Picture Dictionary

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Acknowledgments:
To all our students who have helped us to develop both as teachers and teacher trainers, thank you.
Without you, we could not have written this book.

To our editors at Oxford University Press, and to the design team, thank you for your inspiration and hard work.

An finally, to our husbands and children, thank you for your support and understanding.

Illustrations by: Yvette Banek, Shirley Beckes/Creaven Design, Susan Detrich, Patrick Girouard, John Jones, Anne Kennedy/HK Portfolio, Inc., Tammie Lyon, Susan Miller, Elise Mills, Michael Morris, Pam Peltier, Stephanie Peterson, Jenifer Schneider, Dorothy Stott, and Jim Talbot

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Picture Dictionary

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Oxford University Press
# Table of Contents

## Unit 1: Basics
1. Alphabet  
2. Numbers  
3. Ordinals  
4. Calendar  
5. Time  
6. Shapes and Colors  
7. Opposites  
8. More Opposites  
9. Prepositions  

## Unit 2: Body
10. Parts of the Body  
11. Descriptions  
12. Body Verbs  
13. Illnesses  
14. Feelings  

## Unit 3: Home
15. Family  
16. House and Apartment  
17. Kitchen  
18. Living Room  
19. Bedroom  
20. Bathroom  
21. House Verbs  

## Unit 4: Clothes
22. Clothes  
23. More Clothes and Accessories  
24. More Accessories  

## Unit 5: School
25. School Rooms  
26. Classroom Verbs  
27. School Supplies
# Unit 6: Play

- 28. Toys  page 52
- 29. Playground Verbs  page 54
- 30. Birthday Party  page 56

# Unit 7: Activities

- 31. Sports  page 58
- 32. Sports Equipment  page 60
- 33. Outdoor Activities  page 62
- 34. Indoor Activities  page 64
- 35. Musical Instruments  page 66

# Unit 8: Food

- 36. Fruit  page 68
- 37. Vegetables  page 70
- 38. Meat and Fish  page 72
- 39. More Food  page 74
- 40. Desserts, Snacks, and Drinks  page 76
- 41. Food Verbs  page 78

# Unit 9: Community

- 42. Transportation  page 80
- 43. Stores and Buildings  page 82
- 44. More Stores and Buildings  page 84
- 45. Occupations  page 86
- 46. More Occupations  page 88
- 47. Occupational Verbs  page 90

# Unit 10: Animals

- 48. Pets  page 92
- 49. Farm Animals  page 94
- 50. Forest Animals  page 96
- 51. Zoo Animals  page 98

# Unit 11: Environment

- 52. Weather  page 100
- 53. Land and Water  page 102
- 54. Continents and Oceans  page 104
- 55. The Solar System  page 106

Word List  page 108
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 these 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 at 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 the pattern 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 10) 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 at the same time, reading each word as fast as possible. The first student to reach the other’s start word first 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 face down. 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-made 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 -ed or -th, or words that contain a short vowel sound (medial position);
- identify nouns that take ar;
- 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 two categories, in this case, animals and food.
- Combine word cards from one or more topics. Have students categorize the cards based on 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.
1 Alphabet

<table>
<thead>
<tr>
<th></th>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ff</td>
<td>Gg</td>
<td>Hh</td>
<td>Ii</td>
<td>Jj</td>
<td></td>
</tr>
<tr>
<td>Kk</td>
<td>Ll</td>
<td>Mm</td>
<td>Nn</td>
<td>Oo</td>
<td></td>
</tr>
<tr>
<td>Pp</td>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
<td></td>
</tr>
<tr>
<td>Uu</td>
<td>Vv</td>
<td>Ww</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xx</td>
<td>Yy</td>
<td>Zz</td>
<td></td>
<td></td>
<td></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

Unit 1 Basics
What time is it?
It’s one o’clock.
1. one o'clock
2. one fifteen
3. one thirty
4. one forty-five
5. two o'clock
6. twelve ten
7. five fifty-five
8. morning
9. afternoon
10. evening
11. noon
12. midnight
13. day
14. night
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
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

