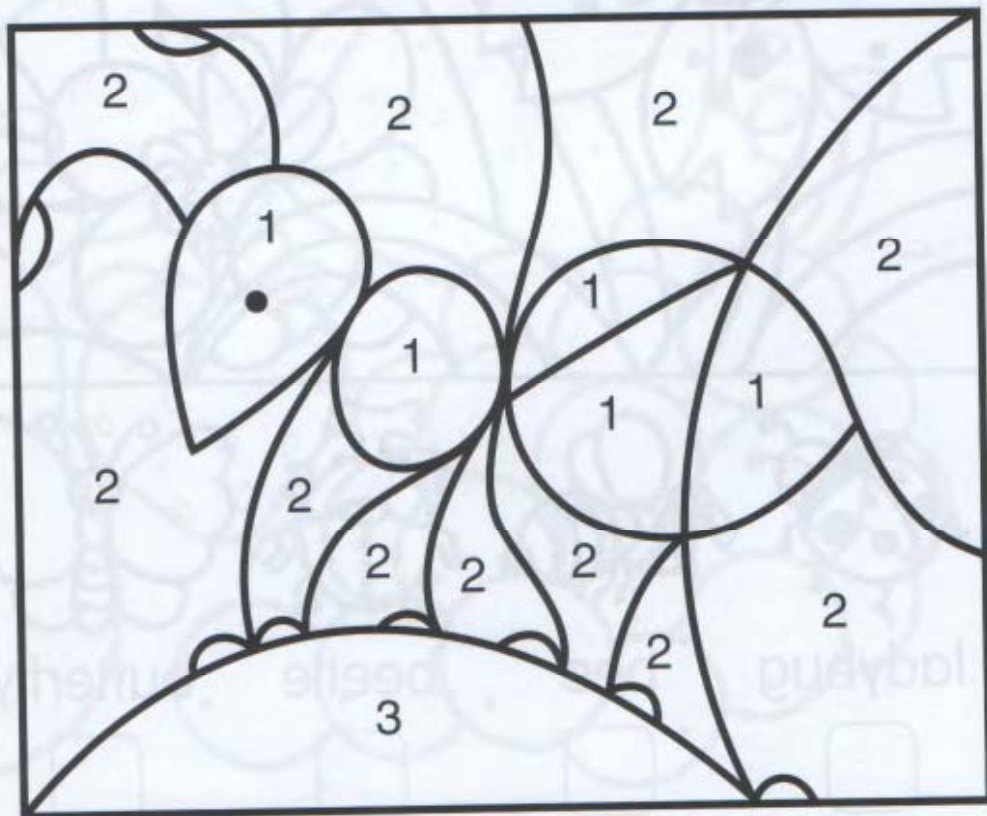
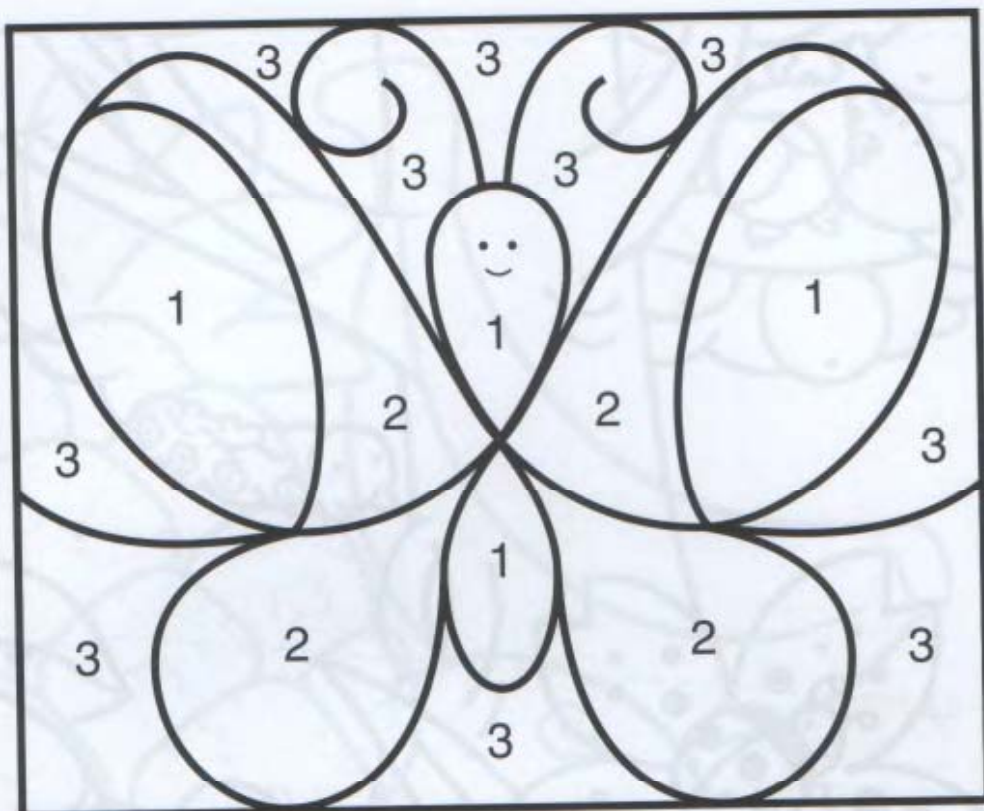


Color by numbers.

1

2

3





Find and check ✓. Color.



ladybug

☐

bee

☐

beetle

☐

butterfly

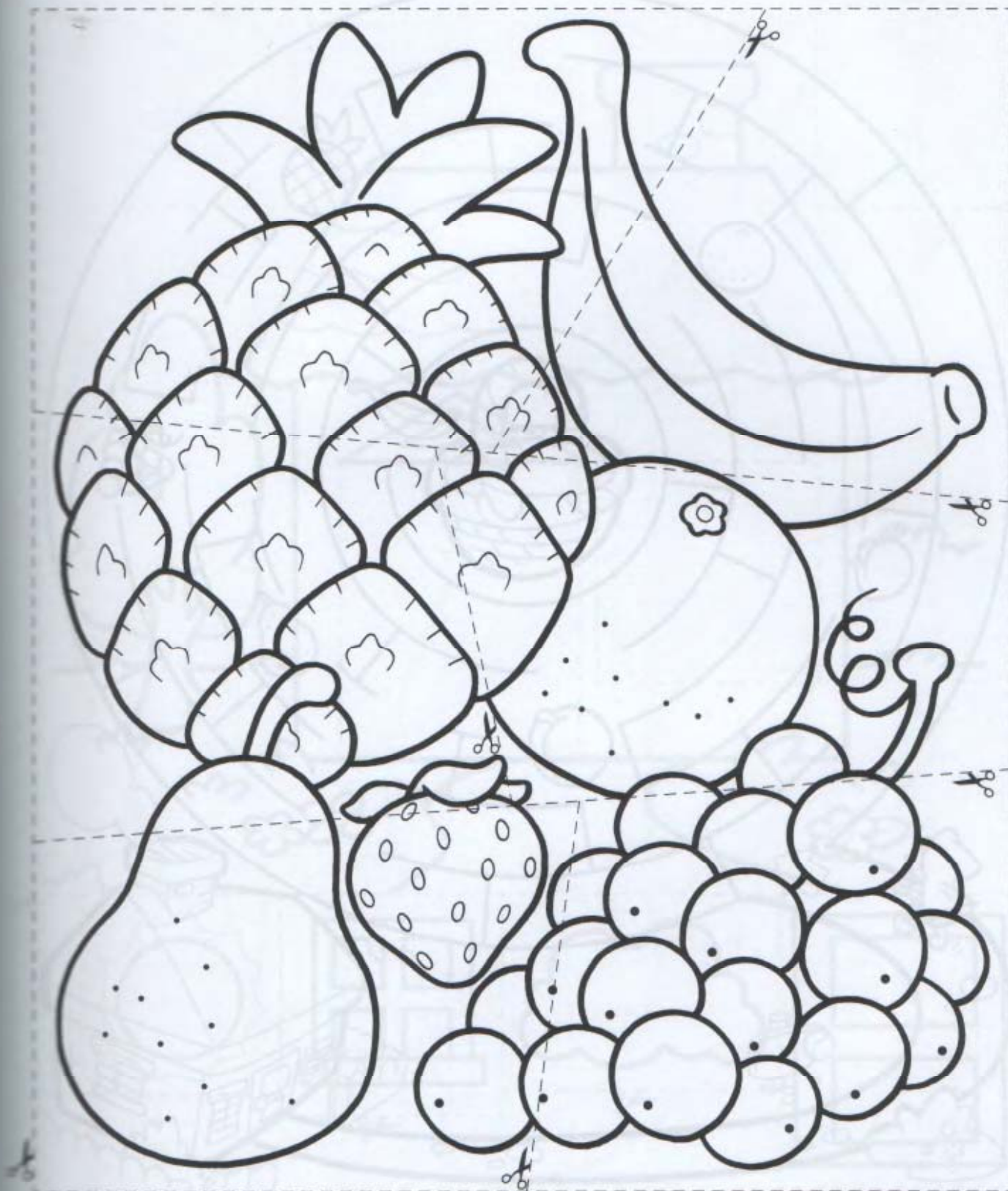
☐

caterpillar

☐



Color. Cut and do the puzzle.

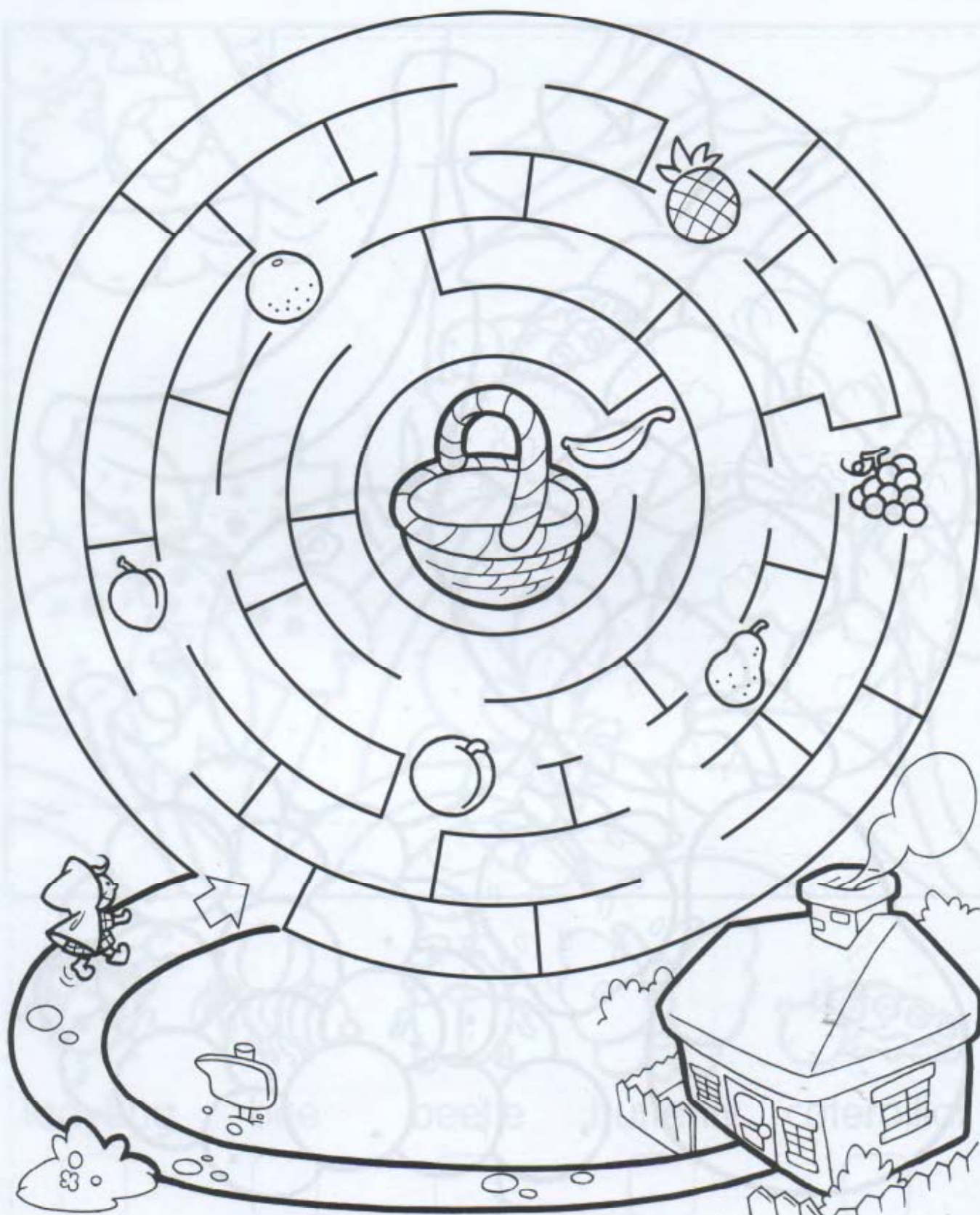


3B

Fruit for Grandma

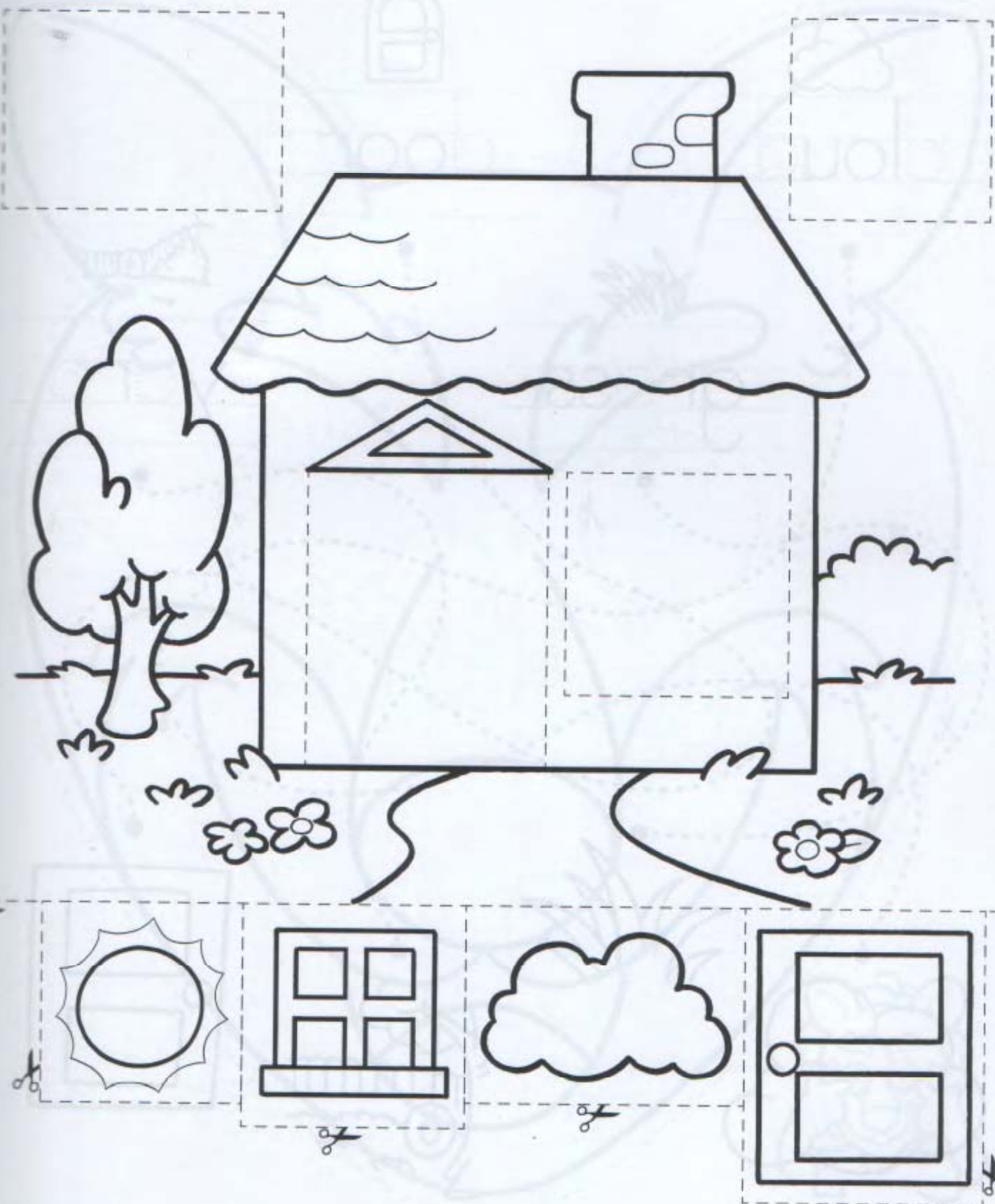


Find the fruit to put in the basket.





Cut and paste. Color.





Trace the letters. Match.



cloud



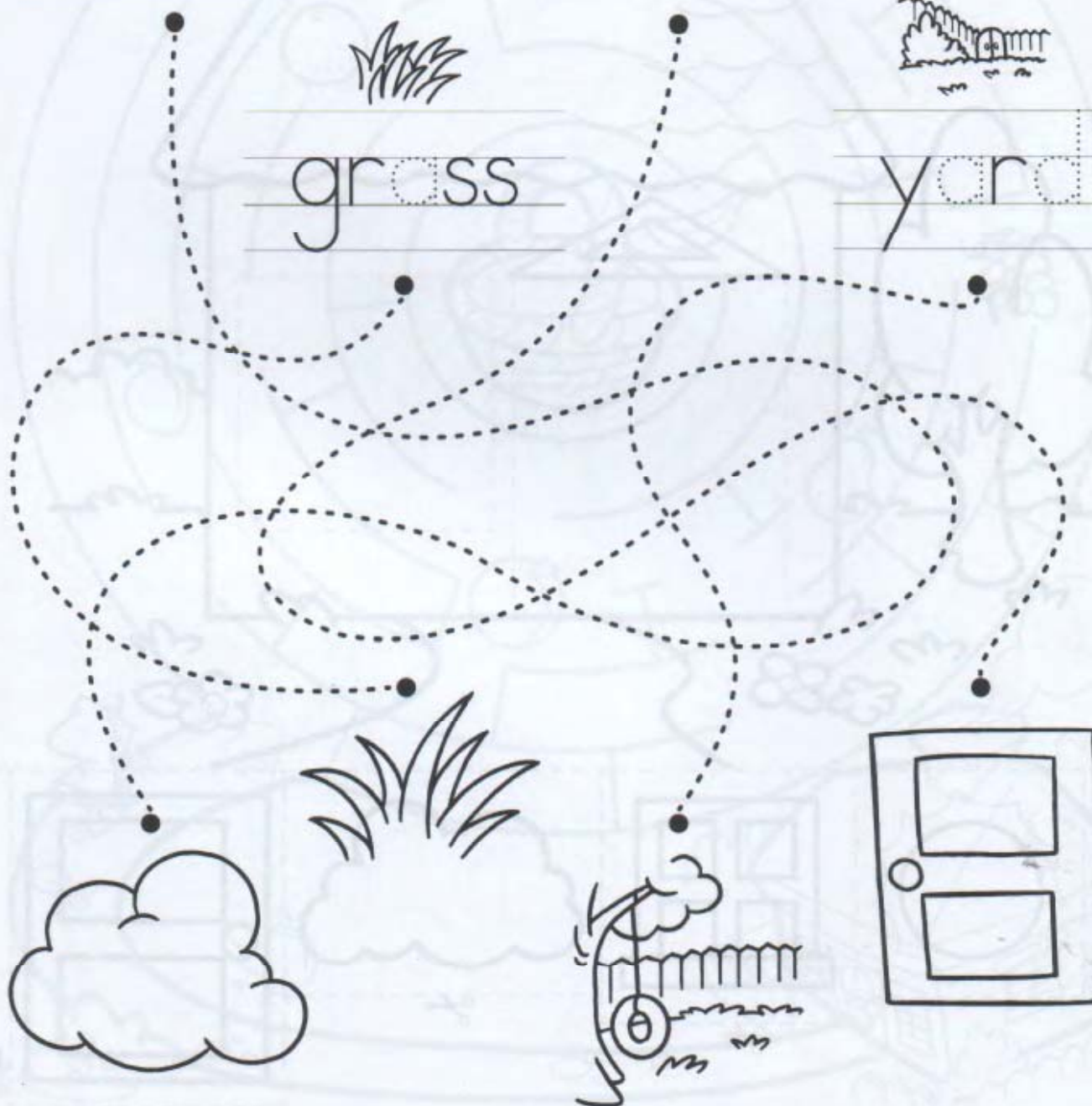
door



grass



yard



5A

Is that you, Grandma?



Color. Make the mask.





Trace the letters. Match.



leg



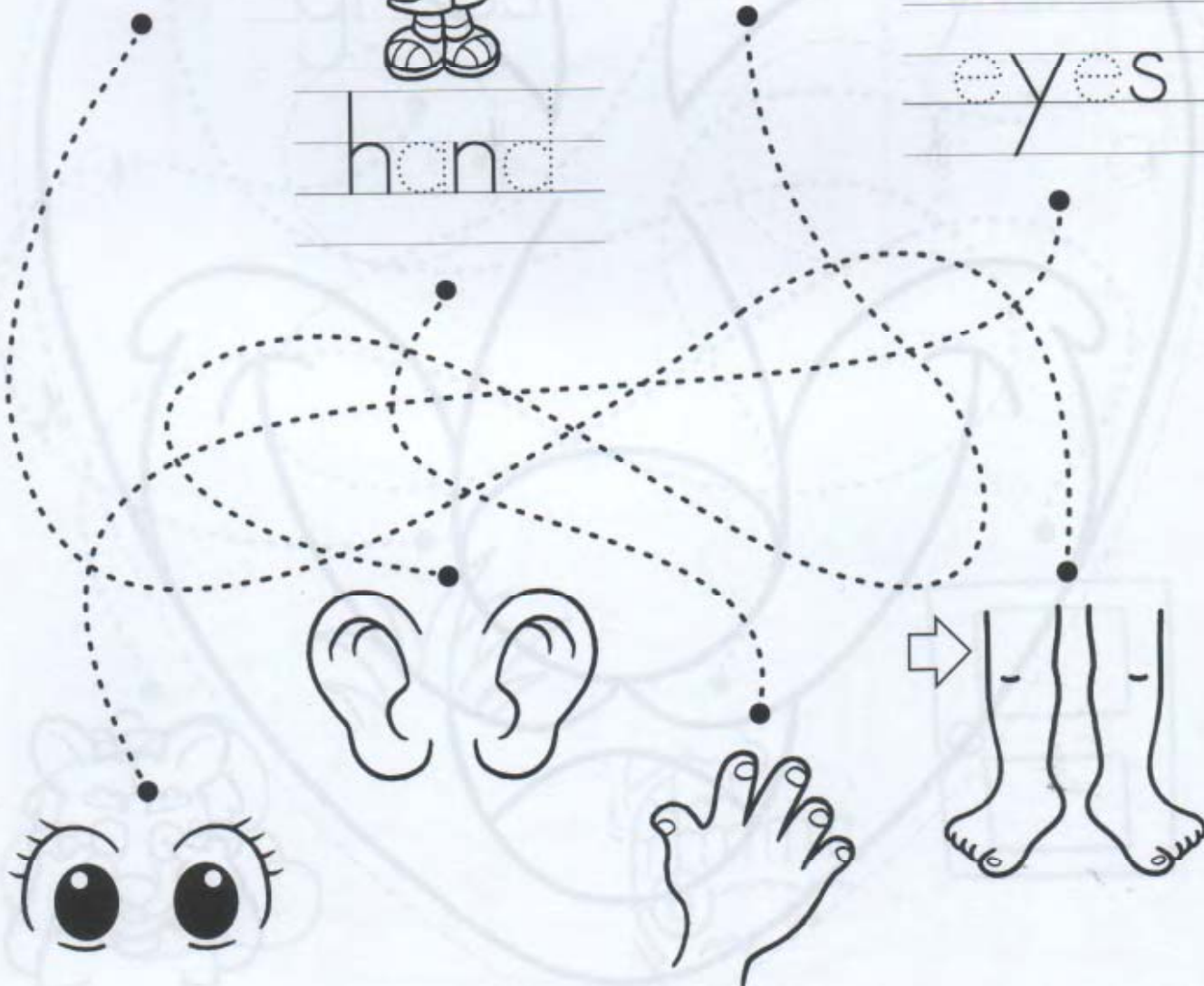
hand



ears

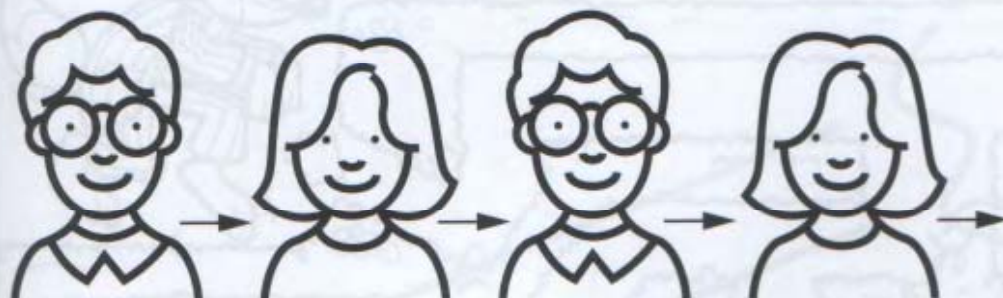


eyes



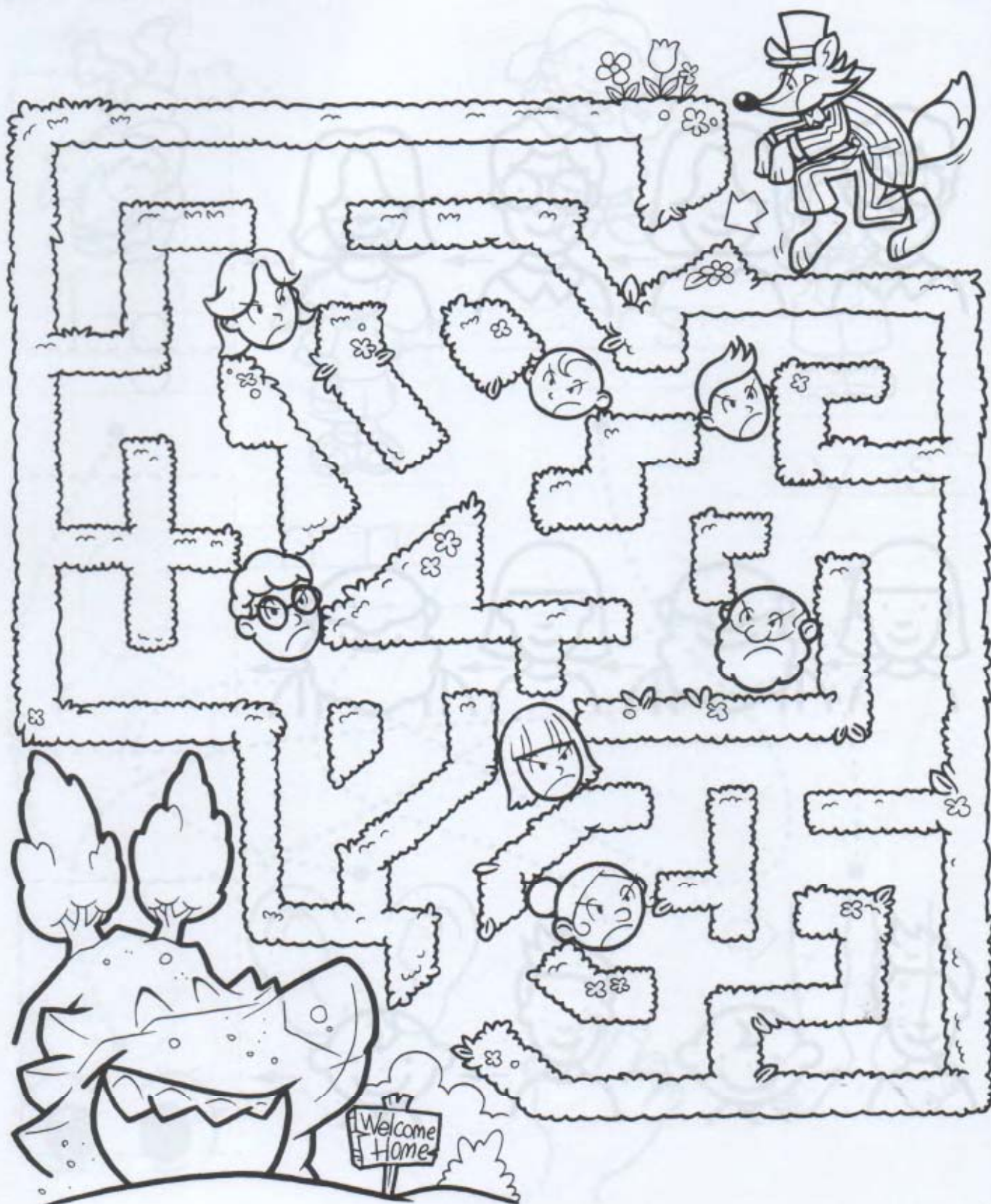


Complete the series.



