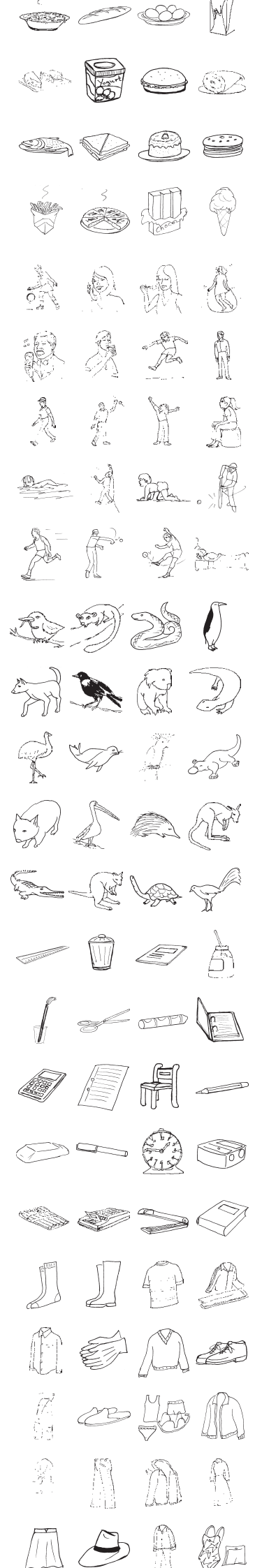


Language games for ESL students



Classroom activities for students learning English as a second language



Acknowledgements

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- Janet Saker for helping with production, and the ESL Strategy Team, Department of Education & Training, for giving us the opportunity to share our resource.

We gratefully acknowledge use of the Victorian School Font Set. These fonts are available through www.schoolfonts.com.au

English language schools and centres

English language schools and centres cater for newly-arrived ESL students. Students who meet eligibility criteria are able to access intensive ESL tuition for between six to twelve months at English language schools through the New Arrivals Program. See <http://www.sofweb.vic.edu.au/lem/esl/enew.htm> for further information about the New Arrivals Program in Victoria. At English language schools and centres newly arrived students are taught through an integrated approach in which oral, aural and written language are taught together. Games can be used to help develop these skills.

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For further information about ESL teaching and learning materials and programs, see: <http://www.sofweb.vic.edu.au/lem/>

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Introduction

The aim of this set of materials is to provide teachers with a collection of language games that are useful for English as a second language (ESL) and language other than English (LOTE) classrooms, or for ESL students in mainstream classrooms. This resource can be used with students across all year levels. These materials may be photocopied for classroom use.

Children enjoy playing games because when doing so they experience success, enjoyment and independence, and they are actively involved in a co-operative learning environment. Language games consolidate and reinforce skills in the areas of speaking, listening, reading and writing, and give students a chance to use a range of English language functions important for working and playing with others.

These games work well if all the game packs are prepared and are readily accessible to the teacher and students.

There are many suggestions on how to use the materials in this book to play a range of games, but their use is only limited by your creativity.

The games have been successfully used with newly arrived students, ESL students in mainstream classes, and in language other than English (LOTE) classes.

The games are based on topics that are usually taught to new arrivals. The following topics are included in the kit:

- Actions
- Animals – Australian
- Animals – zoo
- Beach
- Body
- Camp
- Clothes
- Farm
- Food – fruit and vegetables
- Food – general
- House – inside
- House – outside
- Opposites
- Plants and gardens
- Prepositions
- School – instructions
- School – items
- Transport and signs
- Weekend activities

Using the games

These games can be used in the following contexts:

- whole class activities
- pairs or in small groups
- multi-aged groups
- mixed ability groups
- individually.

Once the students have learnt a few popular games, the uniform format of this resource enables them to concentrate on the language being focussed on, rather than on the way the game is played. The games have been kept simple so that students can quickly learn the rules and become confident, co-operative players and tutors.

Many of the games are particularly appropriate as homework activities. When used as homework students can play the games with parents or brothers and sisters, to practise the activities they have learnt at school. While playing the games, students and their families can talk about the meanings of the words in their first language, which helps to develop their concepts and understandings. The game sheets can be copied onto A4 sheets and placed into a plastic pocket for storage and transporting to and from school. The students can also be given spelling and sentence homework based on the words.

These games promote the learning of a variety of language structures and features:

- pronunciation
- sight vocabulary
- spelling
- word building
- sentence construction
- grammatical structures.

In addition to their obvious use as games, the sheets can be used in a variety of other ways:

- as worksheets
- for individual topic books
- as posters for quick reference.

The games can be used by students to:

- introduce new vocabulary before students study a theme
- practise vocabulary
- revise vocabulary.

Introduction

The games sheets are presented in three different formats:

1. picture/text sheet (English)
2. text sheet only (English)
3. picture sheet (no text) – ideal for LOTE students or for targeting a specific language structure

The kit includes a 'Snakes and ladders' overlay sheet (page 18) that can be used to turn the games sheets into a snakes and ladders game.

In addition each topic set includes a set of flashcards (English text). These can be used in many of the games or activities.

Each set comprises 20 words. Smaller game sets can be made from these larger sets, as not all words in the sets will be appropriate for all students. For example a smaller set of the 10 most common words could be made for more newly-arrived students, and the less common words could later be added to the groups.

The blank card sheets and flash cards (pages 17 and 19) can also be used to add words to the sets, or to change the words to those more commonly used by students, for example, *togs* rather than *bathers*.

Preparing the game packs

Making up game packs is an efficient way of preparing and keeping track of the games. It is recommended that each topic set is organised into a separate pack.

Suggested contents of a game pack are:

- game sheet/s photocopied onto A3 or A4 card, and laminated for durability – the size chosen depends on the number of students expected to be playing the game (the pictures can be coloured in by the students before laminating to make them more attractive, and to help students to recognise some of the items)
- two sets of game cards in different colours, with pictures and text (use the picture/text sheets to make the cards – these can be coloured in and laminated before being cut up into cards)
- a set of game cards with text only
- a set of flash cards
- A3 or A4 plastic pockets
- snap-lock bags with ten transparent coloured counters per bag
- dice
- a 'snakes and ladders' overlay sheet, photocopied onto an overhead projector sheet
- whiteboard markers – two different colours
- whiteboard duster.



Suggestions for easy storage:

- use A3 hang-up plastic library bags
- hang the bags on a book frame
- place cards and transparent coloured counters in small snap-lock bags.



Handy hints:

- use transparent counters rather than opaque counters, so that students can see the words and pictures
- when students need to mark the game sheets with a whiteboard marker (such as for 'Have you got?'), place the game sheets into plastic pockets, and have students mark the plastic pockets – from experience it has been found that whiteboard marker ink wipes off plastic pockets easier than from laminate.

Playing the games

The following games can be used with students at different levels of English language learning. If they are played in a mixed-ability or multi-aged group, rules can be made where the beginning students can match pictures or respond using single word answers, and the more advanced students could use more complex language structures. For beginner or younger students, use fewer cards.

Quick vocabulary games

You need

- one set of game cards
- one pointer

How to play

Name a card – Seat the students in a circle and place the cards face up in a pile in the middle. Students take it in turns to choose a card and say the name of it. If they are correct they keep it. The student can go on selecting cards until they make a mistake. The student with the most cards is the winner.

Tic-Tac-Toe – Seat the students in a circle and scatter the cards face up in the middle. Students take it in turns to say the rhyme as they tap the cards. (Rhyme: 'Tic, tac, toe, Here I go, Where I stop, I do not know.') When the rhyme ends the student picks up the card that the pointer is on. If they are correct in reading it, they keep it. (Version 2: turn the cards face down.)

Quick as a flash – Hold a pack of cards and show them to the students, one at a time. Students put up their hand if they know the word. Choose a student with their hand up. If the student names the card correctly they keep it. (Version 2: Students play with a partner.)

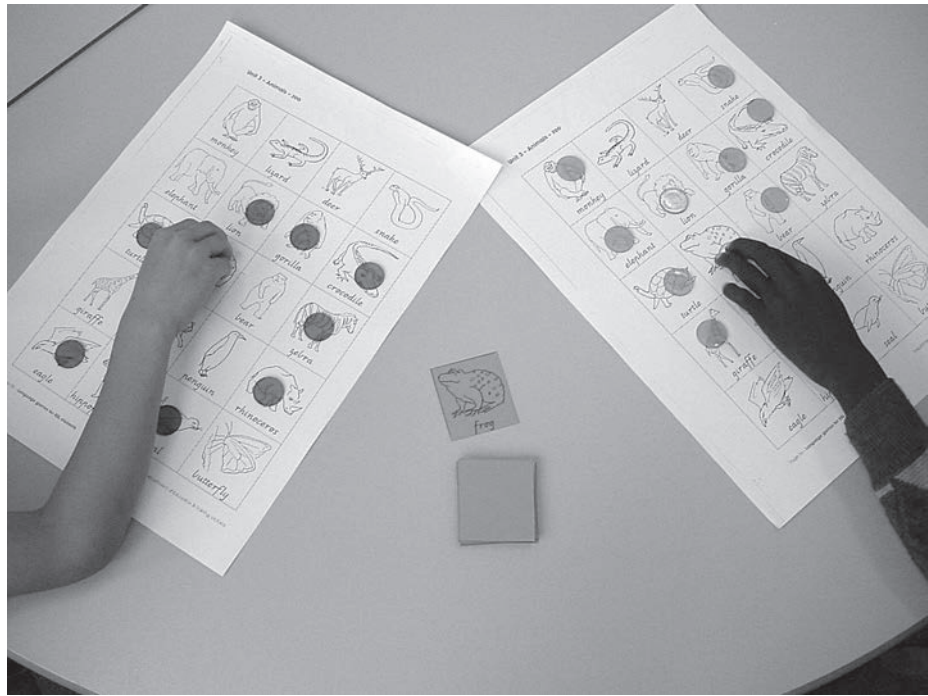
Bingo

You need

- game sheet for each player
- 10 clear, coloured counters
- one set of cards.

How to play

1. Students place ten counters on any ten pictures or words on the game sheet.
2. A teacher or a student is the reader. The reader reads and/or shows the cards one at a time, and the students take off the counter if they have the matching picture.
3. Continue the game until someone removes all counters and declares 'Bingo!'.



Variations

- The reader says sentences that include the word.
- The reader says the beginning sound of the words and the players guess possible answers.
- The reader gives clues to a word, for example, *What am I?* statements.

Snakes and ladders

You need

- one snakes and ladders game sheet
- a coloured counter per player
- a dice.
- the snakes and ladders overlay sheet, photocopied onto an overhead projector sheet

How to play

1. Place the games sheet and the snakes and ladders overlay into a plastic pocket.
2. Players place their coloured counters outside square one.
3. First player rolls the dice, moves that number of spaces, says the word and puts their counter on that space if they are correct. If they get the word wrong, they go back to where they were.
4. A player that lands at the bottom of a ladder goes up it. A player that lands at a snake's head goes to the end of the snake's tail.
5. The first player to reach square 20 is the winner.

Variations

- Players go up the snakes and down the ladders.

Introduction

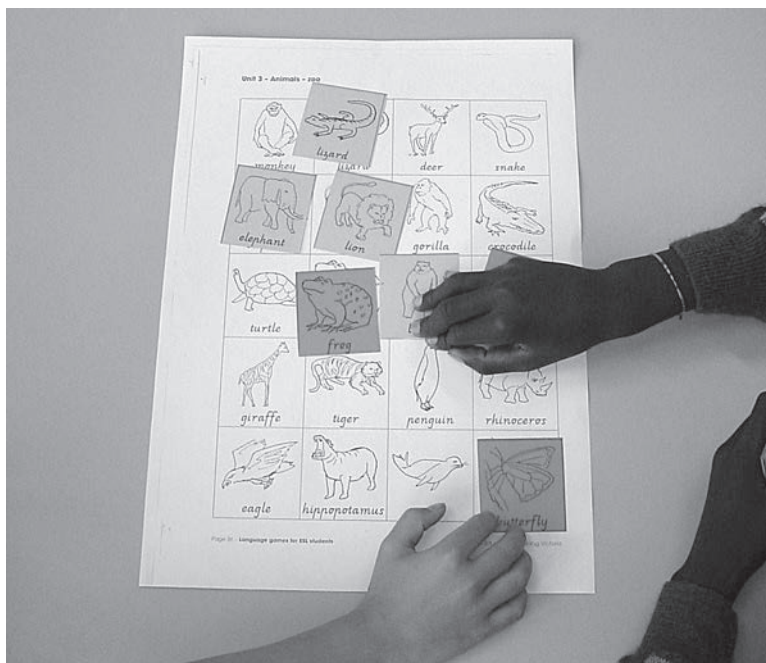
Three or four in a row (version 1)

You need

- One game sheet between two students
- Two set of cards, on different coloured card.

How to play

1. Each player has one set of cards, face down, in their hand.
2. Each player takes it in turns to play a card. They say the word (or use it in a sentence) and then place the card on the game sheet.
3. If there is already a card on the picture the player misses a turn.
4. If the player says the word incorrectly, they miss their turn to place a card.
5. The first player to place three (or four) cards of their colour in a row is the winner. A row can be vertical, horizontal or diagonal.



Three or four in a row (version 2)

You need

- One game sheet between two people
- Ten counters per player (each player has a different colour).

How to play

1. The aim of the game is for player A to place the counters on the game sheet for player B, following instructions given by player B, and vice versa.
2. Each player takes it in turn to say where they want their counter to be placed on the game board. For example, 'Please put the counter on the door.'
3. Counters can only be placed on free pictures.
4. The first player to have three (or four) counters of their colour in a row is the winner.

Matching pairs/concentration

You need

- Two set of cards of different colours, or
- Flashcards and pictures

How to play

1. The aim of the game is for the players to find as many pairs as possible. Mix and match the cards used, depending on the students abilities. More advanced students can match words to pictures, younger or beginner students can use fewer pairs.
2. Shuffle and place the two sets of cards face down (place the two sets separately in rows)
3. Each player takes a turn at turning one from each set of cards face up, and saying the name of the card as they turn it over.
4. If the cards are the same the player keeps the cards and has another turn. If the cards are not the same the cards are returned to the same place, face down.
5. The player with the most pairs at the end of the game is the winner.



What is missing?

You need

- One set of topic cards, or a selection of mixed topic cards

How to play

1. Place a group of about 10 cards face up.
2. Students close their eyes while one card is removed.
3. Students guess the card that is missing.
4. They can answer by saying, drawing or writing down the missing word.
5. The winner is the student remembering the greatest number of cards.

Introduction

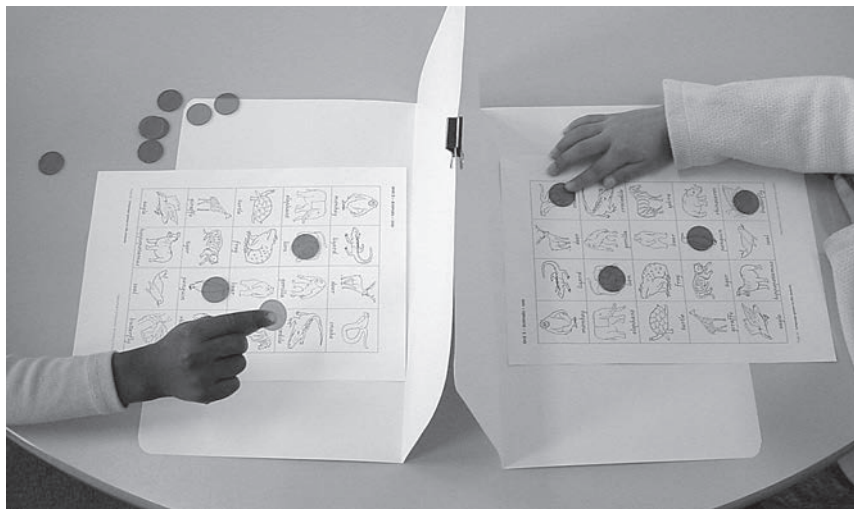
Barrier game

You need

- 2 manilla folders
- 2 paper clips
- 2 A4 copies of a game sheet
- 2 packs of 6–10 clear multi-coloured counters

How to play

1. Make a barrier with the two manila folders, by placing them back-to-back and joining them with the paper clips on the top edge.
2. The game is played by a pair of students. Player A places their counters onto a selection of pictures, behind the barrier, out of sight of Player B.
3. Player A instructs Player B where to place the counters, to mirror where Player A has put his/her counters. Players may use the name of the object or action, e.g. 'Put a blue counter on the dog', or can describe the object or action, e.g. 'Put a blue counter on the thing we write with.'
4. At the end of the game the barrier is removed, and the counters checked – they should be on identical pictures.
5. Reverse roles.



True/False

You need

- One set of cards

How to play

1. In turns students take a card from a central pile. They turn the card over and show the other students.
2. They make a true or false statement about the card they have turned over.
3. The first student who correctly says whether the statement is true or false takes the card.
4. The player with the most cards is the winner.

Have you got?

You need

- Two or more sets of different topic cards, for example, beach, body and transport. Use sets of different colours for beginner players.
- One corresponding game sheet per topic.
- Whiteboard marker.

How to play

1. The aim of the game is for the students to get rid of all their cards by making groups of three topic cards and placing the cards in front of them.
2. The dealer (a student) shuffles the cards and deals 7 cards to each player.
3. Students sort their cards into topics. If the student can make a group of three they place them on the table.
4. The dealer crosses off all the cards on the game sheet that the students have placed down in groups of three. The dealer marks off all the cards that are placed down from now on. The students can use the game sheets to help them make a group of three.
5. One student asks another student 'Have you got the...'. If the other student has the card, they must hand it to the first student. If, the student doesn't have the card, they must pick a card up from the pile in the middle and add it to their hand.
6. The student with the most cards is the winner.

Ten questions

You need

- One game sheet

How to play

1. One player chooses an item from the game sheet and secretly writes it down on a piece of paper which is hidden.
2. The other players take turns to ask the first player a question to find out which item was chosen. If a player thinks they know the answer they can ask permission to say the word.
3. The players can ask up to 10 questions. The teacher or a student can record the number of questions asked.
4. The players can only ask questions that can be answered with 'Yes' or 'No'.
5. The student who guesses the word is the winner.
6. To help students refine their questions and guesses, place counters on the words that are eliminated by the questions.

Introduction

Charades

You need

- One set of cards, showing actions or easy to mime nouns

How to play

1. Place the cards face down.
2. The students take it in turns to choose a card.
3. They then mime the action or object depicted.
4. The student who correctly guesses the word keeps the card.
5. The student with the most cards wins.

Story telling (version 1)

You need

- One set of topic cards, or a selection of mixed topic cards

How to play

1. Place cards face down. Students randomly select 3 to 5 cards.
2. Students are given an appropriate amount of time, to prepare a story using the cards as prompts.
3. The students tell their story to the others.

Variations

- Students select cards and write a story as above.
- Students select 4 cards, and are given one blank card where they can draw any picture they like to add to their story.
- Students work in pairs or groups to make up a story.

Follow on/Story telling (version 2)

1. Students sit in a circle.
2. Place a set of cards face up, in the middle of the circle.
3. One student selects a card and begins the story. For example, Truong chooses the *park* card and says, 'On the weekend I went to the *park*'. He then places the card in front of himself.
4. The next player chooses a card, repeats what has been said and adds the new item to the sentence, for example, 'On the weekend I went to the *park* and I played *basketball*'.
5. Other examples include using:
 - Food cards ('I went shopping, and I bought ...', or 'I am going shopping and I'll buy ...')
 - Clothes cards ('I went on a holiday and I packed ...')
 - School cards ('At school I use...')

Memory game

You need

- One set of topic cards, or a selection of mixed topic cards

How to play

1. Place a selection of cards face up on the table. The number will depend on the age of the students.
2. Students are given a period of time to memorise the cards which are then removed.
3. Students write or draw the cards that they can remember, and then check.
4. The winner is the student remembering the greatest number of cards.

Additional activities using the topic cards

Jump up

- The teacher or a student chooses a word from a topic sheet and reads the word to the class. The words from the sheet are read out randomly and when the students hear the chosen word they jump up, e.g. bus
- The teacher or a student chooses a sound. The words from the sheet are read out randomly and when the other students hear a word from the topic sheet that starts with the chosen sound they jump up, e.g. *b* – bus, boat.

Surveys

Students ask other class members questions, using a set of topic words, e.g. 'What is your favourite fruit?' They record the answers on the topic sheet, and use the information to write sentences, e.g. 'Everybody likes strawberries', 'I don't like bananas'. They can also produce a graph from the answers.

Sentence construction

Students use a topic sheet to create sentences with given beginnings such as: 'I can...' or 'I like...'

Making questions

Students use the topic sheets to practise formulating and answering questions, e.g. 'Can you...?', 'Do you ...?', 'What colour...?' Encourage students to ask similar questions of each other.

Classifying/sorting

Students can sort and classify the words and pictures according to a range of different criteria:

- alphabetical order
- size, shape, colour
- sub-groups from the sets, e.g. all the face words, all the sweet foods, all the lounge-room furniture.