Unit 1 Basics
Point to your head.
<table>
<thead>
<tr>
<th>1. head</th>
<th>11. arm</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. hair</td>
<td>12. elbow</td>
</tr>
<tr>
<td>3. face</td>
<td>13. hand</td>
</tr>
<tr>
<td>4. ear</td>
<td>14. finger</td>
</tr>
<tr>
<td>5. eye</td>
<td>15. chest</td>
</tr>
<tr>
<td>6. nose</td>
<td>16. back</td>
</tr>
<tr>
<td>7. mouth</td>
<td>17. leg</td>
</tr>
<tr>
<td>8. chin</td>
<td>18. knee</td>
</tr>
<tr>
<td>9. neck</td>
<td>19. foot</td>
</tr>
<tr>
<td>10. shoulder</td>
<td>20. toe</td>
</tr>
</tbody>
</table>
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
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.
1. excited
2. happy
3. sleepy
4. sad
5. bored
6. hot
7. cold
8. hungry
9. thirsty
10. angry
11. dizzy
12. sick
13. worried
14. scared
15. embarrassed
16. surprised
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

Unit 3 Home
What's in the kitchen?
There's a sink.
1. 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

Unit 3 Home
Where's the armchair?  It's near the fireplace.
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
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

Unit 3 Home
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
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
What do you want to buy?
I want to buy a belt.
<table>
<thead>
<tr>
<th>1. belt</th>
<th>11. necklace</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. scarf</td>
<td>12. bracelet</td>
</tr>
<tr>
<td>3. necktie</td>
<td>13. ring</td>
</tr>
<tr>
<td>4. purse</td>
<td>14. watch</td>
</tr>
<tr>
<td>5. bag</td>
<td>15. key chain</td>
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<tr>
<td>6. umbrella</td>
<td>16. wallet</td>
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<tr>
<td>7. gloves</td>
<td>17. barrette</td>
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<tr>
<td>8. mittens</td>
<td>18. headband</td>
</tr>
<tr>
<td>9. sunglasses</td>
<td>19. bow</td>
</tr>
<tr>
<td>10. earrings</td>
<td>20. handkerchief</td>
</tr>
</tbody>
</table>
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
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
29 Playground Verbs

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
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
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
1. play table tennis
2. dance
3. watch TV
4. play video games
5. use the computer
6. practice the piano
7. talk on the telephone
8. play cards
9. read a book

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.
1. piano
2. guitar
3. violin
4. cello
5. recorder
6. flute
7. clarinet
8. saxophone
9. trumpet
10. trombone
11. French horn
12. tuba
13. harp
14. xylophone
15. drum
16. cymbals

Unit 7 Activities
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.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. peas</td>
<td>11. tomato</td>
<td></td>
</tr>
<tr>
<td>2. beans</td>
<td>12. eggplant</td>
<td></td>
</tr>
<tr>
<td>3. lettuce</td>
<td>13. cucumber</td>
<td></td>
</tr>
<tr>
<td>4. spinach</td>
<td>14. potato</td>
<td></td>
</tr>
<tr>
<td>5. cabbage</td>
<td>15. corn</td>
<td></td>
</tr>
<tr>
<td>6. cauliflower</td>
<td>16. mushroom</td>
<td></td>
</tr>
<tr>
<td>7. broccoli</td>
<td>17. radish</td>
<td></td>
</tr>
<tr>
<td>8. celery</td>
<td>18. pepper</td>
<td></td>
</tr>
<tr>
<td>9. asparagus</td>
<td>19. garlic</td>
<td></td>
</tr>
<tr>
<td>10. carrot</td>
<td>20. onion</td>
<td></td>
</tr>
</tbody>
</table>

Unit 8 Food
What do you want for dinner?
I want chicken.
1. chicken
2. turkey
3. duck
4. steak
5. pork
6. ham
7. bacon
8. squid
9. oyster
10. fish
11. clam
12. shrimp
13. lobster
14. crab

Unit 8 Food
1. pizza
2. spaghetti
3. hamburger
4. french fries
5. hot dog
6. salad
7. taco
8. burrito
9. sandwich

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
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
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.
1. car
2. van
3. truck
4. motorcycle
5. scooter
6. taxi
7. bus
8. subway
9. train
10. fire engine
11. ambulance
12. police car
13. airplane
14. helicopter
15. sailboat
16. ship

Unit 9 Community
Where's he going?
He's going to the library.
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.