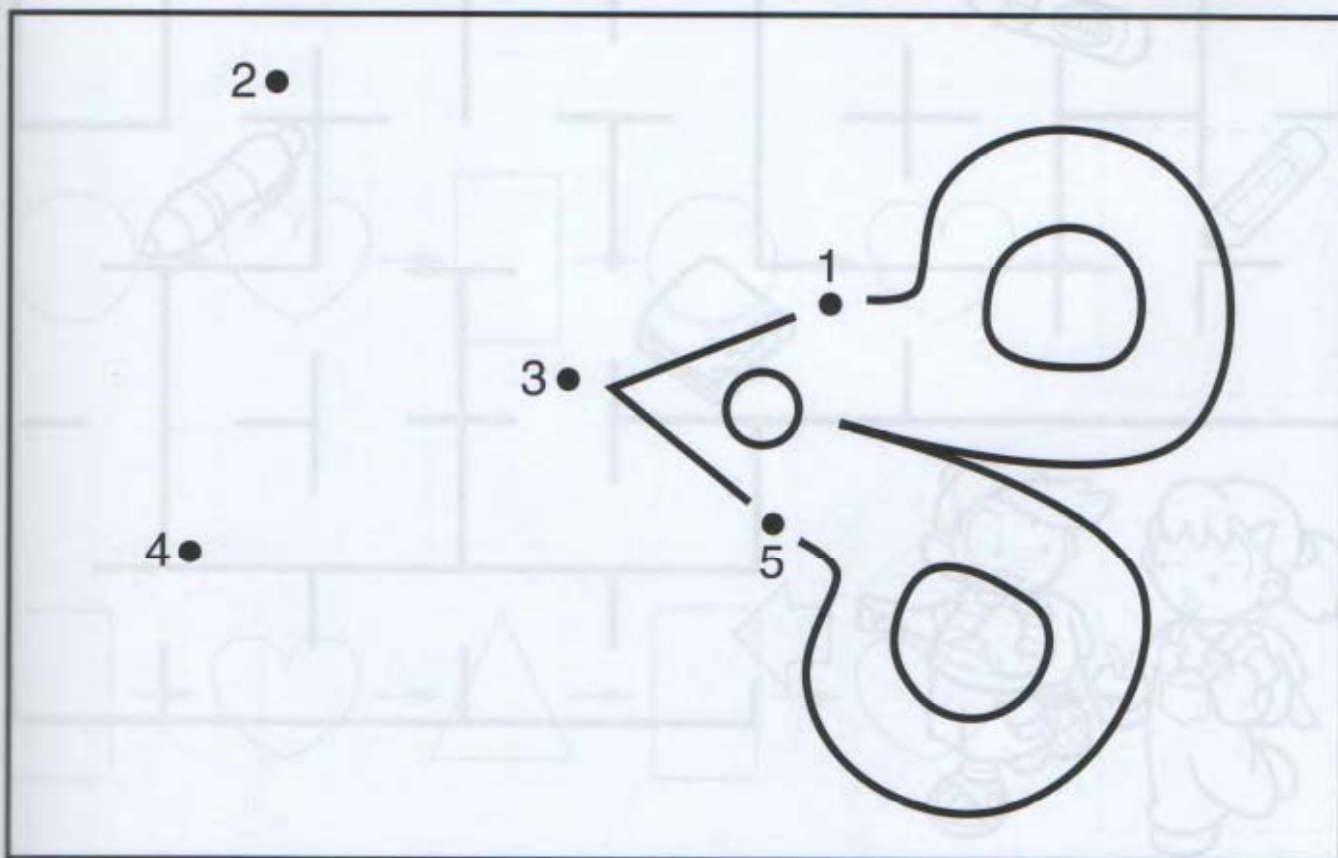
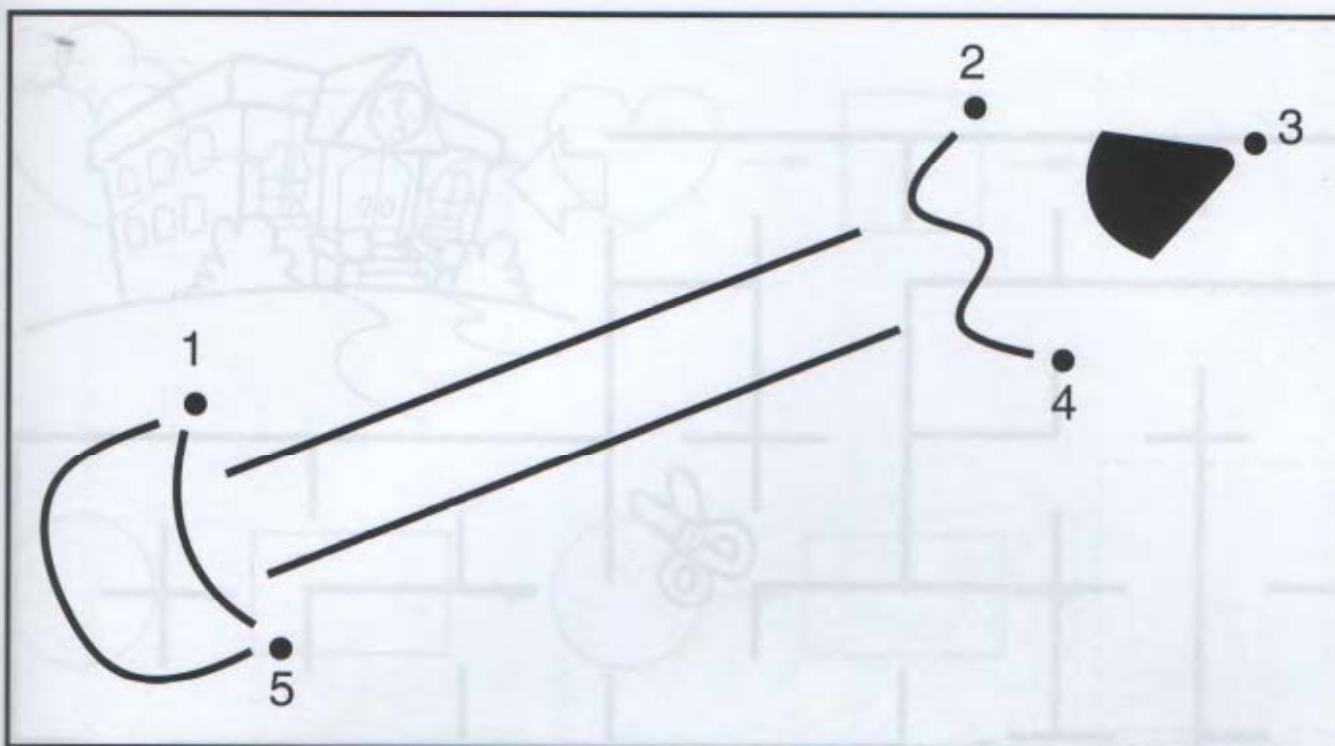


Help the wolf find his cave.



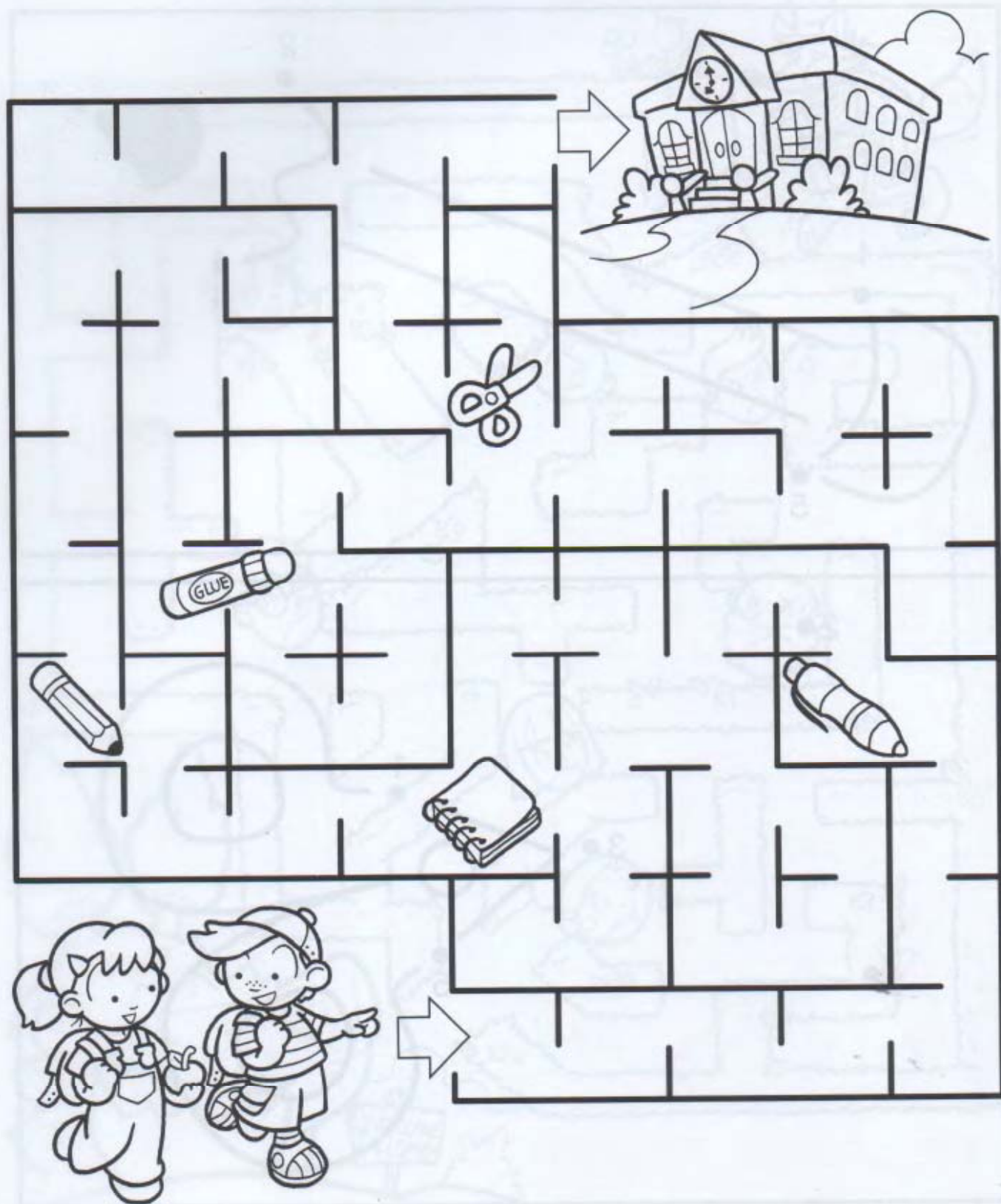


Connect the dots. Color.



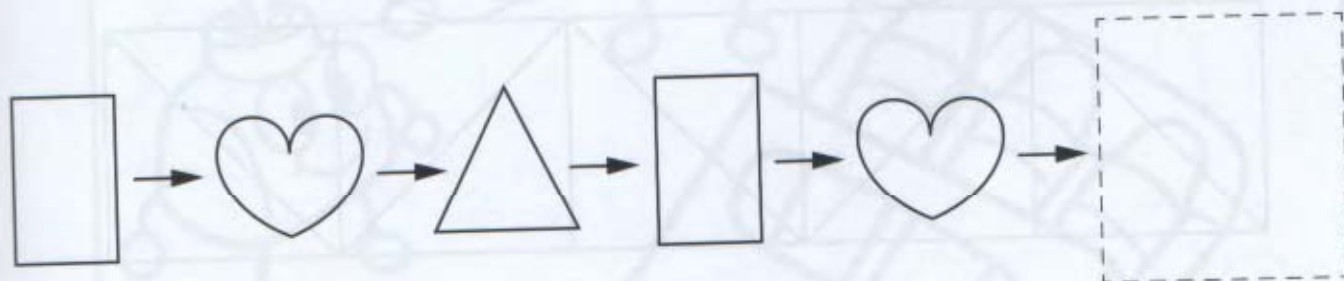
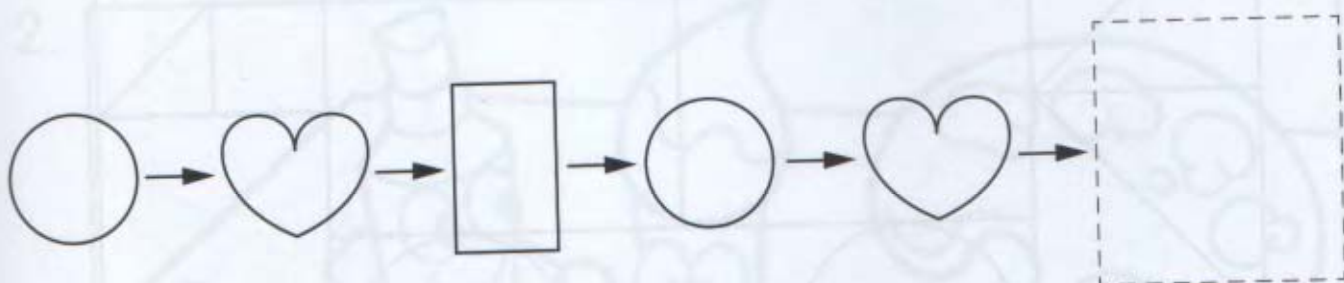
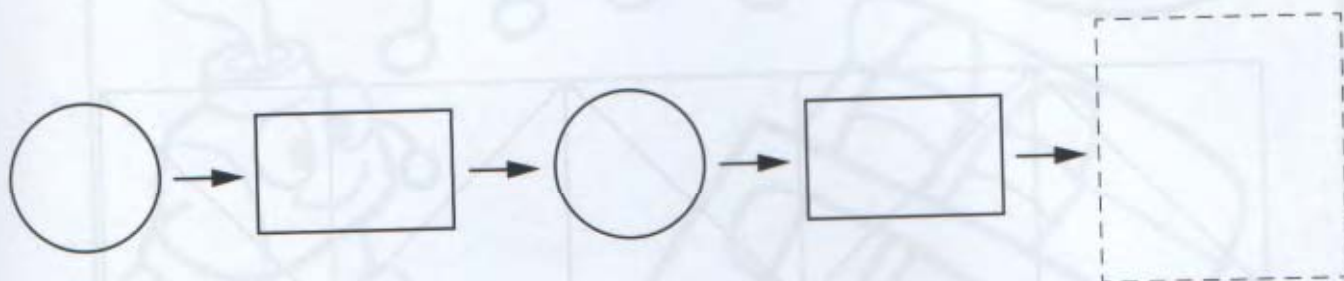
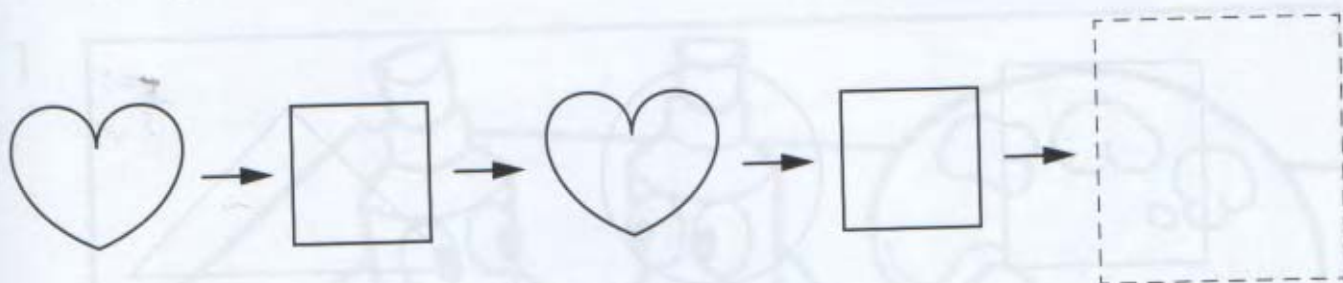


Find the school items.



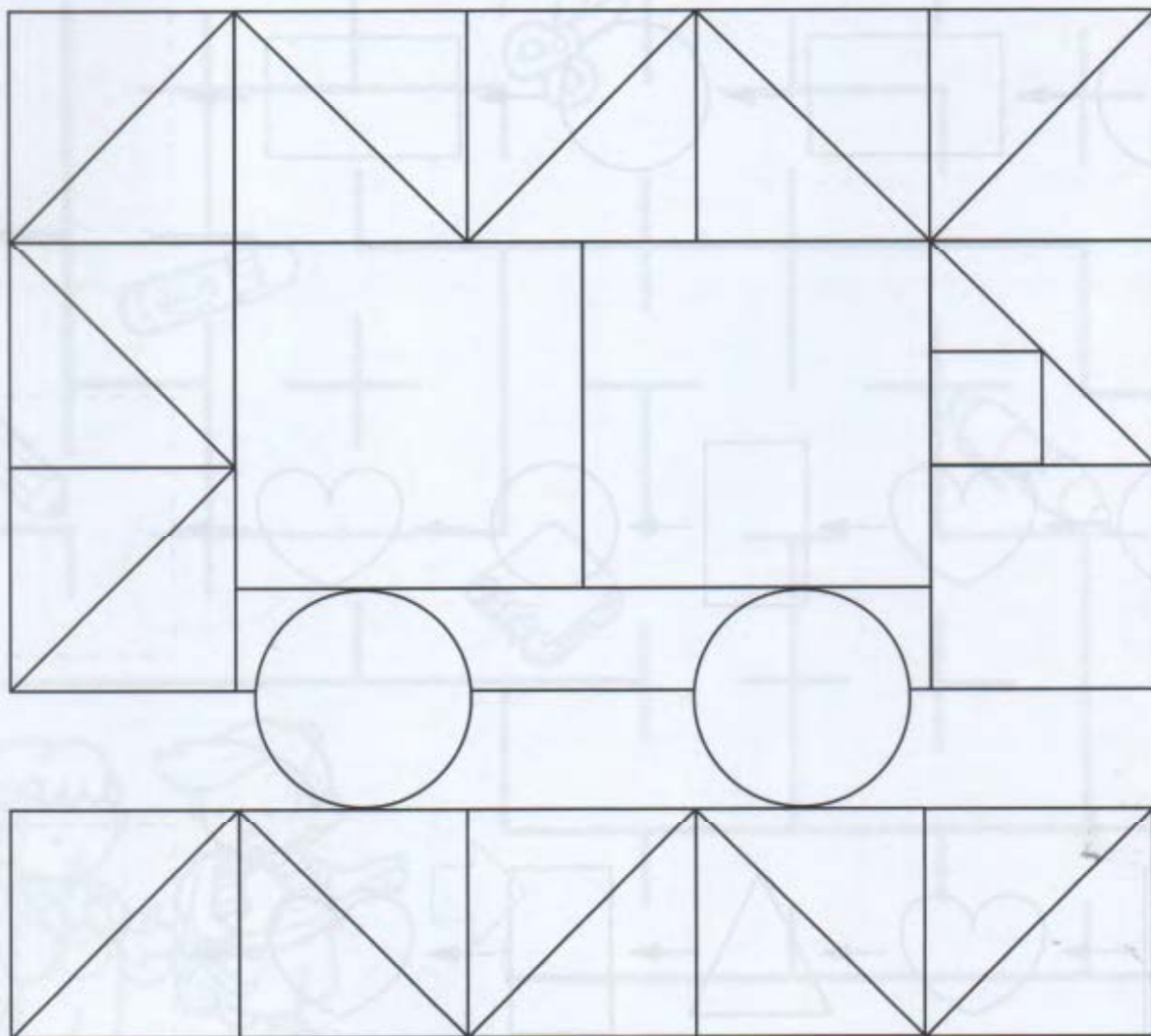
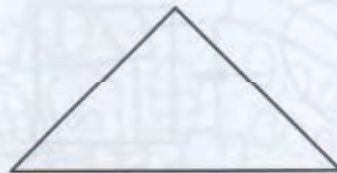


Complete the series.





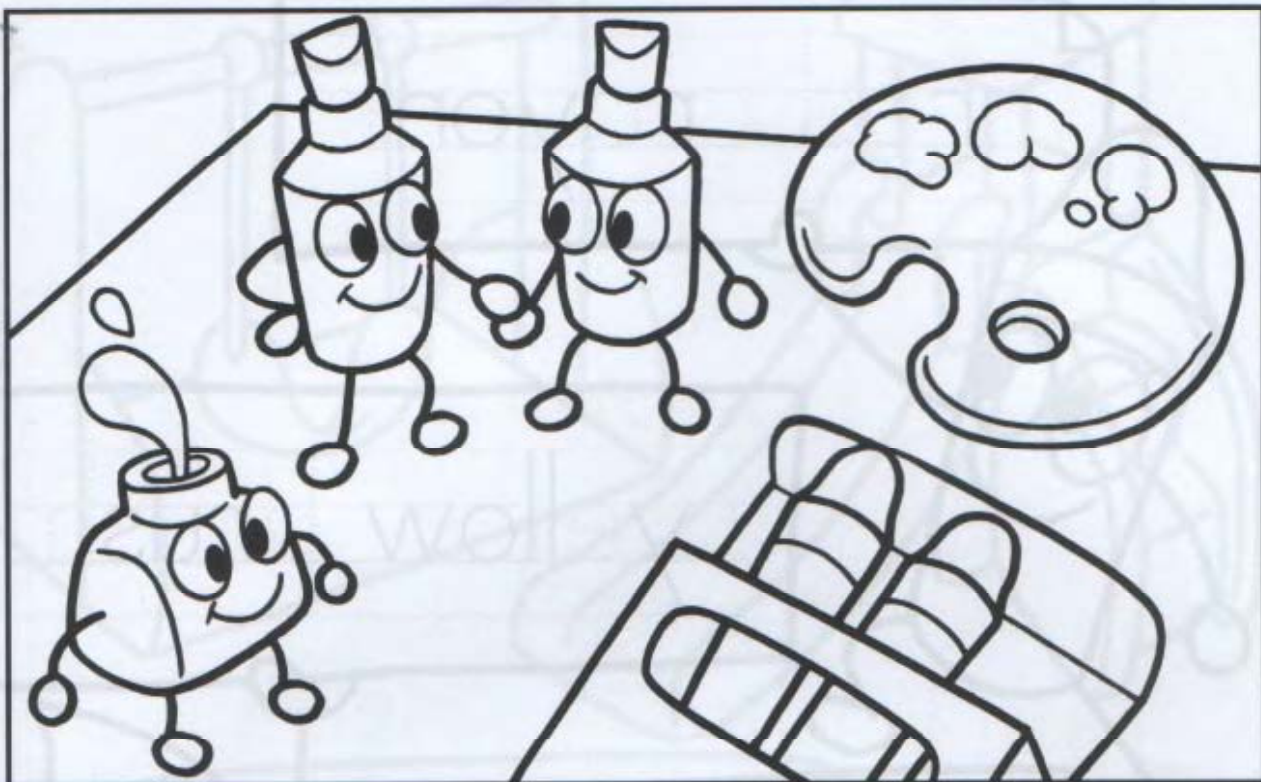
Color by shapes.



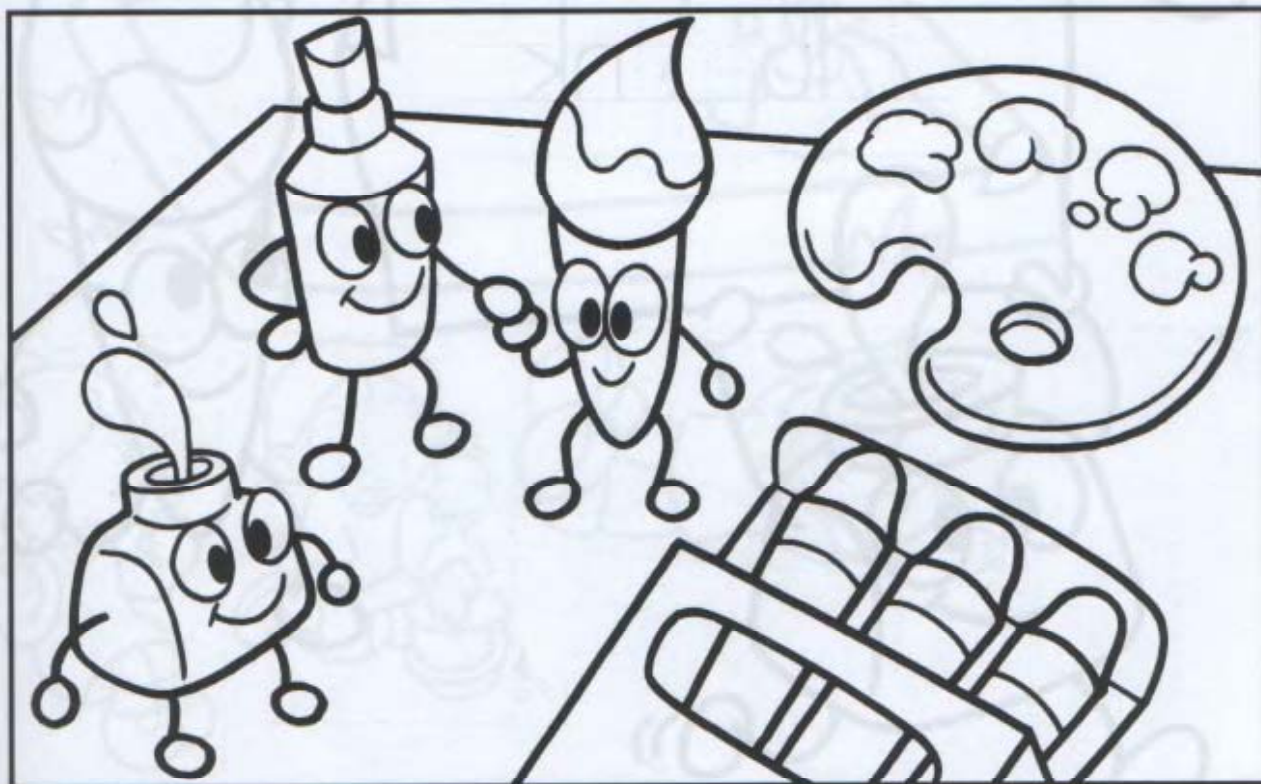


Circle the 3 differences. Color.

1.



2.



