Picture Dictionary
Acknowledgments:
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Picture Dictionary

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Introduction

LET'S GO PICTURE DICTIONARY

The Let's Go Picture Dictionary is a full-color, topic-based dictionary for children, designed to complement the seven-level Let's Go course. The Picture Dictionary presents the words from the Let's Go series, plus other high-frequency vocabulary, in situations that are universal to children everywhere.

Like its parent course, the Let's Go Picture Dictionary features a unique question-and-answer approach that helps students develop productive language skills as they build their vocabulary. The Picture Dictionary can be used as a supplement to the Let's Go series or independently. Either way, the Dictionary functions as a valuable reference guide to English.

COMPONENTS

The Picture Dictionary
The Picture Dictionary consists of 975 high-frequency vocabulary items grouped by topic. The words and phrases are based on the vocabulary from Let's Go Levels 1–6 and the Let's Go Starter Level, plus additional topic-based vocabulary.

The Cassette
The accompanying Cassette contains all the vocabulary and language patterns found in the Picture Dictionary. All words and phrases are spoken clearly and carefully, but with natural speed and intonation, so students can become accustomed to hearing the vocabulary as it is spoken naturally.

PHILOSOPHY AND PRINCIPLES

The Let's Go Picture Dictionary is based on the same principles as the Let's Go series. From the very beginning, students are encouraged not only to learn the new vocabulary but also to interact with each other using the language pattern provided for each topic.

The full-page illustrations and language patterns in the Picture Dictionary feature situations from children's everyday lives. Students begin speaking English more easily when relating to familiar experiences.

ORGANIZATION

The Picture Dictionary covers 55 topics in 11 units. Each topic is presented on two pages. Generally, the first page consists of a scene showing the vocabulary items in context (pictures only). The facing page features the vocabulary items in isolation (pictures with word labels). Certain topics present the vocabulary items in a slightly different format.

LANGUAGE PATTERNS

Except for Topics 1 and 2, each topic in the Picture Dictionary is accompanied by a language pattern that appears in an easy-to-identify shaded box. These patterns provide context for the new words, and function as models for extended language practice. You may occasionally need to modify the patterns, based on the skill level of your students.

Wherever possible, language patterns have been simplified to accommodate all the topic vocabulary. However, some language patterns may require alteration (such as changes in article usage, preposition usage, subject-verb agreement, etc.) when other vocabulary is substituted for the model vocabulary. Use these situations as learning opportunities for your students. Encourage them to discuss any required changes to the new vocabulary and/or language patterns.

LESSON PLANNING

Setting Goals
When making a lesson plan, use the language pattern and topic to help you set your goals. For example:

Topic: Toys (Topic 28, page 52)
Language Pattern: Which toy do you want?
I want a ball.
Objectives: to say the names of various toys
to express preferences
to ask others about their preferences

Making an Outline
Each lesson should contain the following five steps: Review, Present the topic, Present the vocabulary, Present the language pattern, and Extension.

1. Review
Begin each lesson by reviewing the previous lesson taught, selecting from a variety of drills, games, and activities (see the section on Other Games and Activities, page viii, for ideas). Whenever possible, use your review as a transition into the new topic. Select vocabulary items that your students already know from the current topic, and plug them into a structure taught in a previous unit. This example uses vocabulary from Topic 28, Toys:

   Teacher: Is this a ball?
   Students: Yes, it is.

2. Present the topic
Introduce the topic to students before they open their books. This helps the class to focus on the lesson, and it helps you to assess what vocabulary your students already know. This can be done in a variety of ways. For example:

   • Draw or show pictures of items related to the topic (using picture cards from the Let's Go series or from other sources), or bring in real items, if possible, and ask students to identify as many of the items as they can.
• Using the items above, make statements or ask questions using structures they know. For example, T: I have a kite. Do you have a kite?

• Ask students if they can list any other items they know in this category.