Introduction

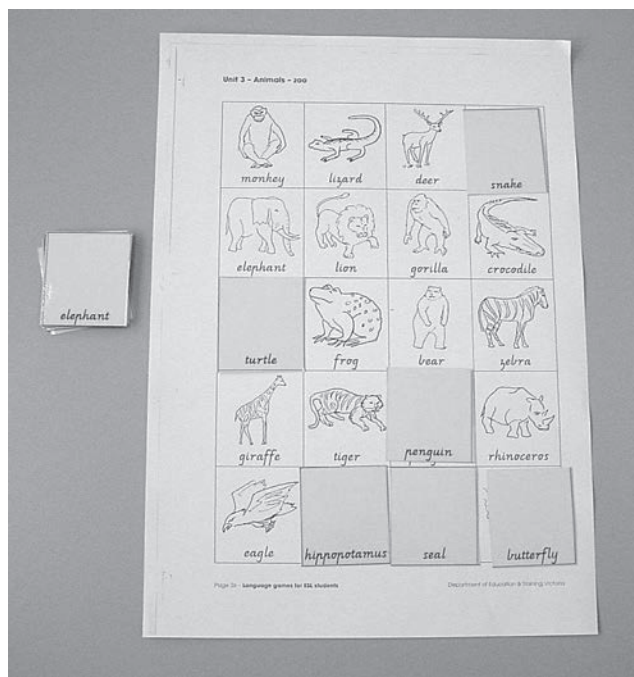
Spelling/sound letter knowledge

- **Spelling** – Students choose ten words from a topic to learn for spelling. They practise using the 'look, cover, write, check' method.
- **Initial sounds** – Give students transparent coloured counters. Ask a student to place a counter on the words that start with a particular sound, e.g. 'Put counters on the words that start with s.'
- **Consonant clusters** – Give students transparent coloured counters. Ask a student to place a counter on the words that start with a particular sound, e.g. 'Put counters on the words that start with sl.'

Matching activities

Students can match:

- picture to picture
- picture and word
- picture and sentence
- descriptions or definitions to words, e.g. 'I am big, I am grey, I have four legs, I have a trunk.'



Finding words in words

Students find and highlight smaller words within bigger words, e.g. *dingo* – *in*, *go*.

The fishing game

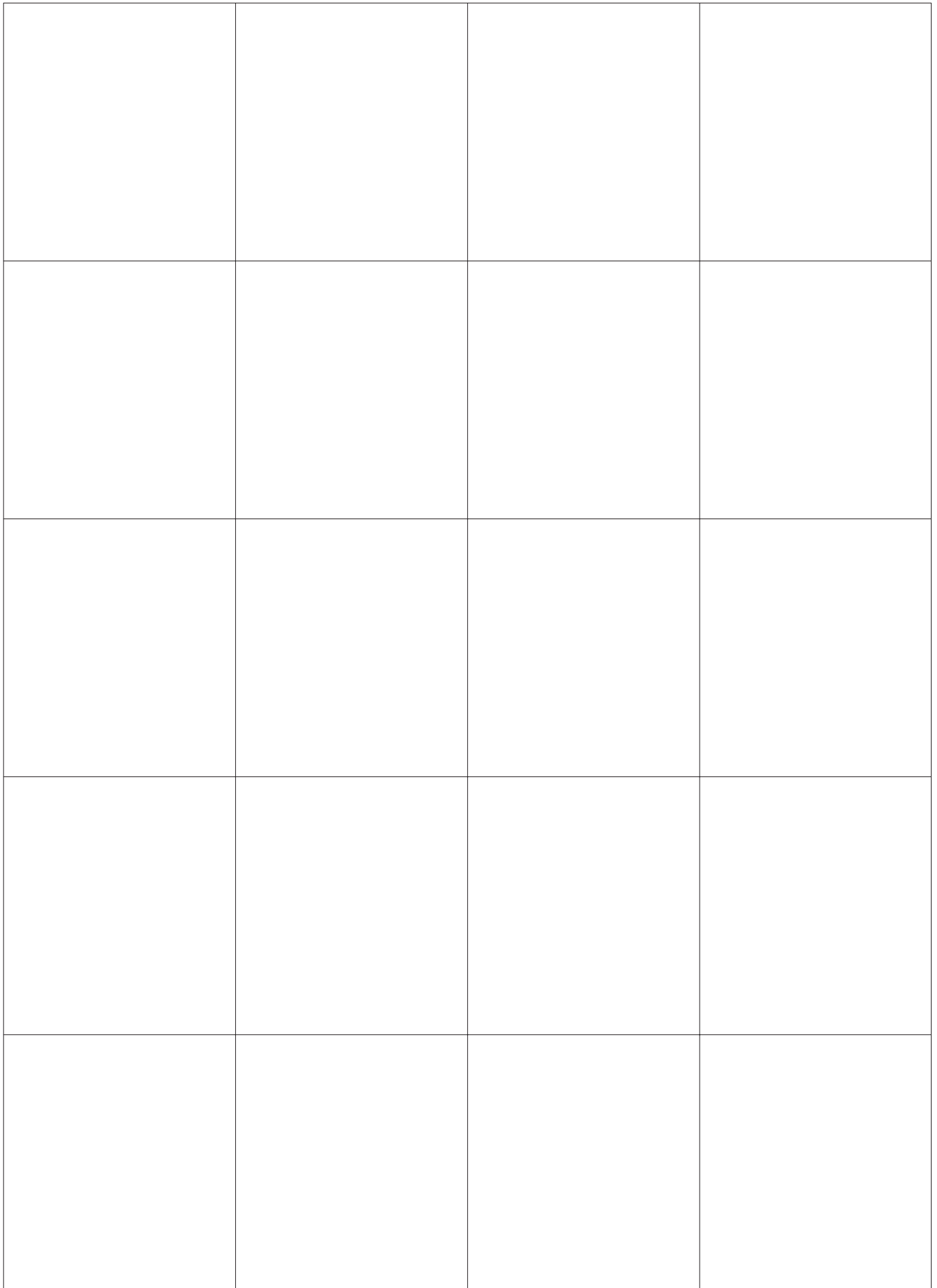
Attach a paper clip to each of a set of cards. Students 'fish' for the cards, using a magnet on a piece of string attached to a ruler. When they 'catch' a card they read it. They can keep the card if they read it correctly.

Create a word find

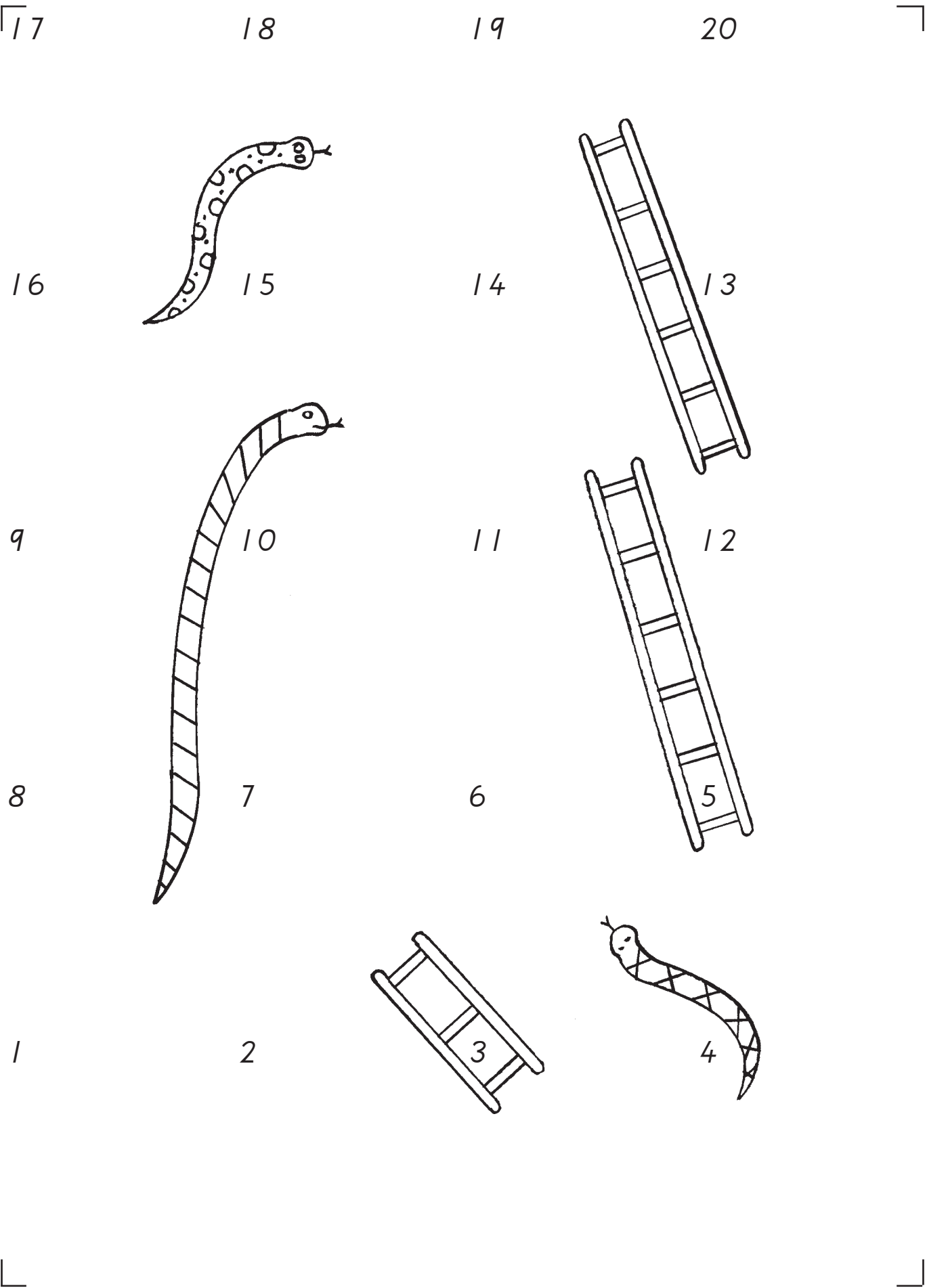
Students make a 'word find' for other students, using a set of topic cards and a grid of appropriate size. Students can use computer software to make their word finds.

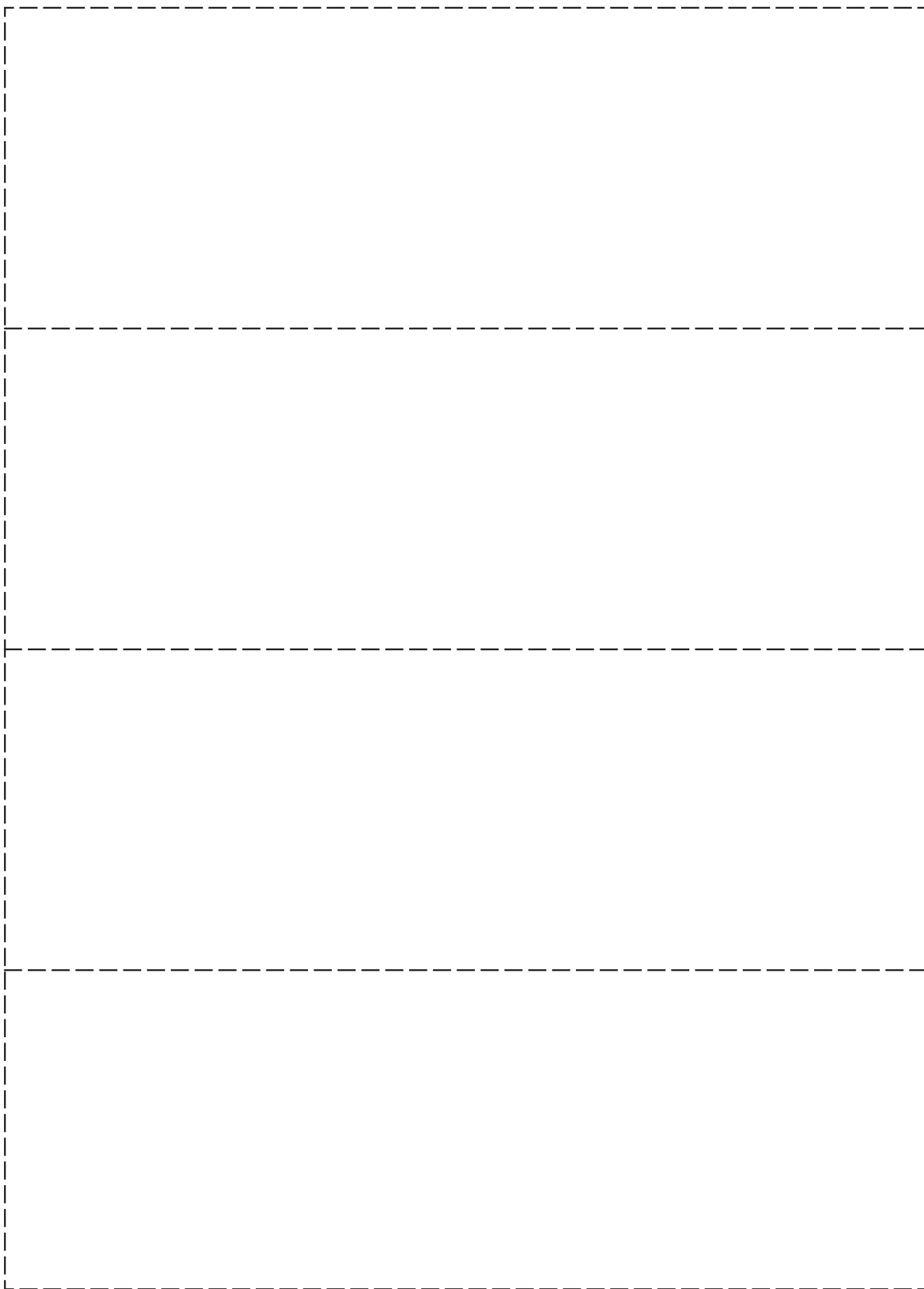
Create a crossword

More advanced students make a crossword for other students, using simple descriptions or pictures as the clues. Students can use computer software to make their crosswords.



Snakes and ladders overlay





Unit 1 - Actions

			
<i>bouncing</i>	<i>talking</i>	<i>eating</i>	<i>skipping</i>
			
<i>singing</i>	<i>drinking</i>	<i>jumping</i>	<i>standing</i>
			
<i>walking</i>	<i>catching</i>	<i>stretching</i>	<i>sitting</i>
			
<i>swimming</i>	<i>climbing</i>	<i>crawling</i>	<i>hitting</i>
			
<i>running</i>	<i>throwing</i>	<i>kicking</i>	<i>sleeping</i>



Unit 1 - Actions

<i>bouncing</i>	<i>talking</i>	<i>eating</i>	<i>skipping</i>
<i>singing</i>	<i>drinking</i>	<i>jumping</i>	<i>standing</i>
<i>walking</i>	<i>catching</i>	<i>stretching</i>	<i>sitting</i>
<i>swimming</i>	<i>climbing</i>	<i>crawling</i>	<i>hitting</i>
<i>running</i>	<i>throwing</i>	<i>kicking</i>	<i>sleeping</i>

bouncing



talking



eating



skipping



singing



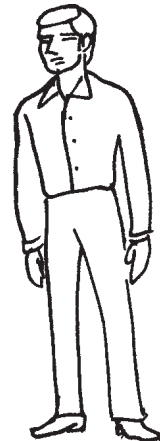
drinking



jumping



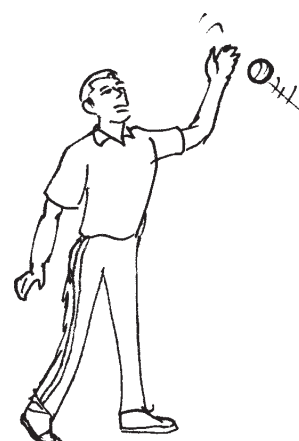
standing



walking



catching



stretching



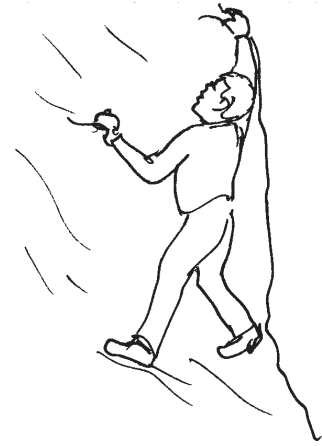
sitting



swimming



climbing



crawling



hitting



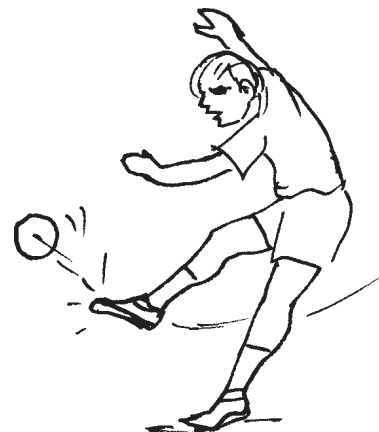
running



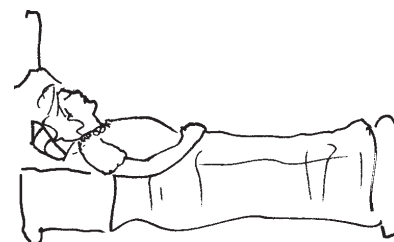
throwing



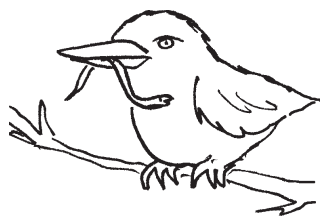
kicking



sleeping



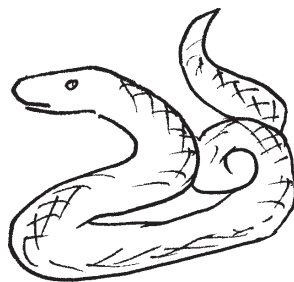
Unit 2 - Animals - Australian



kookaburra



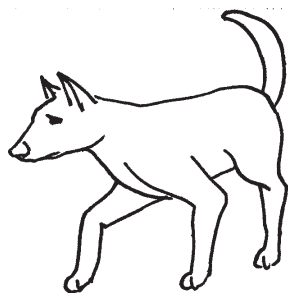
possum



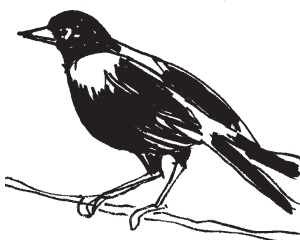
snake



penguin



dingo



magpie



koala



lizard



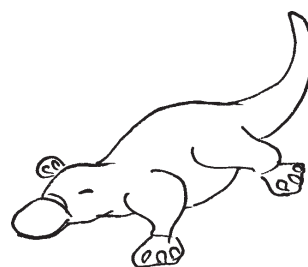
emu



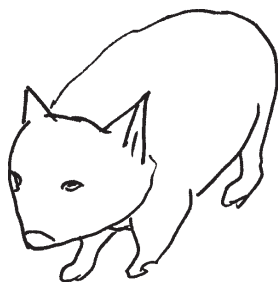
seal



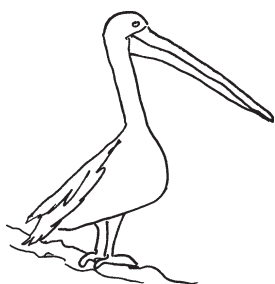
cockatoo



platypus



wombat



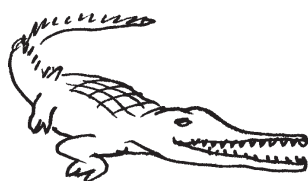
pelican



echidna



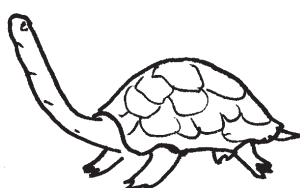
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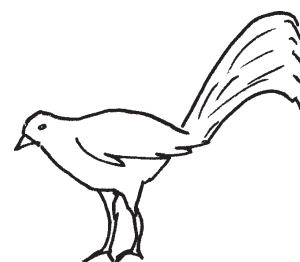
crocodile