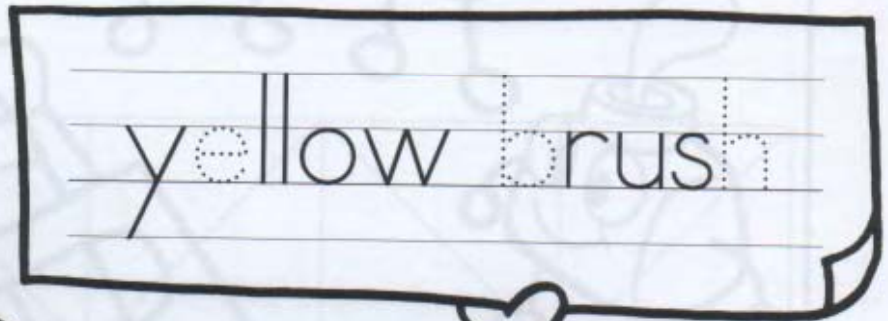


Trace the letters. Color.

red crayon

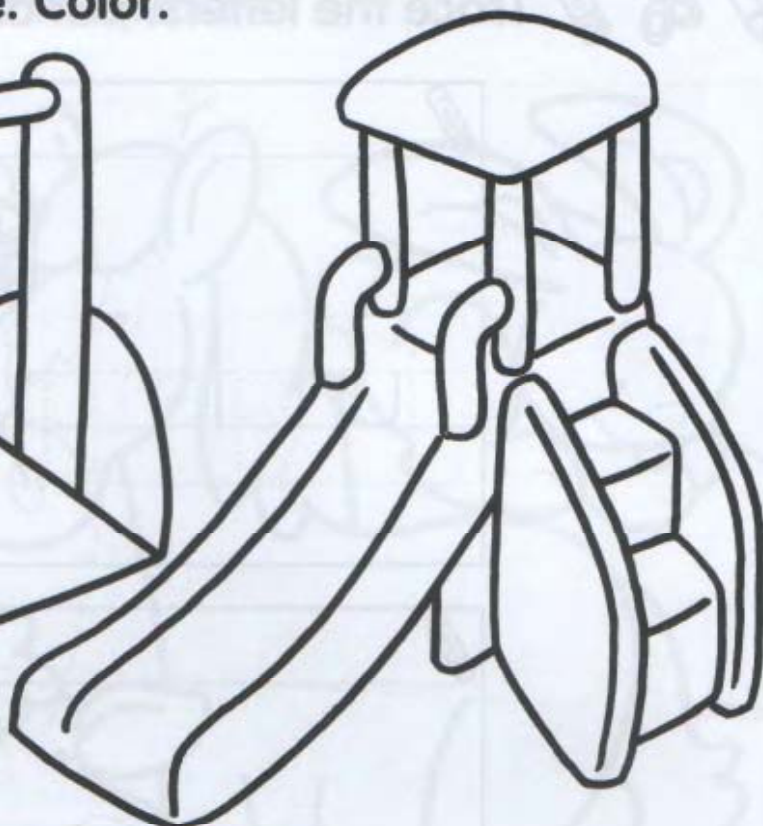
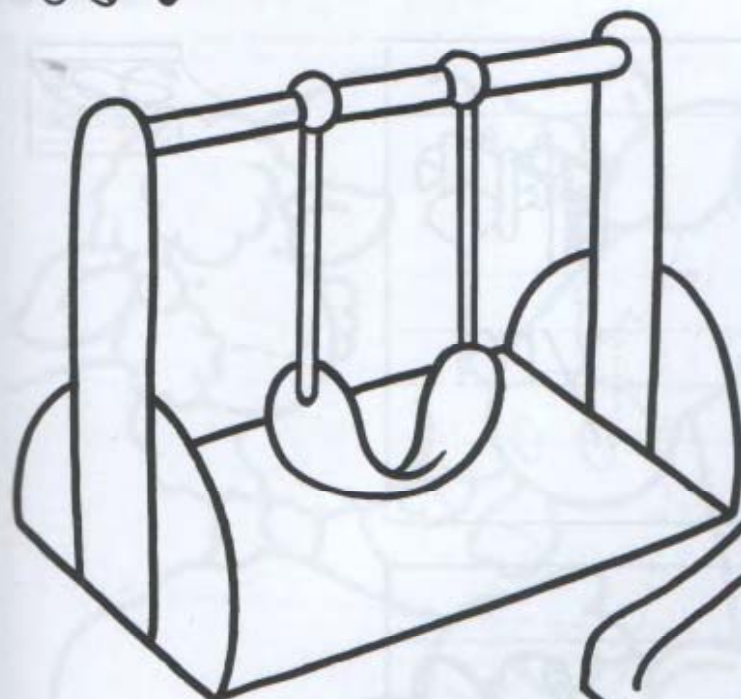
yellow brush

blue ink





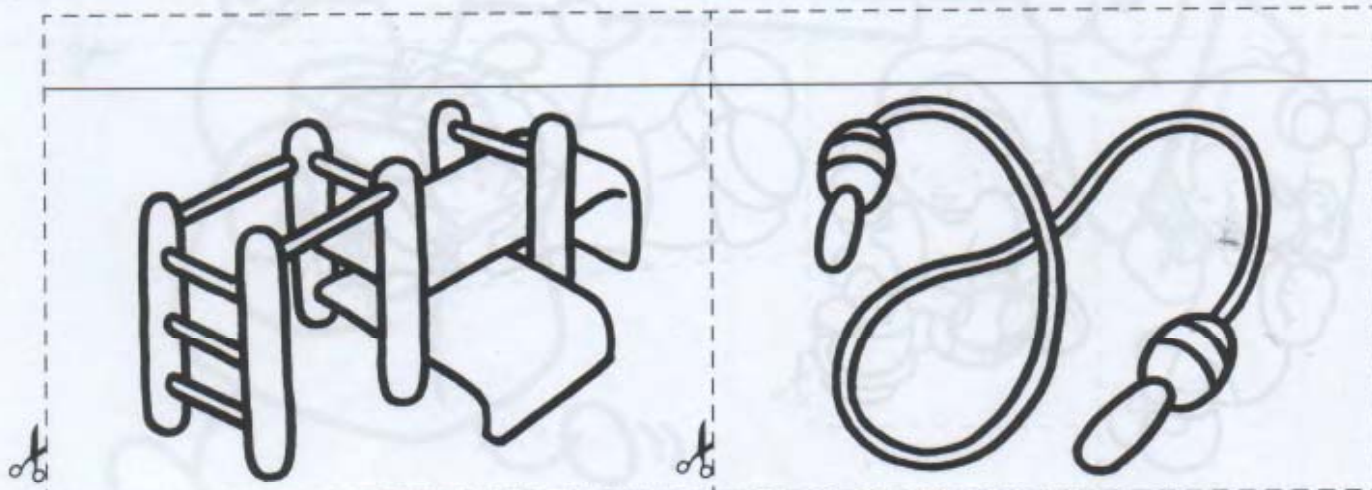
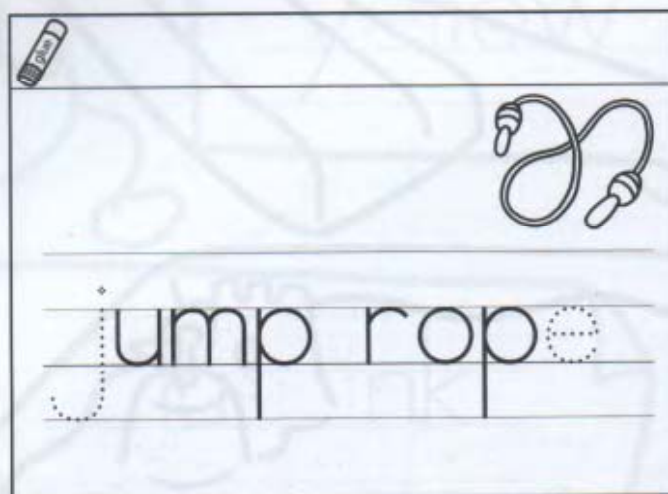
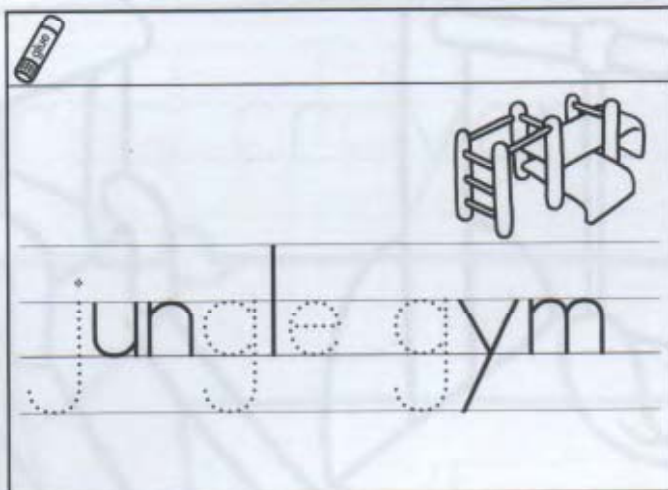
Cut and paste. Color.



10B In the Park



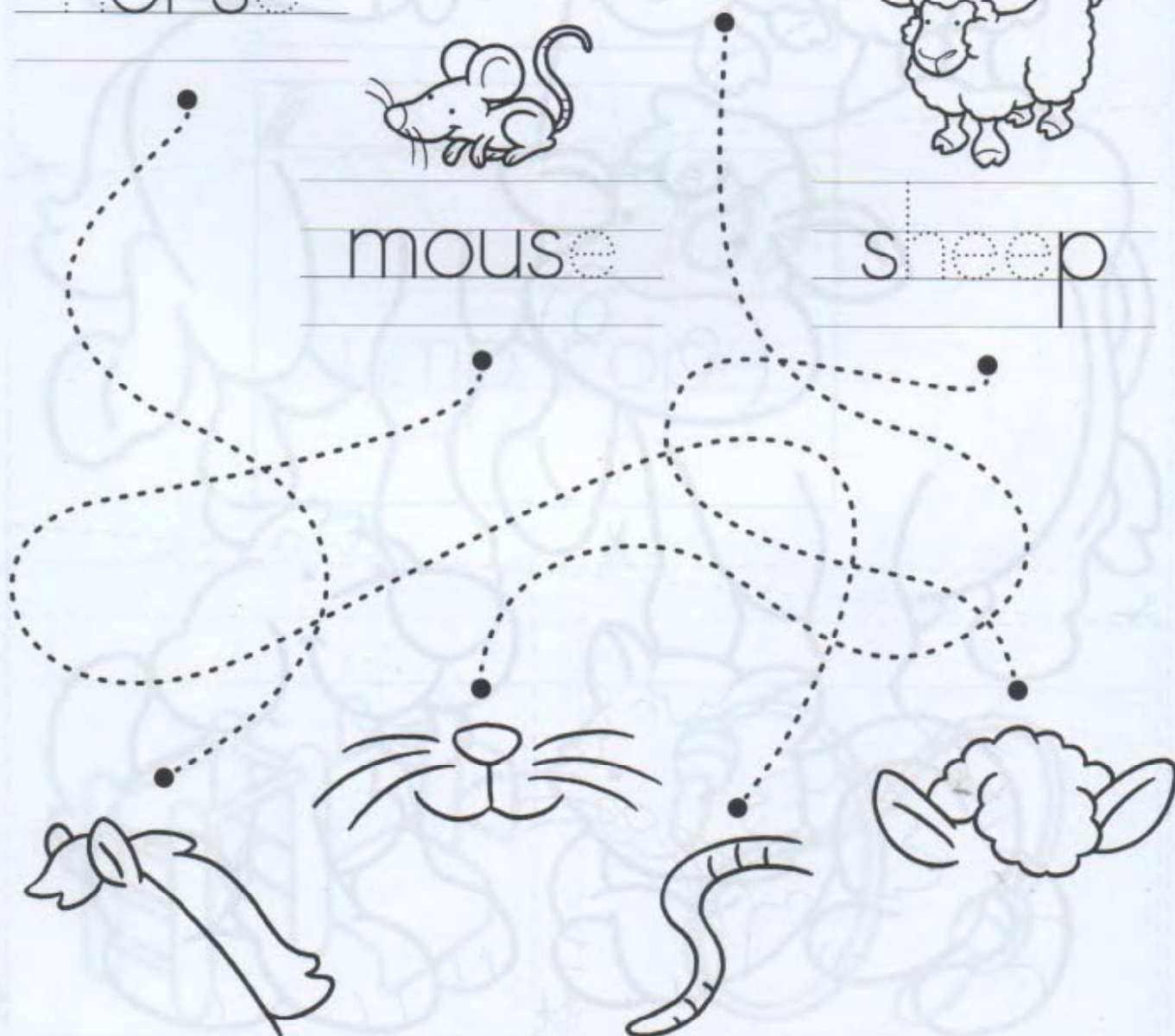
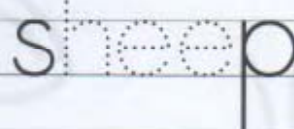
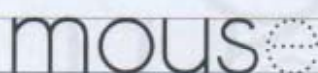
Trace the letters. Cut and paste.





Color. Cut and do the puzzle.

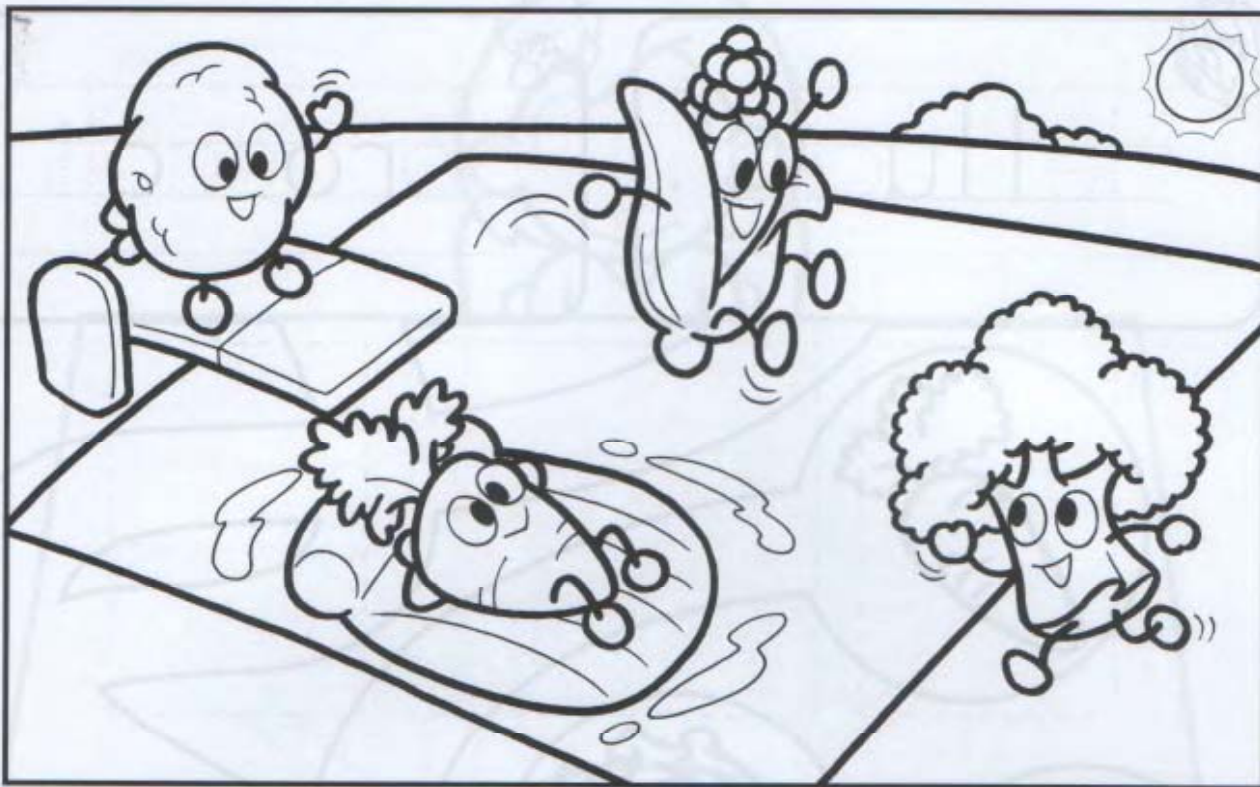




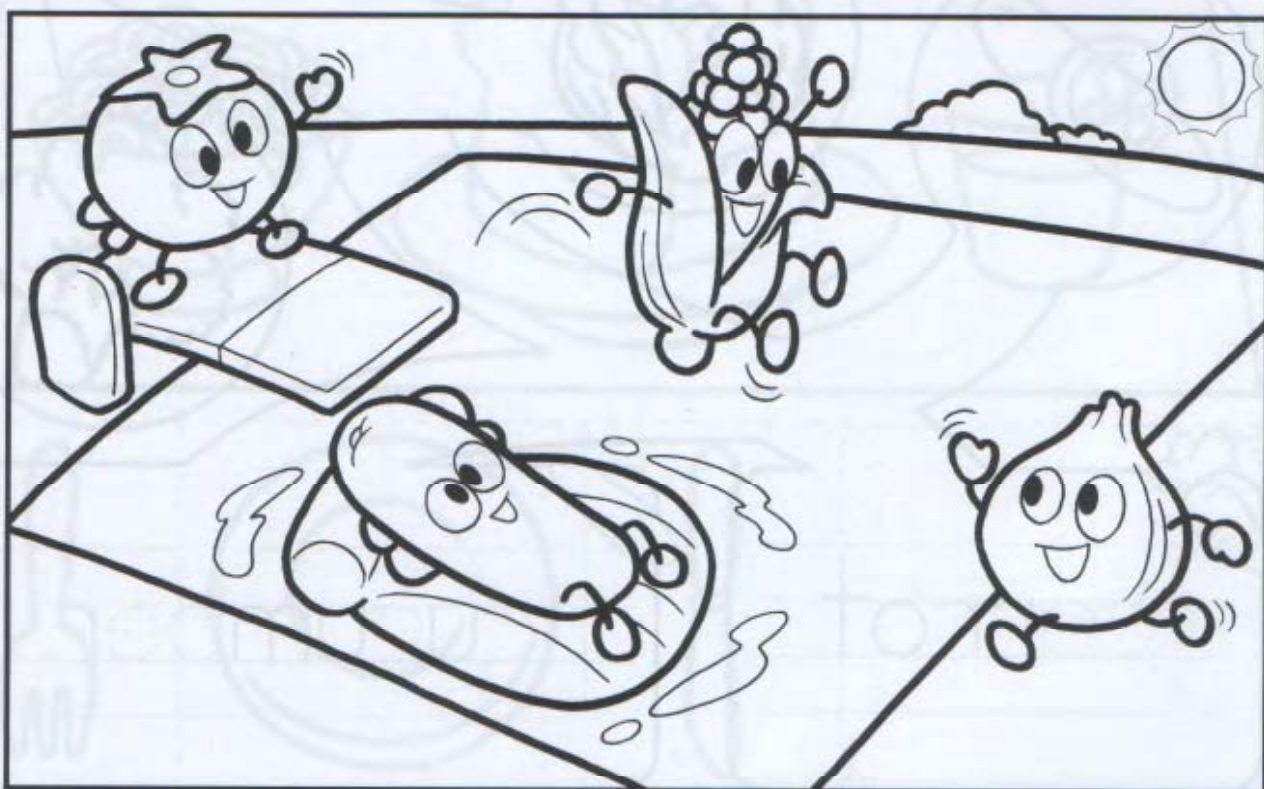
12A Vegetable Fun

  Circle the 3 differences. Color.

1.



2.



12B Vegetable Fun



Trace the letters. Match.



lettuce



broccoli



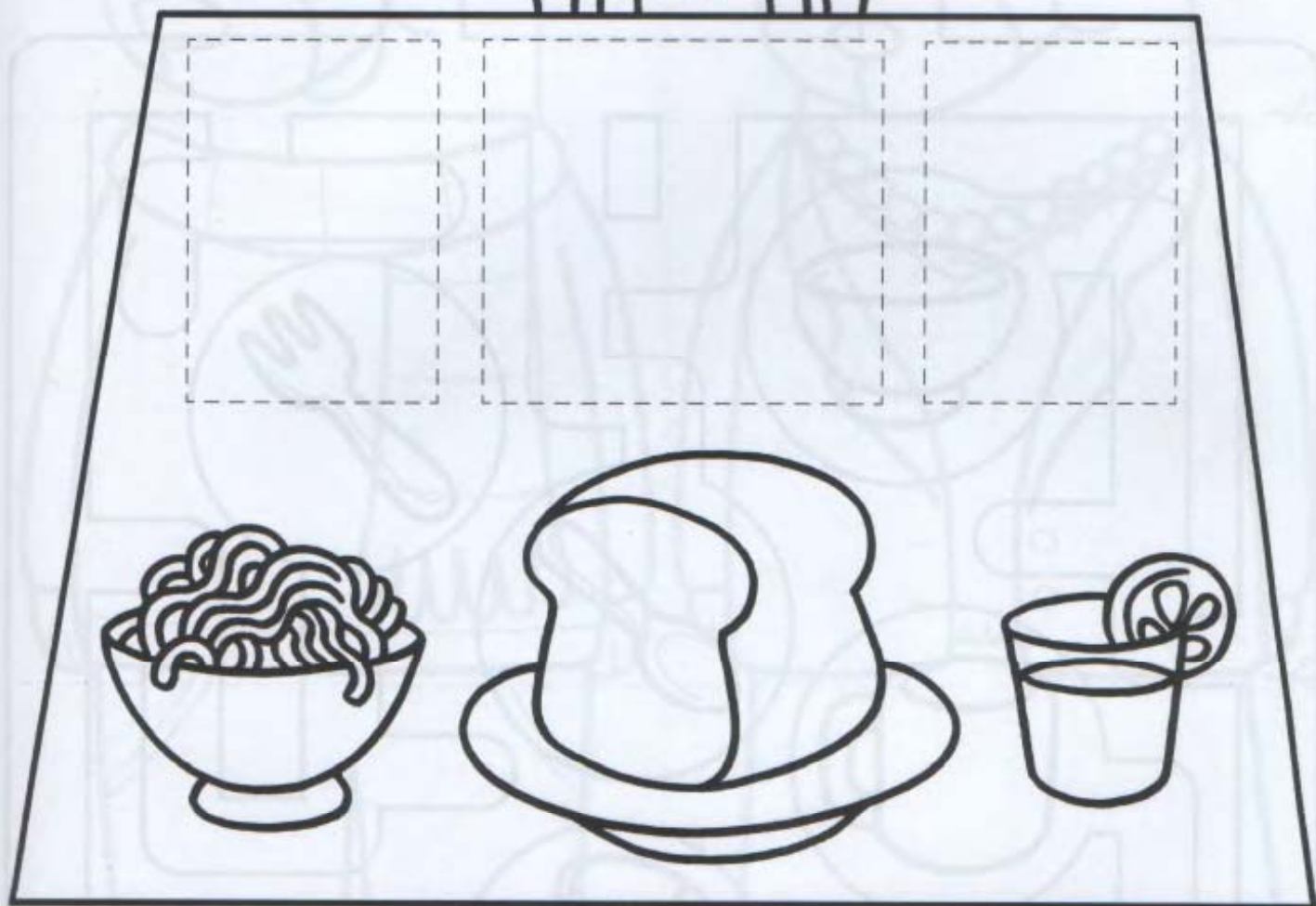
carrot



cucumber



Cut and paste. Color.



13B In the Kitchen

Mm



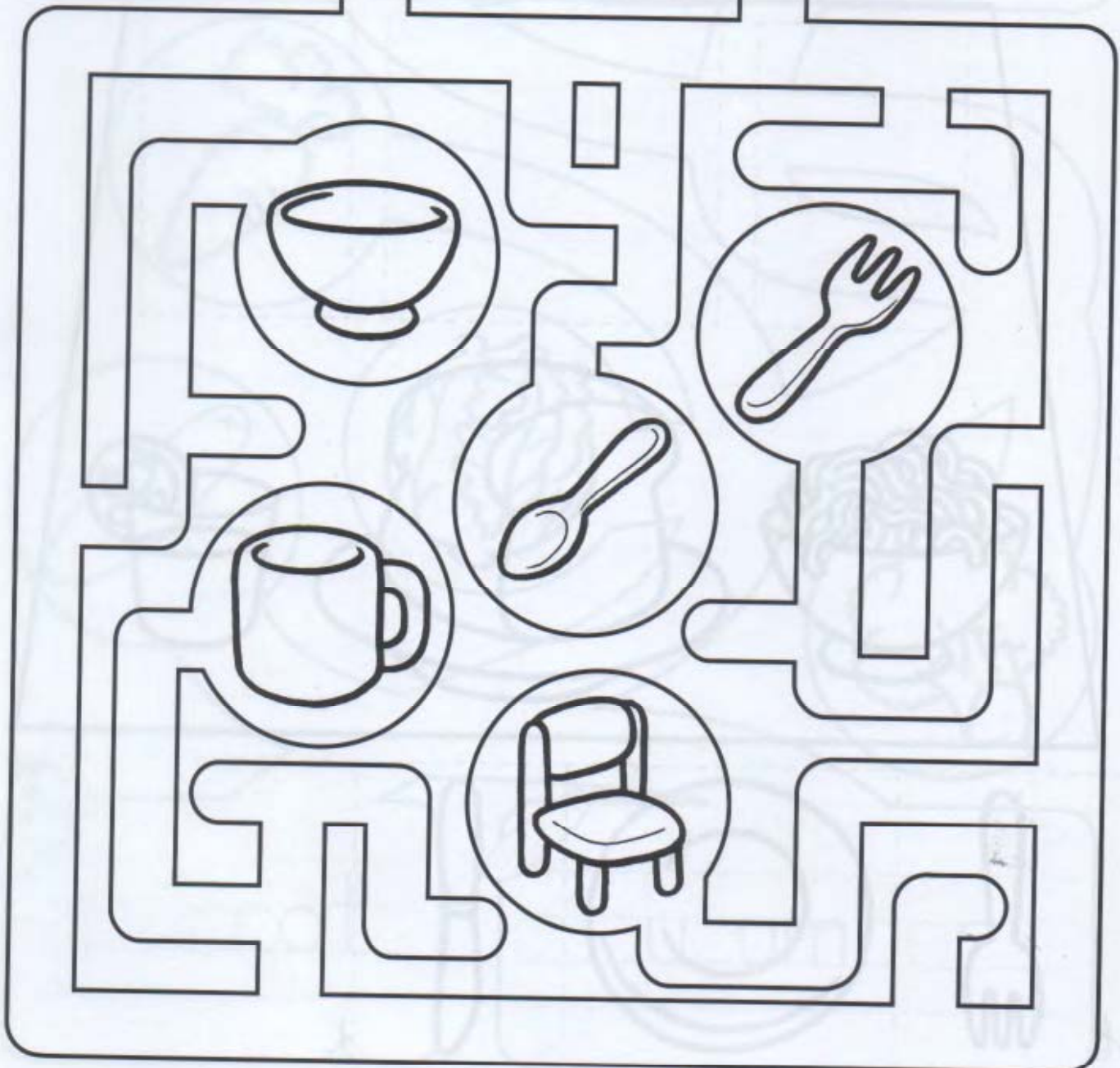
Trace the letters. Match.



mug

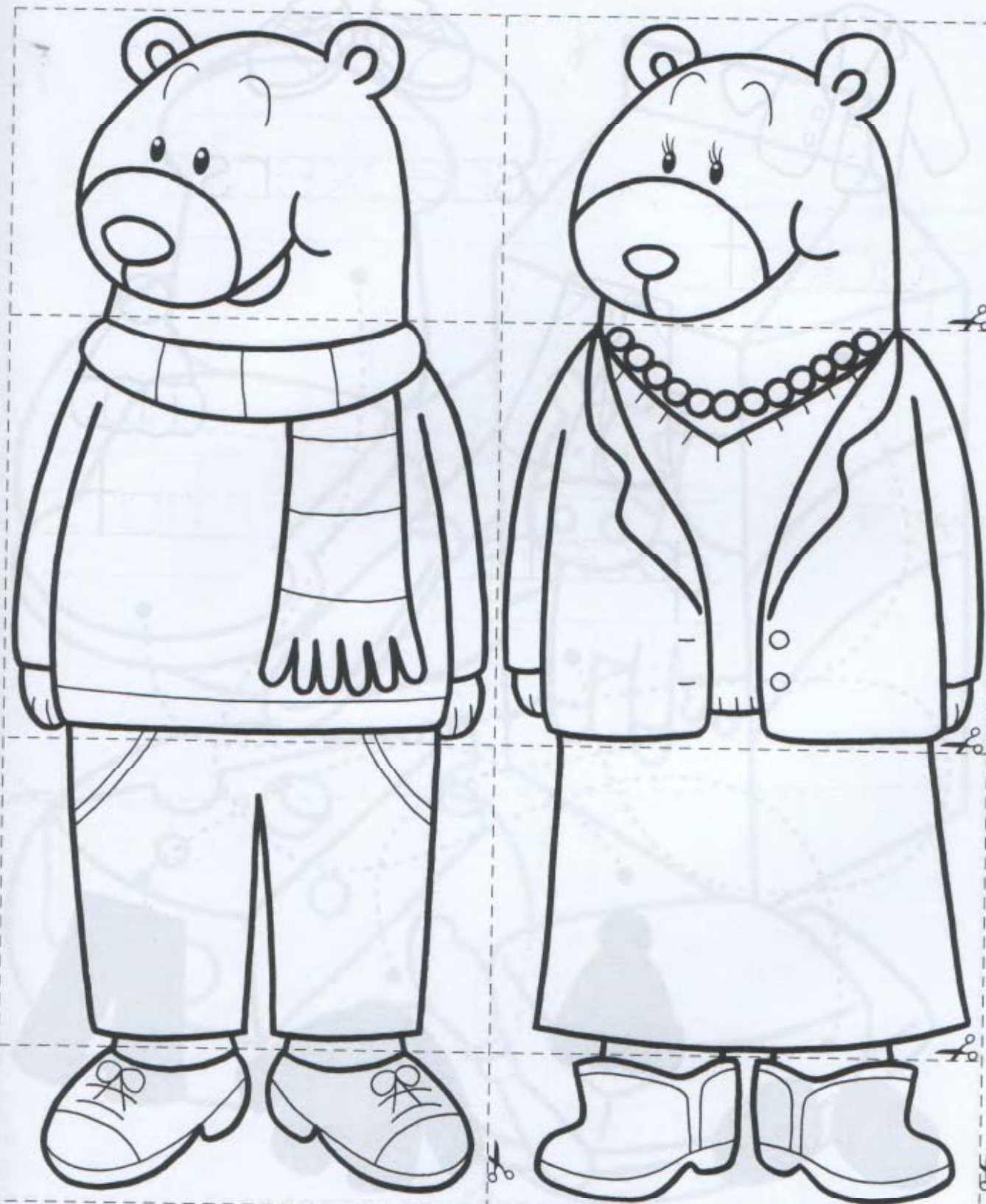


fork





Color. Cut and make the characters.