3. Present the vocabulary
Use the following steps to introduce the vocabulary:

a. Have students open their books.

b. Play the cassette. Have students listen and point to the pictures.

c. Play the cassette again. Have students repeat the words aloud. Play the cassette section again, as necessary. Or, model the words for the students yourself. Give students ample opportunity to hear each word and practice its pronunciation.

You can also reinforce the new vocabulary by means of an appropriate drill or activity. For example:

• Use Total Physical Response (TPR). Give a command using the new vocabulary item. Students act out the command, but are not expected to repeat the item of this stage. This is especially useful in teaching verbs.

• Describe a word and have students identify it by pointing to it on the page. For example, T: It looks like a diamond. It can fly. It’s a kite. Students locate the kite in the full-page illustration and point to it.

• Ask simple Yes/No or “or” questions to allow students to give one-word responses. T: Who has the yo-yo? Sam or Ginger?

4. Present the language pattern
The students can use the language pattern to practice talking about the vocabulary items presented in the illustrations. There are two types of language patterns in the Picture Dictionary. Use the following steps to present them:

Type 1: Question-and answer-patterns
This is the most common pattern used in the Picture Dictionary. For example:

S1: Which toy do you want?
S2: I want a ball.

a. Model the language pattern for the students. (Note: You should focus first on the answer before presenting the question and the answer in combination.) Say the answer. Have the class repeat after you. Model and repeat several times.

b. When students have thoroughly practiced the answer, model the question and answer together, either by using the cassette or by saying it yourself. Have the class repeat the question and answer several times.

c. Divide the class into two groups. Have Group A ask the question, and Group B answer. Then have groups switch roles. (Practicing in two groups, within the secure setting of speaking with other students, allows the students to become more familiar with the patterns.)

d. Put the students into pairs or small groups, and have them practice asking each other questions about the picture. (Practicing in pairs or small groups is an ideal way for students to learn from one another, since they can share information.)

Type 2: Command patterns
Command patterns are found in Topic 10, Parts of the Body, and Topic 26, Classroom Verbs. For example, T: Point to your head.

a. Model the language pattern for the students, either by using the cassette or by saying it yourself. Perform the physical action as you say the phrase. Have the class repeat as they perform the action. Demonstrate and repeat several times.

b. Put the students into pairs or small groups, and have them practice giving the commands and performing the actions.

5. Extension
Have students close their books. Extend and reinforce the topic and the new vocabulary with activities and games. See below for activity and game ideas.

ACTIVITIES USING THE ILLUSTRATIONS
You can use the many illustrations in the Picture Dictionary with a wide range of language tasks to help students practice the language they have learned.

Talking
Have students talk about the full-page illustrations by using the language structures they have already learned. Students can either make statements about the page or express their own opinions, depending on their ability. Some examples using vocabulary from Topic 31, Sports, follow:

• You can have lower-level students point to the objects they know in the illustration and say the words or simple sentences:

S1: I like tennis.
S2: This is a soccer ball.

• You can elicit more difficult sentences from higher-level students:

S1: They are playing golf.
S2: I like to play basketball.

See “Dialogues” and “Storytelling,” below, for further Talking activities.

Writing
The full-page illustrations can be used as springboards for various kinds of writing activities. Some examples follow:
• This activity exposes students to proper sentence formation and mechanics in a very controlled, simplified manner. Have each student make one sentence about the illustration. Write it down on a piece of paper and return it to the student. The student then copies the sentence and draws a picture to illustrate it. Finally, the student reads the sentence aloud to the class and displays his or her picture.

• With higher-level students, you can have each student write several sentences about the picture and, if desired, illustrate them. Students then read their sentences aloud to the class.

• This activity teaches students awareness of the logical order of sentences. While it may be challenging, students will always find it interesting since they are generating their own prose. Have each student write one simple sentence based on the full-page scene. Then create group prose by having students put their sentences together. This example uses vocabulary from Topic 51, The Zoo:

S1: I saw lions and pandas.
S2: There was a whale in the water.
S3: I went to the zoo.
S4: I like the zoo.