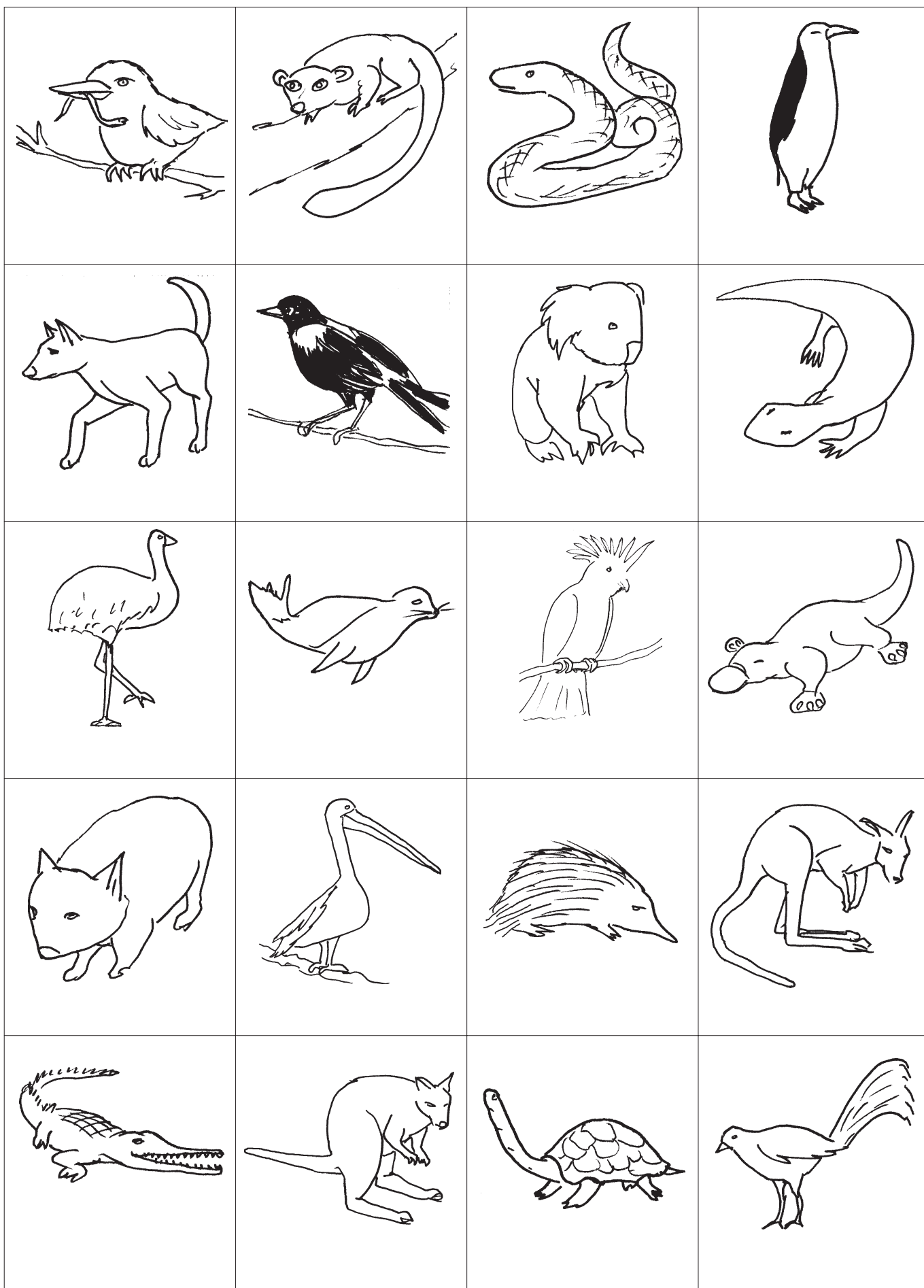
wallaby



turtle



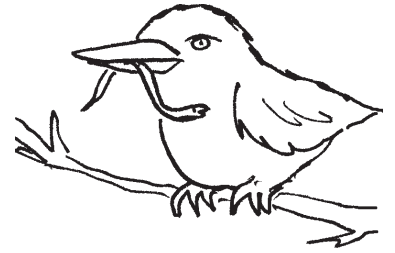
lyre-bird



Unit 2 – Animals – Australian

<i>kookaburra</i>	<i>possum</i>	<i>snake</i>	<i>penguin</i>
<i>dingo</i>	<i>magpie</i>	<i>koala</i>	<i>lizard</i>
<i>emu</i>	<i>seal</i>	<i>cockatoo</i>	<i>platypus</i>
<i>wombat</i>	<i>pelican</i>	<i>echidna</i>	<i>kangaroo</i>
<i>crocodile</i>	<i>wallaby</i>	<i>turtle</i>	<i>lyre-bird</i>

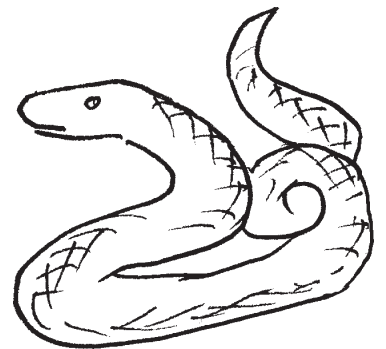
kookaburra



possum



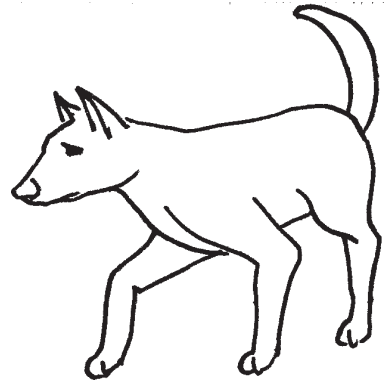
snake



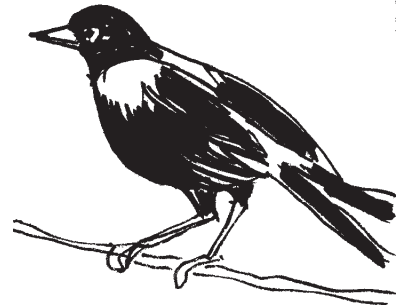
penguin



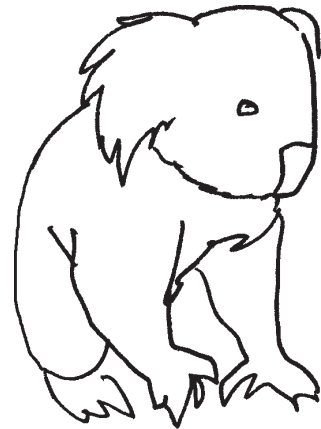
dingo



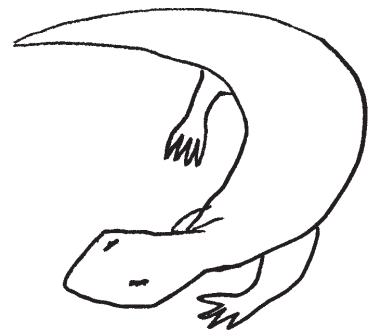
magpie



koala



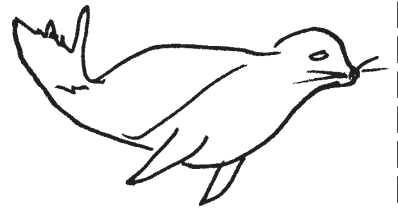
lizard



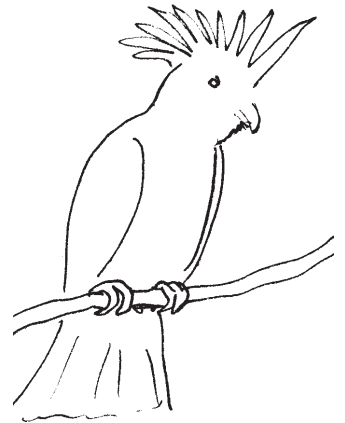
emu



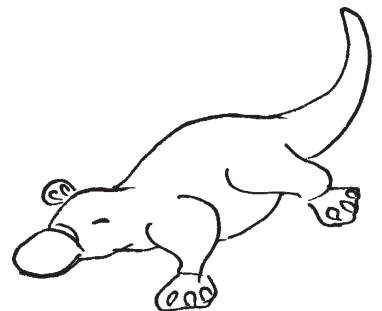
seal



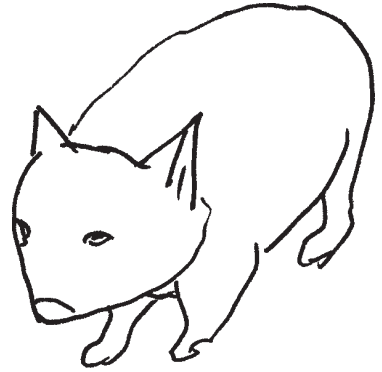
cockatoo



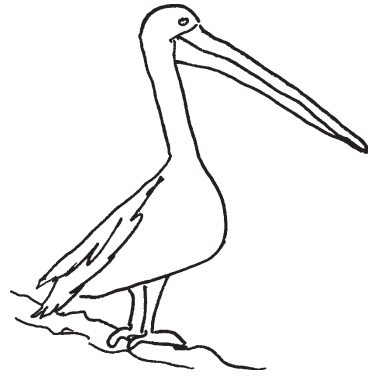
platypus



wombat



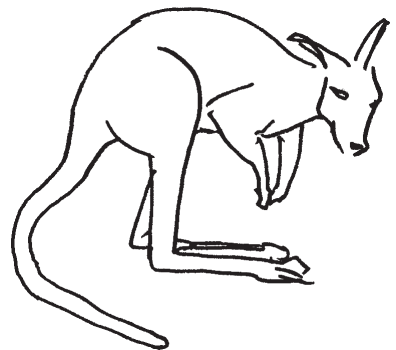
pelican



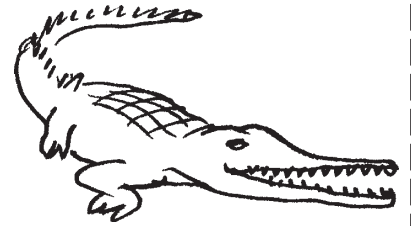
echidna



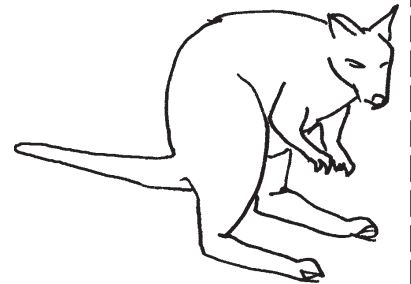
kangaroo



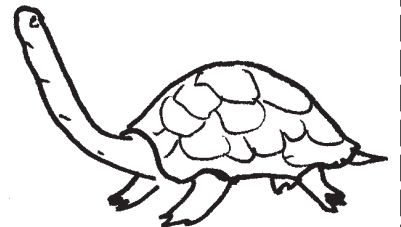
crocodile



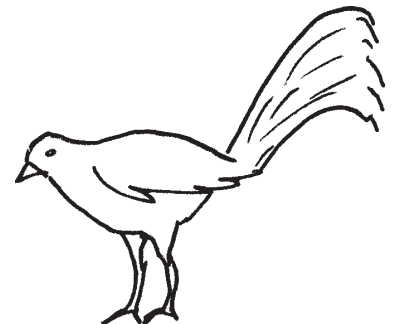
wallaby





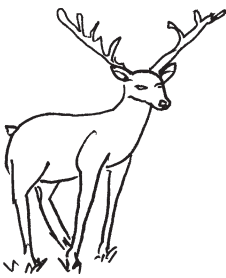
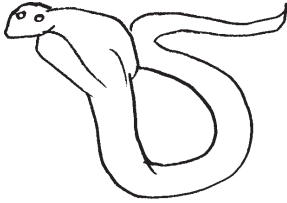
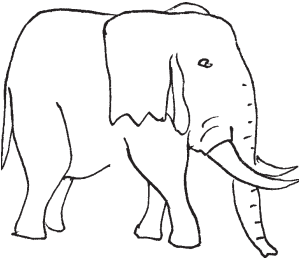
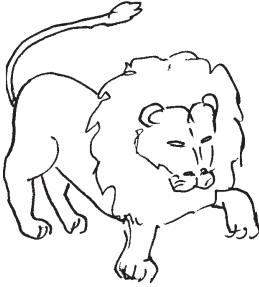
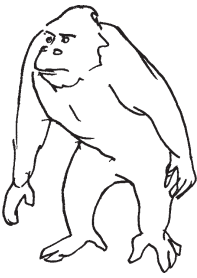

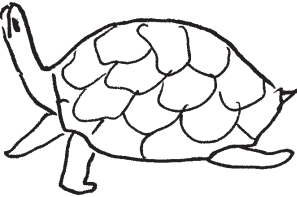


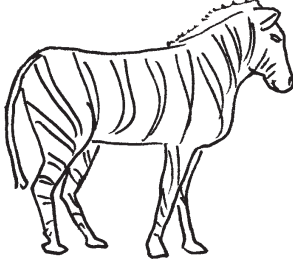





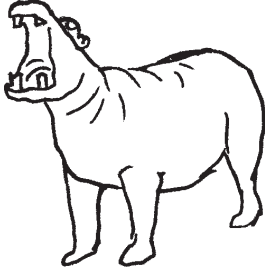

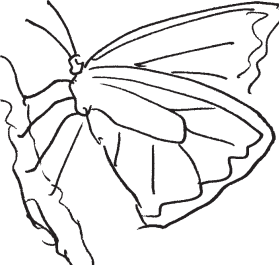
turtle

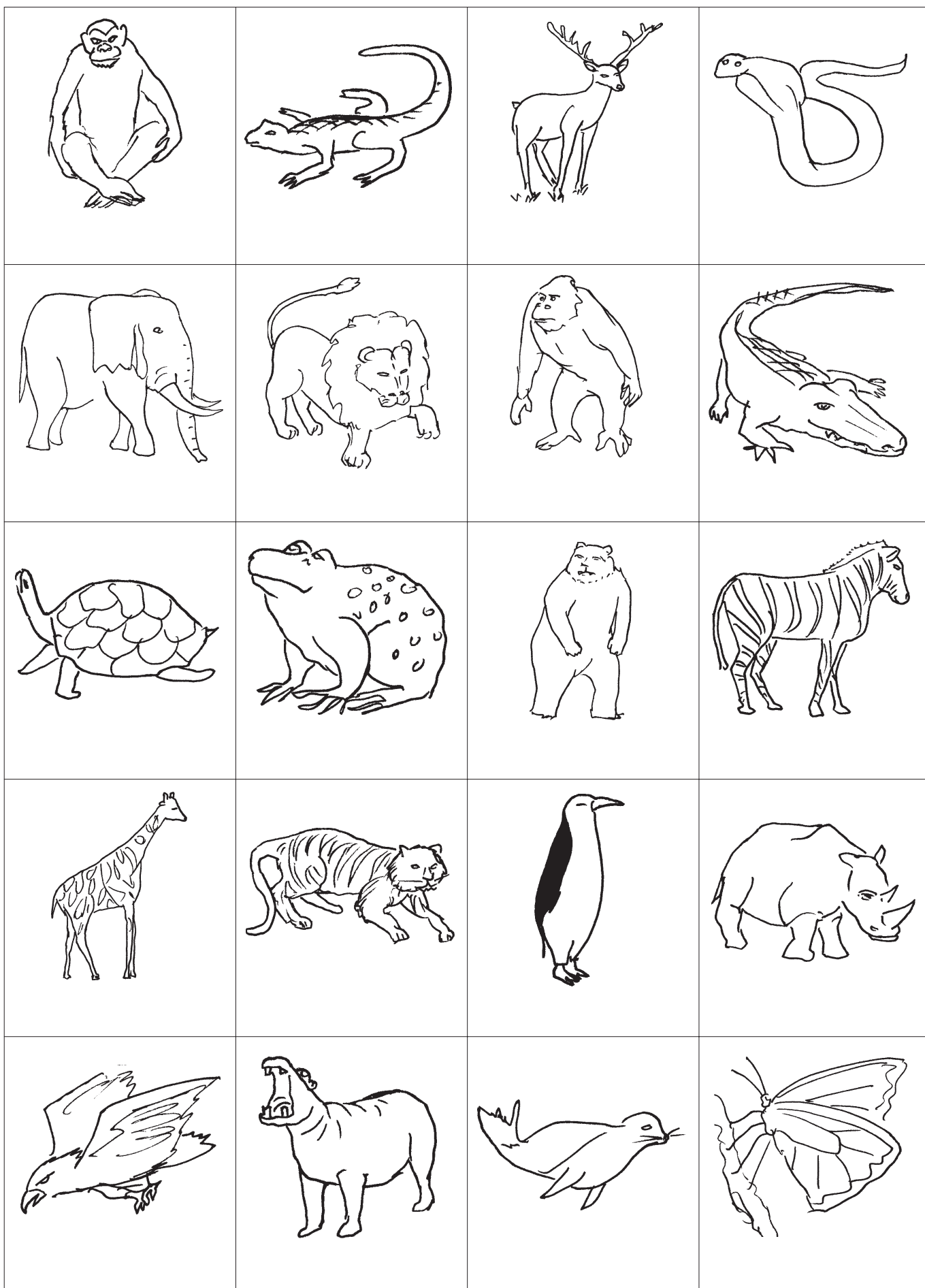


lyre-bird



Unit 3 - Animals - zoo

 <p>monkey</p>	 <p>lizard</p>	 <p>deer</p>	 <p>snake</p>
 <p>elephant</p>	 <p>lion</p>	 <p>gorilla</p>	 <p>crocodile</p>
 <p>turtle</p>	 <p>frog</p>	 <p>bear</p>	 <p>zebra</p>
 <p>giraffe</p>	 <p>tiger</p>	 <p>penguin</p>	 <p>rhinoceros</p>
 <p>eagle</p>	 <p>hippopotamus</p>	 <p>seal</p>	 <p>butterfly</p>



<i>monkey</i>	<i>lizard</i>	<i>deer</i>	<i>snake</i>
<i>elephant</i>	<i>lion</i>	<i>gorilla</i>	<i>crocodile</i>
<i>turtle</i>	<i>frog</i>	<i>bear</i>	<i>zebra</i>
<i>giraffe</i>	<i>tiger</i>	<i>penguin</i>	<i>rhinoceros</i>
<i>eagle</i>	<i>hippopotamus</i>	<i>seal</i>	<i>butterfly</i>

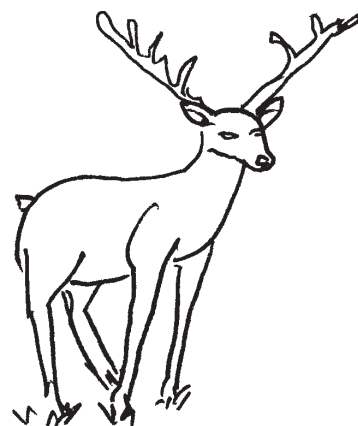
monkey



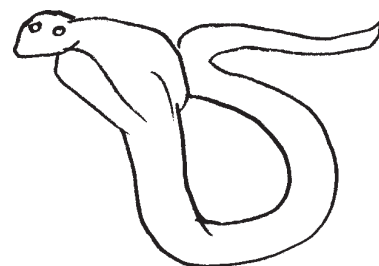
lizard



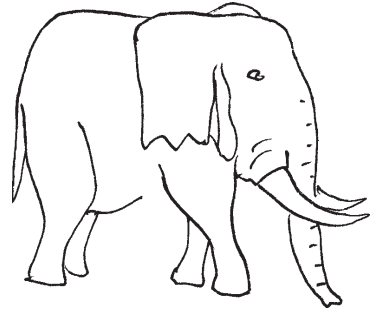
deer



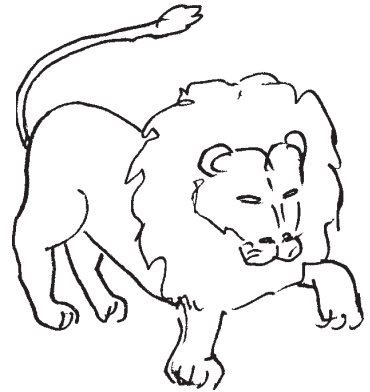
snake



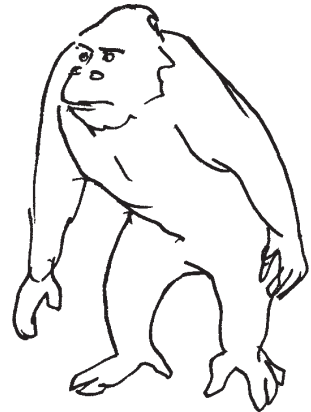
elephant



lion



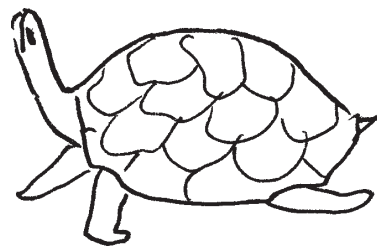
gorilla



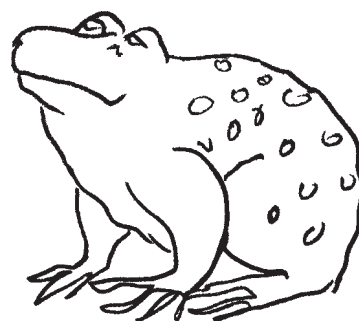
crocodile



turtle



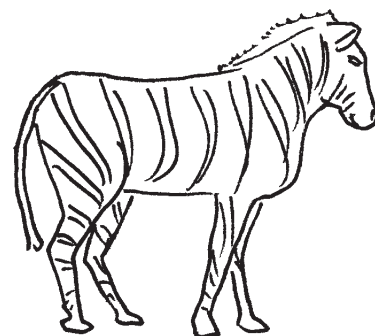
frog



bear



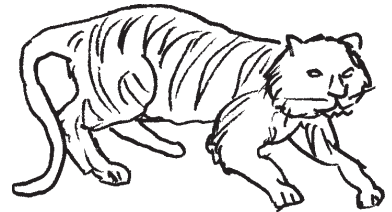
zebra



giraffe



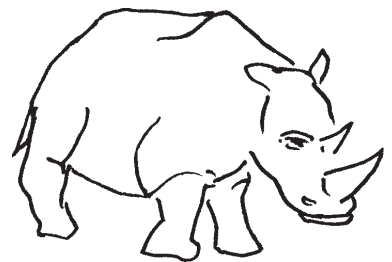
tiger



penguin



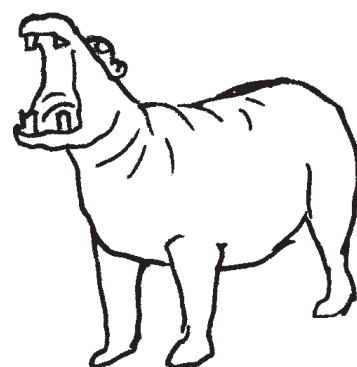
rhinoceros



eagle



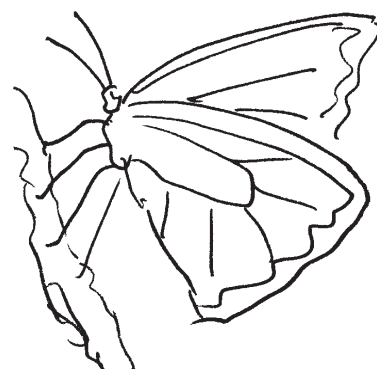
hippopotamus




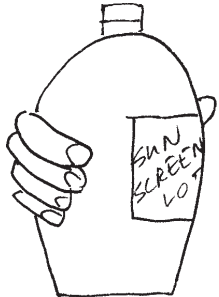
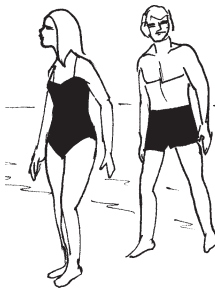
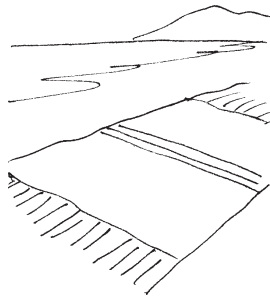
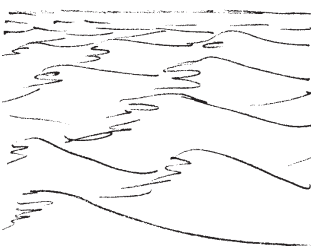