14B A Walk in the Forest

Nn



Trace the letters. Match.



jacket



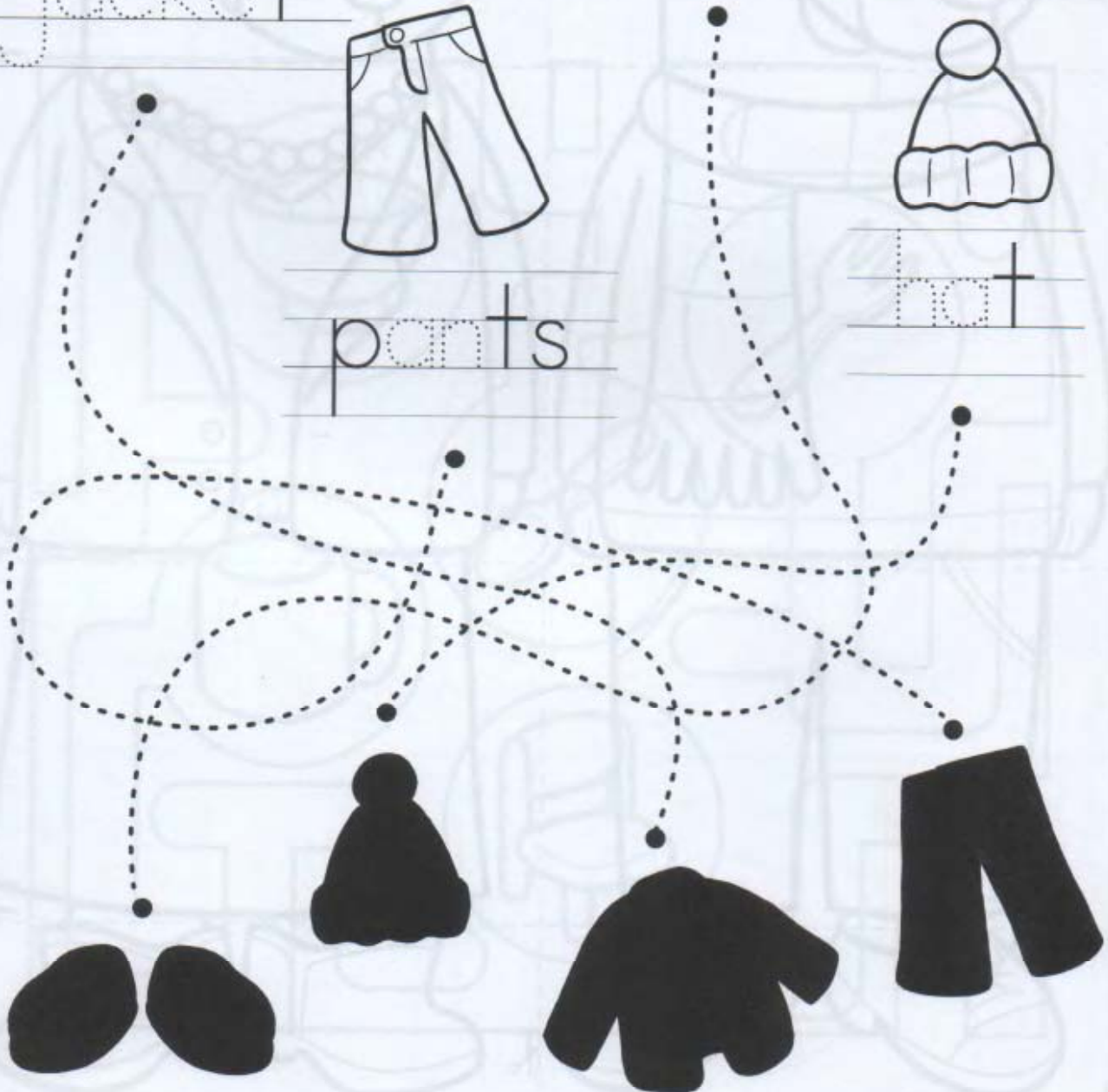
sneakers



pants



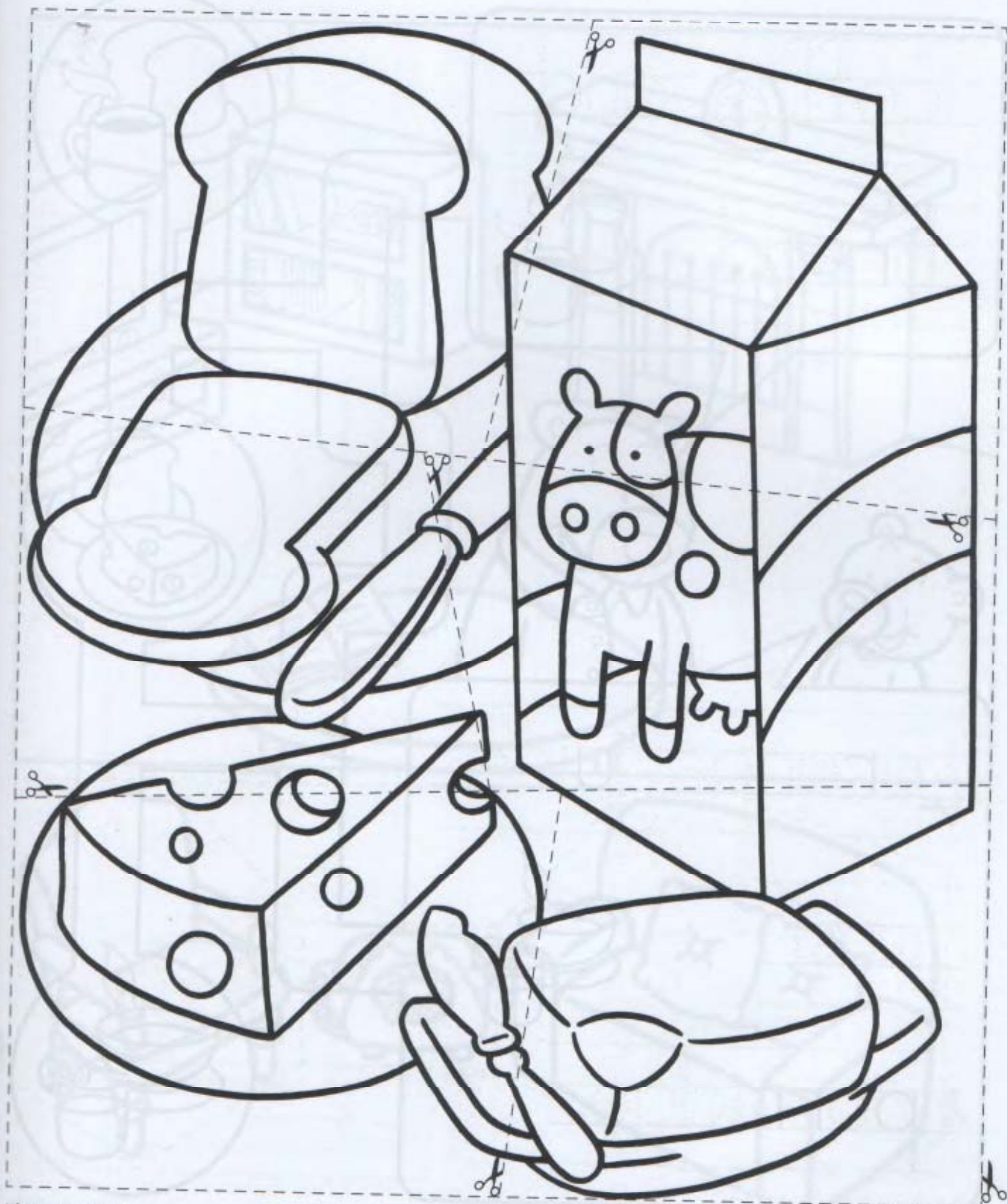
hat



15A Breakfast Time



Color. Cut and do the puzzle.



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15B Breakfast Time



Trace the letters. Match.

coffee and

bread



orange juice




and

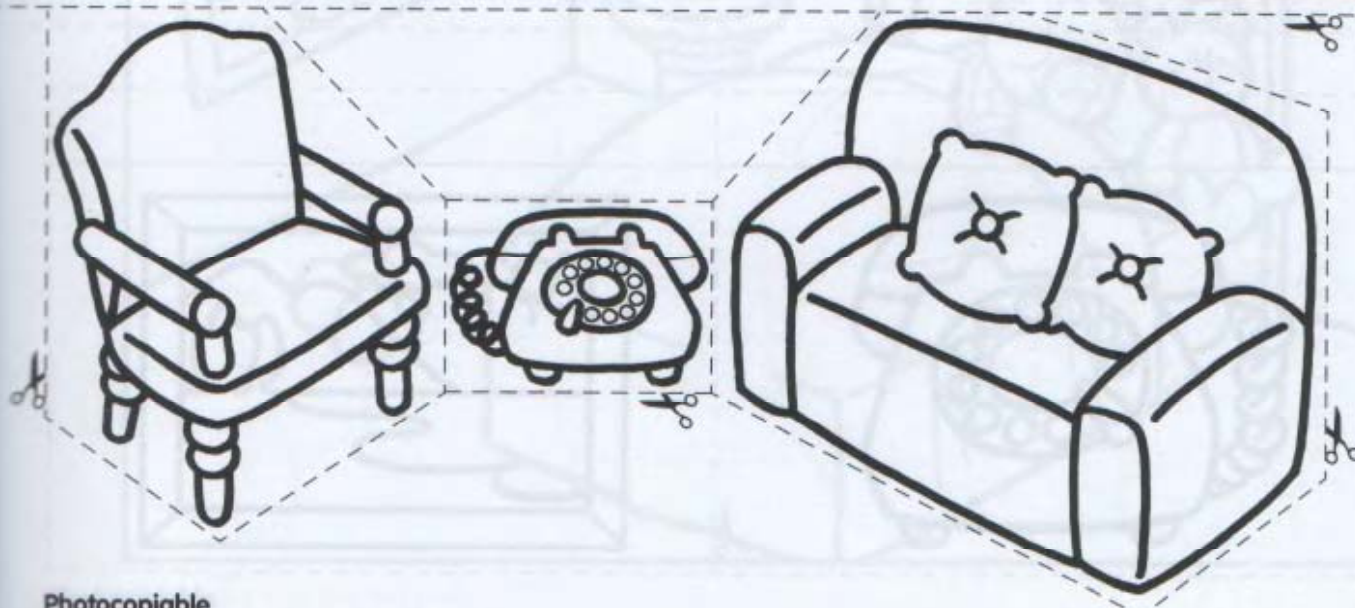
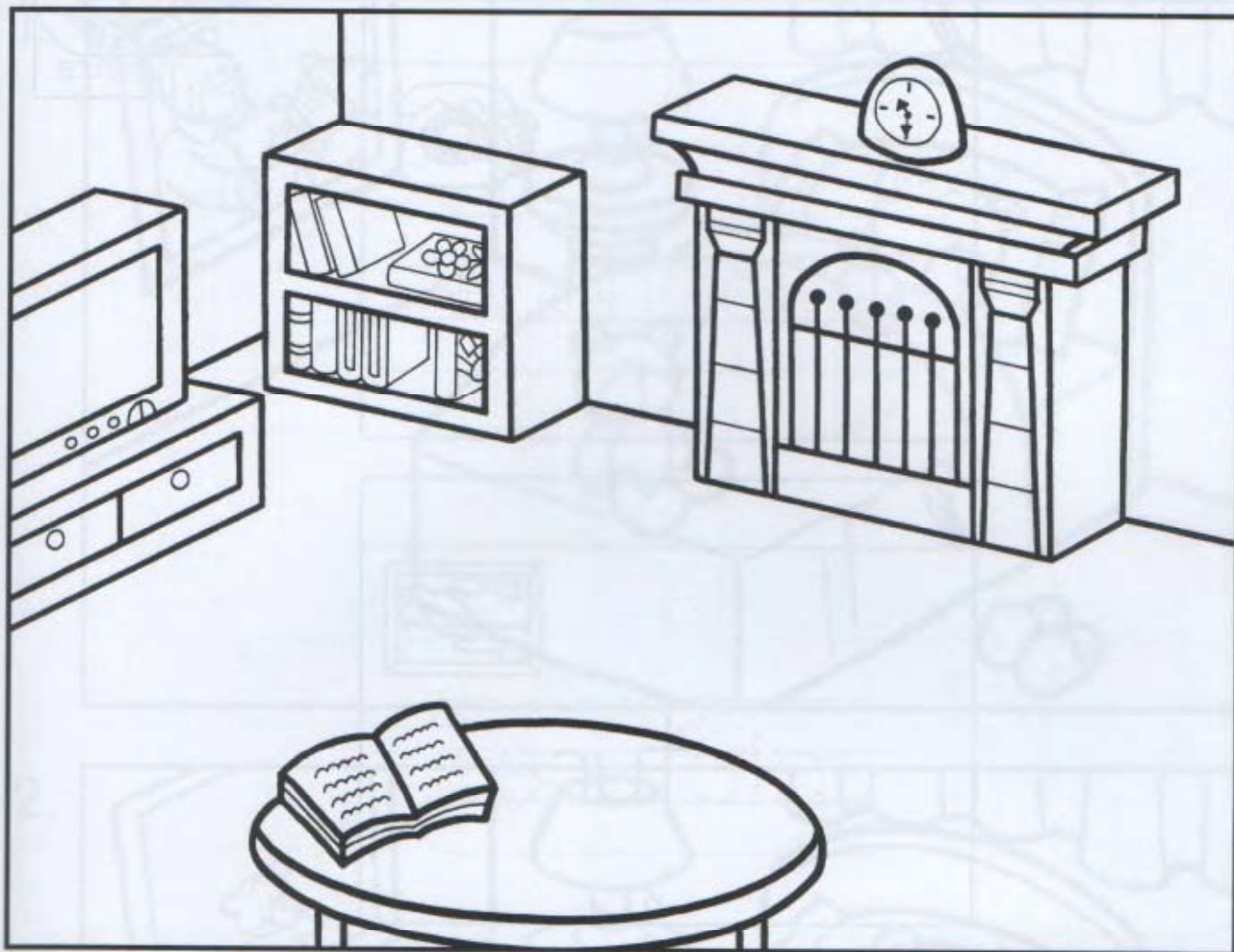


porridge



16A The Living Room

   Cut and paste. Color.

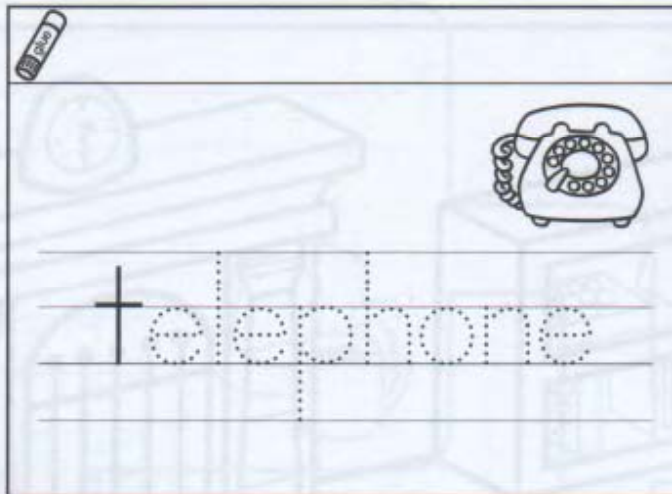


16B The Living Room

Pp



Trace the letters. Cut and paste.

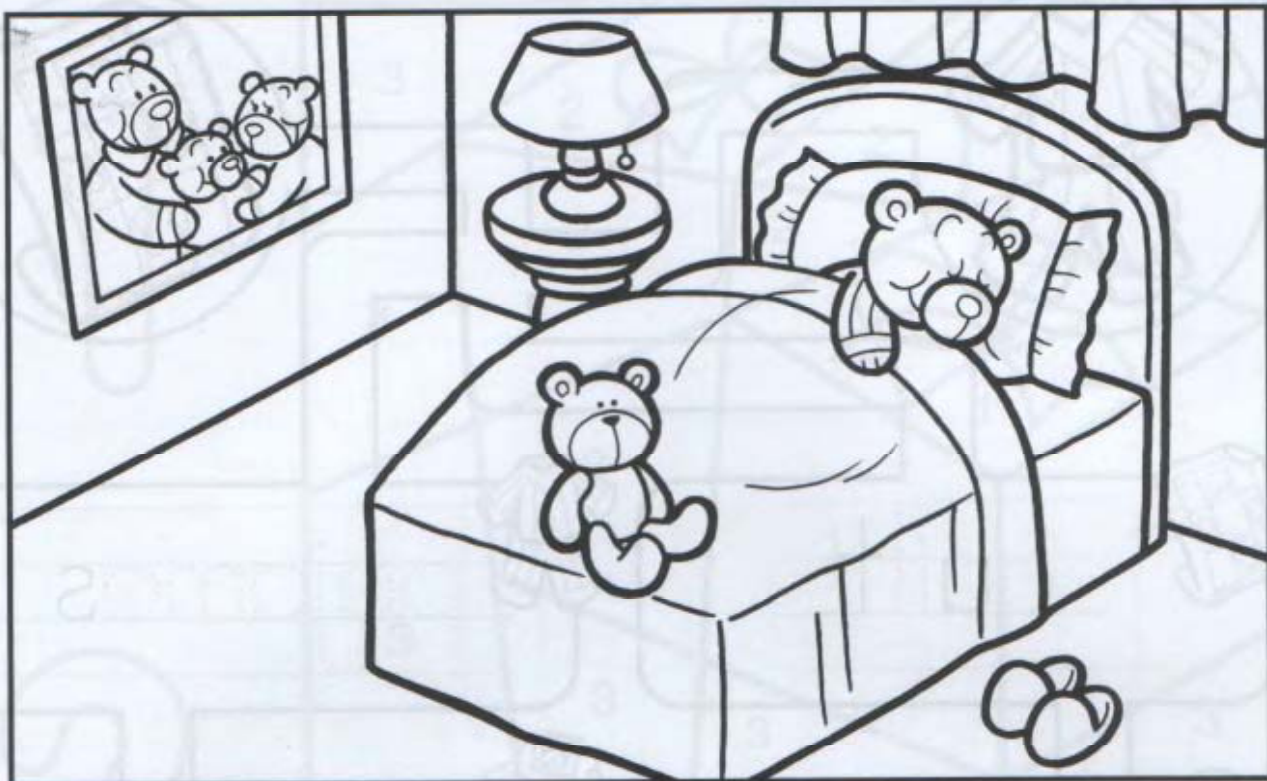


17A The Bedroom

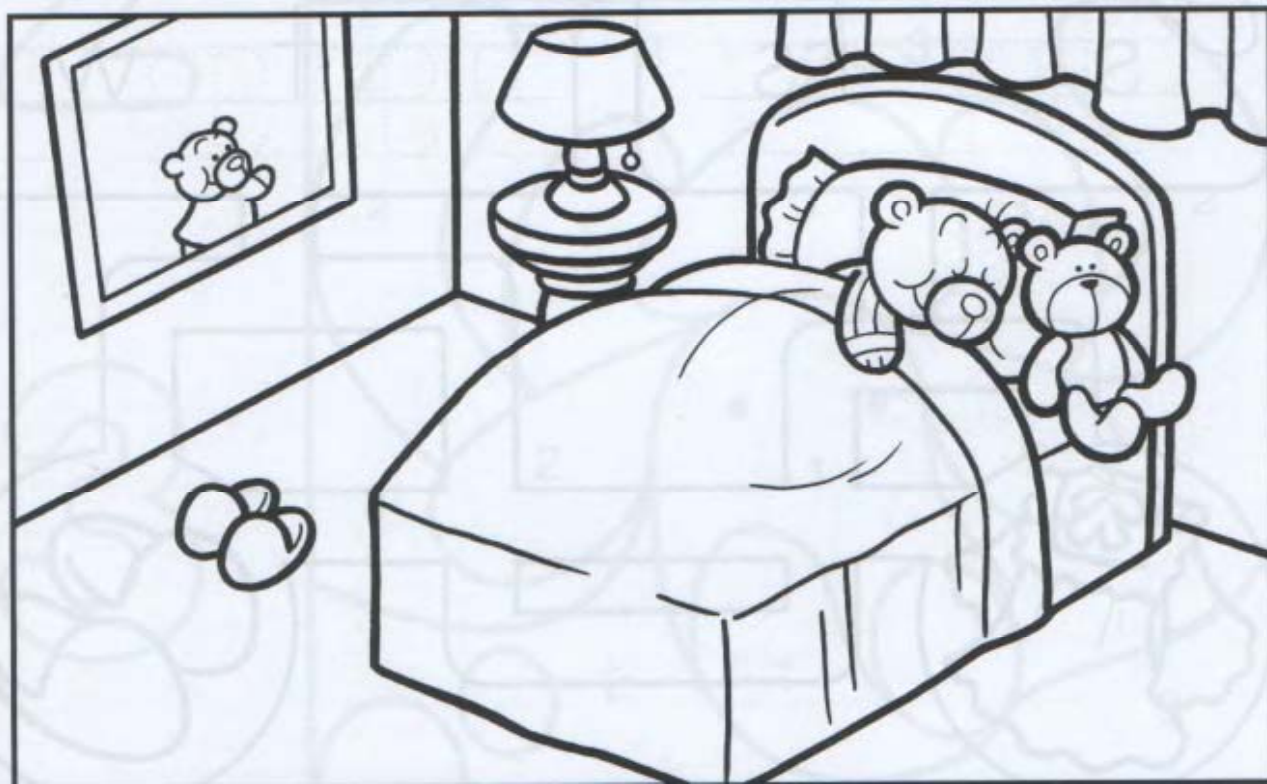


Circle the 3 differences. Color.

1.



2.



17B The Bedroom



Trace the letters. Match.



quilt



pajamas



slippers



nightgown



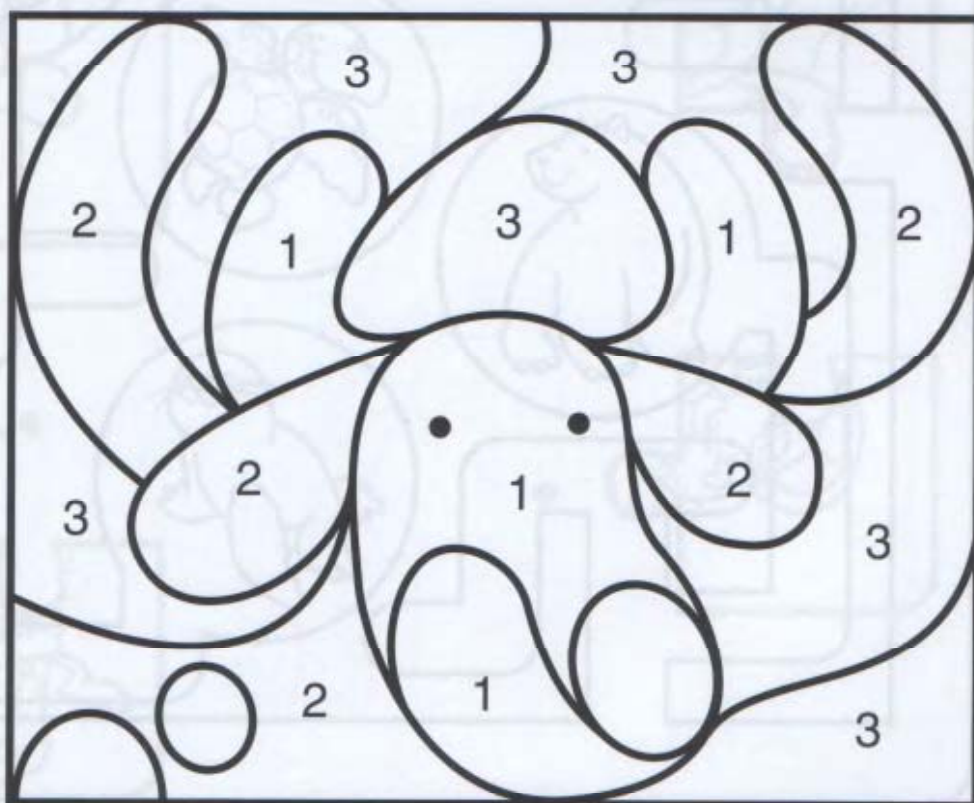
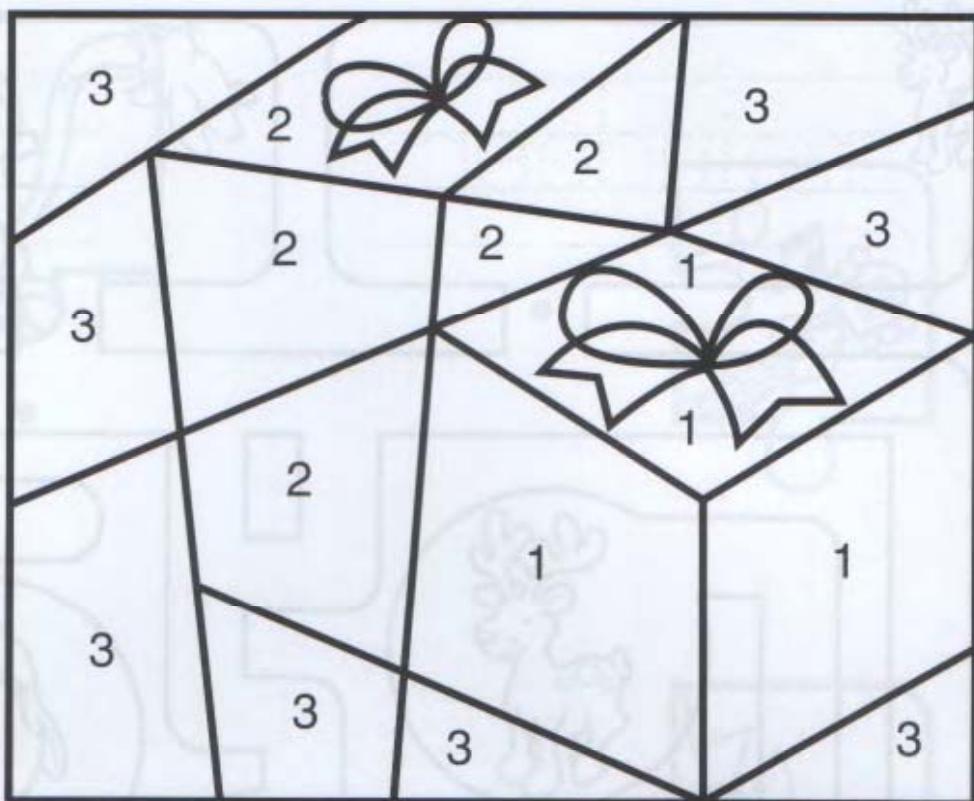


Color by numbers.