Write the sentences on the board. Then, have the class alter and rearrange the sentences to make them more sequential. (Prompt when necessary.) For example:

I went to the zoo. I saw lions and pandas. There was a whale in the water. I like the zoo!

Students then copy the new paragraph and illustrate it, if desired.

Dialogues
Higher-level students can work in pairs or small groups to develop dialogues for each scene. They name the characters and then create a dialogue. This example uses vocabulary from Topic 30, Birthday Party:

Julie (birthday girl): There are seven candles.
Tom (boy on left): Happy birthday!
Tina (girl on right): Let’s sing!
All children: (singing) Happy birthday to you, ...

Have the pairs or small groups perform their dialogues for the class.

Storytelling
Higher-level students can work in pairs or small groups to make stories for the scenes. Hold up the Dictionary and ask the class questions; for example, T: (point to page 41) They are packing their clothes. Where are they going? What will they do? What will they need? Put students into pairs or groups. Have them write stories about the picture based on your questions. Then, have them read their stories to the class. This example uses vocabulary from Topic 22, Clothes:

This is John. He is going on a homestay. He hasn’t finished packing yet. He is going to Hawaii. It will be hot. He will need some T-shirts.

Let the students refer to their books or use other resources to get ideas for sentences. Be sure to circulate and help groups with any words they don’t know.

OTHER GAMES AND ACTIVITIES

Find the Picture
This activity works with topics that feature a full-page illustration. Separate students into pairs. S1 points to one of the numbered illustrations on the right-hand page (where vocabulary is depicted in isolation). S2 must find the matching item in the full-page illustration, and say the word or phrase. Then students switch roles.

Find Sam and Ginger
Sam and Ginger, the Let’s Go cats, appear in the full-page illustration in the first topic in every unit (Topics 1, 10, 15, 22, 25, 28, 31, 36, 42, 48, 52, 54, and 55). Have students try to find them and create sentences about them. Ask questions to prompt students, if necessary. For example, T: Where is Ginger? What is she doing? Where is Sam? What is he wearing?, etc.

Who’s the Fastest?
This activity uses the numbered lists of vocabulary items. Have two students compete to say all the words as fast as possible. One student starts at item number 1 and works down. The other student starts at the last numbered item and works up. When you signal for the race to begin, both students work through the list of the same time, reading each word as fast as possible. The first student to reach the other’s start word wins.

For greater challenge, when students meet at the same word, they have to play Even Odd (the Paper-Rock-Scissors game). The winner gets to advance. The loser must start over from his or her beginning word again.

Find the Word
Students can do this activity either in teams or in pairs, using the numbered list of words. Call out a word (or have a volunteer do so). The first student to locate the word on the page gets a point.

Find the Card
Use picture cards from either the Let’s Go series or another source. Have at least one card for each student. Spread the cards on the floor facedown. Divide the class into two teams, and have teams stand on either side of the cards. Say one of the vocabulary items from the Picture Dictionary. Each student picks up one card. The student who picks up the card with the matching vocabulary item keeps it. Then, the other students put down their cards, mix them quickly, and play the game again. When the game is over, the team with the most cards wins. For reading practice, this activity can be done using teacher-mode word cards.
Find Your Partner
This activity requires pairs of Let's Go picture cards (or picture cards from another source) and teacher-made word cards. Give each student either a picture card or a word card. Students move around the room; each student must find the student holding the corresponding word or picture card. Lower-level students can simply show their cards to each other. Higher-level students can keep their cards hidden and ask questions to find their partners. For example:
S1: Do you like tennis? or Do you have a cat?
S2: Yes, I do./No, I don't.

Spell It
This activity can be done in small groups or with the whole class. Spell out a word (or have a volunteer do so). Students compete to find it in the numbered word list, or in the full-page illustration, and then say the word.