1. cook
2. baker
3. salesclerk
4. shopkeeper
5. florist
6. bank teller
7. businessperson
8. secretary
9. factory worker
10. nurse
11. doctor
12. dentist
13. mail carrier
14. firefighter
15. police officer
16. taxi driver
17. veterinarian
18. pharmacist
19. fisherman
20. farmer
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.
1. pig
2. piglet
3. rooster
4. hen
5. chick
6. sheep
7. lamb
8. goose
9. gosling
10. cow
11. calf
12. goat
13. kid
14. duck
15. duckling
16. horse
17. foal
18. donkey
Have you ever seen a bat?
Yes, I have.
<p>| | | |</p>
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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>bat</td>
<td>10.</td>
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<td>2.</td>
<td>owl</td>
<td>11.</td>
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<tr>
<td>3.</td>
<td>spider</td>
<td>12.</td>
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<tr>
<td>4.</td>
<td>snake</td>
<td>13.</td>
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<tr>
<td>5.</td>
<td>frog</td>
<td>14.</td>
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<td>6.</td>
<td>mole</td>
<td>15.</td>
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<tr>
<td>7.</td>
<td>mouse</td>
<td>16.</td>
</tr>
<tr>
<td>8.</td>
<td>chipmunk</td>
<td>17.</td>
</tr>
<tr>
<td>9.</td>
<td>rabbit</td>
<td>18.</td>
</tr>
</tbody>
</table>

Unit 10 Animals
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
How's the weather?
It's sunny.

1. sunny
2. rainy
3. cloudy
4. windy
5. snowy
6. foggy
7. stormy
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.
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<tbody>
<tr>
<td>1.</td>
<td>mountains</td>
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<tr>
<td>2.</td>
<td>volcano</td>
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<tr>
<td>3.</td>
<td>waterfall</td>
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<tr>
<td>4.</td>
<td>hill</td>
</tr>
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<td>5.</td>
<td>forest</td>
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<tr>
<td>6.</td>
<td>field</td>
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<tr>
<td>7.</td>
<td>desert</td>
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<td>8.</td>
<td>lake</td>
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<td>9.</td>
<td>island</td>
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<td>10.</td>
<td>river</td>
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<td>11.</td>
<td>beach</td>
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<tr>
<td>12.</td>
<td>sea</td>
</tr>
<tr>
<td>13.</td>
<td>harbor</td>
</tr>
<tr>
<td>14.</td>
<td>village</td>
</tr>
<tr>
<td>15.</td>
<td>farm</td>
</tr>
<tr>
<td>16.</td>
<td>city</td>
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</tbody>
</table>

Unit 11 Environment
Have you ever been to Europe?
No, I haven’t.
What's that?
It's Earth.

star

Mars

Venus

Mercury

telecope

rocket

Sun
# 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.

## A
- accessories 42
- across from 15 / 8
- act in movies 90 / 5
- activities 62
- Africa 105
- afternoon 7 / 9
- air conditioner 33 / 16
- airplane 81 / 13
- airport 85 / 12
- alligator 99 / 10
- alphabet 2
- ambulance 81 / 11
- and 8
- angry 25 / 10
- animals 94
- Antarctica 105
- apartment 28
- apple 69 / 5
- April 5
- archery 59 / 13
- Arctic Ocean 104
- arm 17 / 11
- armchair 33 / 1
- artist 88 / 5
- Asia 105
- asparagus 71 / 9
- astronaut 88 / 1
- Atlantic Ocean 104

## B
- back 17 / 16
- bacon 73 / 7
- badminton 58 / 9
- bag 45 / 5
- bake the cookies 79 / 10
- baker 86 / 2
- bakery 85 / 7
- balcony 29 / 15
- ball 53 / 1
- balloon 57 / 8
- banana 69 / 15
- bandage 37 / 9
- bank 83 / 6
- bank teller 86 / 6
- barrette 45 / 17
- baseball (Sports) 58 / 1
- baseball (Sports Equipment) 61 / 4
- baseball bat 61 / 3
- basketball (Sports) 58 / 5
- basketball (Sports Equipment) 61 / 8
- bat 97 / 1
- bath mat 37 / 12
- bathrobe 41 / 18
- bathroom 36
- bathtub 37 / 10
- be quiet 49 / 17
- beach 103 / 11
- beanbag 57 / 15
- beans 71 / 2
- bear 97 / 18
- bed 35 / 11
- bedroom 34
- behind 15 / 6
- belt 45 / 1
- bend my knees 21 / 15
- between 15 / 9
- bicycle 53 / 5
- big 11 / 13
- bird-watching 62 / 9
- birthday cake 57 / 1
- birthday card 57 / 4
- birthday party 56
- black 9 / 18
- black eyes 19 / 9
- black hair 19 / 3
- blanket 35 / 13
- blocks 53 / 8
- blond hair 19 / 4
- bloody nose 23 / 6
- blouse 41 / 13
- blow my nose 20 / 6
- blue 9 / 13
blue eyes 19 / 10
blueberries 69 / 2
board 47 / 13
body 16
boil the water 79 / 13
book 51 / 11
book bag 51 / 7
bookcase 33 / 12
bookstore 85 / 1
boots 43 / 7
bored 25 / 5
bounce a ball 54 / 6
bow 45 / 19
bowl 31 / 14
bowling 59 / 11
boxing 59 / 15
boy’s room 47 / 4
bracelet 45 / 12
bread 75 / 16
broccoli 71 / 7
broken arm 23 / 7
brother 27 / 4
brown 9 / 16
brown eyes 19 / 8
brown hair 19 / 2
bruise 23 / 4
brush 35 / 4
brush my teeth 20 / 1
bubble bath 37 / 11
build houses 91 / 14
buildings 82
bulletin board 47 / 14
bunny 93 / 7
burrito 74 / 8
bus 81 / 7
businessperson 86 / 7
butter 75 / 17
button 43 / 18
by 15 / 7