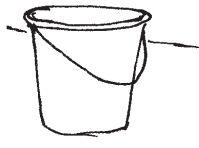
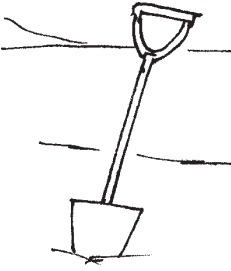
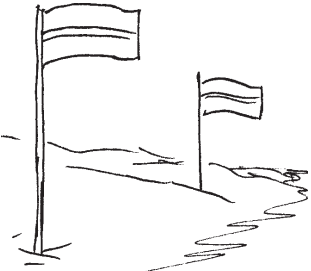
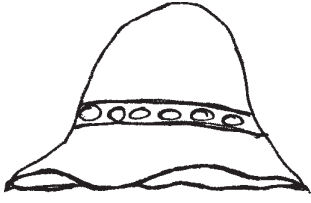
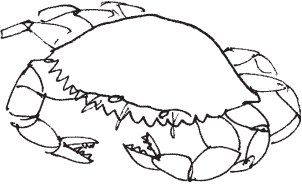
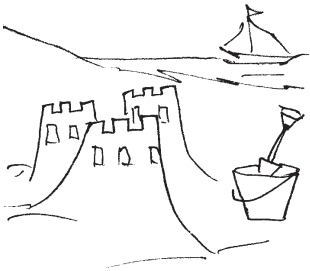

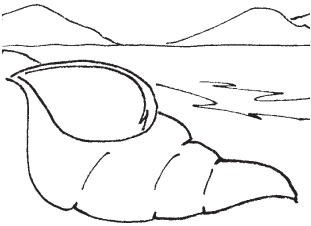
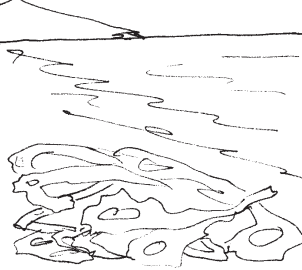
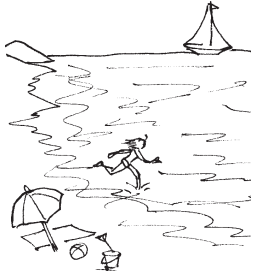
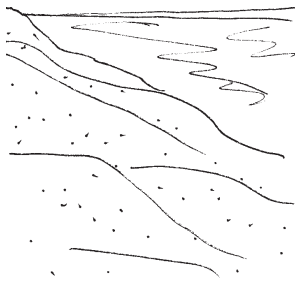

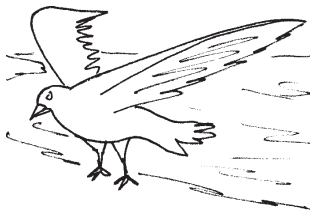

seal



butterfly



Unit 4 - Beach

			
<i>lifeguard</i>	<i>sunscreen</i>	<i>bathers</i>	<i>towel</i>
			
<i>waves</i>	<i>t-shirt</i>	<i>bucket</i>	<i>spade</i>
			
<i>flags</i>	<i>hat</i>	<i>crab</i>	<i>sandcastle</i>
			
<i>umbrella</i>	<i>seashell</i>	<i>seaweed</i>	<i>beach</i>
			
<i>sand</i>	<i>sunglasses</i>	<i>seagull</i>	<i>swimmer</i>



Unit 4 – Beach

<i>lifeguard</i>	<i>sunscreen</i>	<i>bathers</i>	<i>towel</i>
<i>waves</i>	<i>t-shirt</i>	<i>bucket</i>	<i>spade</i>
<i>flags</i>	<i>hat</i>	<i>crab</i>	<i>sandcastle</i>
<i>umbrella</i>	<i>seashell</i>	<i>seaweed</i>	<i>beach</i>
<i>sand</i>	<i>sunglasses</i>	<i>seagull</i>	<i>swimmer</i>

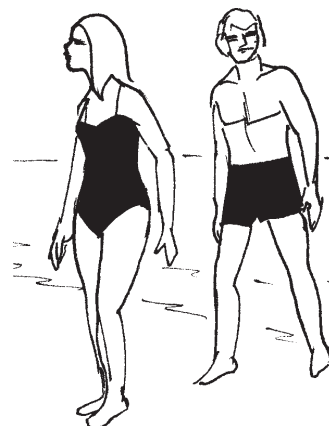
lifeguard



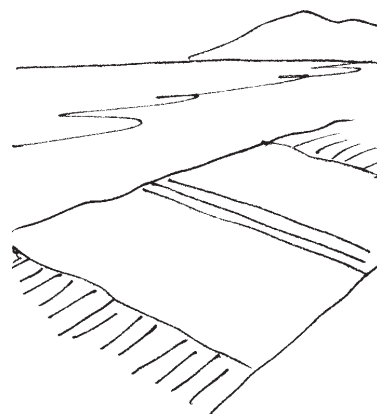
sunscreen



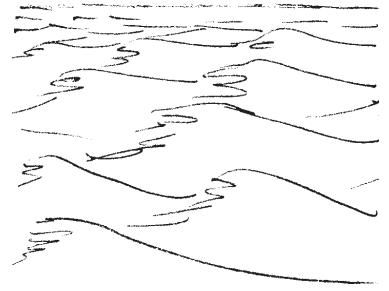
bathers



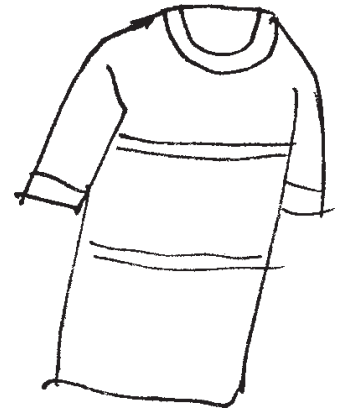
towel



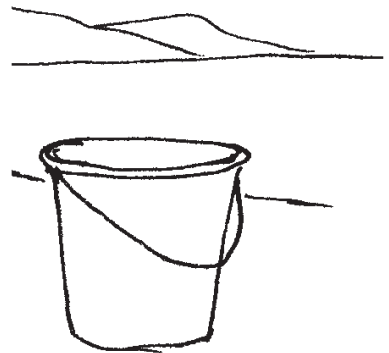
waves



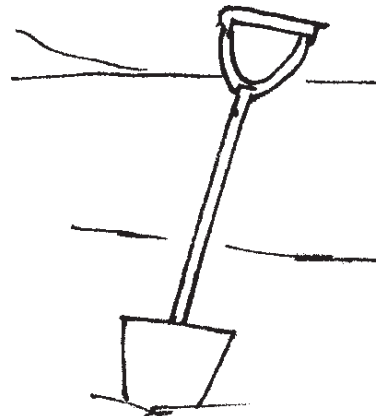
t-shirt



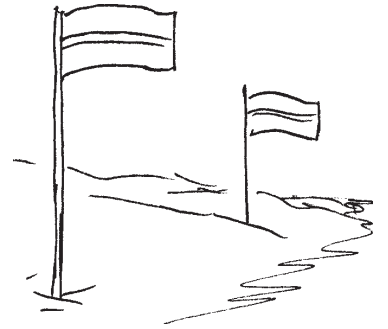
bucket



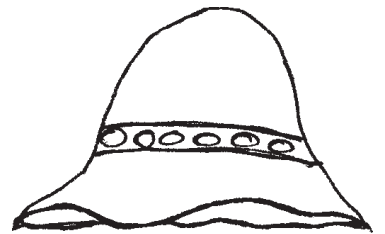
spade



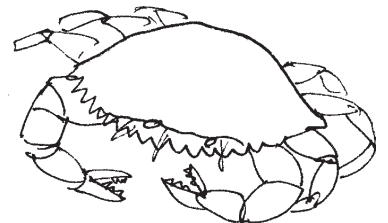
flags



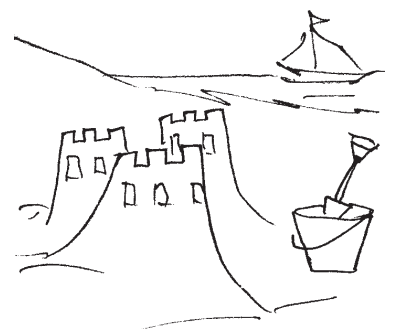
hat



crab



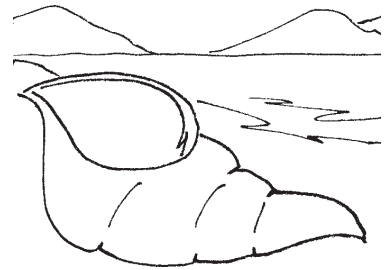
sandcastle



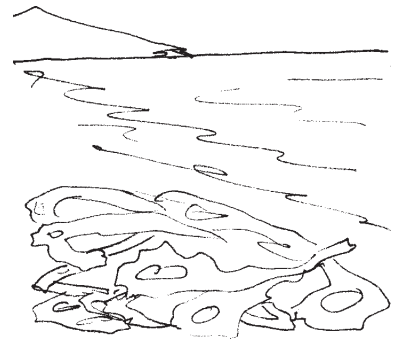
umbrella



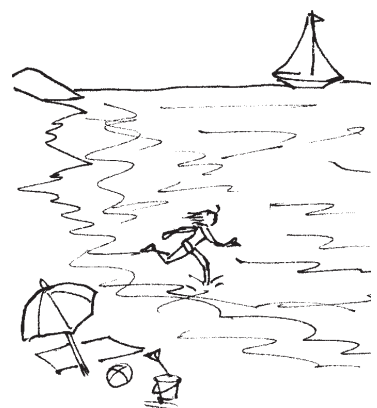
seashell



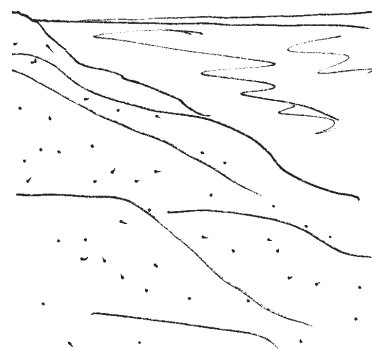
seaweed



beach



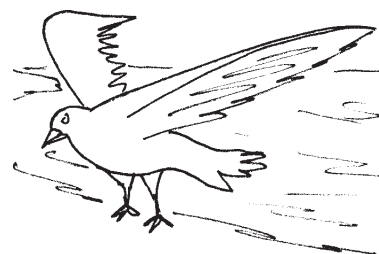
sand



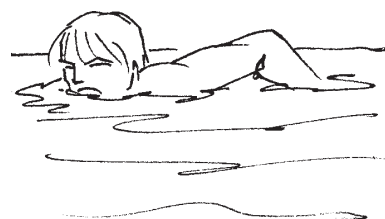
sunglasses




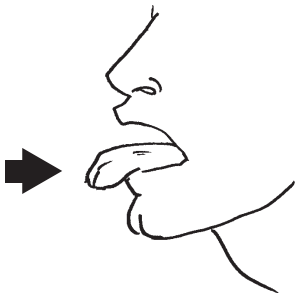


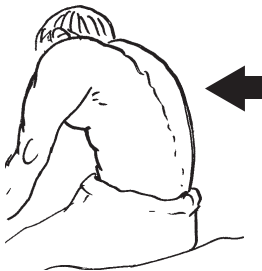


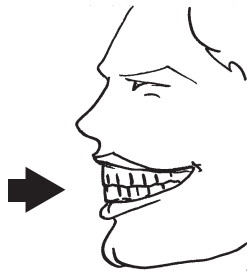
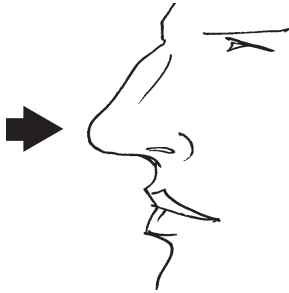

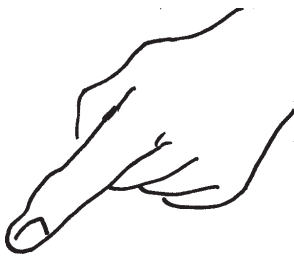
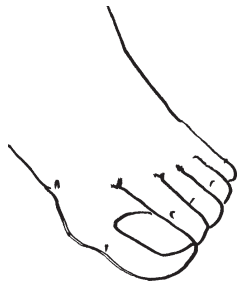


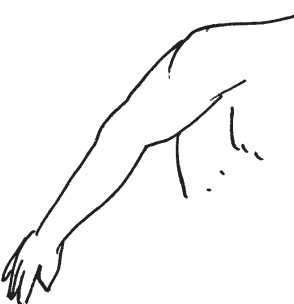

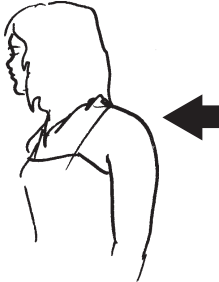
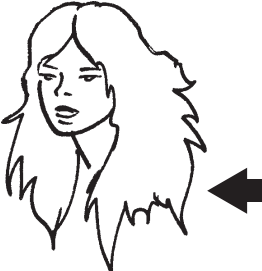
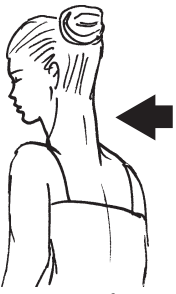
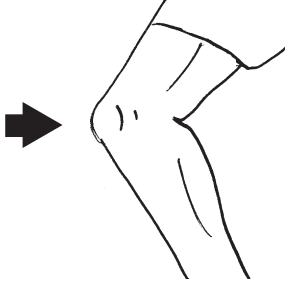
seagull

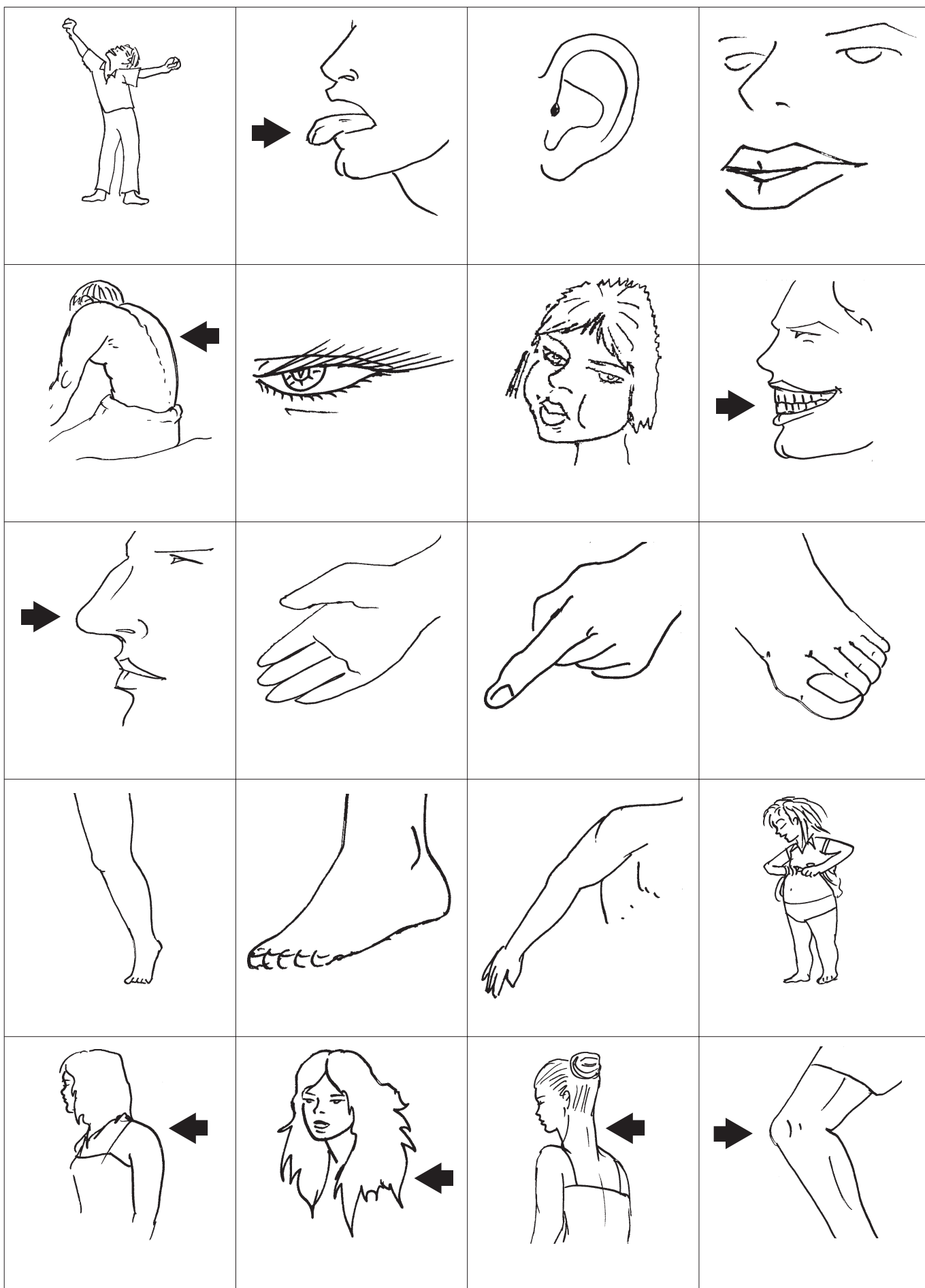


swimmer



Unit 5 - Body

			
body	tongue	ear	mouth
			
back	eye	head	teeth
			
nose	hand	finger	toe
			
leg	foot	arm	stomach
			
shoulder	hair	neck	knee



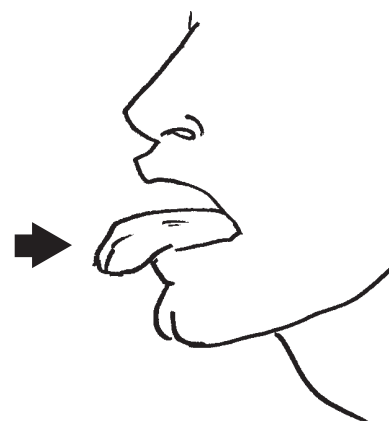
Unit 5 – Body

<i>body</i>	<i>tongue</i>	<i>ear</i>	<i>mouth</i>
<i>back</i>	<i>eye</i>	<i>head</i>	<i>teeth</i>
<i>nose</i>	<i>hand</i>	<i>finger</i>	<i>toe</i>
<i>leg</i>	<i>foot</i>	<i>arm</i>	<i>stomach</i>
<i>shoulder</i>	<i>hair</i>	<i>neck</i>	<i>knee</i>

body



tongue



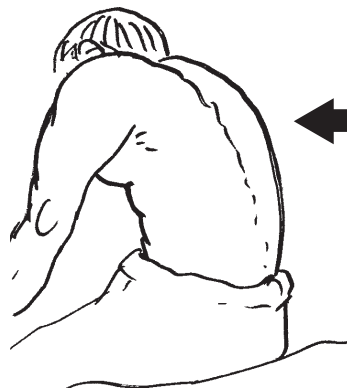
ear



mouth



back



eye



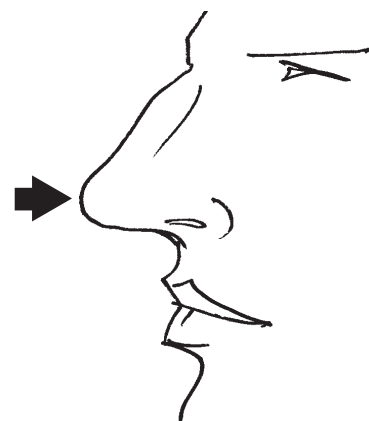
head



teeth



nose



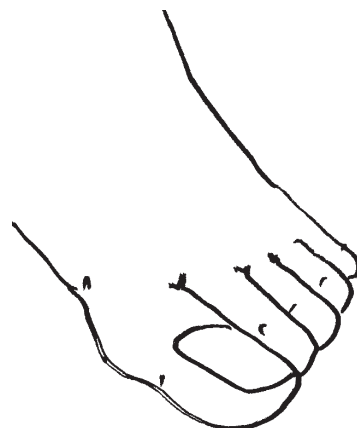
hand



finger



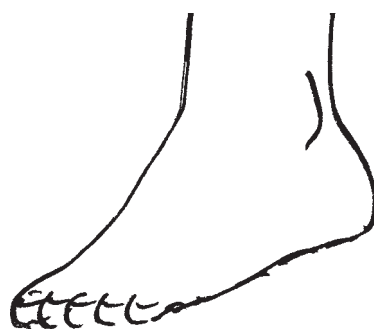
toe



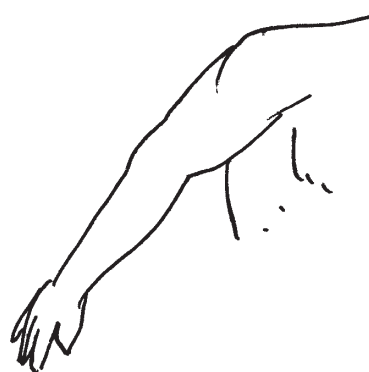
leg



foot



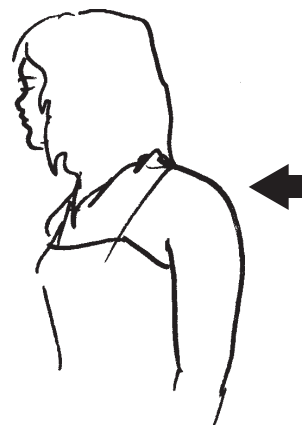
arm



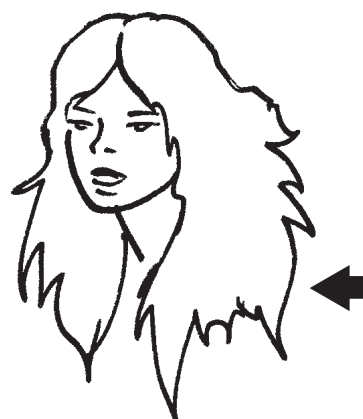
stomach



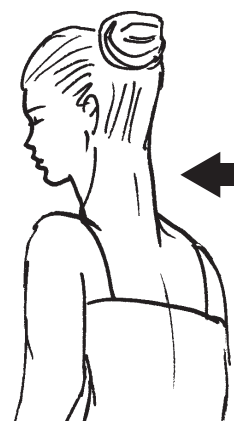
shoulder



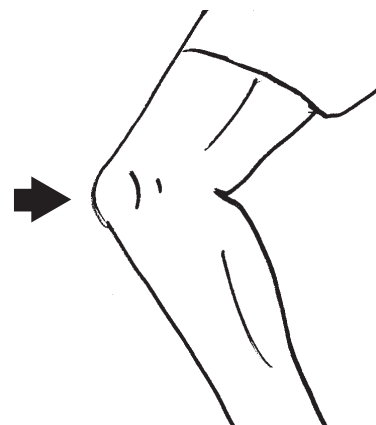
hair



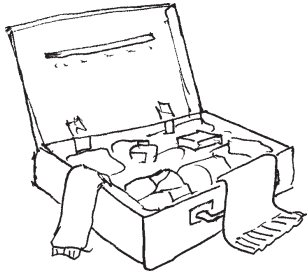
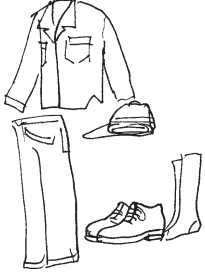
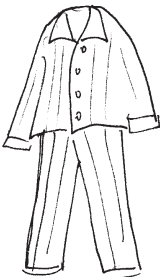