Alphabetizing Activity
Students work in pairs or small groups to sort the topic words in alphabetical order. They can write the words down on a separate sheet of paper or take turns writing them on the board.

Word Discovery Activity
Working in small groups or pairs, students find words in a topic that fit the parameters you describe. For example, ask students to:
• find all the words that start with a certain sound, such as r, th, or an initial vowel sound;
• find all the words that end in -dor -th, or words that contain a short vowel sound (medial position);
• identify nouns that take or;
• identify parts of speech, such as nouns, verbs, or prepositions.

You can have students write the words down or say them aloud. Or, you can have teams race to write as many of the words as they can, either on the board or on a team list.

Sentence Writing
Using the numbered word lists, students make sentences for each word (other than the sentence in the language pattern). They can do this orally, in writing, in pairs, or alone. Have students share their sentences with the class. For added challenge, have students make riddles; for example, S1: This animal is tall. It has a very long neck. It has spots. What is it?

Make Crossword Puzzles
Have students work in pairs to create their own crossword puzzles, using words from the numbered word lists. Each pair can then exchange their puzzle with another pair.

Find New Words
Divide the class into teams. Teams look at the full-page illustration and identify as many objects as they can that are not listed in the numbered word list. The team listing the most words wins.

Categories
This is a good review activity. Divide the class into small groups. Gather word cards or picture cards from several topics. Review the vocabulary by mixing the cards and having students group them into categories. This activity can be as simple or complex as you wish. For example:
• Combine word or picture cards for vocabulary from two topics: for example, Topic 37, Vegetables and Topic 50, Forest Animals. Have students separate the cards into the two categories, in this case, animals and food.
• Combine word cards from one or more topics.

Have students categorize the cards based on an initial letter, number of syllables, alphabetical order, etc.
• Combine picture cards from one or more topic. Have students categorize the cards based on item color or size.
<table>
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<th></th>
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<td>Ww</td>
<td>Xx</td>
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<tr>
<td>Yy</td>
<td>Zz</td>
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[Image of cats and a blackboard with the word 'cat']
# Numbers

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<td>eighty</td>
<td>ninety</td>
<td>one-hundred</td>
</tr>
</tbody>
</table>
Who's first?
She is.
What's the date today?
It's Monday, January 4th.

The Months

January    July
February    August
March      September
April       October
May        November
June       December

Days of the Week

Sunday    Thursday
Monday    Friday
Tuesday    Saturday
Wednesday

The Seasons

spring

summer

fall

winter
What time is it?
It's one o'clock.
What shape is this?
It's a circle.
1. circle
2. square
3. triangle
4. rectangle
5. oval
6. diamond
7. heart
8. star
9. red
10. orange
11. yellow
12. green
13. blue
14. purple
15. pink
16. brown
17. white
18. black
Is it empty?
No, it's full.
1. empty
2. full
3. round
4. square
5. cold
6. hot
7. new
8. old
9. short
10. long
11. light
12. heavy
13. big
14. little
15. soft
16. hard
17. dirty
18. clean
19. wet
20. dry

Unit 1 Basics
What's the opposite of neat?
Messy.
1. neat
2. messy
3. sweet
4. sour
5. thick
6. thin
7. loud
8. quiet
9. dark
10. light
11. wide
12. narrow
13. high
14. low
15. fast
16. slow
17. cheap
18. expensive
Where is he?
He's in the tunnel.
1. in

2. out of

3. to the left of

4. to the right of

5. in front of

6. behind

7. by

8. across from

9. between

10. next to

11. under

12. on

13. going up

14. going down
Point to your head.
1. head  
2. hair  
3. face  
4. ear  
5. eye  
6. nose  
7. mouth  
8. chin  
9. neck  
10. shoulder  
11. arm  
12. elbow  
13. hand  
14. finger  
15. chest  
16. back  
17. leg  
18. knee  
19. foot  
20. toe
What does he look like?
He has red hair. He’s cute.
1. red hair
2. brown hair
3. black hair
4. blond hair
5. gray hair
6. curly hair
7. straight hair
8. brown eyes
9. black eyes
10. blue eyes
11. green eyes
12. pretty
13. cute
14. ugly
15. fat
16. thin
17. young
18. old
19. tall
20. short
What are you doing?
I’m washing my face.