C c

cabbage 71 / 5
cake 77 / 7
calculator 51 / 10
calendar 5
calf 95 / 11
camel 99 / 9
camera 57 / 16
camping 62 / 6
canary 93 / 2
candle 57 / 2
candy 77 / 4
canoe 61 / 16
canoeing 63 / 12
cap 43 / 13
car (Toys) 53 / 4
car (Transportation) 81 / 1
carpenter 89 / 18
carpet 33 / 17
carrot 71 / 10
cassette 51 / 9
cassette player 33 / 8
cat 93 / 3
catch a ball 55 / 12
catch fish 91 / 10
cauliflower 71 / 6
CD player 33 / 9
ceiling 33 / 20
celery 71 / 8
cello 67 / 4
cereal 75 / 19
chair 47 / 12
chalk 51 / 4
change the sheets 38 / 6
cheap 13 / 17
cheese 75 / 18
cheetah 99 / 15
cherries 69 / 3
chest 17 / 15
chew 20 / 8
chick 95 / 5
chicken 73 / 1
chimney 29 / 1
chin 17 / 8
chipmunk 97 / 8
chocolate milk 77 / 11
chop the onion 78 / 6
chopsticks 31 / 20
circle 9 / 1
city 103 / 16
clam 73 / 11
clap my hands 21 / 13
clarinet 67 / 7
classroom 47 / 10
clean 11 / 18
clean up 38 / 1
clear the table 39 / 12
climb a jungle gym 55 / 14
climb a tree 55 / 18
clock 35 / 9
close your book 48 / 8
closet 35 / 17
clothes 40
cloudy 100 / 3
coach 88 / 9
coat 43 / 2
coconut 69 / 16
coffee 77 / 17
coffee table 33 / 3
cold (Feelings) 25 / 7
cold (Illnesses) 23 / 13
cold (Opposites) 11 / 5
cold (Weather) 101 / 10
collect garbage 91 / 11
collect stamps 65 / 12
color (Indoor Activities) 65 / 17
colors 8
comb 35 / 5
comb my hair 20 / 2
come here 48 / 1
computer 47 / 16
computer game 53 / 12
construction worker 89 / 17
continents 104
convenience store 85 / 9
cook 86 / 1
cook dinner 79 / 20
cookies 77 / 5
cool 101 / 12
corn 71 / 15
cotton candy 77 / 3
cough 23 / 12
count the boys 49 / 20
cousin 27 / 9
cow 95 / 10
crab 73 / 14
-crack the egg 79 / 16
-crayon 51 / 17
cry 20 / 7
cucumber 71 / 13
cup 31 / 16
cupboard 31 / 7
curly hair 19 / 6
curtains 35 / 18
cut 23 / 5
cut the carrots 78 / 2
cute 19 / 13
cymbals 67 / 16
dance 64 / 2
dark 13 / 9
day 7 / 13
days 5
December 5
deer 97 / 17
dentist 87 / 12
department store 85 / 11
descriptions 18
desert 103 / 7
design bridges 91 / 15
desk 47 / 11
desserts 76
diamond 9 / 6
dirty 11 / 17
dizzy 25 / 11
do a cartwheel 54 / 2
do a magic trick 65 / 16
do a puzzle 65 / 13
do a somersault 54 / 3
do experiments 91 / 13
do the laundry 38 / 7
doctor 87 / 11
dog 93 / 5
doll 53 / 10
dolphin 99 / 2
donkey 95 / 18
door 29 / 17
doorbell 29 / 18
draw a picture 49 / 10
dress 41 / 15
dresser 35 / 2
-drink juice 79 / 14
-drinks 76
drive a taxi 91 / 17
driveway 29 / 11
drum 67 / 15
dry 11 / 20
dry the dishes 39 / 14
duck (Farm Animals) 95 / 14
duck (Meat and Fish) 73 / 3
duckling 95 / 15
dust the furniture 38 / 5