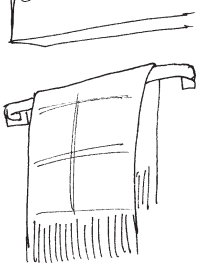
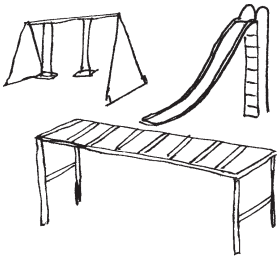
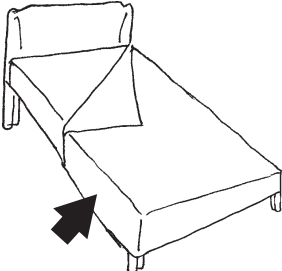
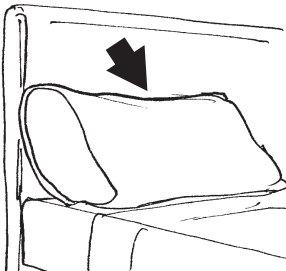
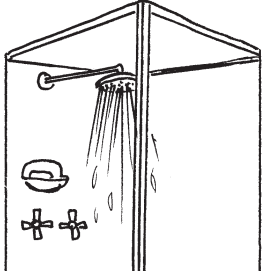
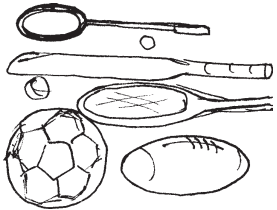
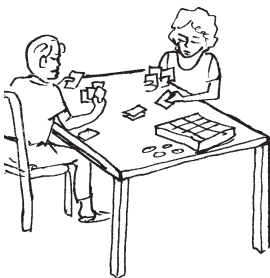
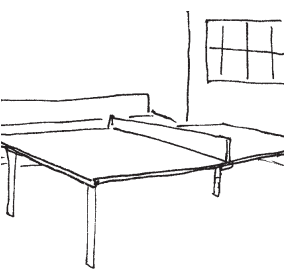
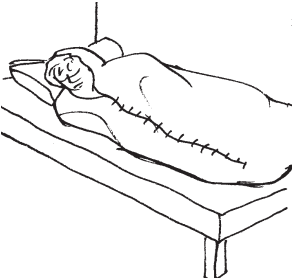
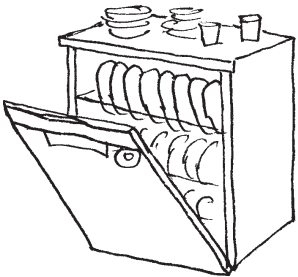
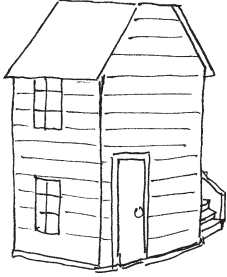

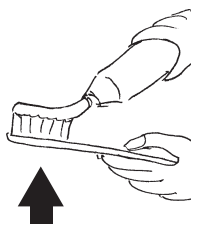
neck



knee



Unit 6 - Camp

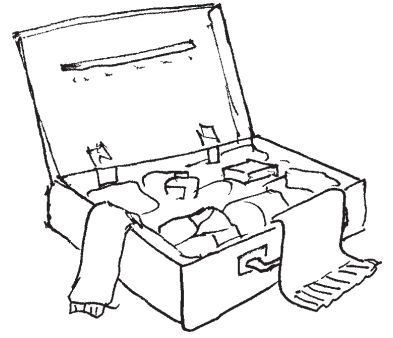
			
<i>suitcase</i>	<i>clothes</i>	<i>pyjamas</i>	<i>toothpaste</i>
			
<i>bunks</i>	<i>basketball court</i>	<i>camp book</i>	<i>towel</i>
			
<i>playground</i>	<i>sheet</i>	<i>pillow</i>	<i>shower</i>
			
<i>sports equipment</i>	<i>games</i>	<i>table tennis</i>	<i>sleeping bag</i>
			
<i>dishwasher</i>	<i>cabin</i>	<i>dining room</i>	<i>toothbrush</i>



Unit 6 – Camp

<i>suitcase</i>	<i>clothes</i>	<i>pyjamas</i>	<i>toothpaste</i>
<i>bunks</i>	<i>basketball court</i>	<i>camp book</i>	<i>towel</i>
<i>playground</i>	<i>sheet</i>	<i>pillow</i>	<i>shower</i>
<i>sports equipment</i>	<i>games</i>	<i>table tennis</i>	<i>sleeping bag</i>
<i>dishwasher</i>	<i>cabin</i>	<i>dining room</i>	<i>toothbrush</i>

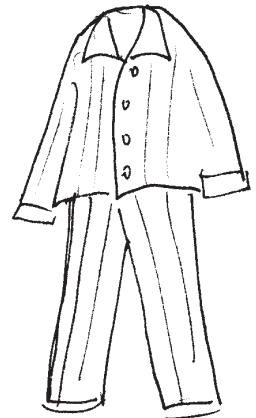
suitcase



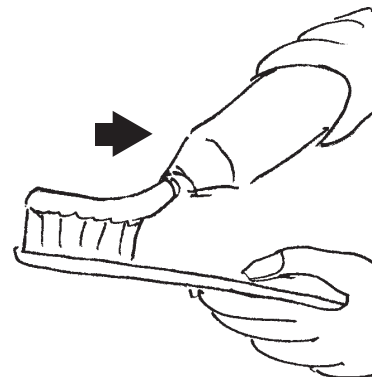
clothes



pyjamas



toothpaste



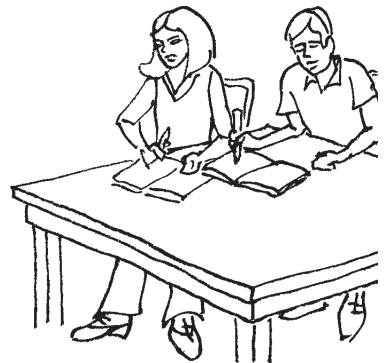
bunks



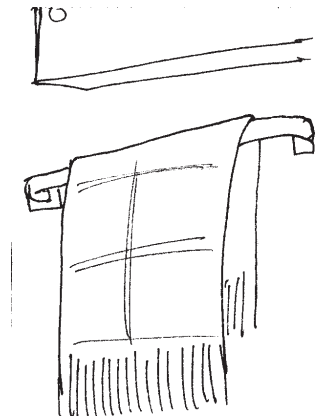
*basketball
court*



camp book



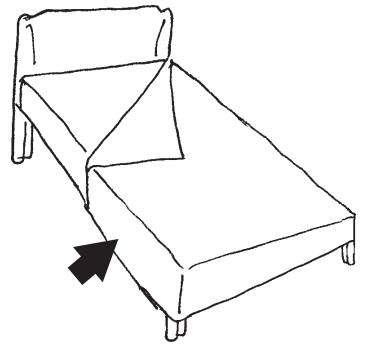
towel



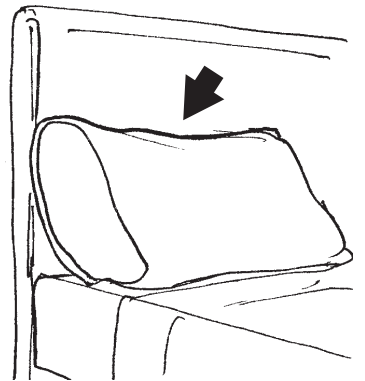
playground



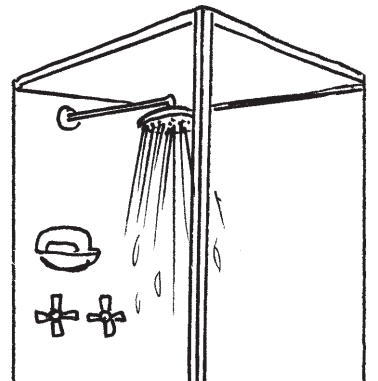
sheet



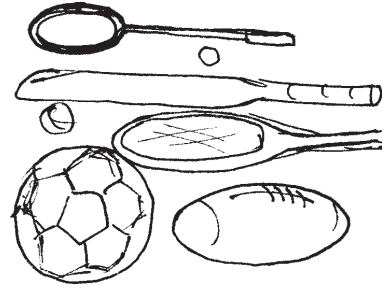
pillow



shower



*sports
equipment*



games

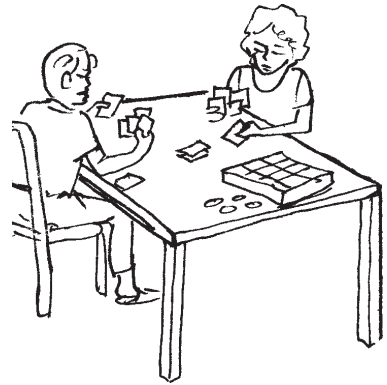
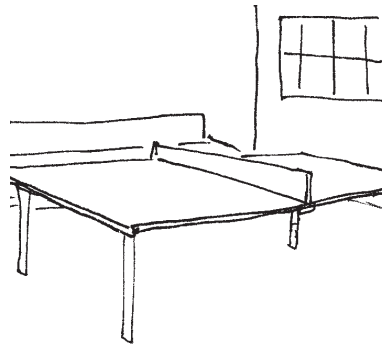
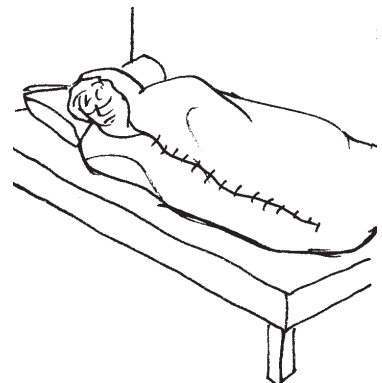


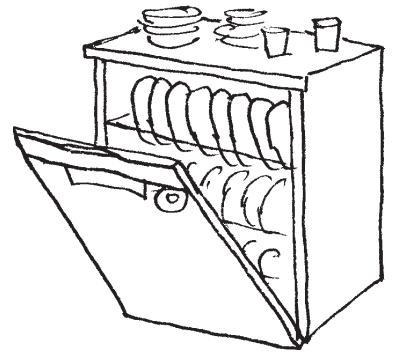
table tennis



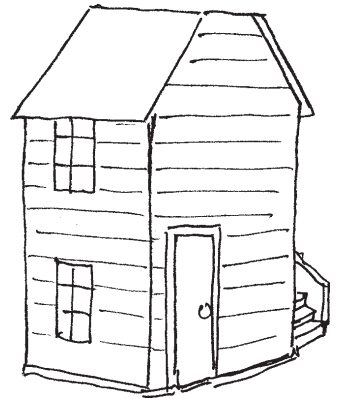
sleeping bag



dishwasher



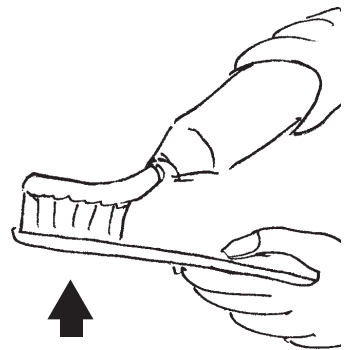
cabin



dining room



toothbrush



Unit 7 - Clothes

			
<i>socks</i>	<i>boots</i>	<i>t-shirt</i>	<i>tracksuit</i>
			
<i>shirt</i>	<i>gloves</i>	<i>jumper</i>	<i>shoes</i>
			
<i>scarf</i>	<i>slippers</i>	<i>underwear</i>	<i>jacket</i>
			
<i>dressing gown</i>	<i>jeans</i>	<i>parka</i>	<i>dress</i>
			
<i>skirt</i>	<i>hat</i>	<i>pyjamas</i>	<i>bathers</i>



Unit 7 – Clothes

<i>socks</i>	<i>boots</i>	<i>t-shirt</i>	<i>tracksuit</i>
<i>shirt</i>	<i>gloves</i>	<i>jumper</i>	<i>shoes</i>
<i>scarf</i>	<i>slippers</i>	<i>underwear</i>	<i>jacket</i>
<i>dress gown</i>	<i>jeans</i>	<i>parka</i>	<i>dress</i>
<i>skirt</i>	<i>hat</i>	<i>pyjamas</i>	<i>bathers</i>