1. wash my face
2. take a bath
3. brush my teeth
4. comb my hair
5. sneeze
6. blow my nose
7. cry
8. chew
9. yawn
10. sleep
11. scratch my back
12. stretch my arms
13. clap my hands
14. snap my fingers
15. bend my knees
16. stamp my feet
17. wiggle my toes
18. wink
19. smile
20. laugh
What's the matter?
I have an insect bite.
1. insect bite
2. rash
3. sunburn
4. bruise
5. cut
6. bloody nose
7. broken arm
8. toothache
9. stomachache
10. runny nose
11. fever
12. cough
13. cold
14. headache
15. earache
16. sore throat
How does he feel?
He’s excited.
Who's she?  
She's my mother.
1. mother
2. father
3. sister
4. brother
5. grandmother
6. grandfather
7. aunt
8. uncle
9. cousin
10. parents
11. grandparents
12. me
Does the house have a chimney?
Yes, it does.
1. chimney
2. roof
3. steps
4. porch
5. mailbox
6. front yard
7. garden
8. flowers
9. tree
10. garage
11. driveway
12. parking space
13. sidewalk
14. stairs
15. balcony
16. window
17. door
18. doorbell
What's in the kitchen?
There's a sink.
I. sink
2. stove
3. oven
4. microwave
5. toaster
6. refrigerator
7. cupboard
8. table
9. food
10. teakettle
11. pot
12. pan
13. plate
14. bowl
15. glass
16. cup
17. fork
18. knife
19. spoon
20. chopsticks
Where's the armchair?
It's near the fireplace.
1. armchair
2. sofa
3. coffee table
4. TV
5. VCR
6. videotape
7. stereo
8. cassette player
9. CD player
10. radio
11. telephone
12. bookcase
13. fireplace
14. picture
15. plant
16. air conditioner
17. carpet
18. floor
19. wall
20. ceiling

Unit 3 Home
What do they have in their bedroom? They have a toy box.
1. toy box
2. dresser
3. mirror
4. brush
5. comb
6. rug
7. night table
8. lamp
9. clock
10. light
11. bed
12. pillow
13. blanket
14. quilt
15. shelf
16. fan
17. closet
18. curtains

Unit 3 Home
Can you see a toothbrush in the bathroom? Yes, I can.
1. toothbrush  
2. toothpaste  
3. shampoo  
4. soap  
5. washcloth  
6. towel  
7. lotion  
8. tissue  
9. bandage  
10. bathtub  
11. bubble bath  
12. bath mat  
13. shower  
14. faucet  
15. toilet  
16. toilet paper  
17. scale  
18. wastebasket
What does she have to do?
She has to clean up.

1. clean up
2. sweep the floor
3. mop the floor
4. vacuum the carpet
5. dust the furniture
6. change the sheets
7. do the laundry
8. fold the laundry
9. put the groceries away
10. take out the trash
11. set the table
12. clear the table
13. wash the dishes
14. dry the dishes
15. feed the dog
16. walk the dog
17. turn on the light
18. turn off the light
What are you wearing?
I'm wearing a T-shirt.
1. T-shirt
2. shirt
3. pants
4. suit
5. vest
6. undershirt
7. underpants
8. pajamas
9. socks
10. shoes
11. sweatshirt
12. sweatpants
13. blouse
14. skirt
15. dress
16. sweater
17. tights
18. bathrobe
19. nightgown
20. slippers

Unit 4 Clothes
What did you find?
I found a jacket!
1. jacket
2. coat
3. raincoat
4. jeans
5. overalls
6. sneakers
7. boots
8. hiking boots
9. sandals
10. shorts
11. swimsuit
12. uniform
13. cap
14. hat
15. glasses
16. zipper
17. pocket
18. button