eagle 97 / 15
ear 17 / 4
earache 23 / 15
earrings 45 / 10
Earth 107
eat a snack 79 / 15
egg 75 / 15
eggplant 71 / 12
eight 3
eighteen 3
eighth 4
eighty 3
elbow 17 / 12
elephant 99 / 20
eleven 3
embarrassed 25 / 15
empty 11 / 1
engineer 89 / 11
eraser 51 / 15
Europe 105
evening 7 / 10
excited 25 / 1
expensive 13 / 18
eye 17 / 5

face 17 / 3
factory 83 / 12
factory worker 86 / 9
fall 5
family 26
fan 35 / 16
farm 103 / 15
farm animals 94
farmer 87 / 17
fast 13 / 15
fat 19 / 15
father 27 / 2
faucet 37 / 14
February 5
feed the dog 39 / 15
feelings 24
ferret 93 / 11
fever 23 / 11
field 103 / 6
fifteen 3
fifth 4
fifty 3
fight fires 91 / 19
finger 17 / 14
fire engine 81 / 10
fire station 83 / 10
firefighter 87 / 14
fireplace 33 / 13
first 4
fish 73 / 10
fisherman 87 / 18
fishing 63 / 11
five 3
five fifty-five 7 / 7
fix teeth 90 / 1
flag 47 / 9
floor 33 / 18
florist 86 / 5
flowers 29 / 8
flower shop 85 / 3
flute 67 / 6
fly airplanes 91 / 18
flying a kite 62 / 4
foal 95 / 17
foggy 100 / 6
fold the laundry 38 / 8
food 31 / 9
foot 17 / 19
football 58 / 3
forest 103 / 5
forest animals 96
fork 31 / 17
forty 3
four 3
fourteen 3
fourth 4
fox 97 / 10
french fries 74 / 4
French horn 67 / 11
Friday 5
frog 97 / 5
front yard 29 / 6
fruit 68
fry the fish 79 / 12
full 11 / 2
garage 29 / 10
garbage collector 89 / 20
garden 29 / 7
garlic 71 / 19
gas station 83 / 8
gerbil 93 / 8
giraffe 99 / 19
girl’s room 47 / 3
glass 31 / 15
glasses 43 / 15
globe 47 / 15
glove (Sports Equipment) 61 / 5
gloves (More Accessories) 45 / 7
 glue 51 / 1
go to the door 48 / 2
goat 95 / 12
going down 15 / 14
going up 15 / 13
goldfish 93 / 12
golf 59 / 12
golf ball 61 / 7
golf club 61 / 6
goodie bag 57 / 12
goose 95 / 8
gorilla 99 / 12
gosling 95 / 9
grandfather 27 / 6
grandmother 27 / 5
grandparents 27 / 11
grapefruit 69 / 12
grapes 69 / 4
gray hair 19 / 5
green 9 / 12
green eyes 19 / 11
grill the chicken 78 / 9
grow vegetables 90 / 9
guinea pig 93 / 9
guitar 67 / 2
gym 47 / 1
gymnastics 59 / 18

G g

garage 29 / 10
garbage collector 89 / 20
garden 29 / 7
garlic 71 / 19
gas station 83 / 8
gerbil 93 / 8
giraffe 99 / 19
girl’s room 47 / 3
glass 31 / 15
glasses 43 / 15
globe 47 / 15
glove (Sports Equipment) 61 / 5
gloves (More Accessories) 45 / 7
 glue 51 / 1
go to the door 48 / 2
goat 95 / 12
going down 15 / 14
going up 15 / 13

H h

hair 17 / 2
hair salon 85 / 4
hall 47 / 2
ham 73 / 6
hamburger 74 / 3
hamster 93 / 10
hand 17 / 13
handkerchief 45 / 20
happy 25 / 2
harbor 103 / 13
hard 11 / 16
harp 67 / 13
hat 43 / 14
having a campfire 62 / 7
head 17 / 1
headache 23 / 14
headband 45 / 18
heart 9 / 7
heavy 11 / 12
helicopter 81 / 14
help sick people 90 / 2
hen 95 / 4
high 13 / 13
hiking 62 / 5
hiking boots 43 / 8
hill 103 / 4
hippopotamus 99 / 16
hit a ball 55 / 11
hop on one foot 54 / 7
horse 95 / 16
horseback riding 62 / 8
hospital 83 / 5
hot (Feelings) 25 / 6
hot (Opposites) 11 / 6
hot (Weather) 101 / 9
hot chocolate 77 / 16
hot dog 74 / 5
house 28
hula hoop 53 / 13
humid 101 / 8
hungry 25 / 8