1

2

3





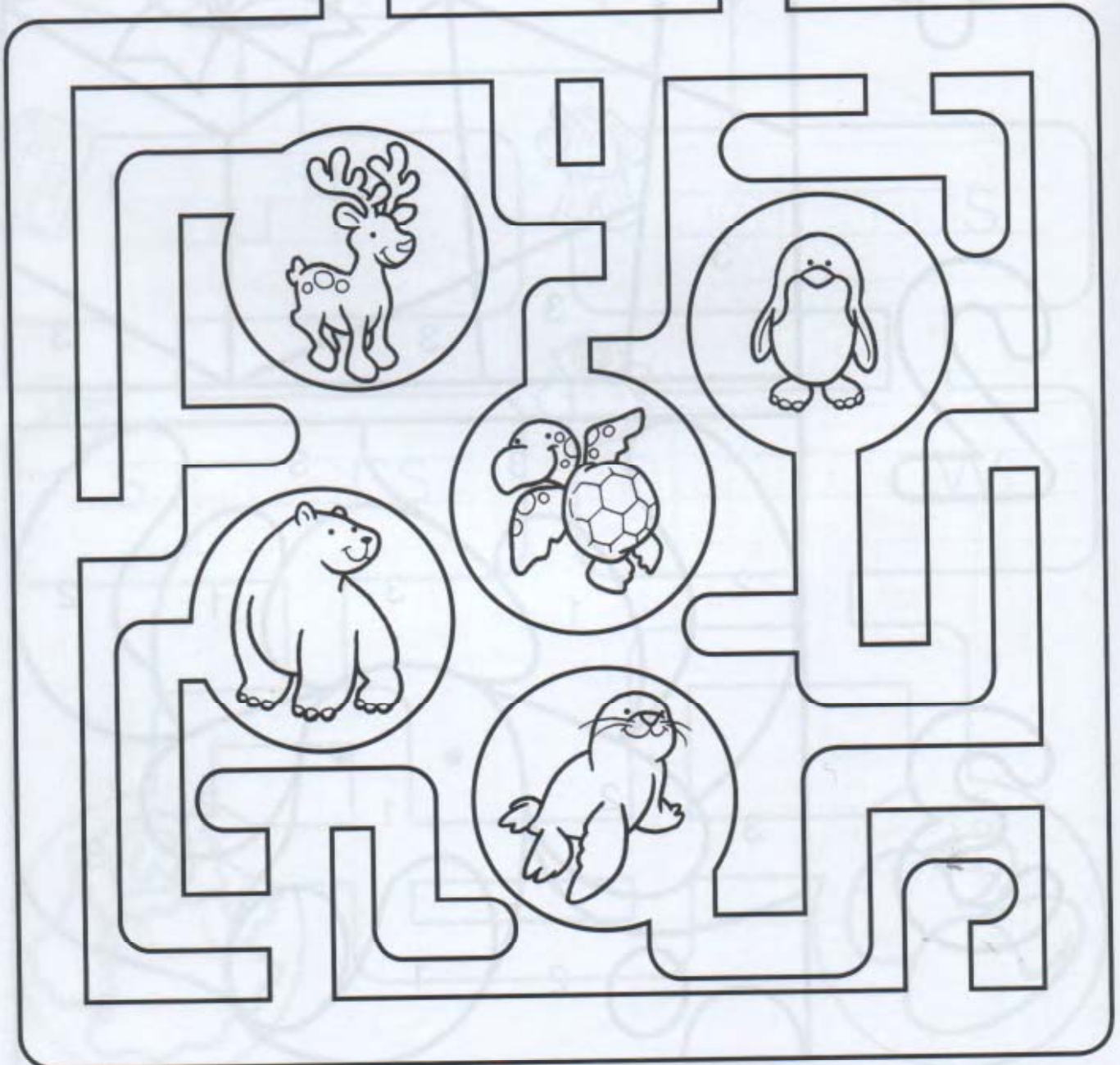
Trace the letters. Match.



reindeer



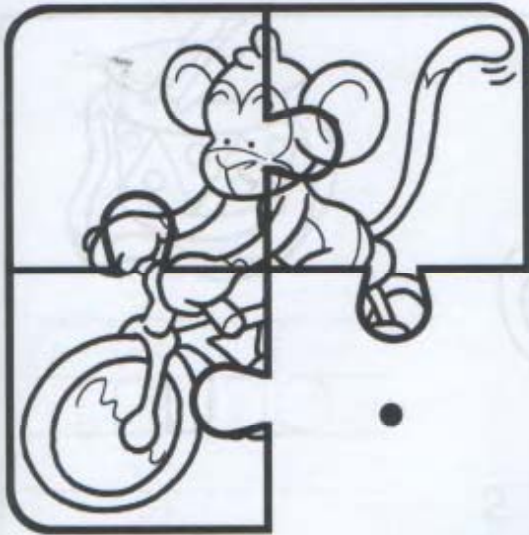
seal



19A The Toy Store



Match the puzzle pieces.



19B The Toy Store

Ss



What do they like? Trace the letters. Match.



guitar



bike

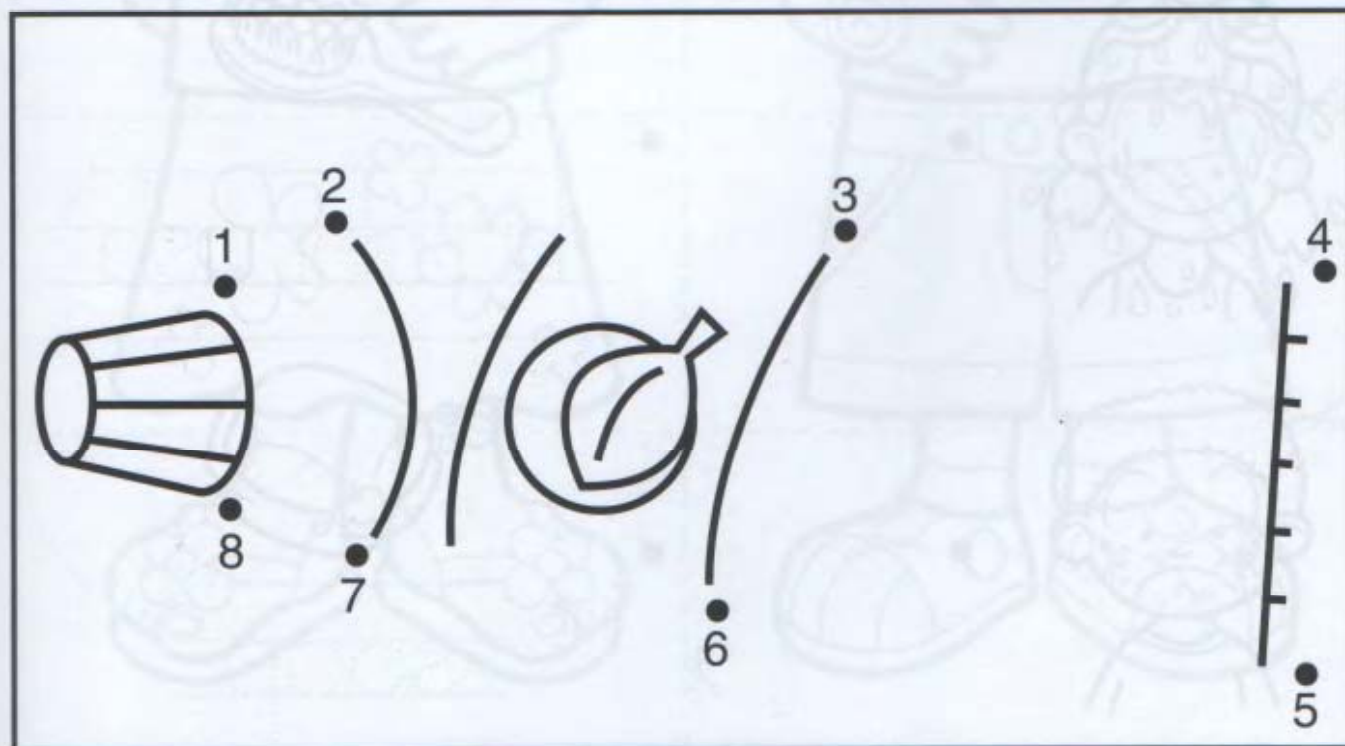
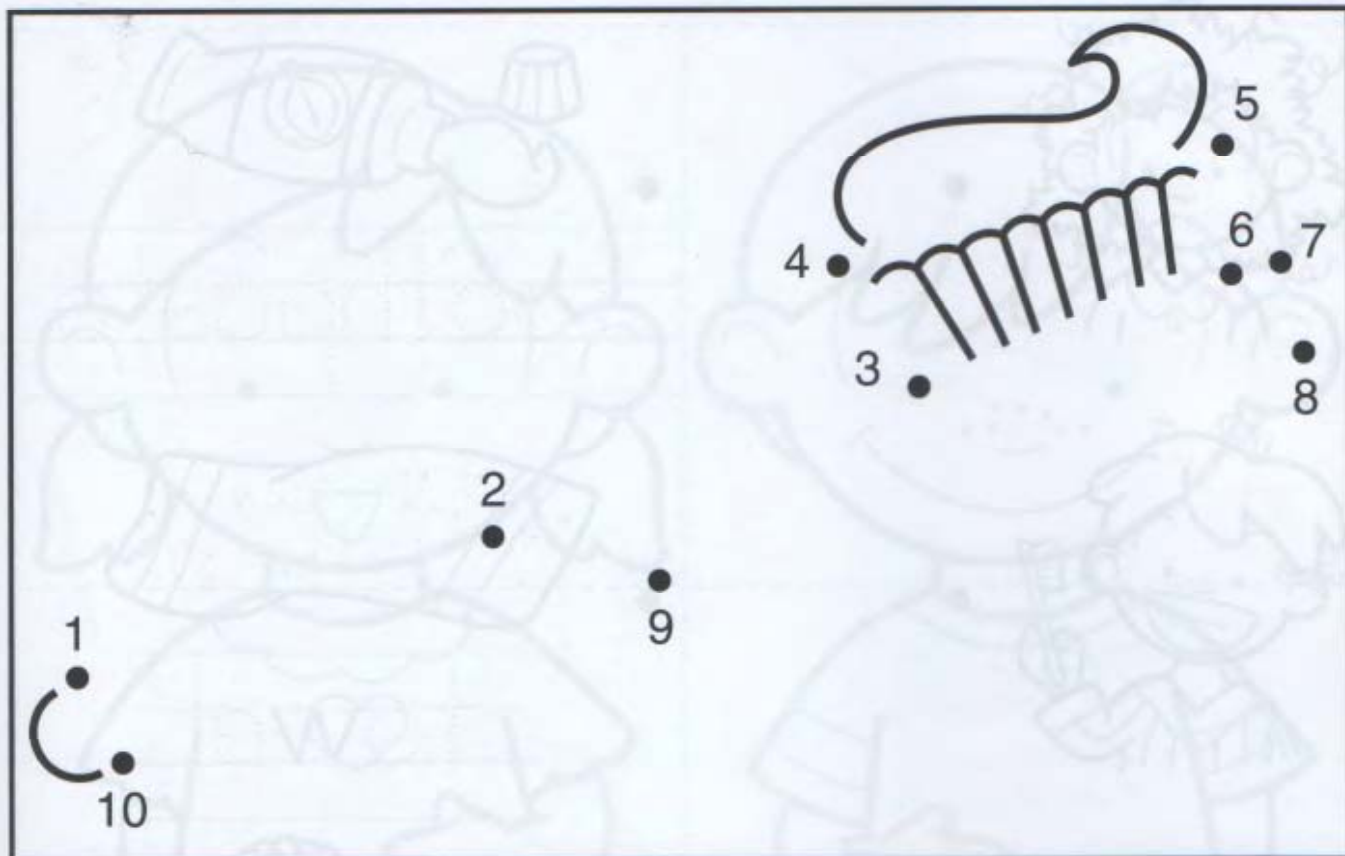


drum





Connect the dots. Color.



20B The Bathroom



Trace the letters. Match.



toothpaste



towel



hairbrush



soap

21A A Sunny Day




Color. Cut and make the characters.

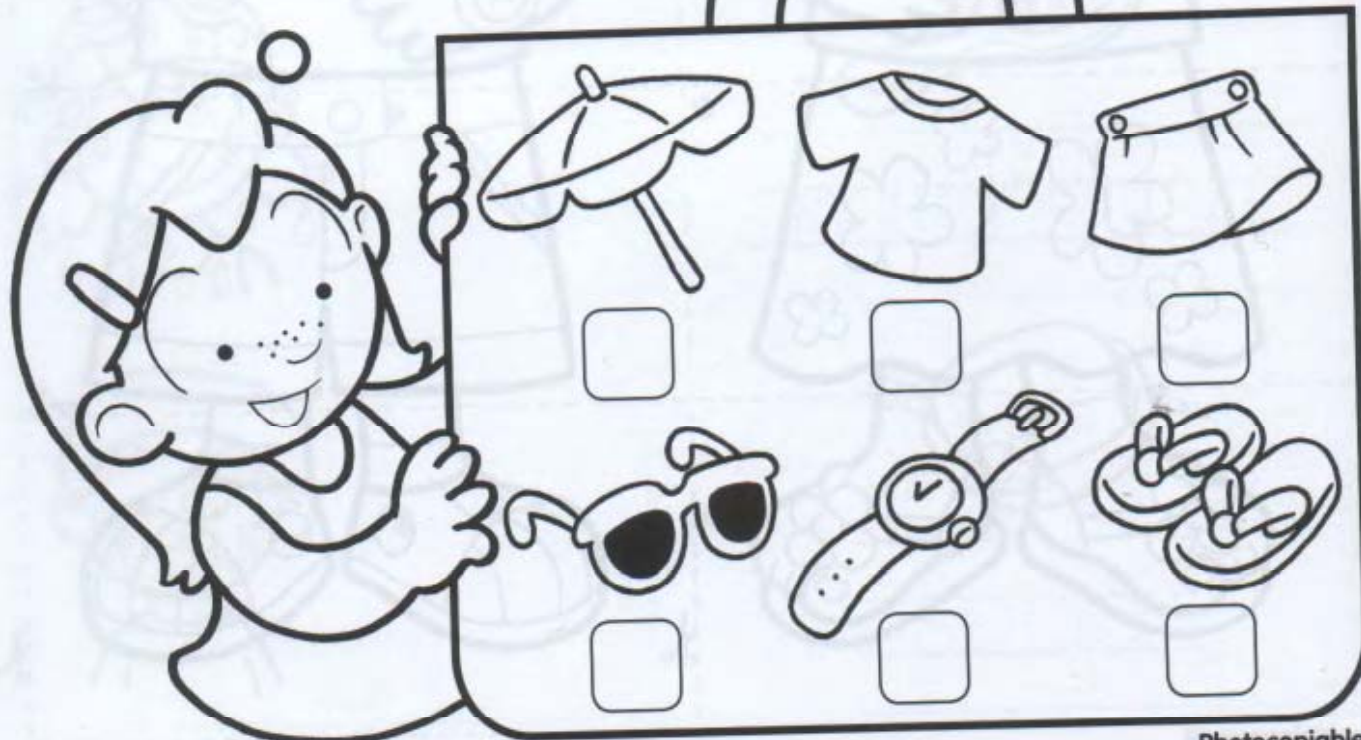
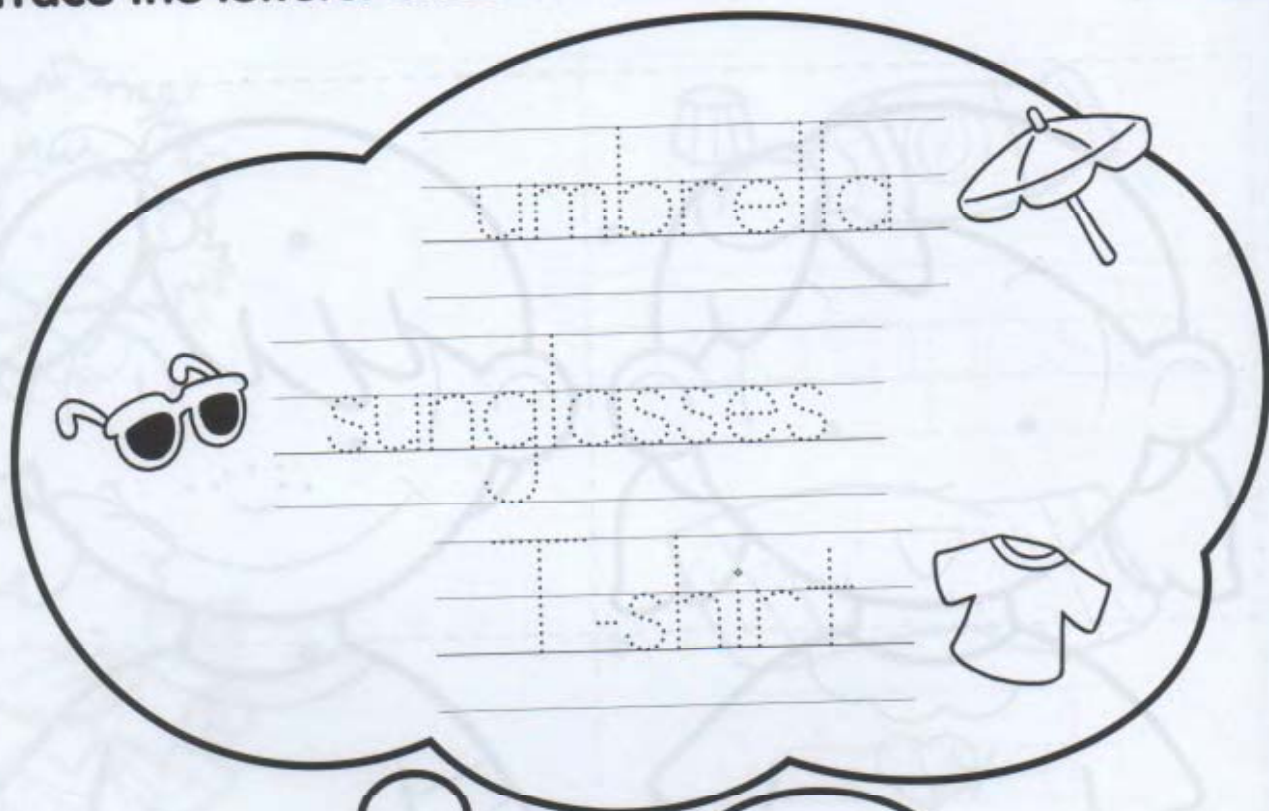


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21B A Sunny Day

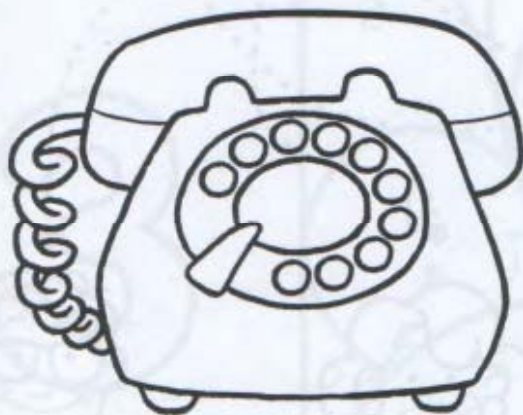
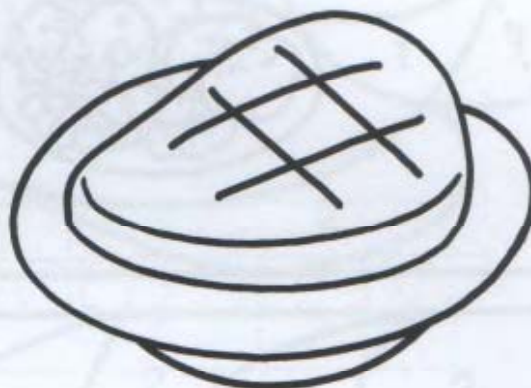
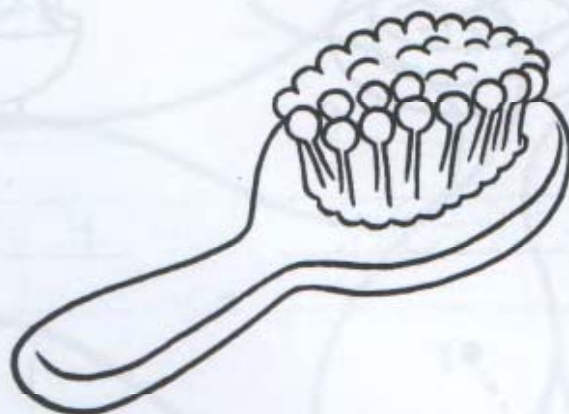
 Trace the letters. Check ✓ the items.



22A Dinner Time



Circle the 4 food items. Color.





What do they like? Trace the letters. Match.



steak



rice



noodles



vegetables



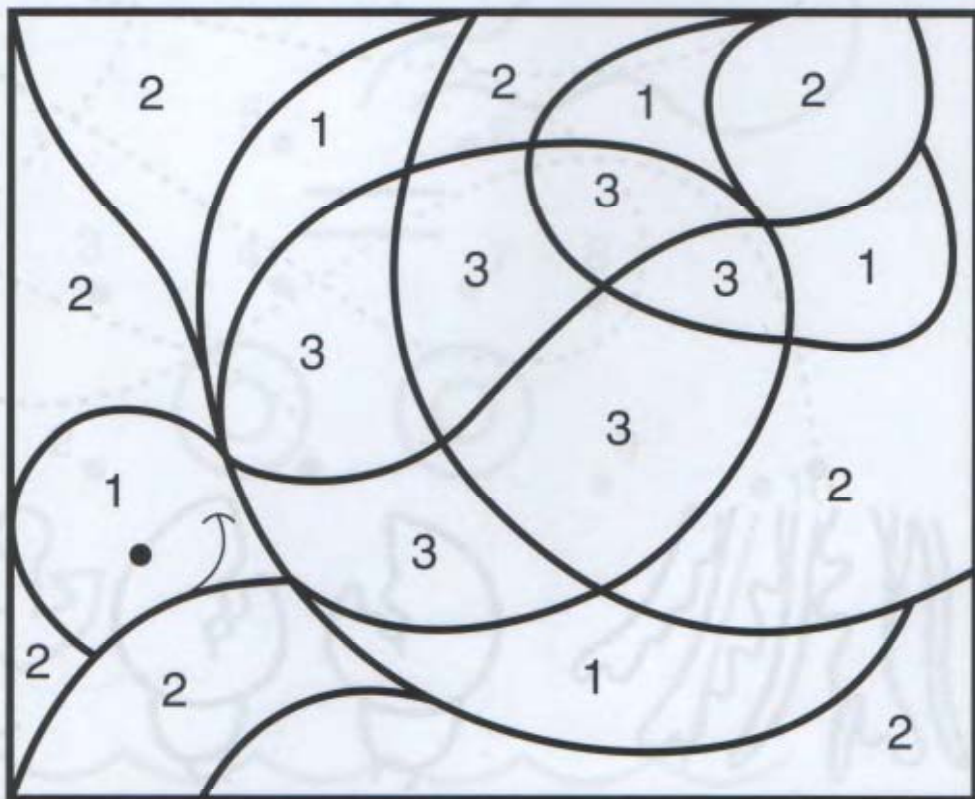
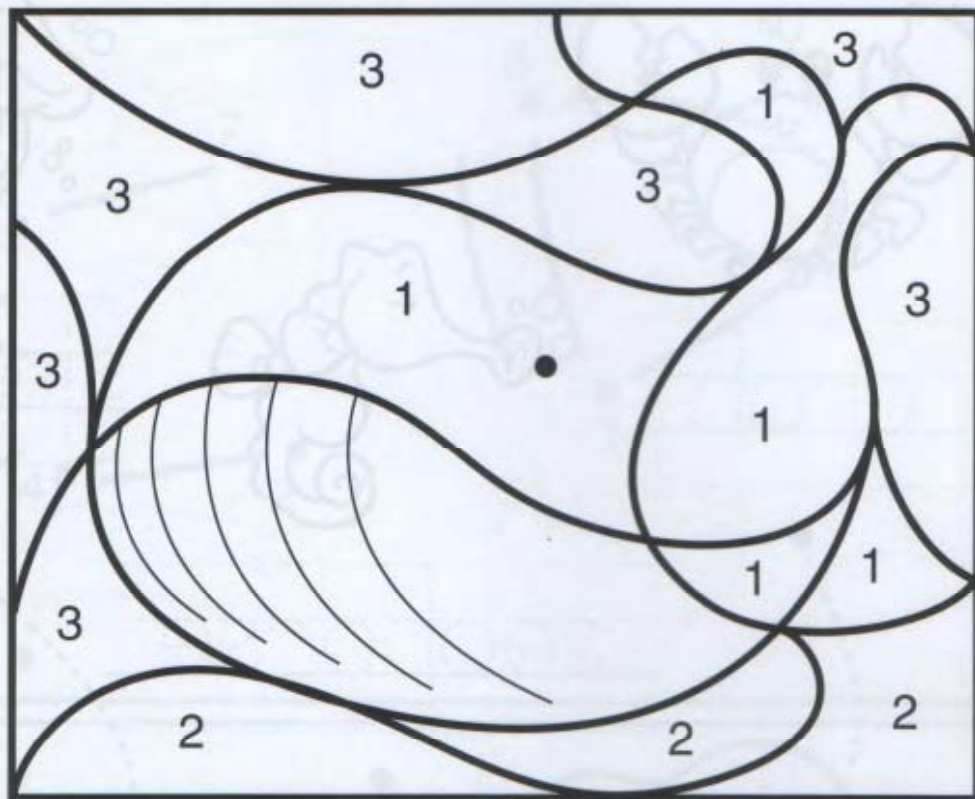


Color by numbers.