Unit 4 Clothes
What do you want to buy?
I want to buy a belt.
1. belt
2. scarf
3. necktie
4. purse
5. bag
6. umbrella
7. gloves
8. mittens
9. sunglasses
10. earrings
11. necklace
12. bracelet
13. ring
14. watch
15. key chain
16. wallet
17. barrette
18. headband
19. bow
20. handkerchief
Where's the gym?
It's next to the lunchroom.
1. gym
2. hall
3. girls’ room
4. boys’ room
5. lunchroom
6. music room
7. library
8. office
9. classroom
10. flag
11. desk
12. chair
13. board
14. bulletin board
15. globe
16. computer
Classroom Verbs

1. Come here.
2. Go to the door.
3. Look at the board.
4. Touch the desk.
5. Raise your hand.
6. Put your hand down.
7. Open your book.
9. Write your name.
10. Draw a picture.
11. Point to the window.
12. Pick up your pencil.
15. Stand up.
16. Sit down.
17. Be quiet.
18. Listen carefully.
19. Make two lines.
20. Count the boys.
Where's the glue?
Here it is.
1. glue
2. paper
3. scissors
4. chalk
5. paint
6. paintbrush
7. book bag
8. notebook
9. cassette
10. calculator
11. book
12. pencil
13. pencil case
14. pencil sharpener
15. eraser
16. marker
17. crayon
18. pen
19. ruler
20. paper clip
Which toy do you want?
I want a ball.
1. ball
2. yo-yo
3. train
4. car
5. bicycle
6. truck
7. puzzle
8. blocks
9. robot
10. doll
11. teddy bear
12. computer game
13. hula hoop
14. kite
15. jump rope
16. skateboard
17. in-line skates
18. roller skates

Unit 6 Play
What's she doing?
She's playing hopscotch.

1. play hopscotch
2. do a cartwheel
3. do a somersault
4. play with a yo-yo
5. jump rope
6. bounce a ball
7. hop on one foot
8. sit on the seesaw
9. swing on the swing
10. throw a ball  
11. hit a ball  
12. catch a ball

13. kick a ball  
14. climb a jungle gym  
15. slide down the slide

16. run a race  
17. throw a Frisbee disc  
18. climb a tree

19. skip  
20. walk

Unit 6 Play
What do you see?
I see a birthday cake.
1. birthday cake
2. candle
3. ice cream
4. birthday card
5. present
6. wrapping paper
7. ribbon
8. balloon
9. streamer
10. tablecloth
11. party hat
12. goodie bag
13. noisemaker
14. stickers
15. beanbag
16. camera
What's your favorite sport?
Baseball.

1. baseball
2. softball
3. football
4. soccer
5. basketball
6. volleyball
7. ice hockey
8. swimming
9. badminton
10. tennis
11. bowling
12. golf
13. archery
14. track and field
15. boxing
16. wrestling
17. karate
18. gymnastics

Unit 7 Activities
What do you need?
I need a tennis racket.
1. tennis racket
2. tennis ball
3. baseball bat
4. baseball
5. glove
6. golf club
7. golf ball
8. basketball
9. volleyball
10. soccer ball
11. tent
12. sleeping bag
13. ice skates
14. skis
15. ski poles
16. canoe
17. paddle
18. life jacket

Unit 7 Activities
What do you like doing?
I like jogging.