I i

ice cream 57 / 3
ice cream cone 77 / 9
ice hockey 58 / 7
ice skates 61 / 13
ice-skating 63 / 19
illnesses 22
in 15 / 1
in front of 15 / 5
in-line skates 53 / 17
Indian Ocean 105
indoor 64
insect bite 23 / 1
island 103 / 9

J j

jacket 43 / 1
January 5
jeans 43 / 4
jogging 62 / 1
July 5
jump rope (Playground Verbs) 54 / 5
jump rope (Toys) 53 / 15
June 5
Jupiter 107

K k

kangaroo 99 / 6
karate 59 / 17
kayaking 63 / 13
key chain 45 / 15
kick a ball 55 / 13
kid 95 / 13
kitchen 30
kite 53 / 14
kitten 93 / 4
kiwi 69 / 18
knee 17 / 18
knife 31 / 18
koala 99 / 7

L l

lake 103 / 8
lamb 95 / 7
lamp 35 / 8
land 102

laugh 21 / 20
leg 17 / 17
lemon 69 / 13
lemonade 77 / 12
lettuce 71 / 3
librarian 89 / 16
library (School Rooms) 47 / 7
library (Stores and Buildings) 83 / 1
life jacket 61 / 18
light (Bedroom) 35 / 10
light (More Opposites) 13 / 10
light (Opposites) 11 / 11
lightning 101 / 13
lime 69 / 14
lion 99 / 14
listen carefully 49 / 18
listen to music 65 / 19
little 11 / 14
living room 32
lizard 93 / 13
lobster 73 / 13
long 11 / 10
look at the board 48 / 3
looking at the stars 63 / 10
lotion 37 / 7
loud 13 / 7
low 13 / 14
lunchroom 47 / 5

M m

mail carrier 87 / 13
mailbox 29 / 5
make a model 65 / 15
make breakfast 79 / 18
make things 91 / 12

112
N n
narrow 13 / 12
neat 13 / 1
neck 17 / 9
necklace 45 / 11
necktie 45 / 3
Neptune 107
new 11 / 7
news reporter 88 / 4
next to 15 / 10
night 7 / 14
night table 35 / 7
nightgown 41 / 19
nine 3
nineteen 3
ninety 3
ninth 4
noisemaker 57 / 13
noodles 75 / 11
noon 7 / 11
North America 104
nose 17 / 6
notebook 51 / 8
November 5
numbers 3
nurse 87 / 10
on 15 / 12
one 3
one fifteen 7 / 2
one forty-five 7 / 4
one hundred 3
one million 3
one o’clock 7 / 1
one thirty 7 / 3
one thousand 3
onion 71 / 20
open your book 48 / 7
opposites 10
orange (Fruit) 69 / 11
orange (Shapes and Colors) 9 / 10
orange juice 77 / 13
ordinals 4
out of 15 / 2
outdoor 62
oval 9 / 5
oven 31 / 3
overalls 43 / 5
owl 97 / 2
oyster 73 / 9