1

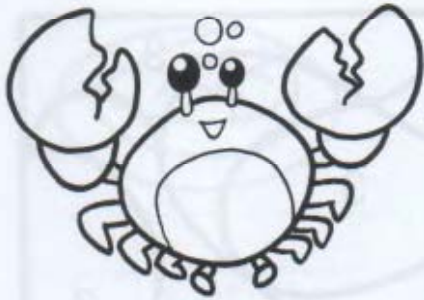
2

3





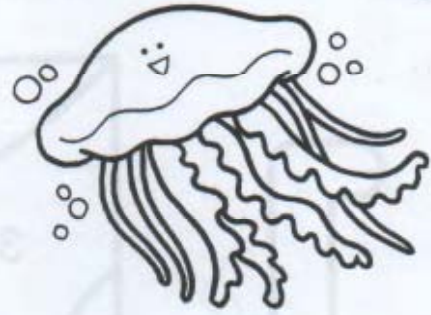
Trace the letters. Match.



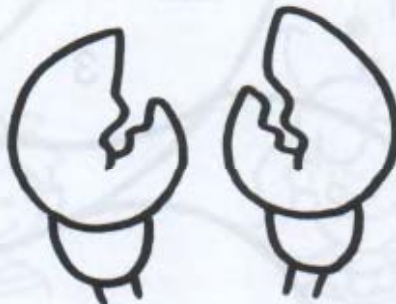
crab



seahorse



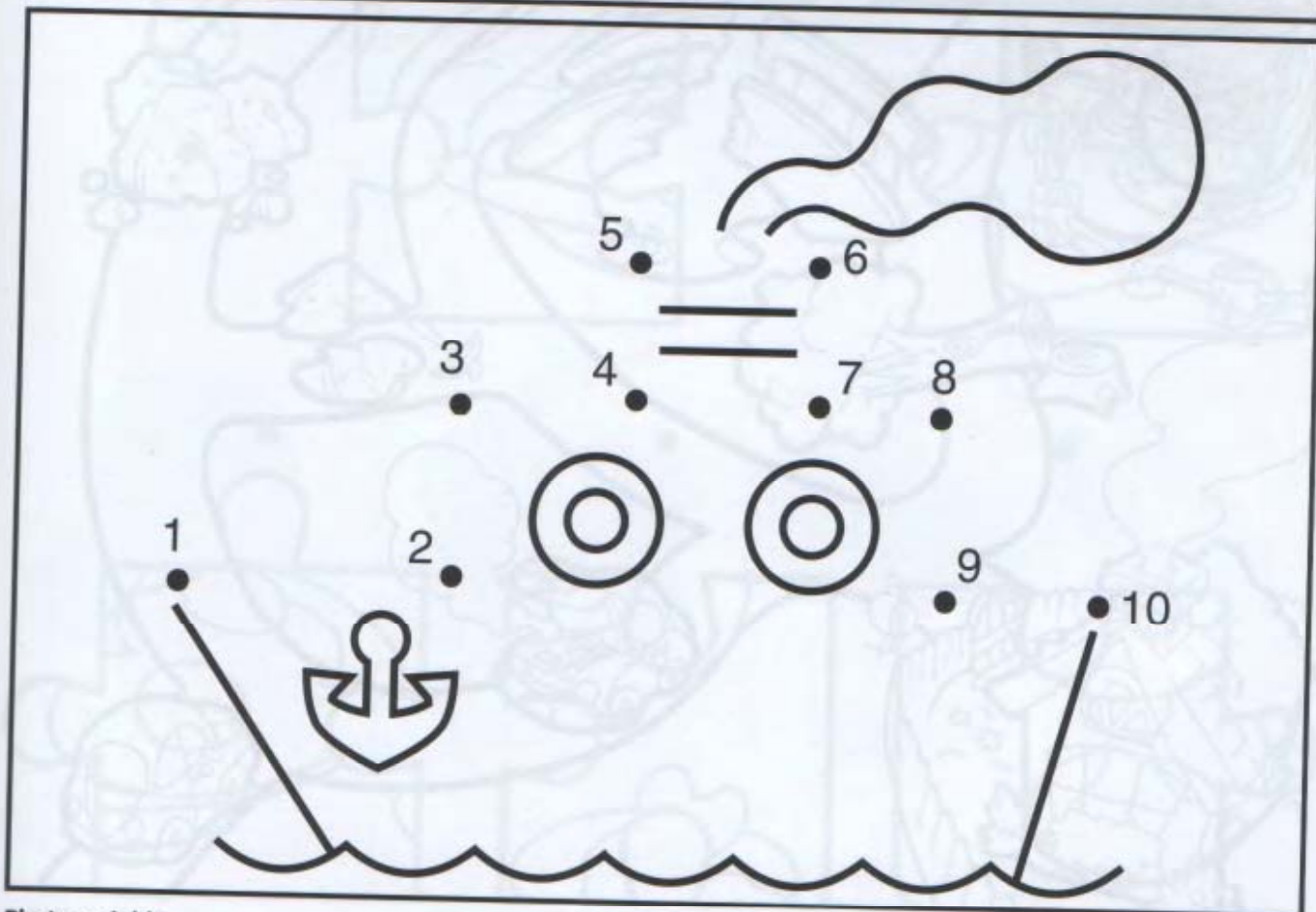
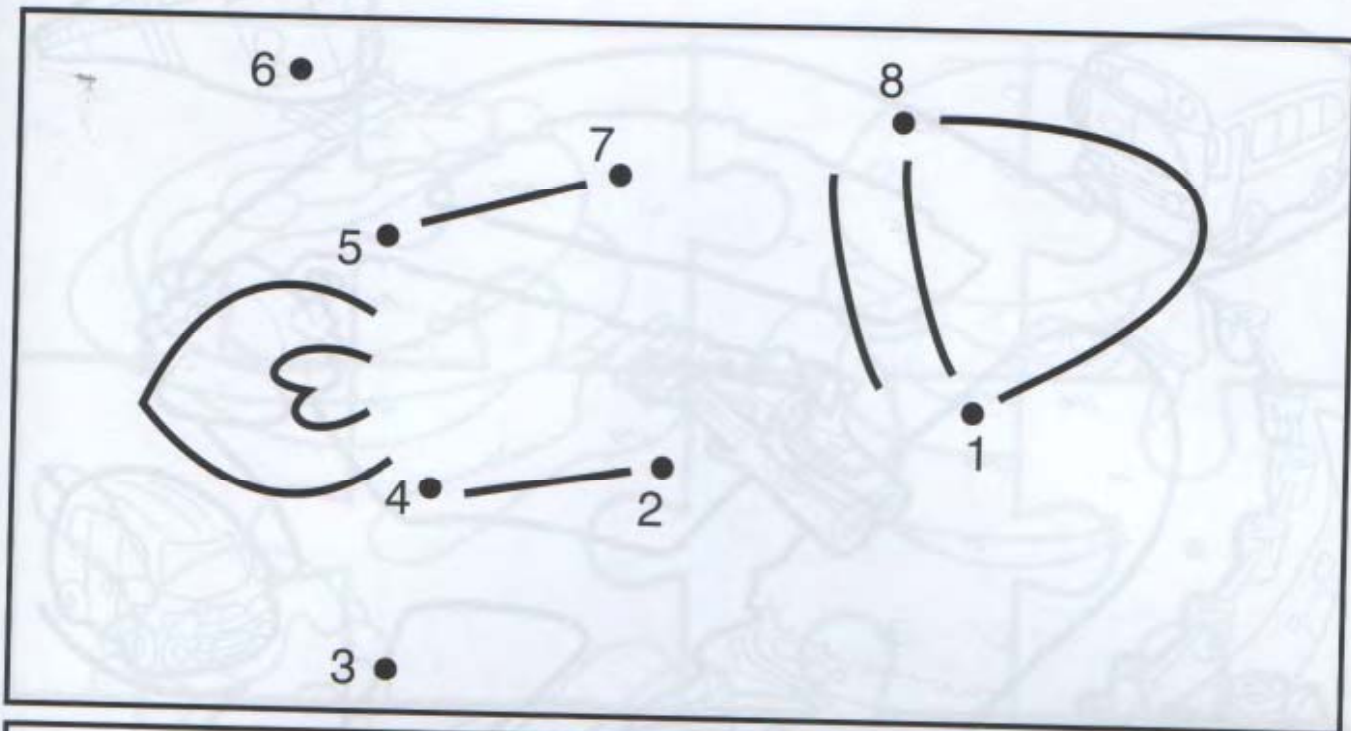
jellyfish



24A Playtime at Home



Connect the dots. Color.

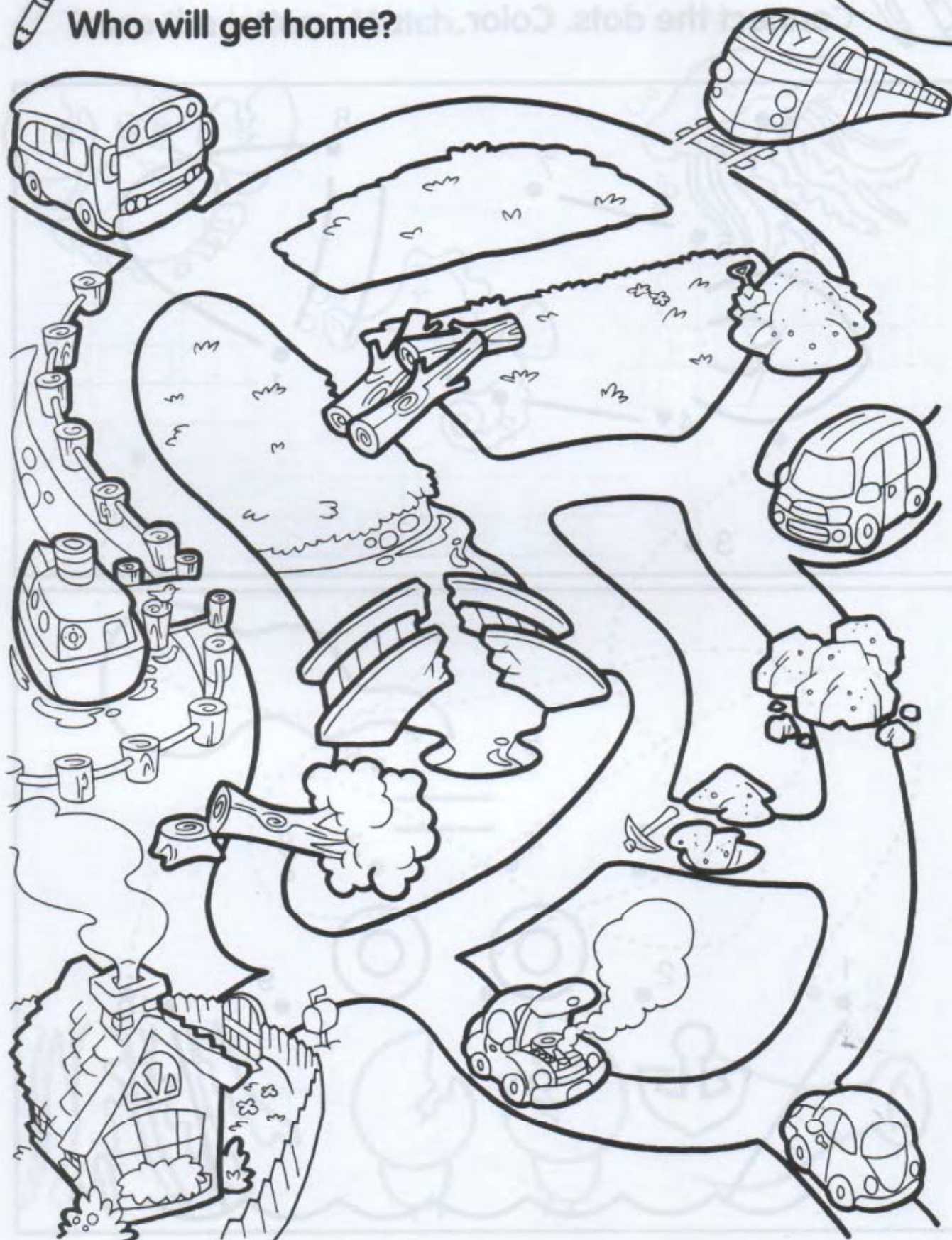


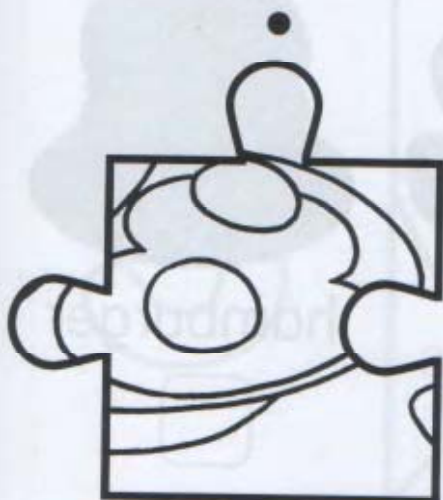
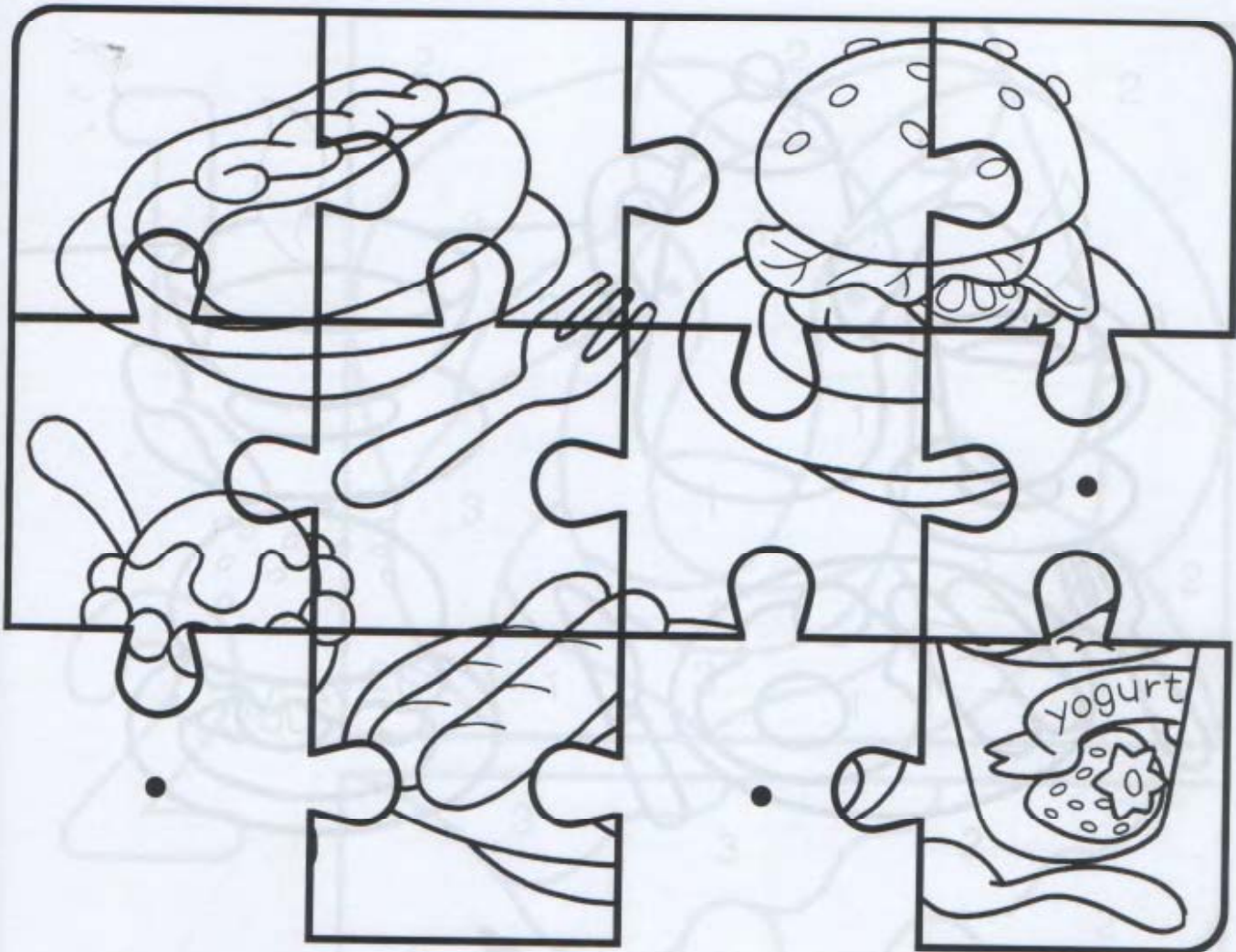
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24B Playtime at Home

 Who will get home?

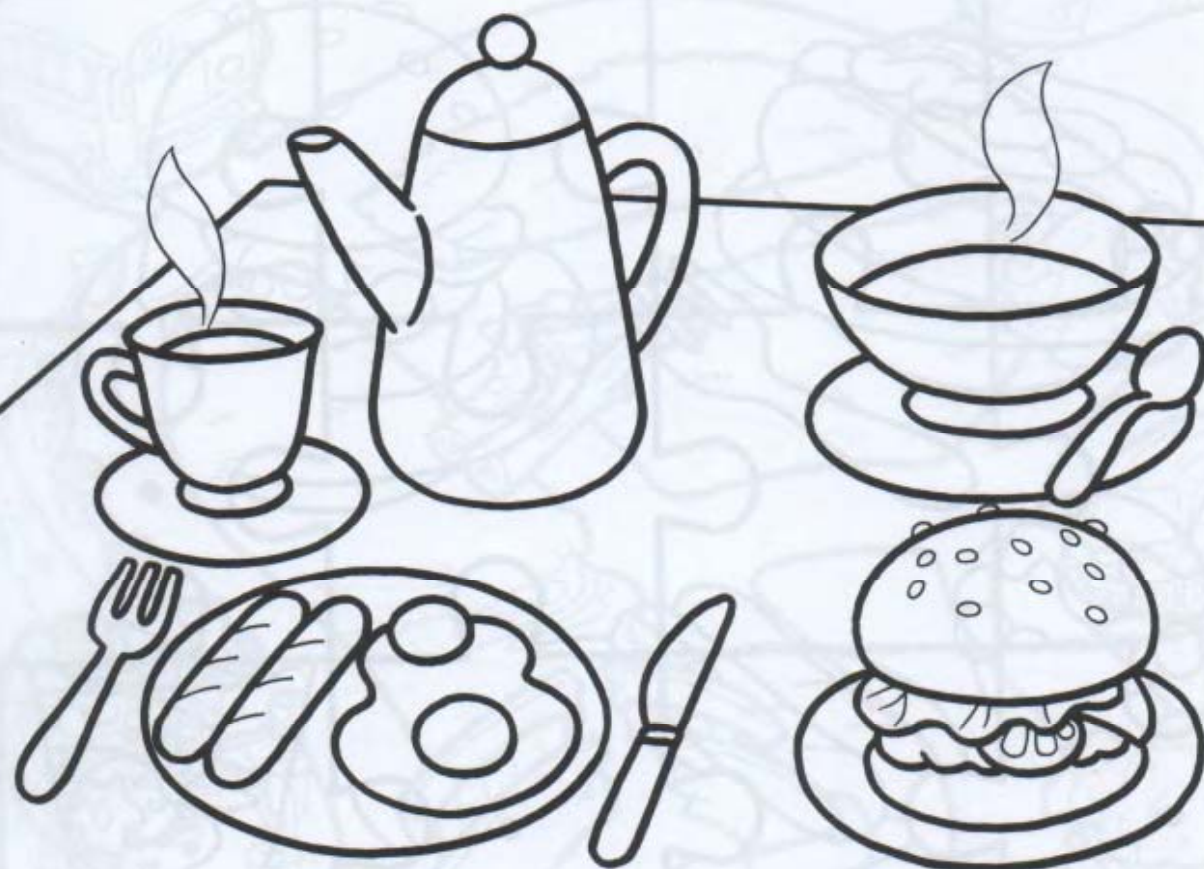


25A**At the Restaurant****Match the puzzle pieces.****Photocopiable**

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Find and check ✓. Color.



sausages

☐


eggs

☐



soup

☐


hamburger

☐

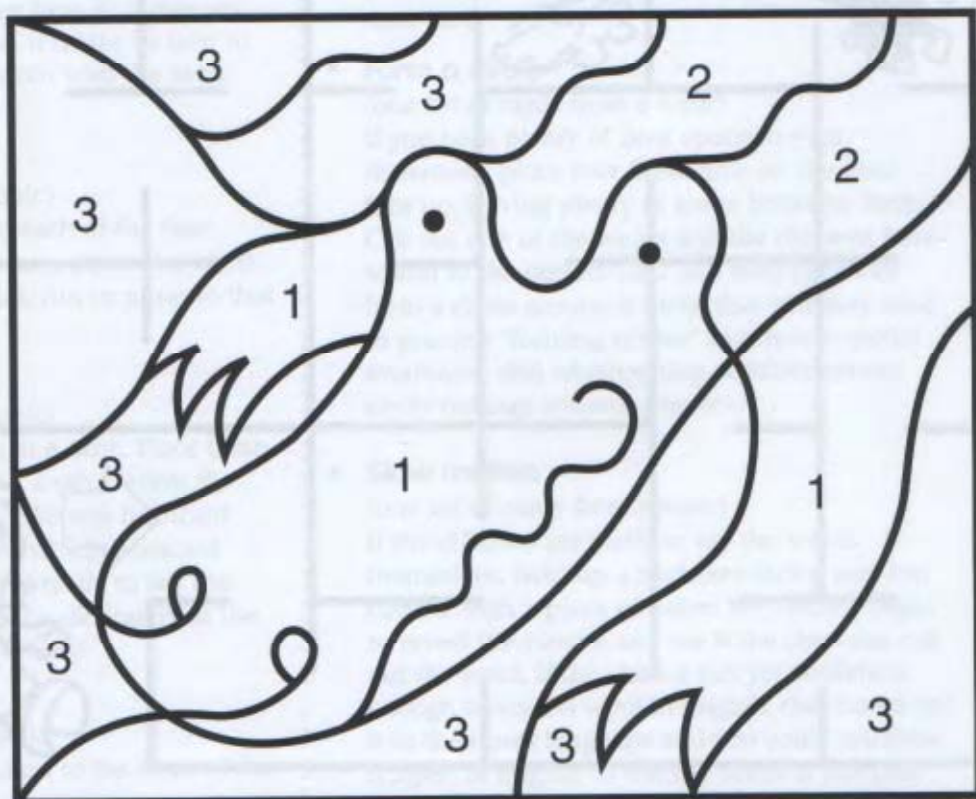
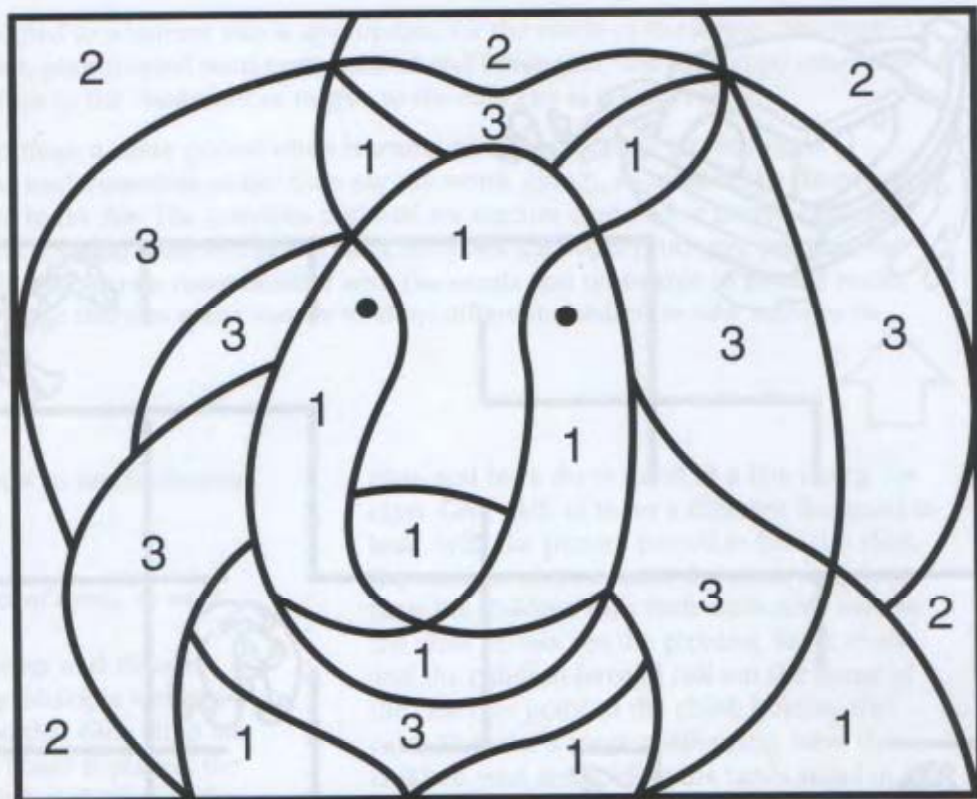
26A All Aboard!

 Color by numbers.

1

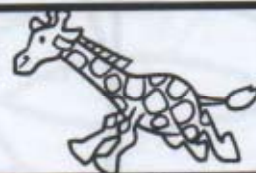
2

3





Help the animals find the boat.



Flashcard Activity Bank

There are 304 photocopiable flashcards provided in this book. These can be used for the presentation of the vocabulary as well as for supplementary games and activities. Flashcards are a great resource and can be enlarged, colored and displayed as mini posters around the classroom, or photocopied and given to children to color and take home.

Flashcards can be photocopied to whatever size is appropriate for the needs of the lesson. You may wish to have one master set, photocopied onto card, colored and laminated, and then copy other sets as you go, to use for activities in the classroom or to give to the children to take home.

Young children often go through a silent period when learning another language (preferring to respond physically to show understanding rather than say the words aloud), so most of the flashcard activities below allow them to do this. The activities outlined are teacher-centered or parent-centered, due to the young age of the children (pair and group work activities are usually not very practical for this age group) but as children become more familiar with the words and more able to say the words themselves, you can encourage them to speak out, or to allow different children to take turns to be the "teacher."

Here are some ideas on how to use flashcards with very young children:

- **Listen for it!**

(multiple copies of one set of cards, so each child has a card)

Use flashcards with the songs and chants to practice the vocabulary. Multiple sets of flashcards can be made so that each child has a card. When the song or chant is played, the children listen for their flashcard word and hold up the card when they hear it. If they are doing this for the first time, it might be best to group them so all the children with the same flashcards are together.

- **Four corners race**

(one set of cards from a topic)

Put a different flashcard in each of the four corners of the room. Call out a particular word and have the children point, run or jump to that flashcard.

- **What's missing?**

(one set of cards from a topic)

Use four or five flashcards at a time. Place them on the board, or face up on a table. Have the class turn away while you take one flashcard away. The class try to guess which flashcard is missing (if a child isn't yet ready to say the word, he/she can point in the dictionary at the object which has been removed).

- **Who has it?**

(one set of cards from a topic)

Bring four, five or six children to the front of the

class and have them stand in a line facing the class. Give each of them a different flashcard to hold, with the picture turned to face the class. Say each word, to remind the class, and then have the children turn their flashcards over so the class cannot see the pictures. Say a word and the children have to call out the name of the child (or point to the child) holding that card. To make it more challenging, have the children who are holding the cards stand in a different position after they have turned over their card.

- **Form a circle**

(one set of cards from a topic)

If you have plenty of floor space in your classroom, place four flashcards on the floor face up, leaving plenty of space between them. Call out one of the words and the children have to run to the correct card and hold hands to form a circle around it (note that you may need to practice "forming circles" as this is a spatial awareness skill which young children cannot easily manage without practice).

- **Slow motion**

(one set of cards from a topic)

If the children are ready to say the words themselves, hold up a flashcard facing out, but cover it with a piece of paper. Very slowly begin to reveal the picture and see if the class can call out the word. If the class is not yet confident enough to say the word in English, they could say it in their own language and you could reinforce it again in English to remind them. If you play

the game several times with the same set of flashcards, the children may be able to say some of the words in English by the end of the game.