1. jogging
2. roller-skating
3. riding a bike
4. flying a kite
5. hiking
6. camping
7. having a campfire
8. horseback riding
9. bird-watching
10. looking at the stars

11. fishing

12. canoeing

13. kayaking

14. sailing

15. surfing

16. scuba diving

17. waterskiing

18. windsurfing

19. ice-skating

20. skiing
What did she do last weekend?
She played table tennis.
10. study
11. write a letter
12. collect stamps
13. do a puzzle
14. play a game
15. make a model
16. do a magic trick
17. color
18. sew
19. listen to music
20. take a nap
What does he play?
He plays the piano.
What fruit do you like?
I like strawberries.
1. strawberries
2. blueberries
3. cherries
4. grapes
5. apple
6. pear
7. peach
8. plum
9. watermelon
10. melon
11. orange
12. grapefruit
13. lemon
14. lime
15. banana
16. coconut
17. pineapple
18. kiwi
19. papaya
20. mango
What do you want?
I want some peas.
1. peas
2. beans
3. lettuce
4. spinach
5. cabbage
6. cauliflower
7. broccoli
8. celery
9. asparagus
10. carrot
11. tomato
12. eggplant
13. cucumber
14. potato
15. corn
16. mushroom
17. radish
18. pepper
19. garlic
20. onion

Unit 8 Food
What do you want for dinner?
I want chicken.
| 1. chicken | 8. squid |
| 2. turkey | 9. oyster |
| 3. duck | 10. fish |
| 4. steak | 11. clam |
| 5. pork | 12. shrimp |
| 6. ham | 13. lobster |
| 7. bacon | 14. crab |
Do you like pizza?
Yes, I do.
10. sushi
11. noodles
12. rice
13. tofu
14. pancakes
15. egg
16. bread
17. butter
18. cheese
19. cereal
20. yogurt

Unit 8 Food
What do you like?
I like potato chips.
1. potato chips
2. popcorn
3. cotton candy
4. candy
5. cookies
6. pie
7. cake
8. pudding
9. ice cream cone
10. milk
11. chocolate milk
12. lemonade
13. orange juice
14. soda pop
15. water
16. hot chocolate
17. coffee
18. tea

Unit 8 Food
What's she doing?
She's washing the spinach.

1. wash the spinach
2. cut the carrots
3. slice the cucumber
4. mix the dressing
5. peel the potatoes
6. chop the onion
7. steam the vegetables
8. stir the soup
9. grill the chicken
10. bake the cookies
11. pour the oil
12. fry the fish
13. boil the water
14. drink juice
15. eat a snack
16. crack the egg
17. toast the bread
18. make breakfast
19. pack a lunch
20. cook dinner
How are they going?
They’re going by car.
Where's he going?
He's going to the library.
1. library
2. school
3. museum
4. post office
5. hospital
6. bank
7. office
8. gas station
9. police station
10. fire station
11. train station
12. factory

Unit 9 Community
Where’s the bookstore? It’s next to the toy store.
1. bookstore
2. video store
3. flower shop
4. hair salon
5. supermarket
6. movie theater
7. bakery
8. restaurant
9. convenience store
10. toy store
11. department store
12. airport

Unit 9 Community
Is she a cook?
Yes, she is.
What do you want to be?
I want to be an astronaut.

1. astronaut
2. pilot
3. weather forecaster
4. news reporter
5. artist
6. photographer
7. singer
8. movie star
9. coach
10. programmer
11. engineer
12. scientist
13. student
14. teacher
15. principal
16. librarian
17. construction worker
18. carpenter
19. mechanic
20. garbage collector
What does he do?
He fixes teeth.

1. fix teeth
2. help sick people
3. teach math
4. take pictures
5. act in movies
6. sing songs
7. paint pictures
8. sell flowers
9. grow vegetables
10. catch fish
11. collect garbage
12. make things
13. do experiments
14. build houses
15. design bridges
16. repair cars
17. drive a taxi
18. fly airplanes
19. fight fires
20. report the news
Do you have a pet?
Yes, I have a parrot.
1. parrot
2. canary
3. cat
4. kitten
5. dog
6. puppy
7. bunny
8. gerbil
9. guinea pig
10. hamster
11. ferret
12. goldfish
13. lizard
14. turtle