P p
Pacific Ocean 105
pack a lunch 79 / 19
paddle 61 / 17
paint 51 / 5
paint pictures 90 / 7
paintbrush 51 / 6
pajamas 41 / 8
pan 31 / 12
pancakes 75 / 14
panda 99 / 8
pants 41 / 3
papaya 69 / 19
paper 51 / 2
paper clip 51 / 20
parents 27 / 10
parking space 29 / 12
parrot 93 / 1
parts 16
party hat 57 / 11
peach 69 / 7
pear 69 / 6
peas 71 / 1
peel the potatoes 78 / 5
pen 51 / 18
pencil 51 / 12
pencil case 51 / 13
pencil sharpener 51 / 14
penguin 99 / 4
pepper 71 / 18
pets 92
pharmacist 87 / 20
photographer 88 / 6
piano 67 / 1
pick up your pencil 49 / 12
picture 33 / 14
pie 77 / 6
pig 95 / 1
piglet 95 / 2
pillow 35 / 12
pilot 88 / 2
pineapple 69 / 17
pink 9 / 15
pizza 74 / 1
plant 33 / 15
plate 31 / 13
play a game 65 / 14
play cards 64 / 8
play hopscotch 54 / 1
play table tennis 64 / 1
play video games 64 / 4
play with a yo-yo 54 / 4
playground 54
plum 69 / 8
Pluto 107
pocket 43 / 17
point to the window 49 / 11
polar bear 99 / 5
police car 81 / 12
police officer 87 / 15
police station 83 / 9
popcorn 77 / 2
porch 29 / 4
porcupine 97 / 14
pork 73 / 5
post office 83 / 4
pot 31 / 11
potato 71 / 14
potato chips 77 / 1
pour the oil 79 / 11
practice the piano 64 / 6
prepositions 14
present 57 / 5
pretty 19 / 12
principal 89 / 15
programmer 89 / 10
pudding 77 / 8
puppy 93 / 6
purple 9 / 14
purse 45 / 4
put the groceries away 38 / 9
put your book away 49 / 14
put your hand down 48 / 6
puzzle 53 / 7
Q q
quiet 13 / 8
quilt 35 / 14
rabbit 97 / 9
raccoon 97 / 11
radio 33 / 10
radish 71 / 17
raincoat 43 / 3
rainy 100 / 2
raise your hand 48 / 5
rash 23 / 2
read a book 64 / 9
recorder 67 / 5
rectangle 9 / 4
red 9 / 9
red hair 19 / 1
refrigerator 31 / 6
repair cars 91 / 16
report the news 91 / 20
restaurant 85 / 8
rhinoceros 99 / 17
ribbon 57 / 7
rice 75 / 12
riding a bike 62 / 3
ring 45 / 13
river 103 / 10
robot 53 / 9
rocket 106
roller skates 53 / 18
roller-skating 62 / 2
roof 29 / 2
rooms 46
rooster 95 / 3
round 11 / 3
rug 35 / 6
ruler 51 / 19
run a race 55 / 16
runny nose 23 / 10
sad 25 / 4
sailboat 81 / 15
sailing 63 / 14
salad 74 / 6
salesclerk 86 / 3
sandals 43 / 9
sandwich 74 / 9
Saturday 5
Saturn 107
saxophone 67 / 8
scale 37 / 17
scared 25 / 14
scarf 45 / 2
school 83 / 2
school rooms 46
school supplies 50
scientist 89 / 12
scissors 51 / 3
scooter 81 / 5
scratch my back 21 / 11
scuba diving 63 / 16
sea 103 / 12
seal 99 / 3
seasons 5
second 4
secretary 86 / 8
sell flowers 90 / 8
September 5
set the table 39 / 11
seven 3
seventeen 3
seventh 4
seventy 3
sew 65 / 18
shampoo 37 / 3
shape 8
sheep 95 / 6
shelf 35 / 15
ship 81 / 16
shirt 41 / 2
shoes 41 / 10
shopkeeper 86 / 4
short (Descriptions) 19 / 20
short (Opposites) 11 / 9
shorts 43 / 10
shoulder 17 / 10
shower 37 / 13
shrimp 73 / 12
sick 25 / 12
sidewalk 29 / 13
sing songs 90 / 6
singer 88 / 7
sink 31 / 1
sister 27 / 3
sit down 49 / 16
sit on the seesaw 54 / 8
six 3
sixteen 3
sixth 4
sixty 3
skateboard 53 / 16
ski poles 61 / 15
skiing 63 / 20
skip 55 / 19
skirt 41 / 14
skis 61 / 14
skunk 97 / 12
sleep 21 / 10
sleeping bag 61 / 12
sleepy 25 / 3
slice the cucumber 78 / 3
slide down the slide 55 / 15
slippers 41 / 20
slow 13 / 16
smile 21 / 19
snacks 76
snake 97 / 4
snap my fingers 21 / 14
sneakers 43 / 6
sneeze 20 / 5
snowy 100 / 5
soap 37 / 4
soccer 58 / 4
soccer ball 61 / 10
socks 41 / 9
soda pop 77 / 14
sofa 33 / 2
soft 11 / 15
softball 58 / 2
Solar System 106
sore throat 23 / 16
sour 13 / 4
South America 104
spaghetti 74 / 2
spider 97 / 3
spinach 71 / 4
spoon 31 / 19
sports 58
sports equipment 60
spring 5
square (Opposites) 11 / 4
square (Shapes and Colors) 9 / 2
squid 73 / 8
squirrel 97 / 13
stairs 29 / 14
stamp my feet 21 / 16
stand up 49 / 15
star (Shapes and Colors) 9 / 8
star (The Solar System) 106
steak 73 / 4
steam the vegetables 78 / 7
steps 29 / 3
stereo 33 / 7
stickers 57 / 14
stir the soup 78 / 8
stomachache 23 / 9
stores 82
stormy 100 / 7
stove 31 / 2
straight hair 19 / 7
strawberries 69 / 1
streamer 57 / 9
stretch my arms 21 / 12
student 89 / 13
study 65 / 10
subway 81 / 8
suit 41 / 4
summer 5
Sun 106
sunburn 23 / 3
Sunday 5
sunglasses 45 / 9
sunny 100 / 1
supermarket 85 / 5
surfing 63 / 15
surprised 25 / 16
sushi 75 / 10
sweater 41 / 16
sweatpants 41 / 12
sweatshirt 41 / 11
sweep the floor 38 / 2
sweet 13 / 3
swimming 58 / 8
swimsuit 43 / 11
swing on the swing 54 / 9
take out the trash 39 / 10
take out your book 49 / 13
take pictures 90 / 4
talk on the telephone 64 / 7
tall 19 / 19
taxi 81 / 6
taxi driver 87 / 16
tea 77 / 18
teach math 90 / 3
teacher 89 / 14
teakettle 31 / 10
teddy bear 53 / 11
telephone 33 / 11
teleoscope 106
ten 3
ten thousand 3
tennis 59 / 10
tennis ball 61 / 2
tennis racket 61 / 1
tent 61 / 11
tenth 4
the 16
thin (Descriptions) 19 / 16
thin (More Opposites) 13 / 6
third 4
thirsty 25 / 9
thirteen 3
thirty 3
three 3
throw a ball 55 / 10
throw a Frisbee disc 55 / 17
thunder 101 / 14
Thursday 5
tiger 99 / 13
tights 41 / 13
time 6
tissue 37 / 8
to the left of 15 / 3
to the right of 15 / 4
toast the bread 79 / 17
toaster 31 / 5
toe 17 / 20
tofu 75 / 13
toilet 37 / 15
toilet paper 37 / 16
tomato 71 / 11
toothache 23 / 8
toothbrush 37 / 1
toothpaste 37 / 2
touch the desk 48 / 4
towel 37 / 6
toys 52
toy box 35 / 1
toy store 85 / 10
track and field 59 / 14
train (Toys) 53 / 3
train (Transportation) 81 / 9
train station 83 / 11
transportation 80
tree 29 / 9
triangle 9 / 3
trombone 67 / 10
truck (Toys) 53 / 6
truck (Transportation) 81 / 3
trumpet 67 / 9
T-shirt 41 / 1
tuba 67 / 12
Tuesday 5
turkey 73 / 2
turn off the light 39 / 18
turn on the light 39 / 17
turtle 93 / 14
TV 33 / 4
twelve 3
twelve ten 7 / 6
twenty 3
twenty-one 3
two 3
two o’clock 7 / 5
U u
ugly 19 / 14
umbrella 45 / 6
uncle 27 / 8
under 15 / 11
underpants 41 / 7
undershirt 41 / 6
uniform 43 / 12
Uranus 107
use the computer 64 / 5