- **Line up**

(one set of cards from a topic)

Show the class a set of flashcards, naming the items on the flashcard as you show them (e.g. *jellyfish*, *whale*, etc.). Shuffle the cards and attach them to the board with the picture side down. Call out a word (*whale*) and have the children choose which flashcard they think it is by lining up in front of one of the flashcards. Turn over the flashcard with the longest line of children and have them say if that is the correct flashcard or not. If it is not, allow the children from that line to choose another line. Continue until the flashcard is revealed.

- **Flash**

(one set of cards from a topic)

Use any set of flashcards (up to six). Quickly flash one card (for one second) and have the children say what they think they saw (in English if they can). Flash the card again, then show them properly and see if they were right. Encourage them to say what it is, in English if possible. If the class is not yet confident enough to say the word in English, they could say it in their own language and you could reinforce it again in English to remind them. If you play the game several times with the same set of flashcards, the children may be able to say some of the words in English by the end of the game.

- **Concentration**

(two sets of cards from a topic)

Put six pairs of flashcards on the board with the picture side down. Invite individual children to come to the board and turn over two cards at a time looking for a pair. Each time, say the words aloud with the child (encouraging repetition from the class). If the child turns over a pair, he/she has another turn. If not, invite another child to the front to turn over two more cards from the board until all the pairs have been found.

- **Swat it!**

(one set of cards from a topic)

Spread the flashcards face up on the table at the front of the room. Divide the children into two teams standing in two lines. Invite the children at the front of both lines to the table. Call

out a word and the children race to swat the correct card first. The winners get a point and both children return to the back of their lines. Continue until every child has played at least one round. The teams try to collect the most points.

- **Wait for it!**

(one set of cards from a topic)

Review the words on the flashcards with the children by showing each card in turn, saying the word aloud for the children to repeat. Ask the children to stand up, and tell the whole class to watch out for one particular flashcard (e.g. *dog*), repeating the word several times so they all know which word they need to watch for. Don't show the corresponding card when you tell them which word to watch out for (if you do they'll just wait until they see that card rather than listening to and understanding the word itself). Shuffle the cards. In silence show them each card. The children must sit down as quickly as possible when they see the card that corresponds with the word you told them to listen for. Whoever sits down first when the corresponding card is shown, is the winner.

- **Word race**

(one set of cards from a topic)

Review the words on the flashcards with the children by showing each card in turn, saying the word aloud for the children to repeat. Depending on space, have 8–12 children sit in a circle on the floor. Focusing on four of the words in the topic only, go around the circle and give each child one word to remember (e.g. *tiger*, *lion*, *giraffe*, or *zebra*). Have the children repeat the word back to you several times so you know they have heard correctly. Make sure at least two or three children in the circle have the same word to remember, so they can race each other! Call out a word and show the corresponding flashcard. The children who are listening for that word have to get up, run around the circle (preferably all in the same direction so there are no painful accidents!) and sit back down in their place as quickly as possible. Whoever sits back in their place first is the winner. Call out the next word, until each child has had at least two turns. If you have a large class and some children are watching while the children in the circle are playing, encourage them to cheer until it's their turn to be in the circle.