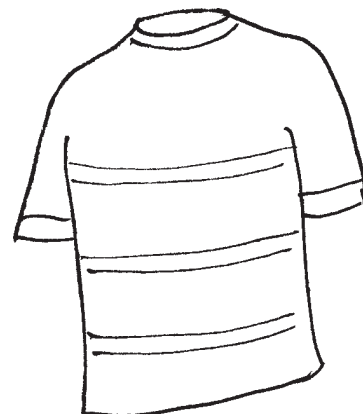
socks



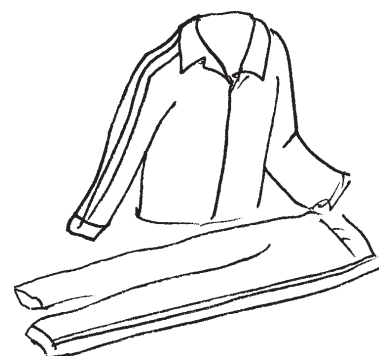
boots



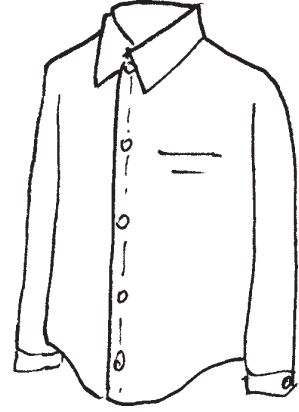
t-shirt



tracksuit



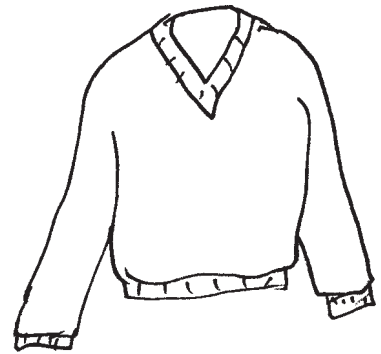
shirt



gloves



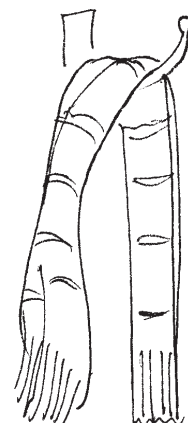
jumper



shoes



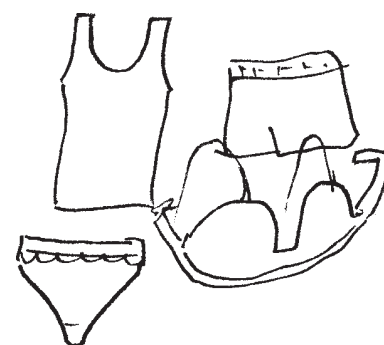
scarf



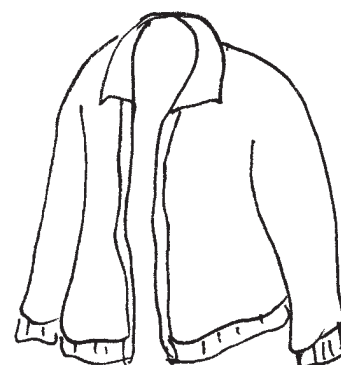
slippers



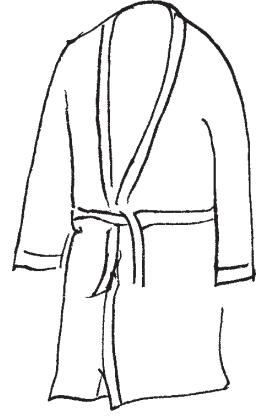
underwear



jacket



*dress
gown*



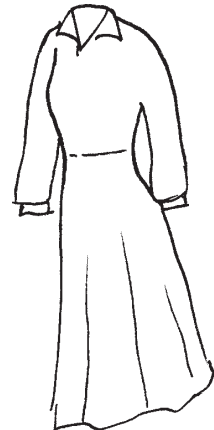
jeans



parka



dress



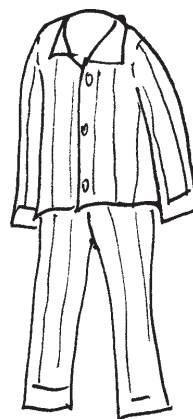
skirt



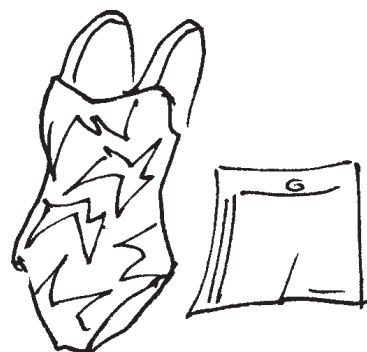
hat



pyjamas



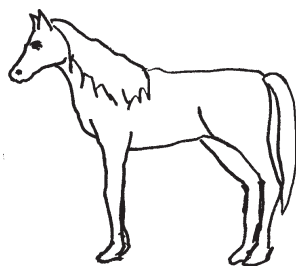
bathers



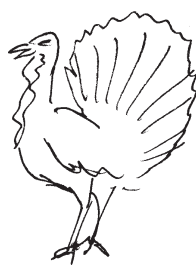
Unit 8 – Farm



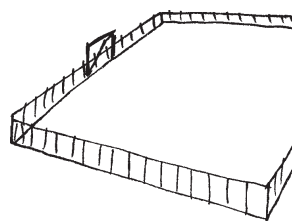
cat



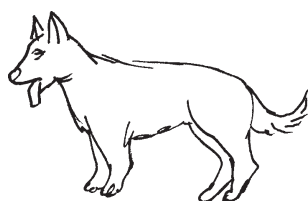
horse



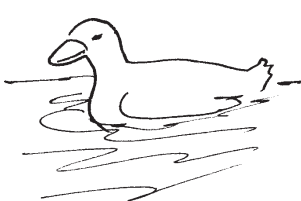
turkey



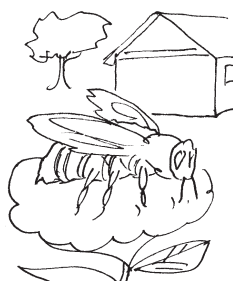
paddock



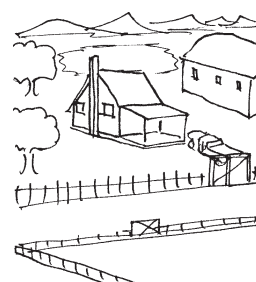
dog



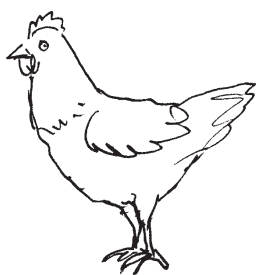
duck



bee



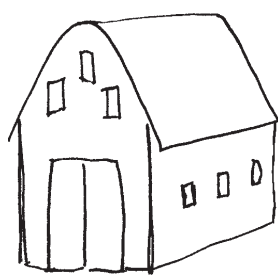
farm



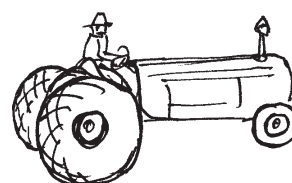
chicken



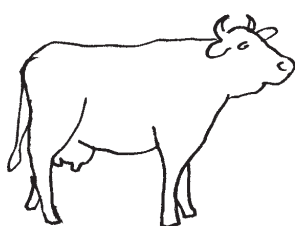
wheat



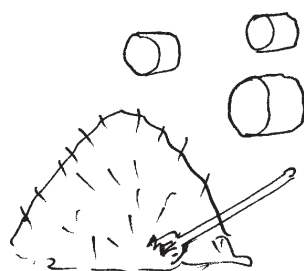
shed



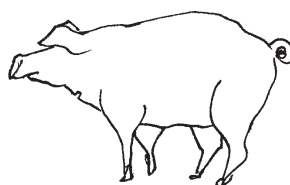
tractor



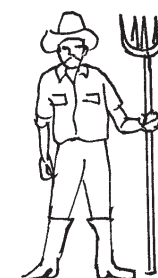
cow



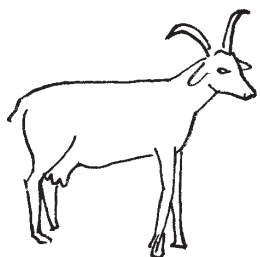
hay



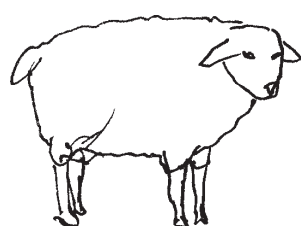
pig



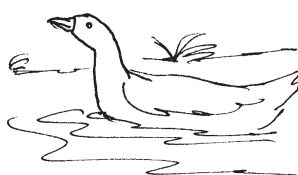
farmer



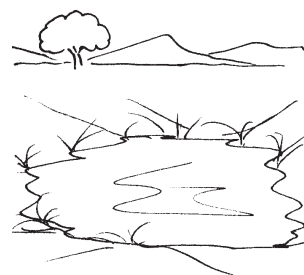
goat



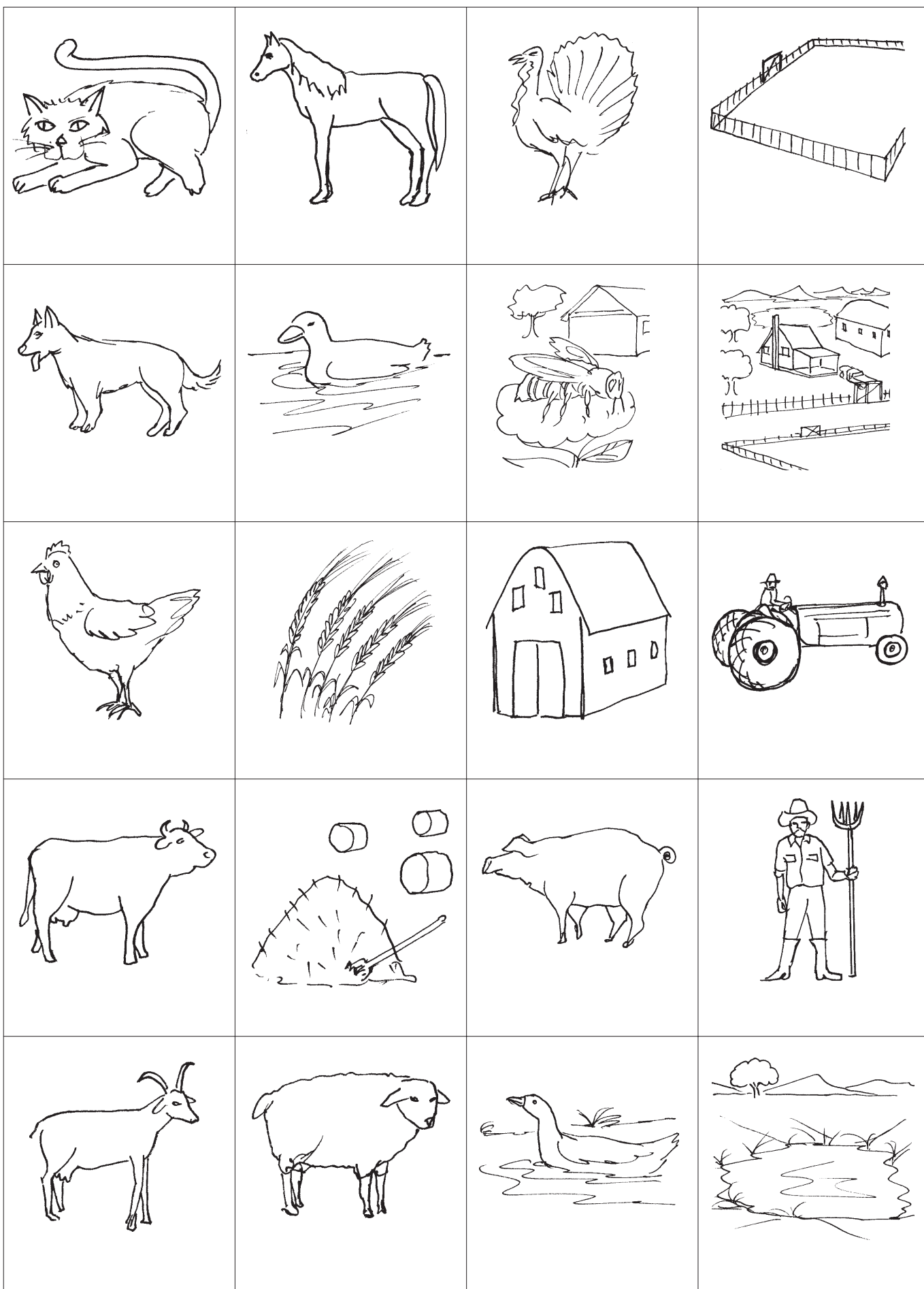
sheep



goose



pond



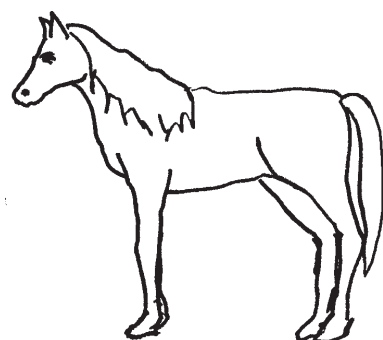
Unit 8 – Farm

<i>cat</i>	<i>horse</i>	<i>turkey</i>	<i>paddock</i>
<i>dog</i>	<i>duck</i>	<i>bee</i>	<i>farm</i>
<i>chicken</i>	<i>wheat</i>	<i>shed</i>	<i>tractor</i>
<i>cow</i>	<i>hay</i>	<i>pig</i>	<i>farmer</i>
<i>goat</i>	<i>sheep</i>	<i>goose</i>	<i>pond</i>

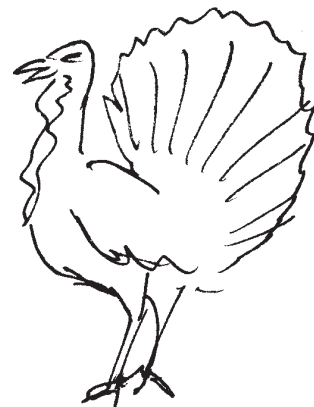
cat



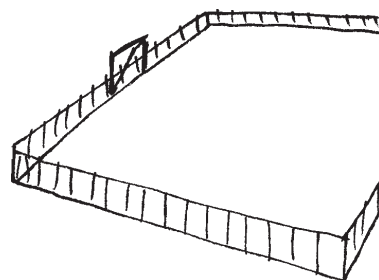
horse



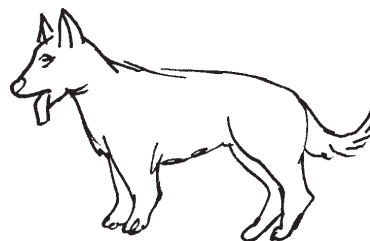
turkey



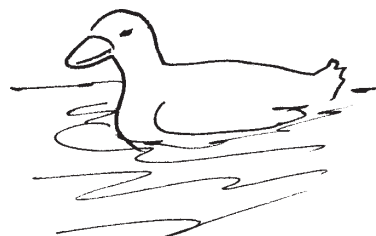
paddock



dog



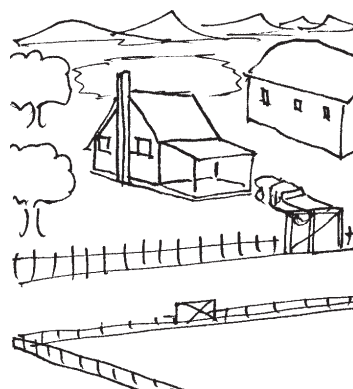
duck



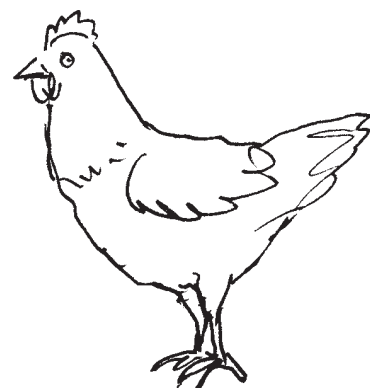
bee



farm



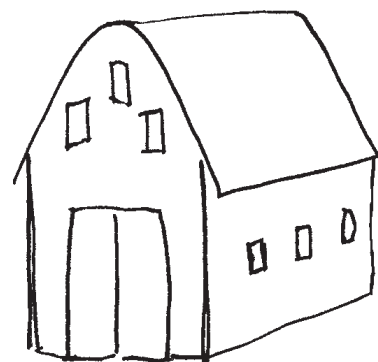
chicken



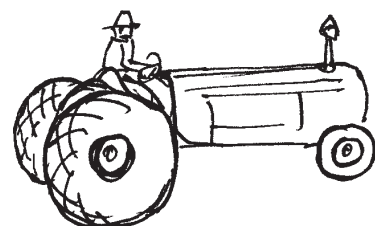
wheat



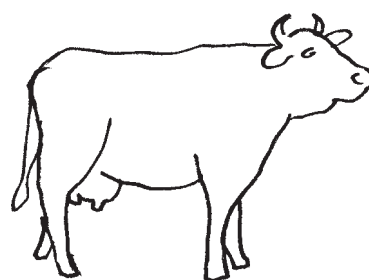
shed



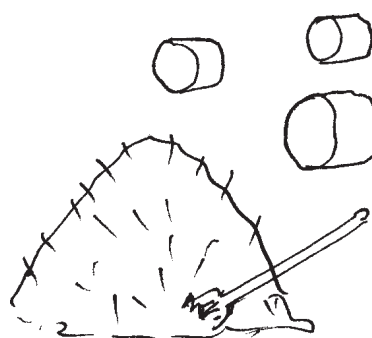
tractor



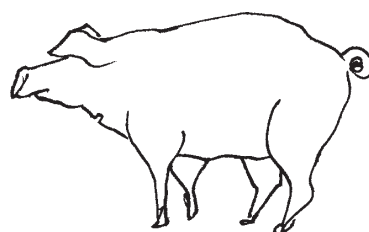
cow



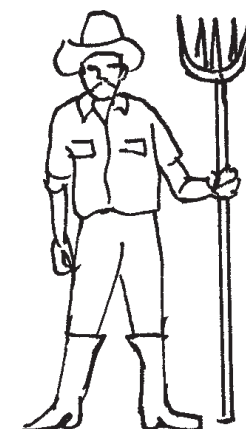
hay



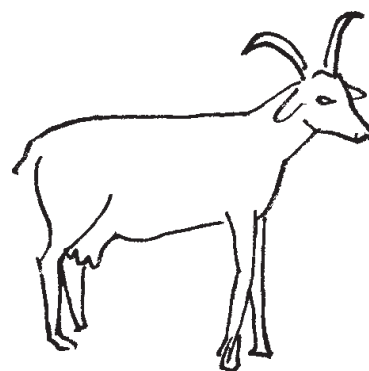
pig



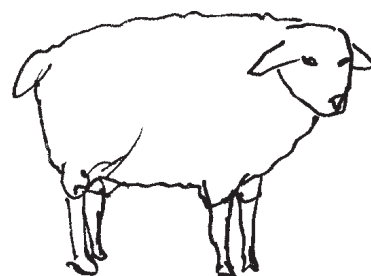
farmer



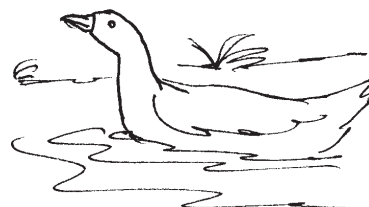
goat



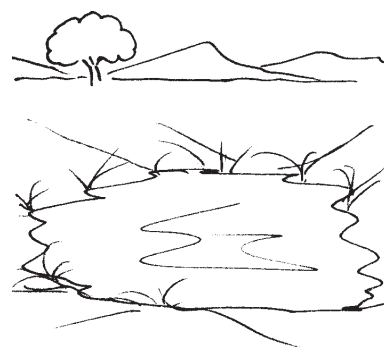
sheep





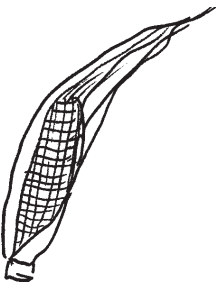
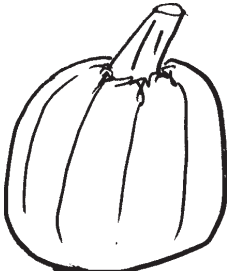
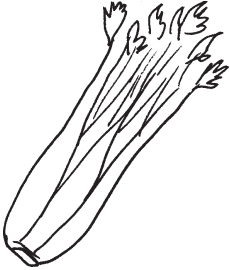


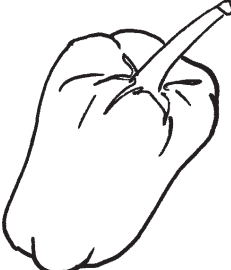

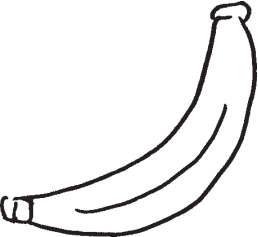
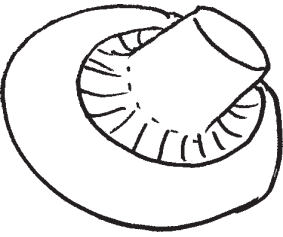

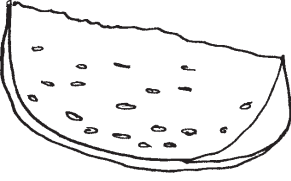
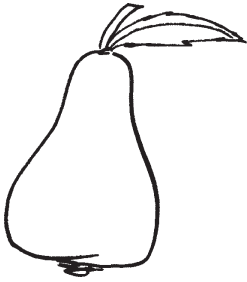
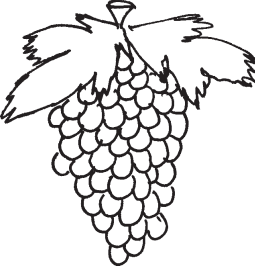
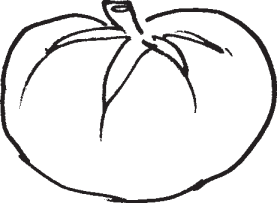
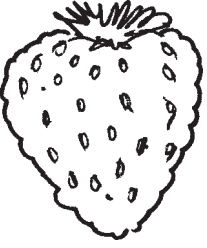

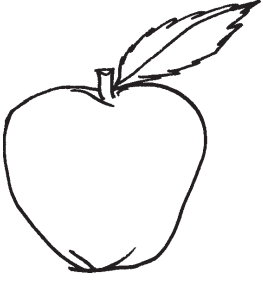
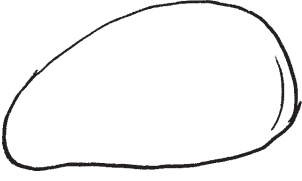
goose

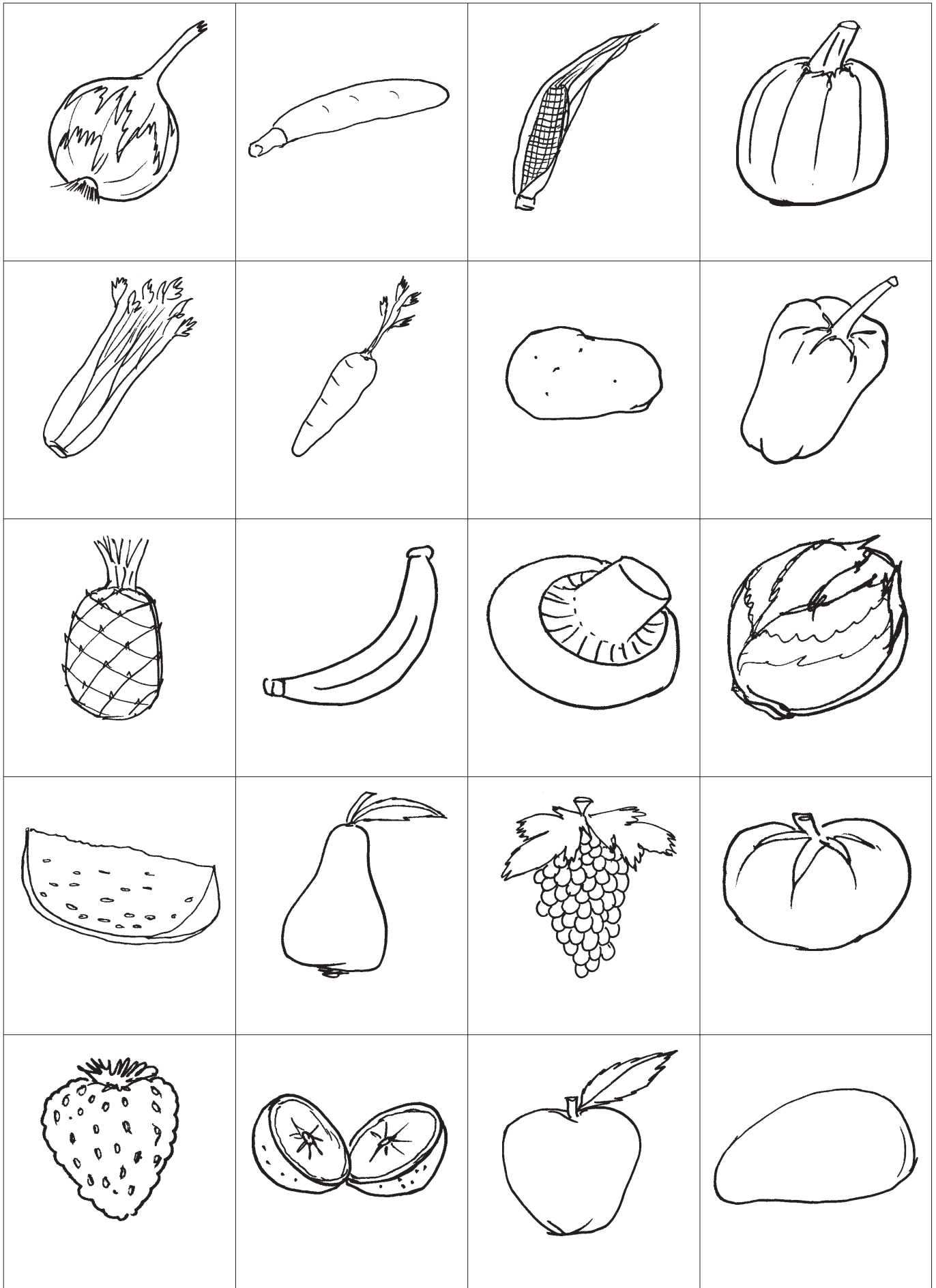


pond



Unit 9 – Food – fruit and vegetables

 <p>onion</p>	 <p>zucchini</p>	 <p>corn</p>	 <p>pumpkin</p>
 <p>celery</p>	 <p>carrot</p>	 <p>potato</p>	 <p>capsicum</p>
 <p>pineapple</p>	 <p>banana</p>	 <p>mushroom</p>	 <p>lettuce</p>
 <p>watermelon</p>	 <p>pear</p>	 <p>grapes</p>	 <p>tomato</p>
 <p>strawberry</p>	 <p>orange</p>	 <p>apple</p>	 <p>mango</p>



Unit 9 – Food – fruit and vegetables

<i>onion</i>	<i>zucchini</i>	<i>corn</i>	<i>pumpkin</i>
<i>celery</i>	<i>carrot</i>	<i>potato</i>	<i>capsicum</i>
<i>pineapple</i>	<i>banana</i>	<i>mushroom</i>	<i>lettuce</i>
<i>watermelon</i>	<i>pear</i>	<i>grapes</i>	<i>tomato</i>
<i>strawberry</i>	<i>orange</i>	<i>apple</i>	<i>mango</i>