V v
vacuum the carpet 38 / 4
van 81 / 2
VCR 33 / 5
vegetables 70
Venus 106
verbs 20
vest 41 / 5
veterinarian 87 / 19
video 84
video store 85 / 2
videotape 33 / 6
village 103 / 14
violin 67 / 3
volcano 103 / 2
volleyball (Sports) 58 / 6
volleyball (Sports Equipment) 61 / 9
wash my face 20 / 3
wash the dishes 39 / 13
wash the spinach 78 / 1
washcloth 37 / 5
wastebasket 37 / 18
watch 45 / 14
watch TV 64 / 3
water 77 / 15
waterfall 103 / 3
watermelon 69 / 9
waterskiing 63 / 17
weather 100
weather forecaster 88 / 3
Wednesday 5
week 5
wet 11 / 19
whale 99 / 1
white 9 / 17
wide 13 / 11
wiggle my toes 21 / 17
window 29 / 16
windsurfing 63 / 18
windy 100 / 4
wink 21 / 18
winter 5
worried 25 / 13
wrapping paper 57 / 6
wrestling 59 / 16
write a letter 65 / 11
write your name 48 / 9

Z z
zebra 99 / 18
zero 3
zipper 43 / 16
zoo animals 98

W w
walk 55 / 20
walk the dog 39 / 16
wall 33 / 19
wallet 45 / 16
warm 101 / 11

X x
xylophone 67 / 14

Y y
yawn 20 / 9
yellow 9 / 11
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.