Unit 10 Animals
Have you ever fed a pig?
Yes, I have.
<table>
<thead>
<tr>
<th></th>
<th>Animal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>pig</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>piglet</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>rooster</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>hen</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>chick</td>
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</tr>
<tr>
<td>6</td>
<td>sheep</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>lamb</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>goose</td>
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</tr>
<tr>
<td>9</td>
<td>gosling</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>cow</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>calf</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>goat</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>kid</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>duck</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>duckling</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>horse</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>foal</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>donkey</td>
<td></td>
</tr>
</tbody>
</table>

Unit 10 Animals
Have you ever seen a bat?
Yes, I have.
<table>
<thead>
<tr>
<th>Number</th>
<th>Animal</th>
<th>Number</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>bat</td>
<td>10.</td>
<td>fox</td>
</tr>
<tr>
<td>2.</td>
<td>owl</td>
<td>11.</td>
<td>raccoon</td>
</tr>
<tr>
<td>3.</td>
<td>spider</td>
<td>12.</td>
<td>skunk</td>
</tr>
<tr>
<td>4.</td>
<td>snake</td>
<td>13.</td>
<td>squirrel</td>
</tr>
<tr>
<td>5.</td>
<td>frog</td>
<td>14.</td>
<td>porcupine</td>
</tr>
<tr>
<td>6.</td>
<td>mole</td>
<td>15.</td>
<td>eagle</td>
</tr>
<tr>
<td>7.</td>
<td>mouse</td>
<td>16.</td>
<td>moose</td>
</tr>
<tr>
<td>8.</td>
<td>chipmunk</td>
<td>17.</td>
<td>deer</td>
</tr>
<tr>
<td>9.</td>
<td>rabbit</td>
<td>18.</td>
<td>bear</td>
</tr>
</tbody>
</table>
Where's the whale?
It's in the water.
1. whale
2. dolphin
3. seal
4. penguin
5. polar bear
6. kangaroo
7. koala
8. panda
9. camel
10. alligator
11. monkey
12. gorilla
13. tiger
14. lion
15. cheetah
16. hippopotamus
17. rhinoceros
18. zebra
19. giraffe
20. elephant

Unit 10 Animals
1. sunny

2. rainy

3. cloudy

4. windy

5. snowy

6. foggy

7. stormy

How's the weather? It's sunny.
8. humid
9. hot
10. cold
11. warm
12. cool
13. lightning
14. thunder
Where do you want to go?
I want to go to the mountains.
1. mountains
2. volcano
3. waterfall
4. hill
5. forest
6. field
7. desert
8. lake
9. island
10. river
11. beach
12. sea
13. harbor
14. village
15. farm
16. city
Have you ever been to Europe?
No, I haven't.
What's that?
It's Earth.
Word List

This is a complete alphabetical listing of the words and phrases that appear in the Let's Go Picture Dictionary. Some of the vocabulary items in this list are followed by two numbers. The boldfaced number refers to the page where the word or phrase appears. The second number refers to its location on the vocabulary page. For example, "balloon 57 / 8" means that the word balloon is item number 8 on page 57. Vocabulary items featured in more than one topic have a separate listing for each topic.

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Let's Go Picture Dictionary is a comprehensive reference for the vocabulary of Let's Go, a course for children beginning their studies of English. This colorful dictionary presents a wide range of everyday topics, from the alphabet and numbers, to occupations and the solar system. The dictionary features 975 high-frequency words, presented in attractive, full-page scenes, along with basic question-and-answer patterns that provide natural contexts for using the vocabulary. The Let's Go Picture Dictionary can be used on its own, or as the perfect companion to the Let's Go series.

An accompanying Monolingual Cassette of all the vocabulary is also available.

Let's Go, a seven-level course, combines a carefully controlled grammatical syllabus with functional dialogues, alphabet and phonics work, and songs and chants by Carolyn Graham. Classroom interaction in English is encouraged from the very beginning through a focus on question and answer forms, dialogues, pairwork, and communicative games.