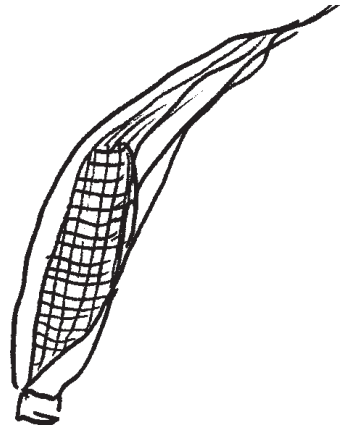
onion



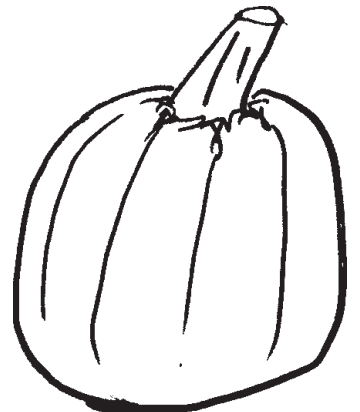
zucchini



corn



pumpkin



celery



carrot



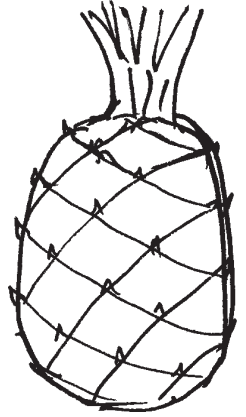
potato



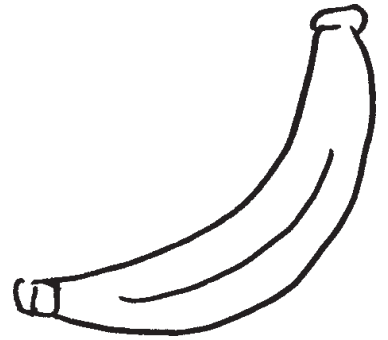
capsicum



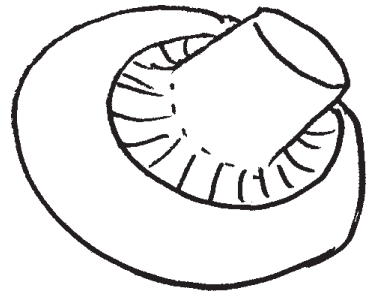
pineapple



banana



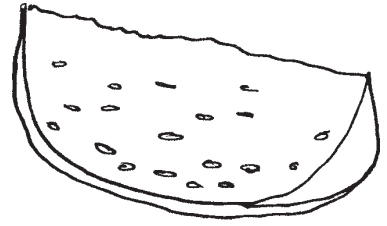
mushroom



lettuce



watermelon



pear



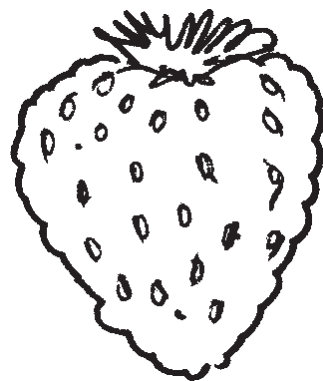
grapes



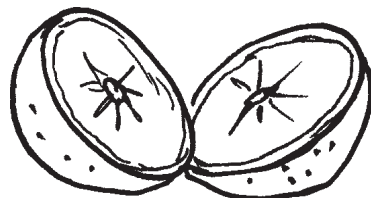
tomato



strawberry



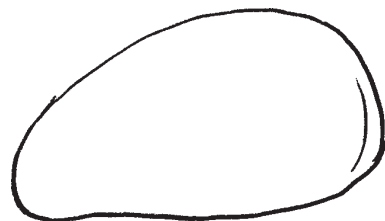
orange



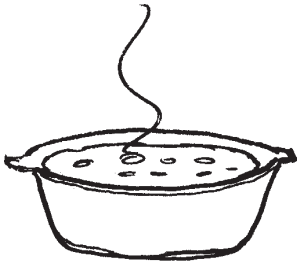

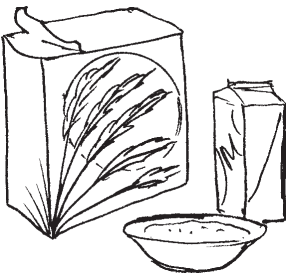





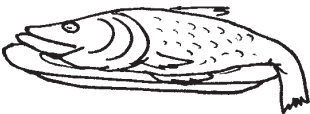





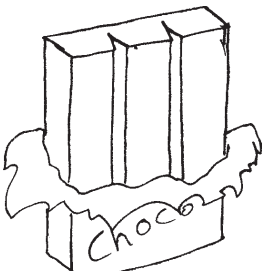

apple



mango



Unit 10 - Food - general

			
soup	rice	noodles	cereal
			
spaghetti	bread	eggs	milk
			
cheese	yogurt	hamburger	meat
			
fish	sandwich	cake	biscuit
			
chips	pizza	chocolate	ice-cream



Unit 10 – Food – general

<i>soup</i>	<i>rice</i>	<i>noodles</i>	<i>cereal</i>
<i>spaghetti</i>	<i>bread</i>	<i>eggs</i>	<i>milk</i>
<i>cheese</i>	<i>yogurt</i>	<i>hamburger</i>	<i>meat</i>
<i>fish</i>	<i>sandwich</i>	<i>cake</i>	<i>biscuit</i>
<i>chips</i>	<i>pizza</i>	<i>chocolate</i>	<i>ice-cream</i>

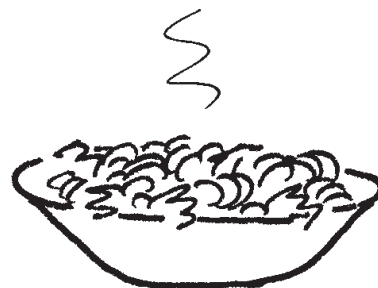
soup



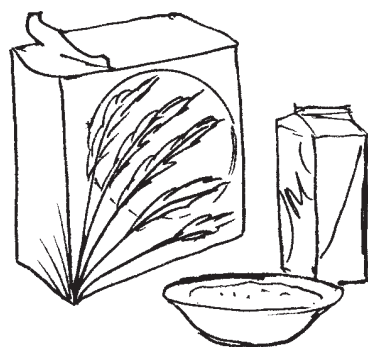
rice



noodles



cereal



spaghetti



bread



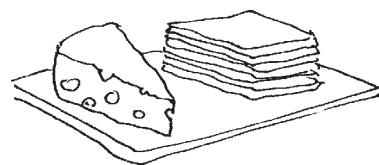
eggs



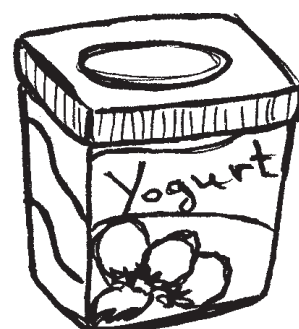
milk



cheese



yogurt



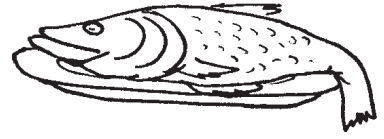
hamburger



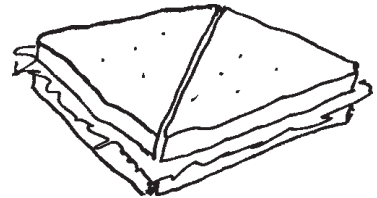
meat



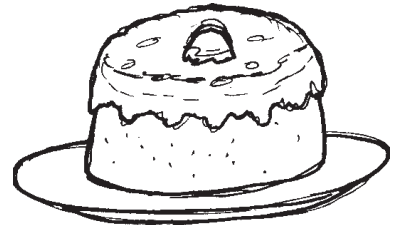
fish



sandwich



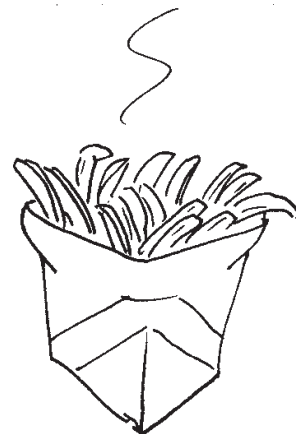
cake



biscuit



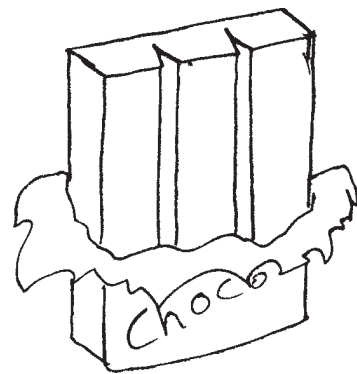
chips



pizza



chocolate



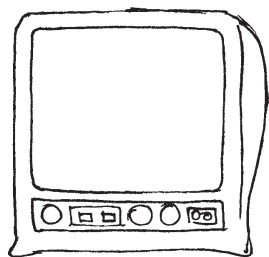
ice-cream



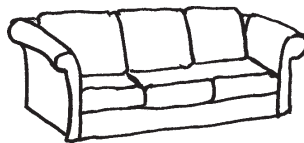
Unit 11 - House - inside



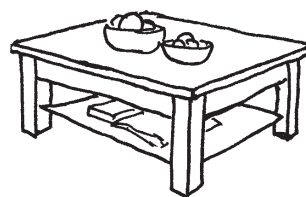
lounge room



TV



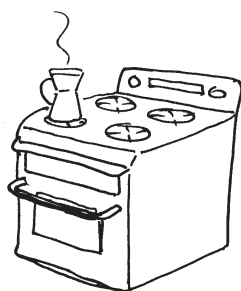
couch



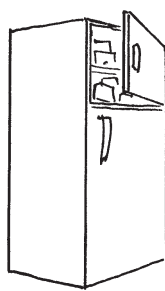
table



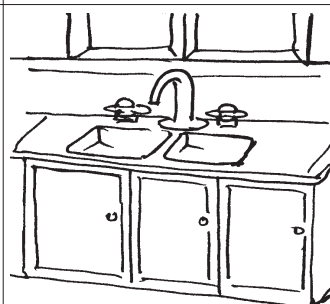
kitchen



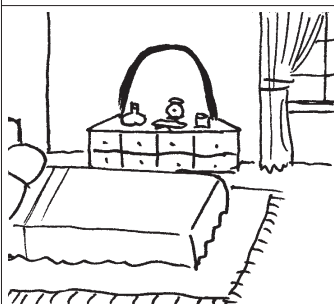
stove



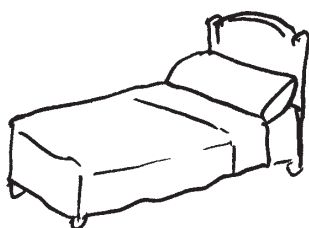
fridge



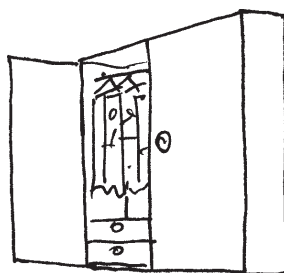
sink



bedroom



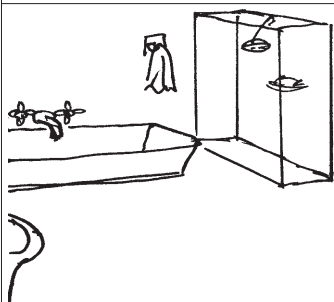
bed



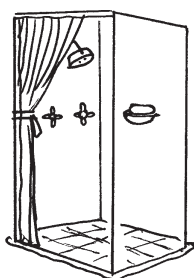
wardrobe



*dressing
table*



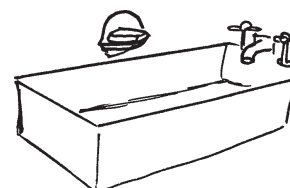
bathroom



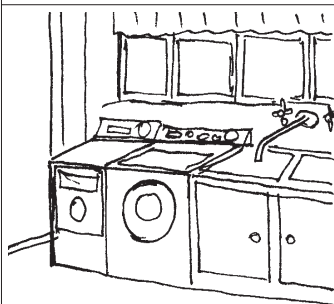
shower



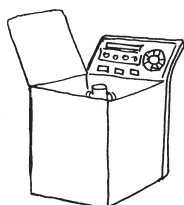
toilet



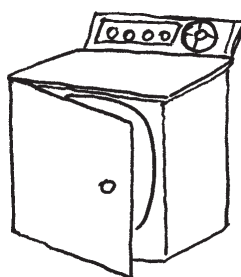
bath



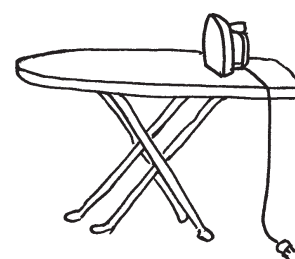
laundry



*washing
machine*



dryer



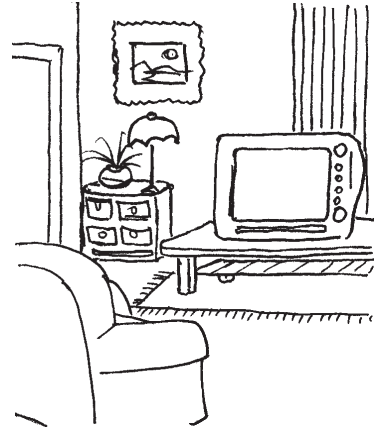
iron



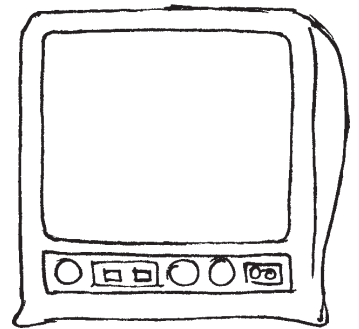
Unit 11 - House - inside

<i>lounge room</i>	<i>TV</i>	<i>couch</i>	<i>table</i>
<i>kitchen</i>	<i>stove</i>	<i>fridge</i>	<i>sink</i>
<i>bedroom</i>	<i>bed</i>	<i>wardrobe</i>	<i>dressing table</i>
<i>bathroom</i>	<i>shower</i>	<i>toilet</i>	<i>bath</i>
<i>laundry</i>	<i>washing machine</i>	<i>dryer</i>	<i>iron</i>

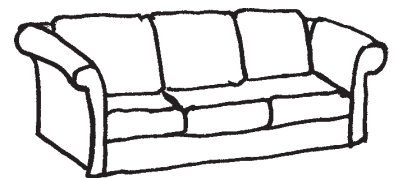
lounge room



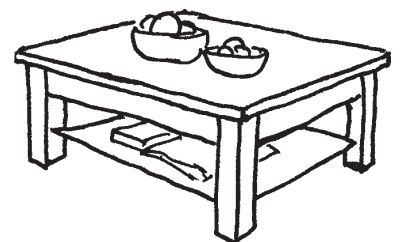
TV



couch



table



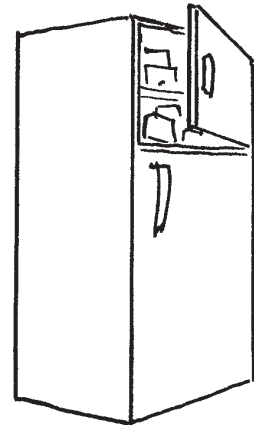
kitchen



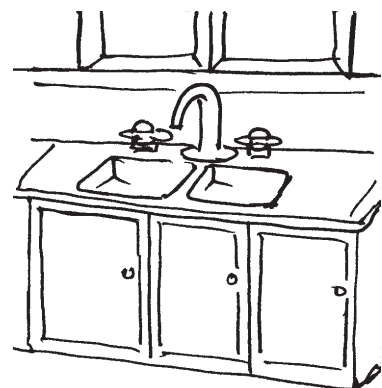
stove



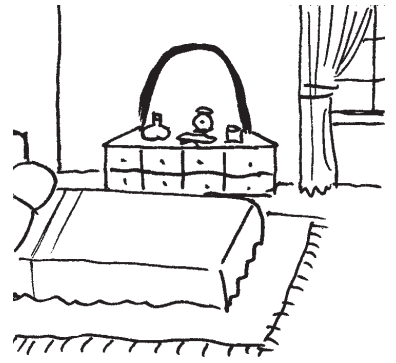
fridge



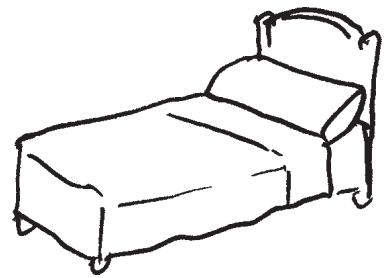
sink



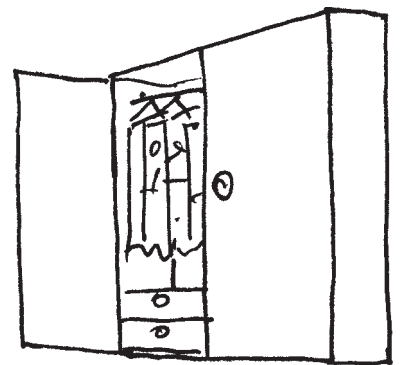
bedroom



bed



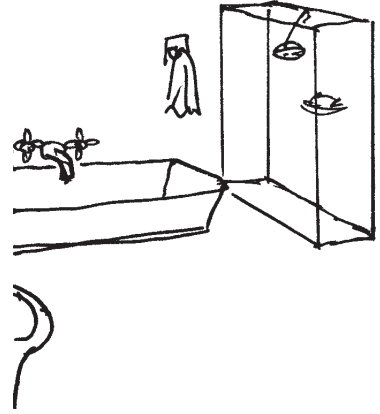
wardrobe



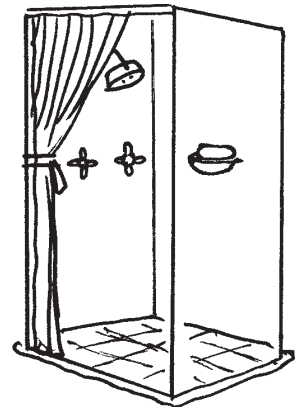
*dressing
table*



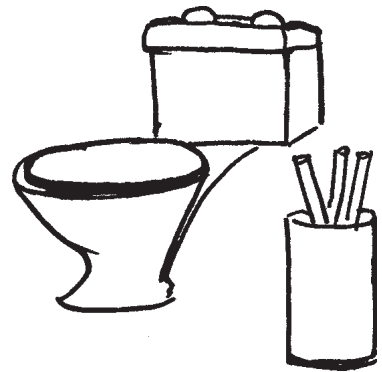
bathroom



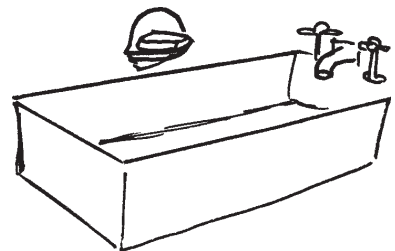
shower



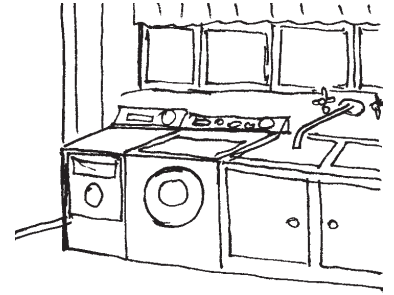
toilet



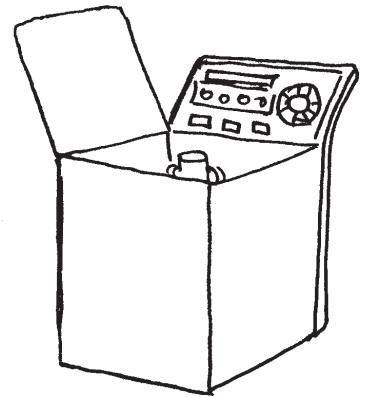
bath



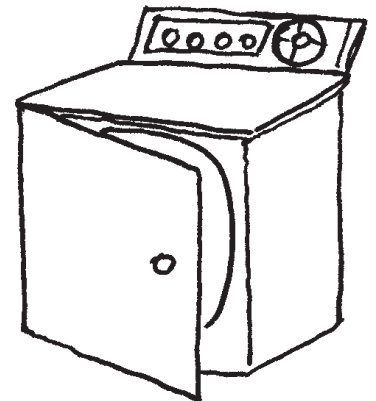
laundry



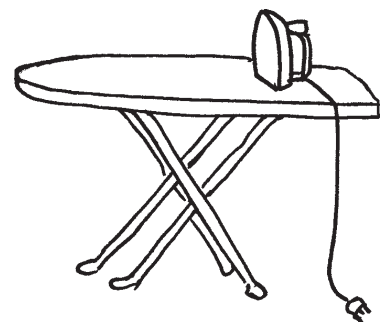
*washing
machine*



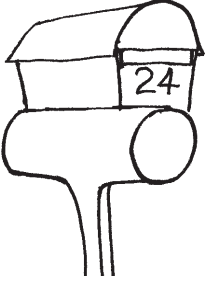
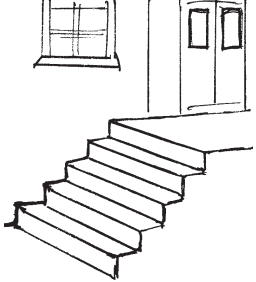
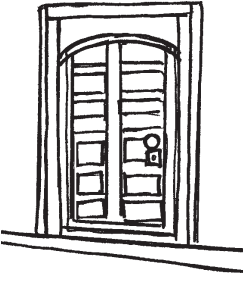
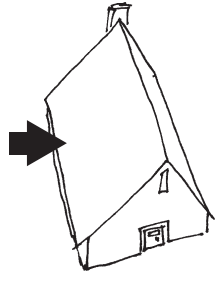
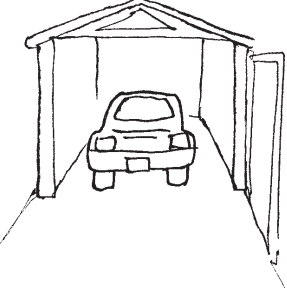
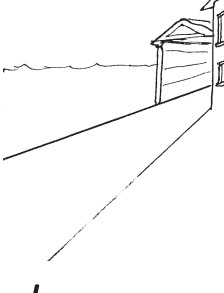
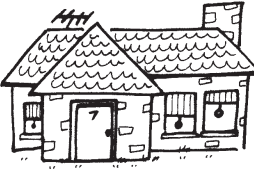
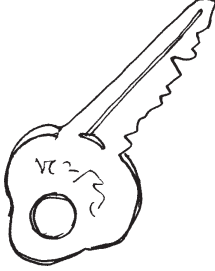
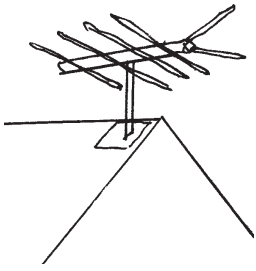
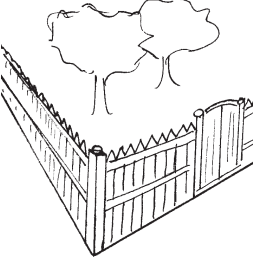
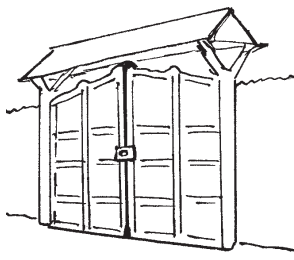
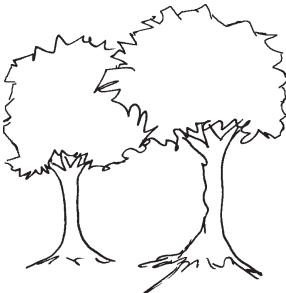
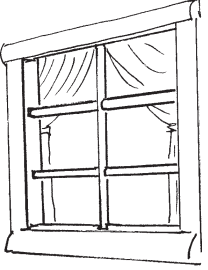
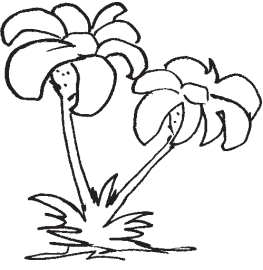
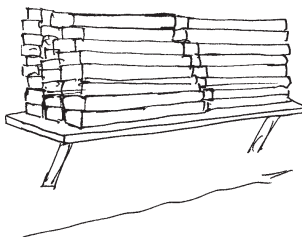