A1

Aa

EIA

A5

Ee

9A

A2

Bb

MA

A6

Ff

7A

A3

Cc

2A

A7

Gg

7A

A4

Dd

8A

A8

Hh

5A



A9

Ii

A13

Mm

A10

Jj

A14

Nn

A11

Kk

A15

Oo

A12

Ll

A16

Pp

A17

Qq

A21

Uu

A18

Rr

A22

Vv

A19

Ss

A23

Ww

A20

Tt

A24

Xx



1.2



candy

1.6



chips

1.1



cake

1.5



apple

A25

Y y

1.4



popcorn

A26

Z z

1.3



soda pop

1.7



cookies

1.8



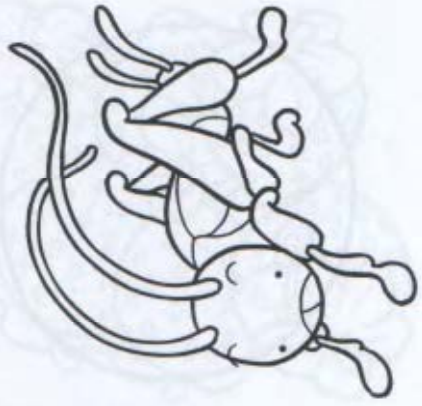
sandwiches

2.1



beetle

2.2



cricket

2.3



bee

2.4



ant

2.5



spider

2.6



worm



2.7



caterpillar

3.2



plum

2.8



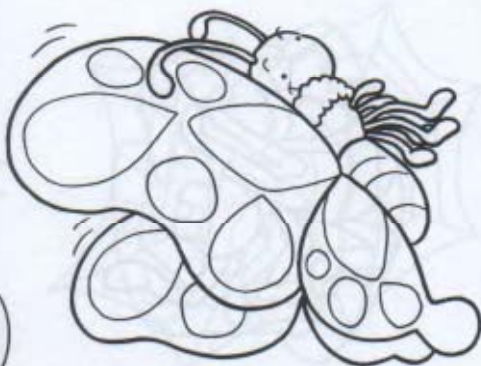
ladybug

3.3



peach

2.9



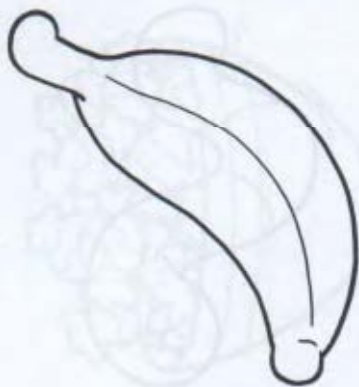
butterfly

3.4



pear

3.1



banana

3.5



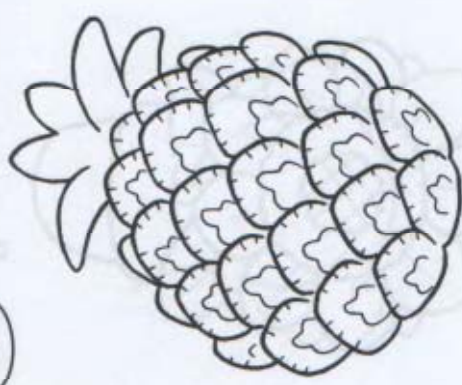
orange

3.6



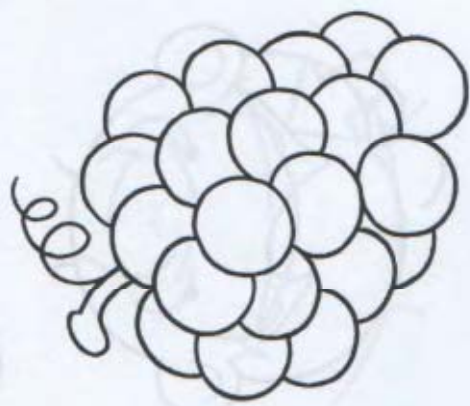
coconut

3.7



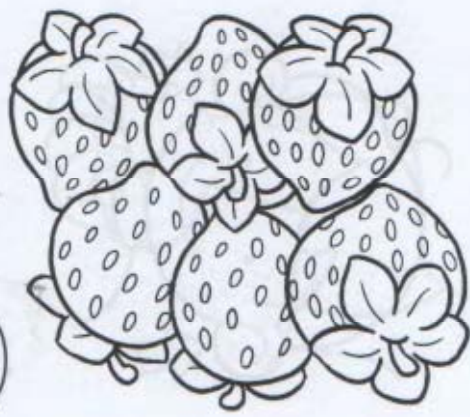
pineapple

3.8



grapes

3.9



strawberries

4.1



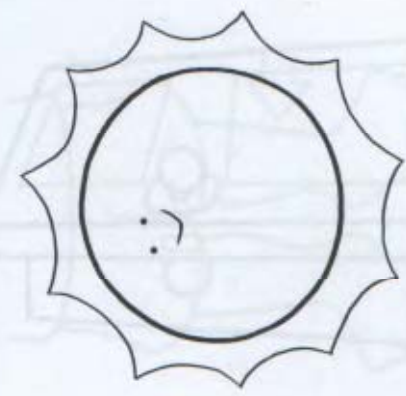
tree

4.2



grass

4.3



sun

4.4

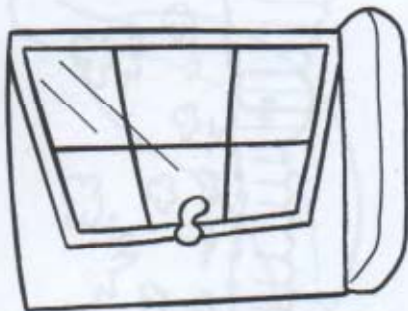


yard



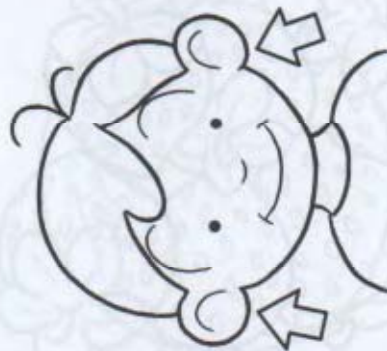


4.8



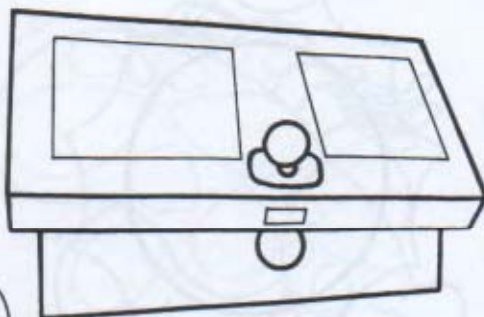
window

5.2



ears

4.7



door

5.1



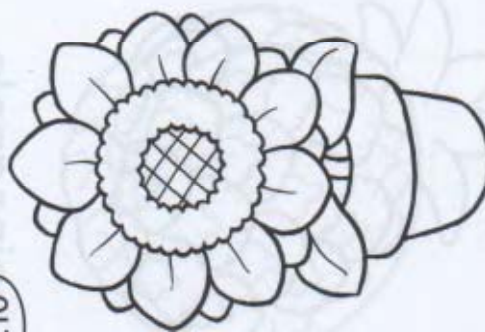
head

4.6



sky

4.10



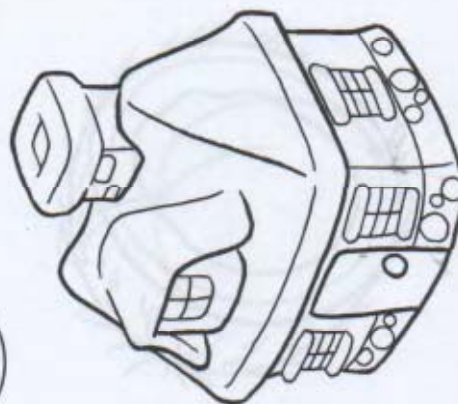
flower

4.5



cloud

4.9



house

5.3



eyes

5.4



nose

5.5



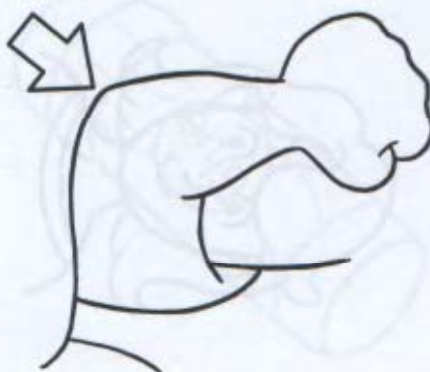
mouth

5.6



arm

5.7



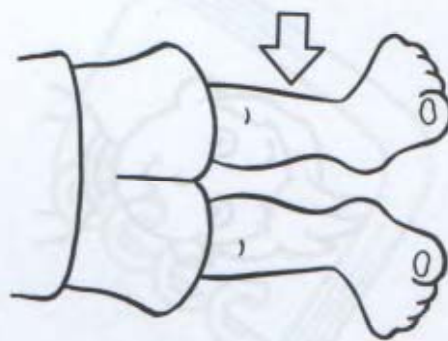
elbow

5.8



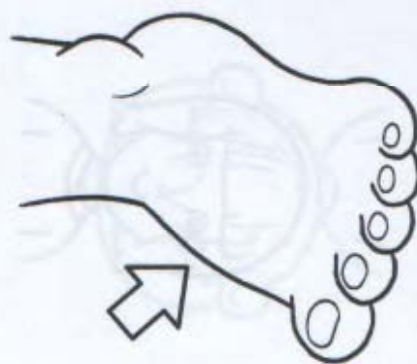
hand

5.9



leg

5.10



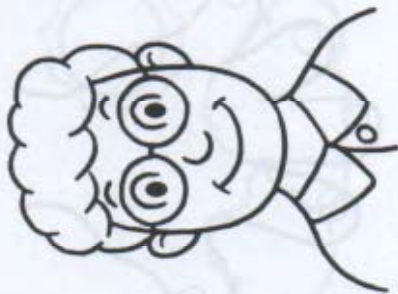
foot

6.1



mommy

6.2



daddy

6.3



brother

6.4



sister

6.5



baby sister

6.6



grandpa

6.7



grandma

6.8



family

8.8



circle

8.9



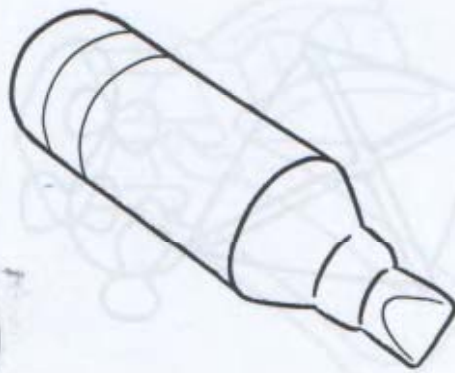
triangle

8.10



rectangle

9.1



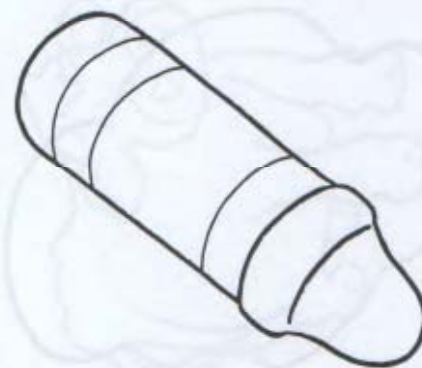
marker

9.2



ink

9.3



crayon

9.4



paint

9.5



brush



9.6



red

9.7



yellow

9.8



blue

9.9



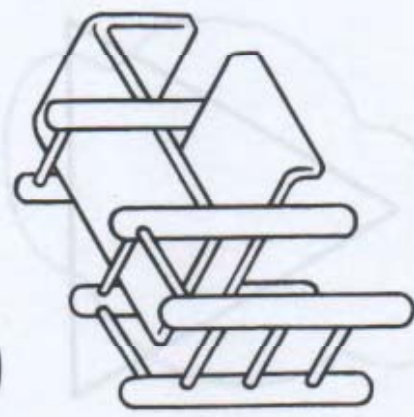
white

9.10



black

10.1



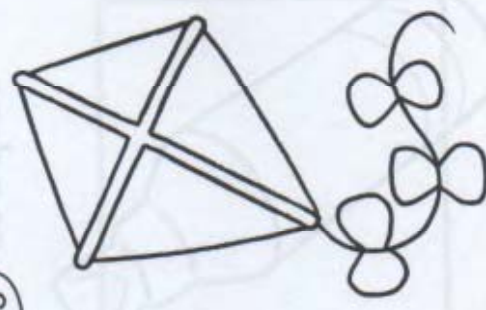
jungle gym

10.2



sandbox

10.3



kite

11.4



dog

11.5



puppy

11.6



horse

11.7



cat

11.8



kitten

11.9



chicken

11.10



rabbit

12.1



carrot



7.9



pen

8.1



pink

8.2



brown

8.3



orange

8.4



green

8.5



purple

8.6



heart

8.7



square

7.1



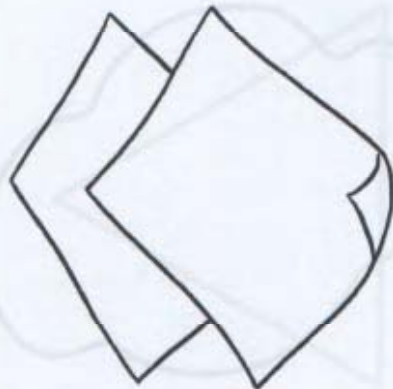
girl

7.5



glue

7.2



paper

7.6



teacher

7.3



pencil

7.7



notebook

7.4



scissors

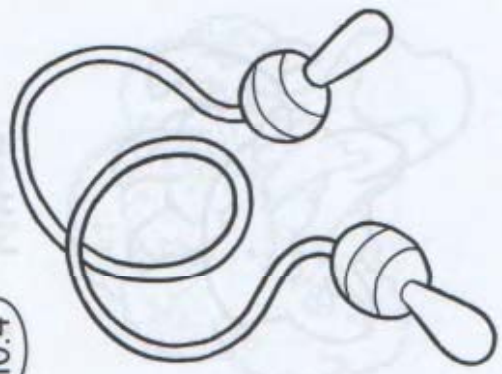
7.8



boy

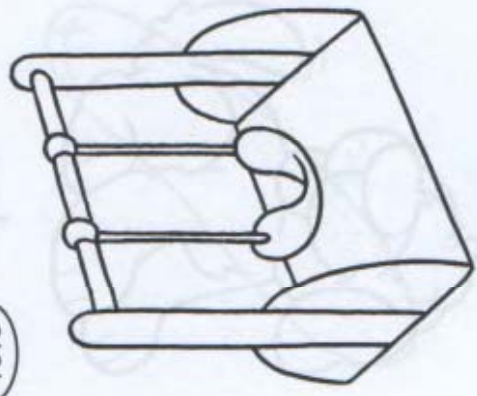


10.4



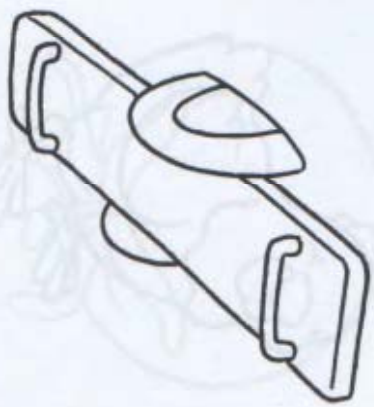
jump rope

10.8



swing

10.5



seesaw

11.1



cow

10.6



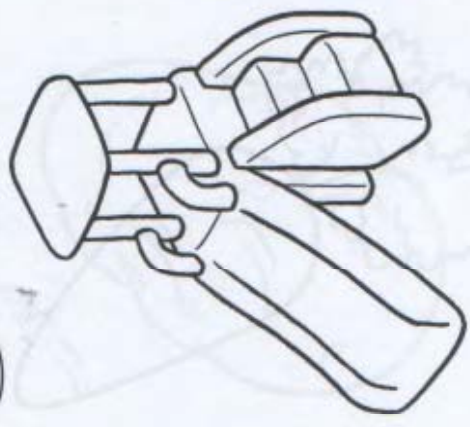
ball

11.2



sheep

10.7



slide

11.3



mouse



12.2



broccoli

12.3



tomato

12.4



cabbage

12.5



potato

12.6



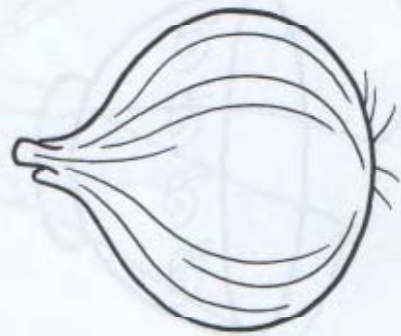
cucumber

12.7



corn

12.8



onion

12.9

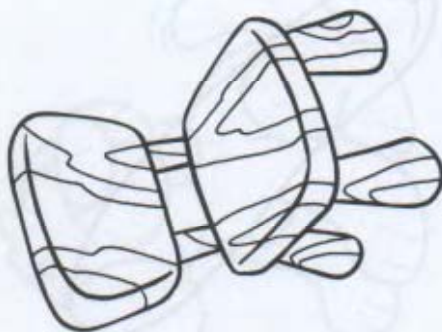


lettuce



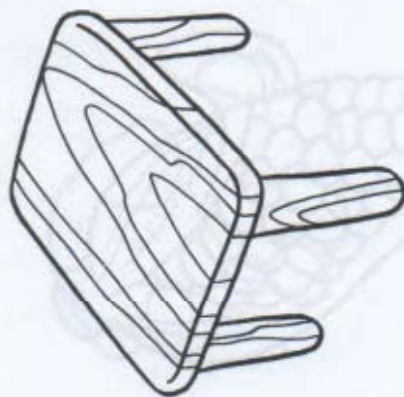


13.1



chair

13.2



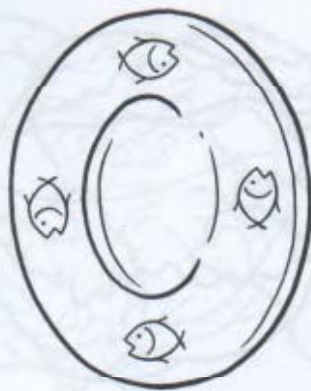
table

13.3



bowl

13.4



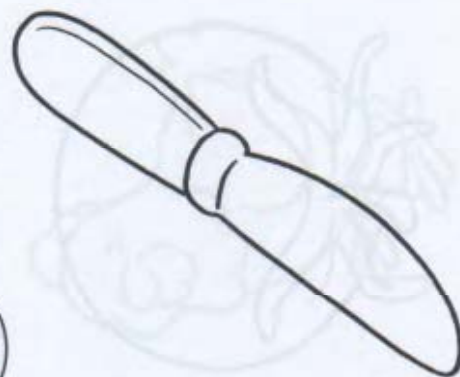
plate

13.5



mug

13.6



knife

13.7



fork

13.8



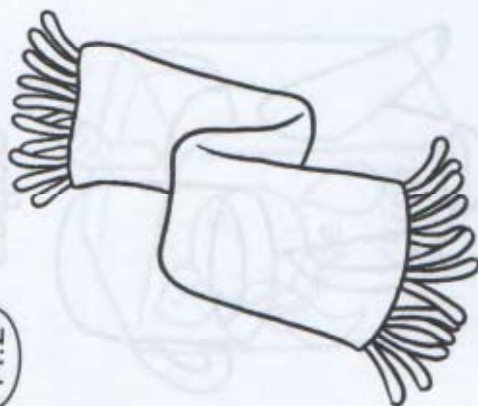
spoon

14.1



hat

14.2



scarf

14.3



gloves

14.4



necklace

14.5



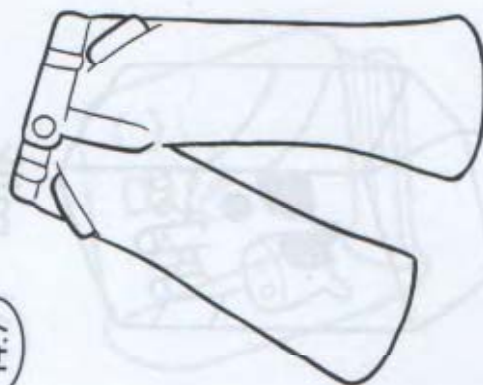
jacket

14.6



sweatshirt

14.7



pants

14.8



sneakers

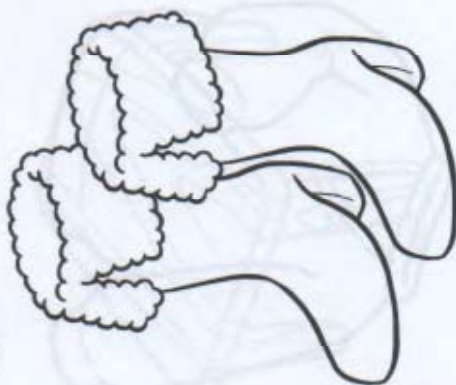


14.9



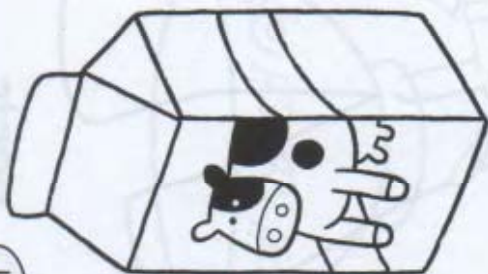
shoes

14.10



boots

15.1



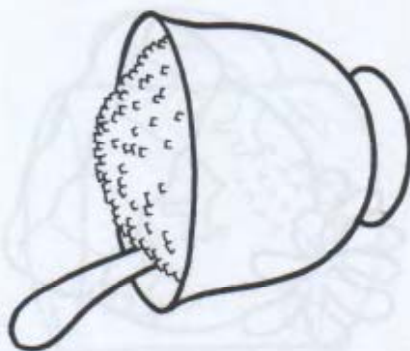
milk

15.2



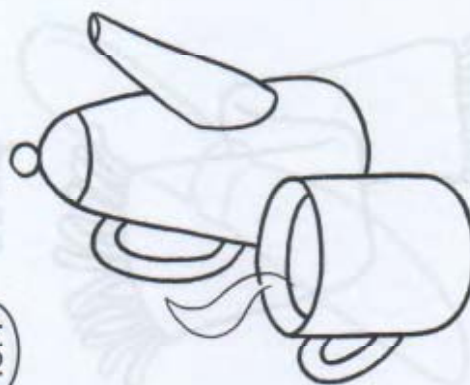
porridge

15.3



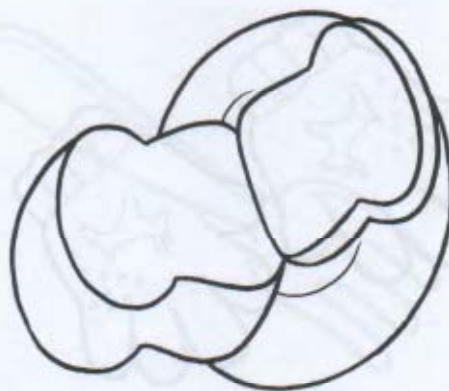
sugar

15.4



coffee

15.5



bread

15.6



butter

15.7



cheese

15.8



orange juice

16.1



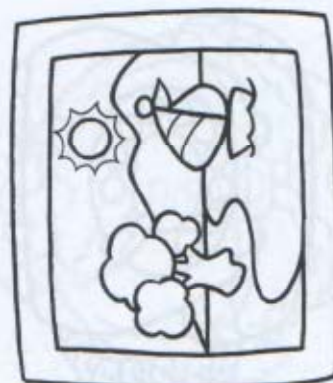
TV

16.2



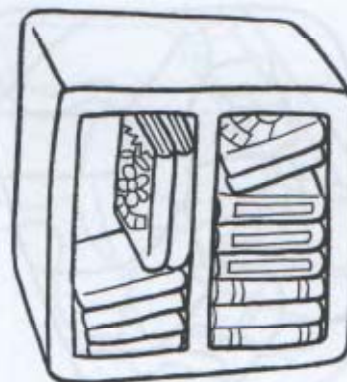
armchair

16.3



picture

16.4



bookcase

16.5



book

16.6

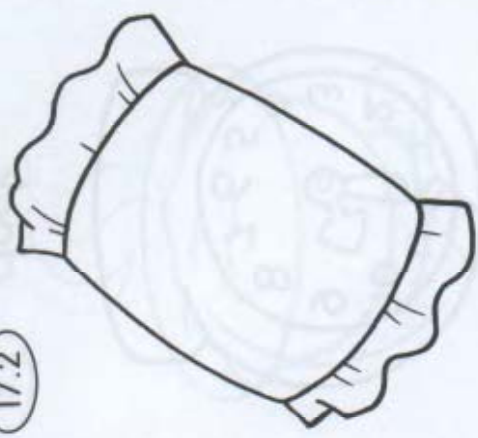


clock





17.2



pillow

17.6



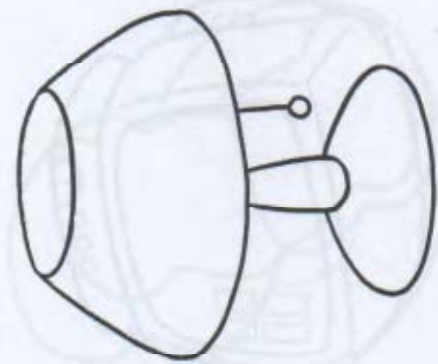
quilt

17.1



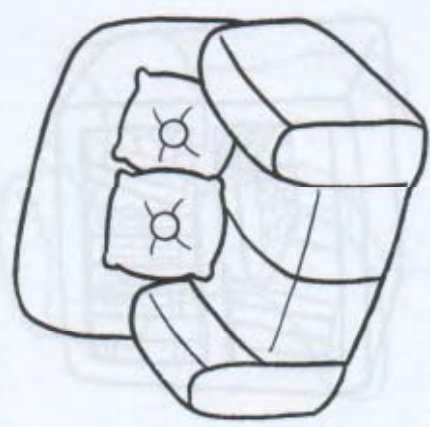
bed

17.5



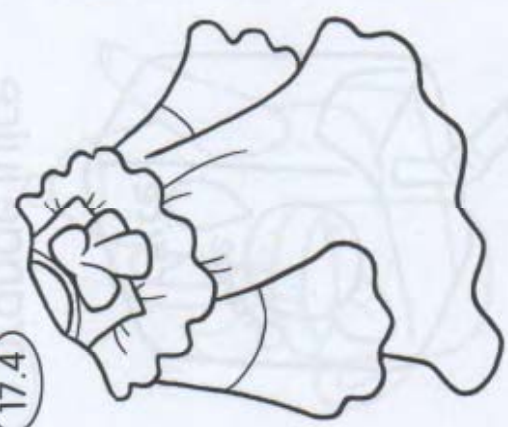
lamp

16.8



sofa

17.4



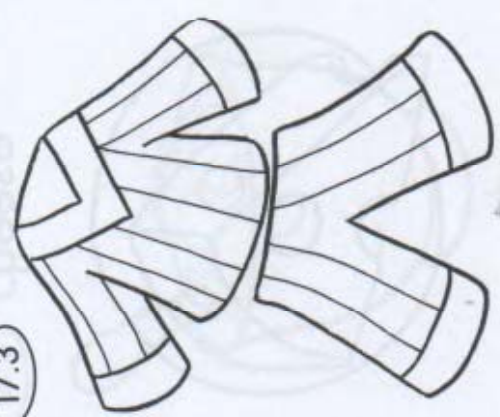
nightgown

16.7



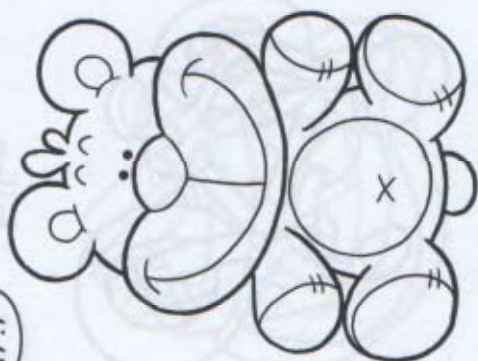
telephone

17.3



pajamas

17.7



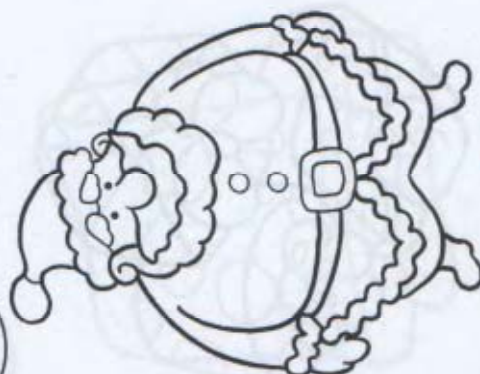
teddy bear

17.8



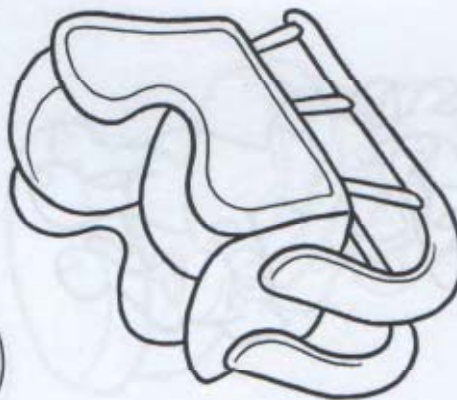
slippers

18.3



Santa

18.4



sleigh

18.5



elves

18.1



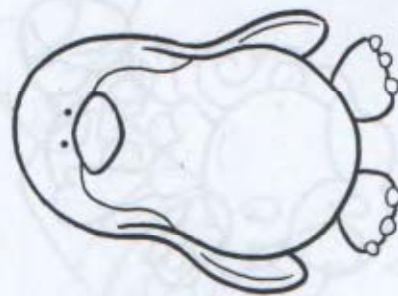
polar bear

18.2



seal

18.6



penguin



19.1



doll

19.5



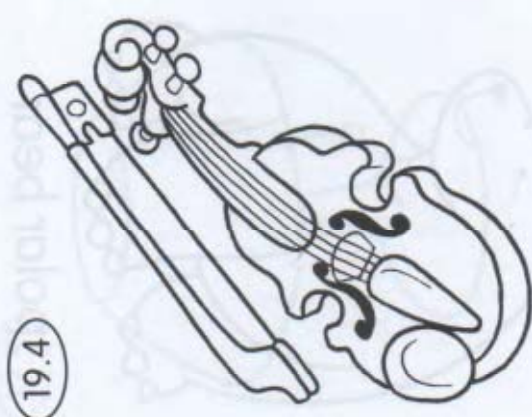
snake

18.9



snowman

19.4



violin

18.8



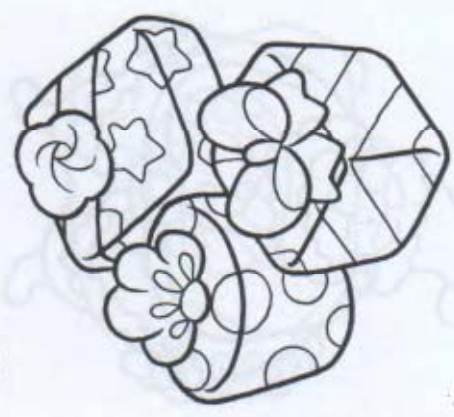
reindeer

19.3



monster

18.7



presents

19.2



bike

19.6



drum

19.7



fox

19.8



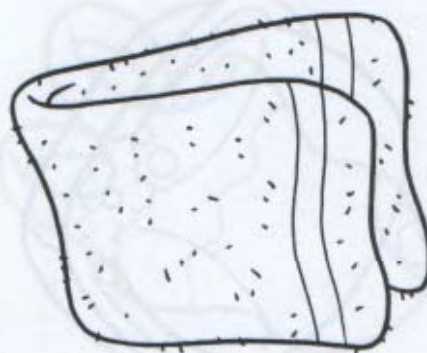
monkey

19.9



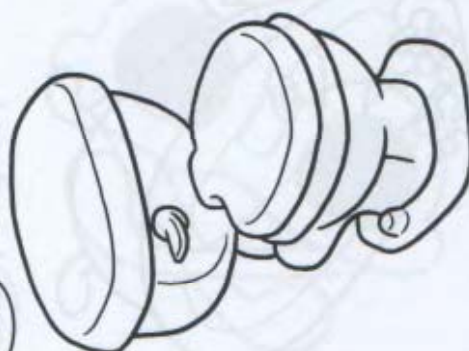
guitar

20.1



towel

20.2



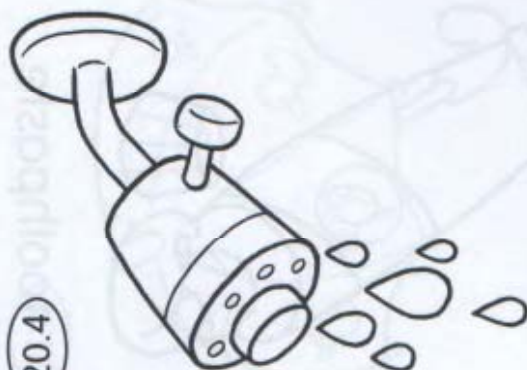
toilet

20.3



hairbrush

20.4



shower

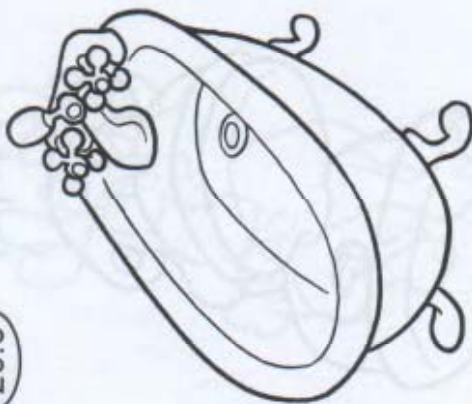


20.5



soap

20.6



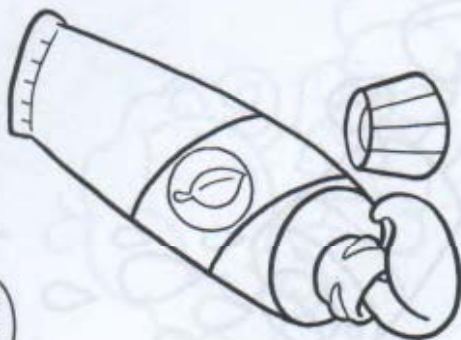
bathtub

20.7



toothbrush

20.8



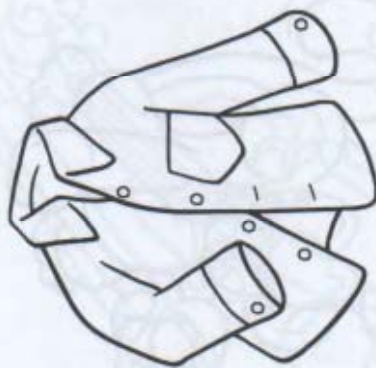
toothpaste

20.9



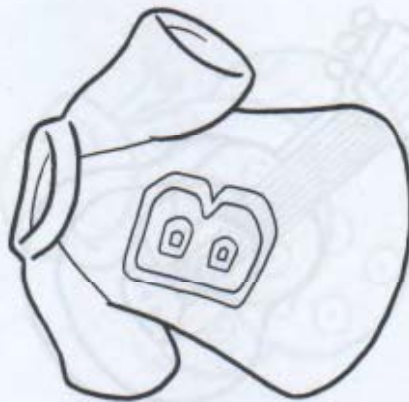
mirror

21.1



shirt

21.2



T-shirt

21.3



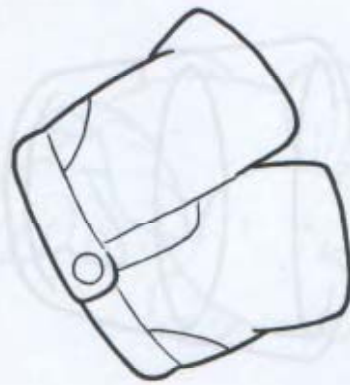
dress

21.4



skirt

21.5



shorts

21.6



sandals

21.7



swimsuit

21.8



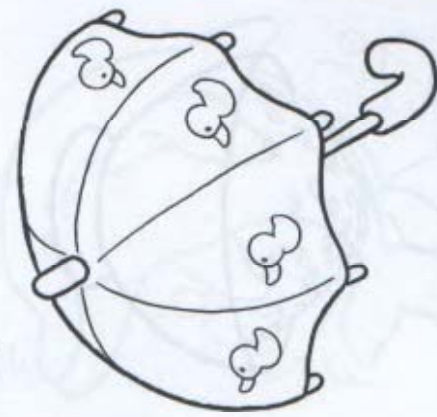
sunglasses

21.9



watch

21.10



umbrella



22.1



chicken

22.2



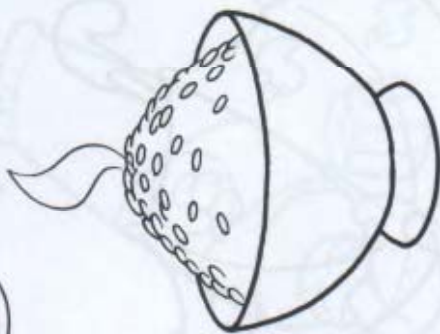
fish

22.3



steak

22.4



rice

22.5



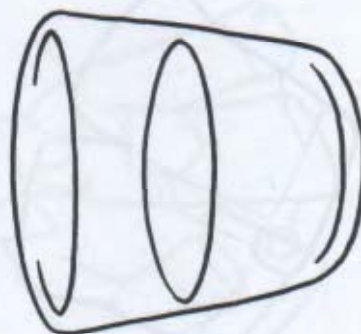
noodles

22.6



vegetables

22.7



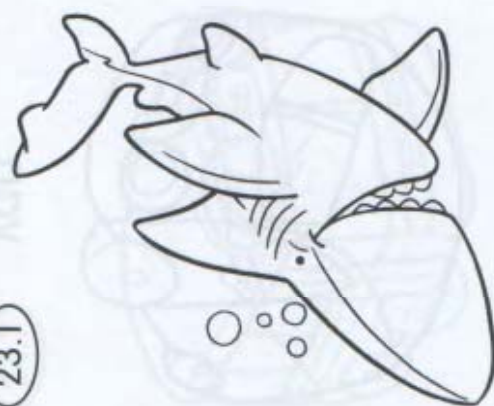
water

22.8



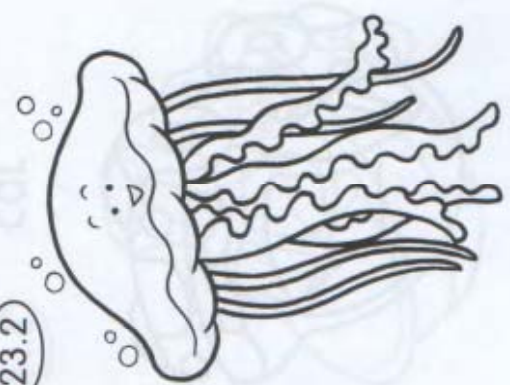
tea

23.1



shark

23.2



jellyfish

23.3



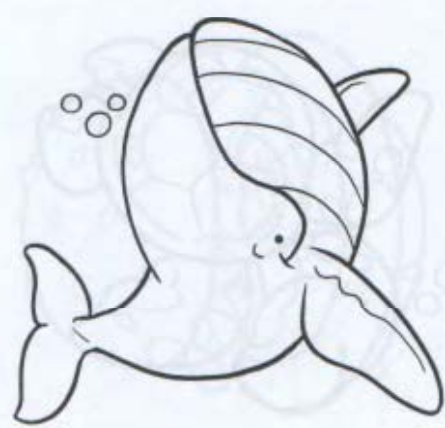
fish

23.4



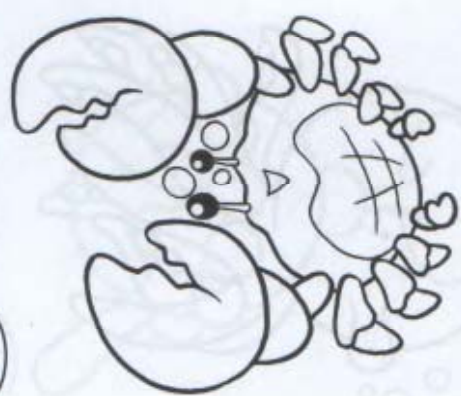
seahorse

23.5



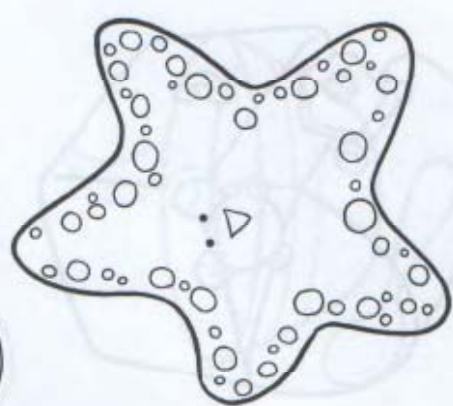
whale

23.6



crab

23.7



starfish

23.8



dolphin



23.9



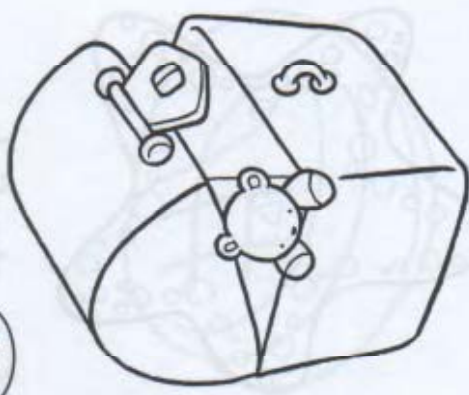
turtle

23.10



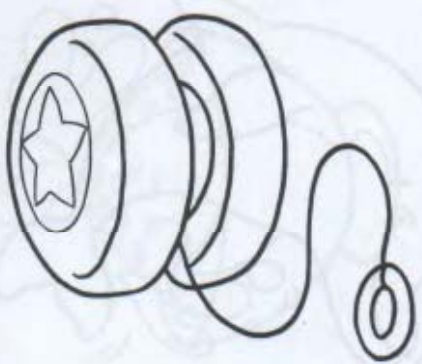
octopus

24.1



box

24.2



yo-yo

24.3



van

24.4



car

24.5



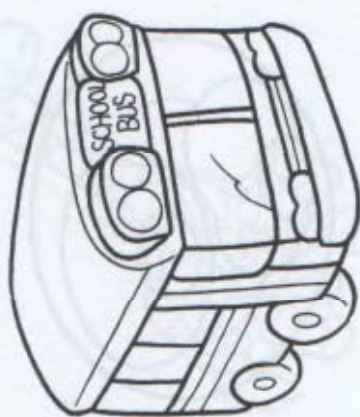
rocket

24.6



plane

24.7



bus

24.8



boat

24.9



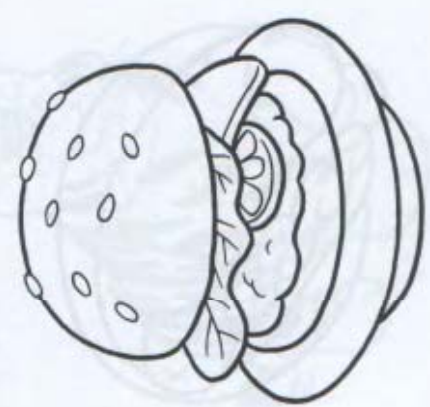
train

24.10



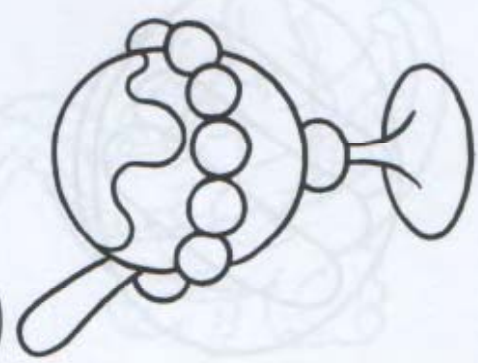
truck

25.1



hamburger

25.2



ice cream

25.3



soup

25.4



salad

25.5



hot dog

25.6



sausages

25.7



yogurt

25.8



fries

25.9



eggs

26.1



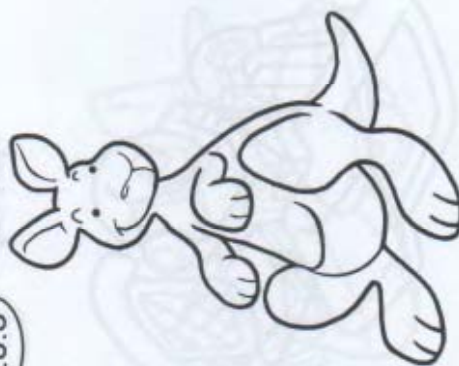
bird

26.2



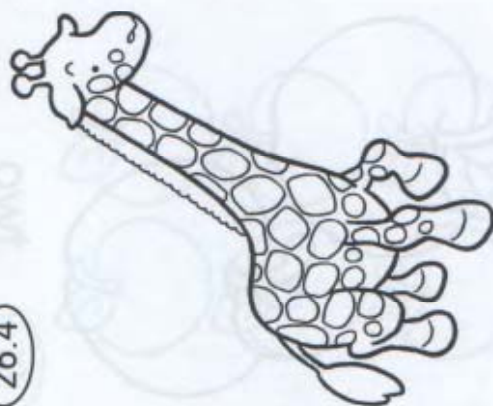
lion

26.3



kangaroo

26.4



giraffe

26.5



gorilla

26.6



hippo

26.7



zebra

26.8



tiger

26.9



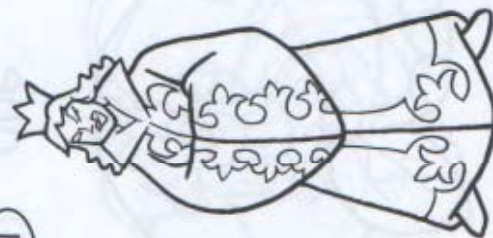
crocodile

26.10



elephant

B1.1



queen



B1.2



prince

B1.3



Snow White

B1.4



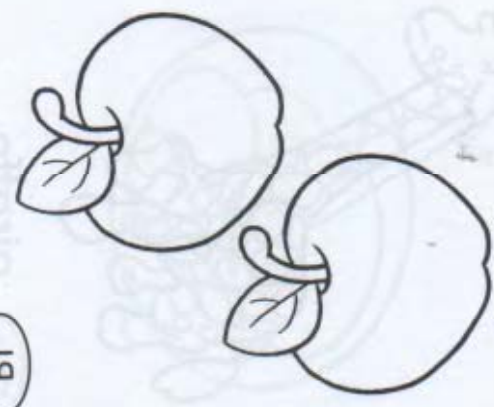
dwarves

B1



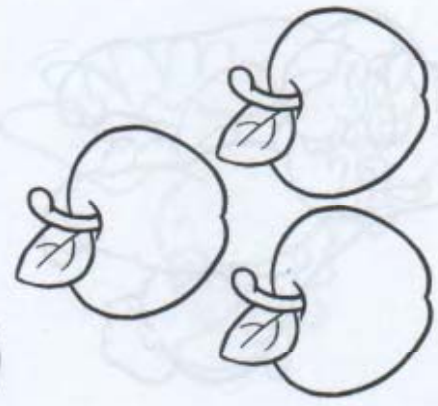
one

B1



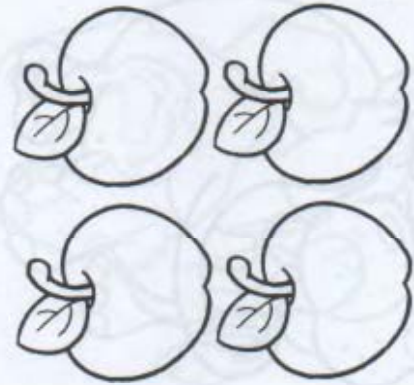
two

B1



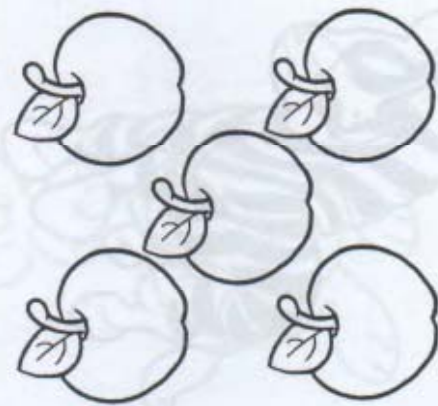
three

B1



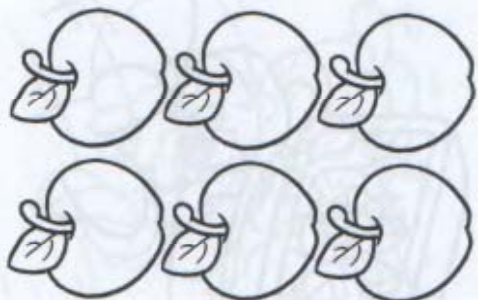
four

B1



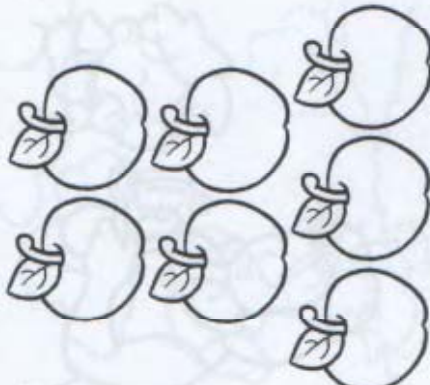
five

B1



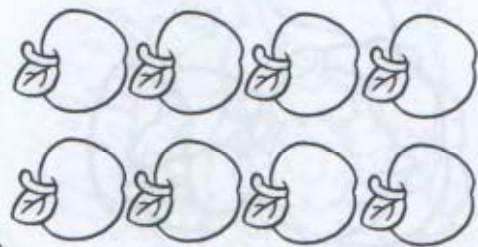
six

B1



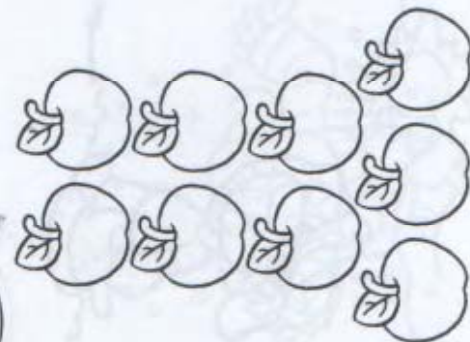
seven

B1



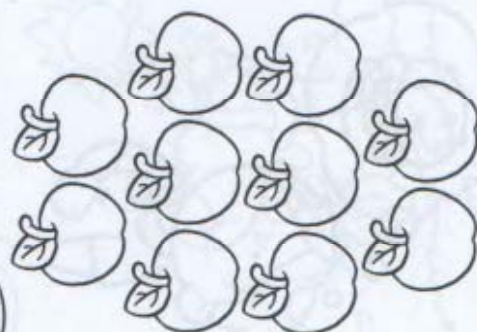
eight

B1



nine

B1



ten

B2.1



happy

B2.2



sad

B2.3



sleepy



B2.4



hungry

B2.5



thirsty

B2.6



big

B2.7



small

B2.8



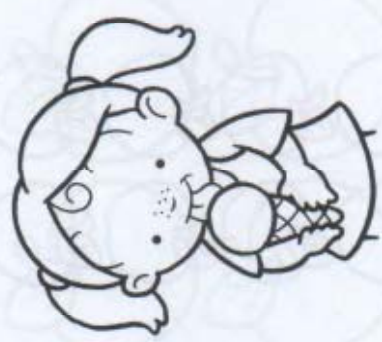
scary

B2.9



yucky

B2.10



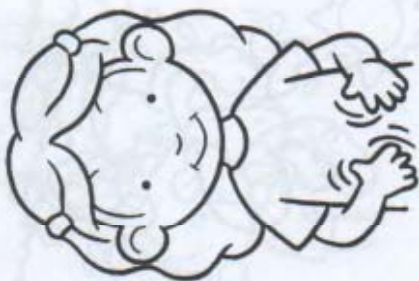
yummy

B3.1



sunny

B4.2



rub your tummy

B4.6



run

B4.3



shake your hands

B4.7



walk

B4.4



stand up

B4.8



hop

B4.5



jump

B4.9



sit down

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