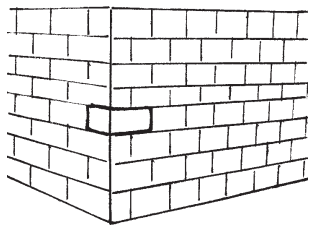
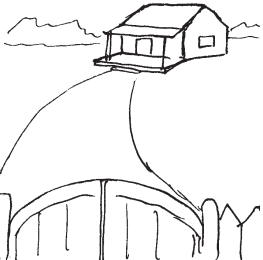
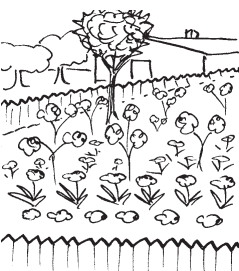
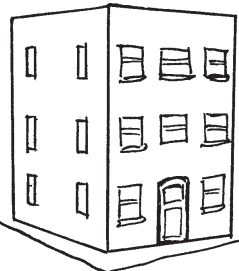
dryer

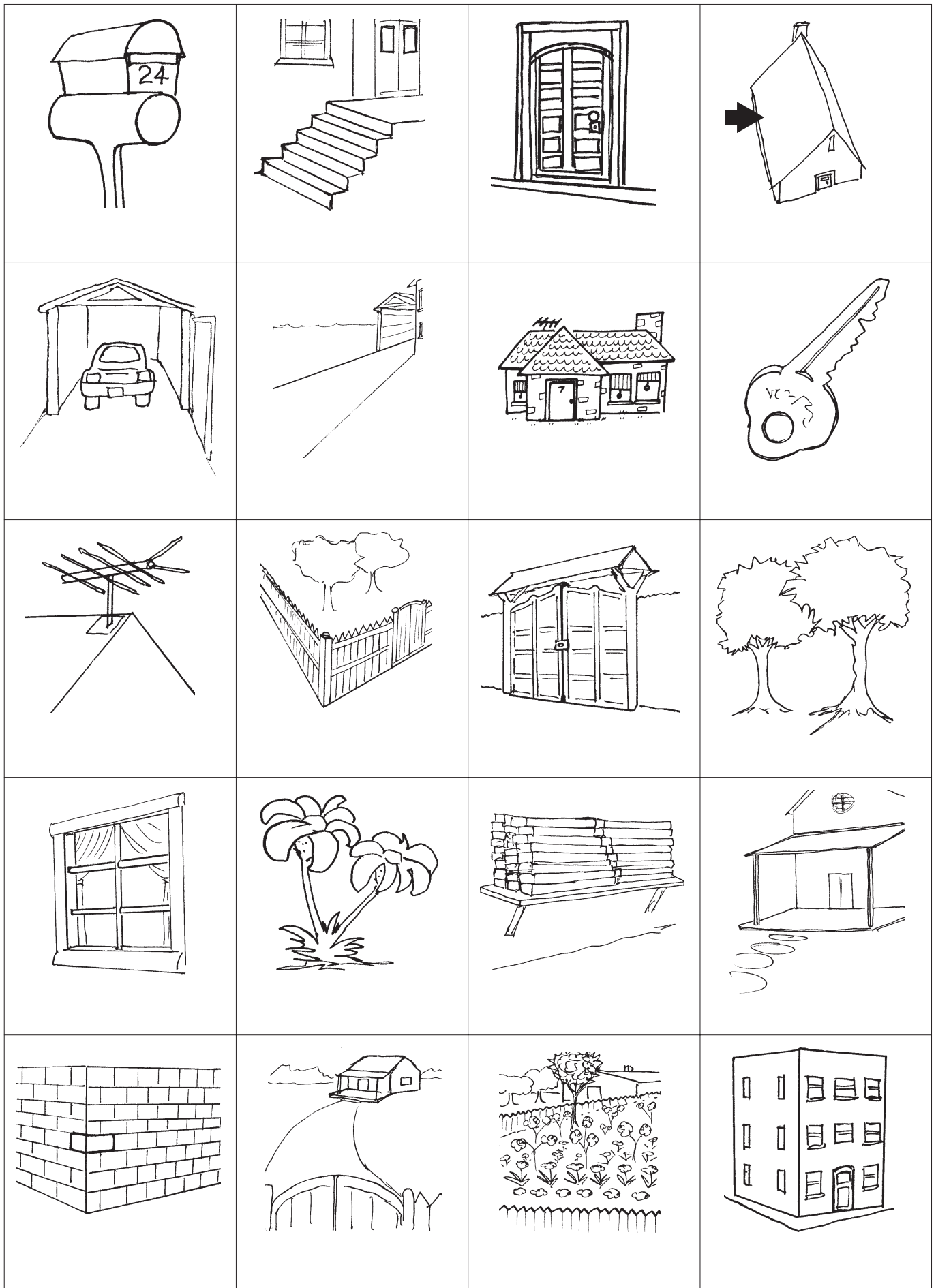


iron



Unit 12 - House - outside

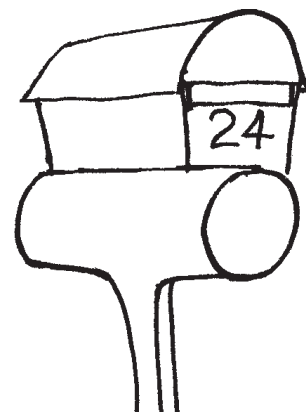
			
letterbox	steps	door	roof
			
garage	driveway	house	key
			
TV aerial	fence	gate	trees
			
window	flowers	wood	veranda
			
brick	path	garden	flat



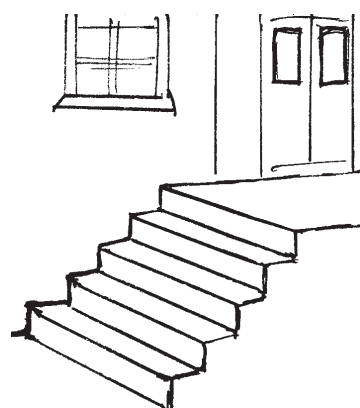
Unit 12 - House - outside

<i>letterbox</i>	<i>steps</i>	<i>door</i>	<i>roof</i>
<i>garage</i>	<i>driveway</i>	<i>house</i>	<i>key</i>
<i>TV aerial</i>	<i>fence</i>	<i>gate</i>	<i>trees</i>
<i>window</i>	<i>flowers</i>	<i>wood</i>	<i>veranda</i>
<i>brick</i>	<i>path</i>	<i>garden</i>	<i>flat</i>

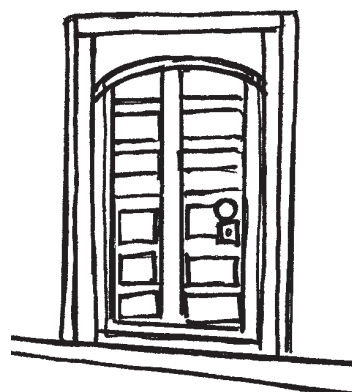
letterbox



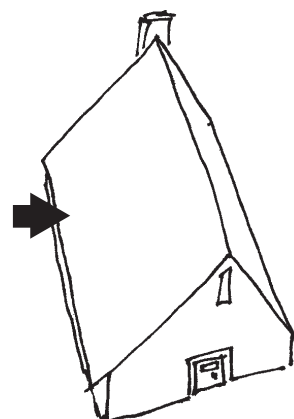
steps



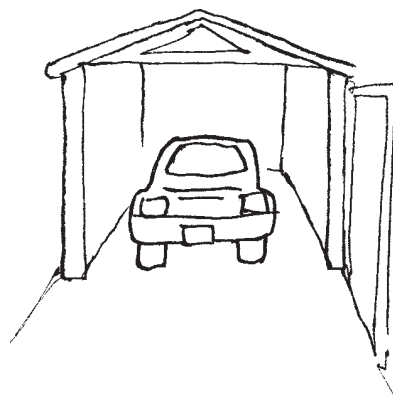
door



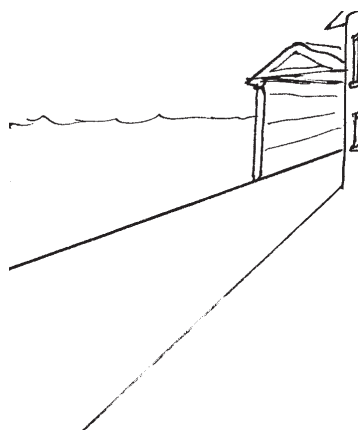
roof



garage



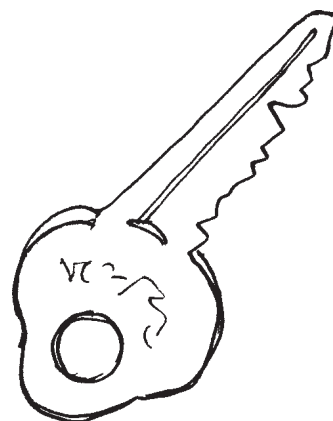
driveway



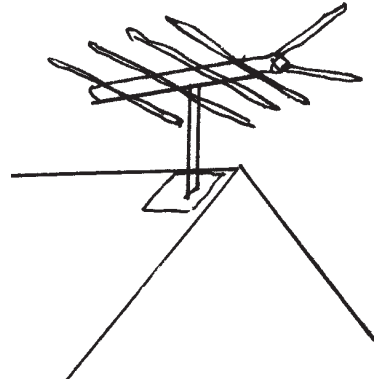
house



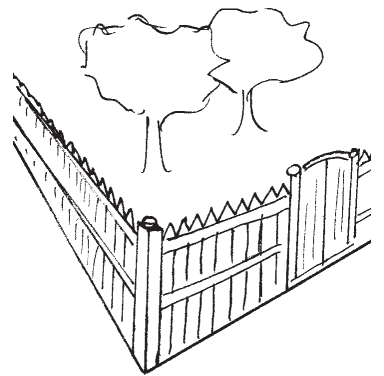
key



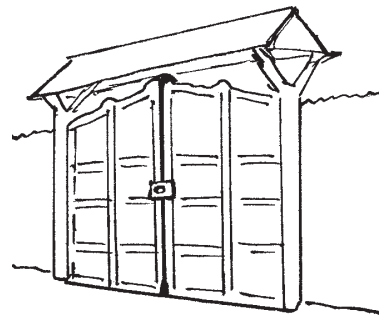
TV aerial



fence



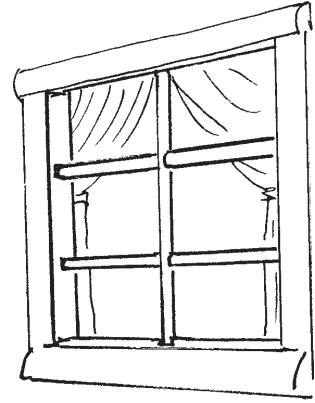
gate



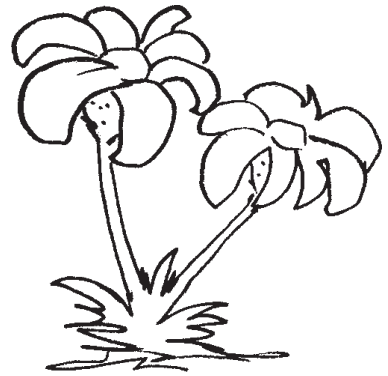
trees



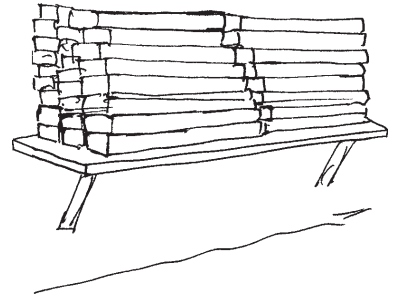
window



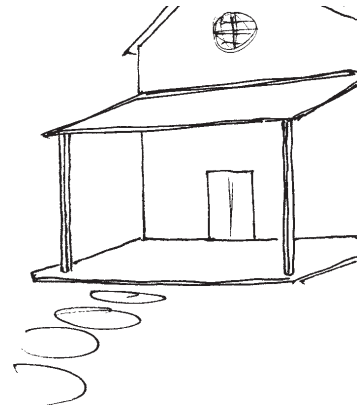
flowers



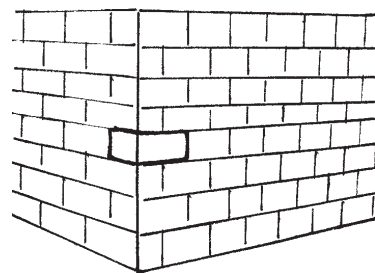
wood



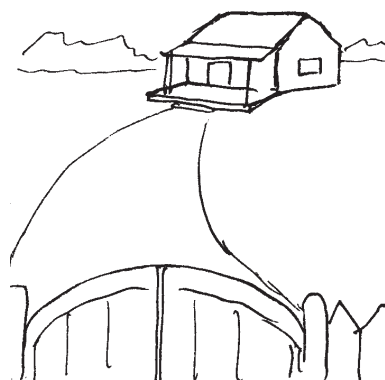
veranda



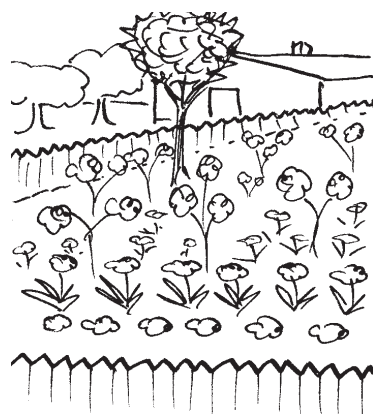
brick



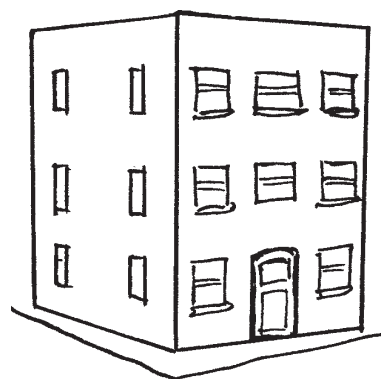
path



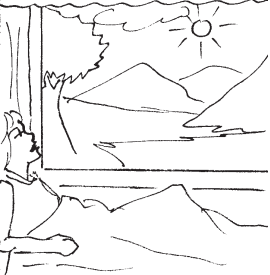

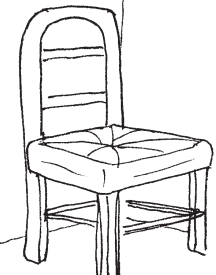
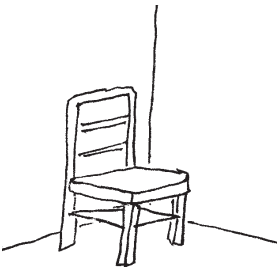


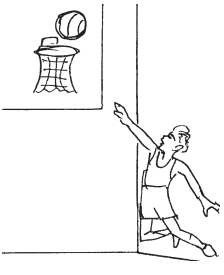
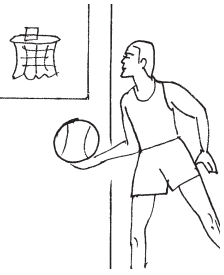
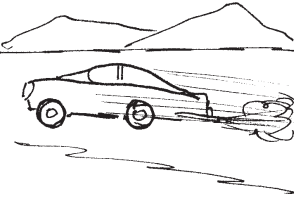
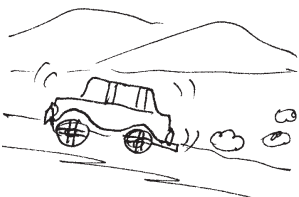


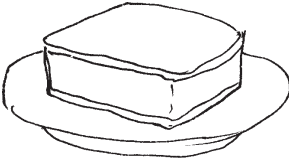
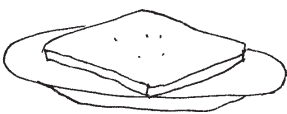
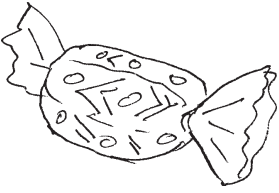
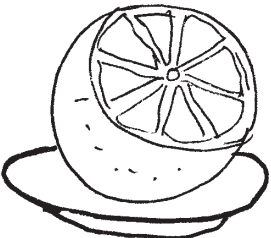

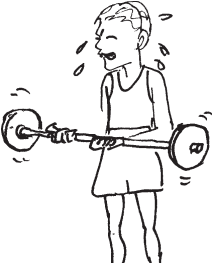
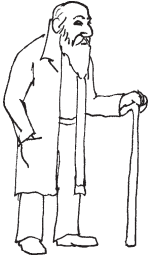

garden

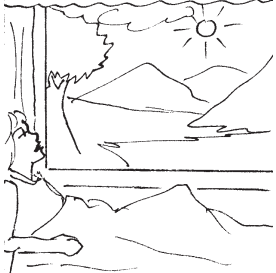

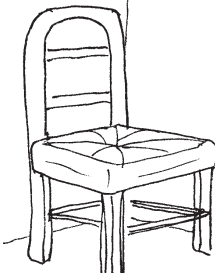
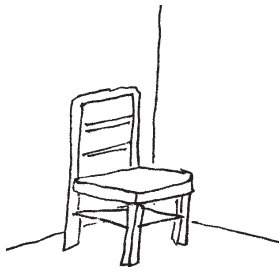


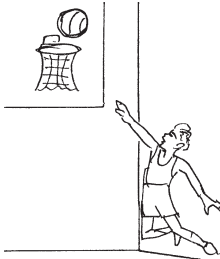
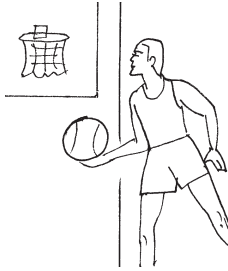
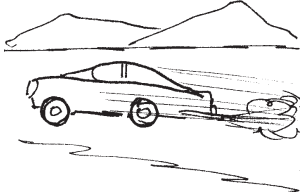
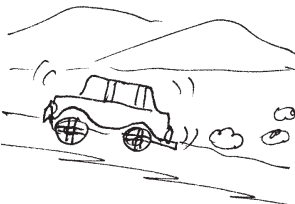


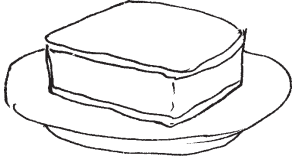
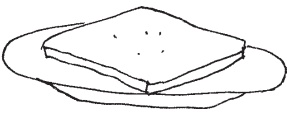
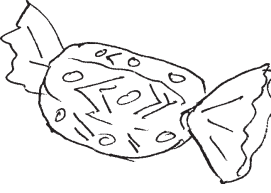
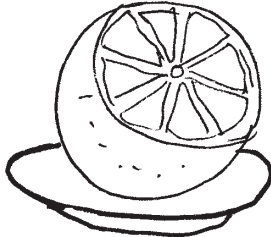






flat



Unit 13 - Opposites

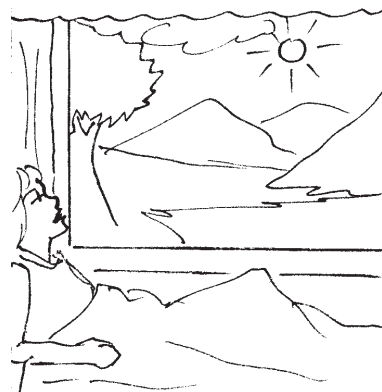
			
<i>day</i>	<i>night</i>	<i>big</i>	<i>small</i>
			
<i>happy</i>	<i>sad</i>	<i>short</i>	<i>tall</i>
			
<i>fast</i>	<i>slow</i>	<i>hot</i>	<i>cold</i>
			
<i>thick</i>	<i>thin</i>	<i>sweet</i>	<i>sour</i>
			
<i>strong</i>	<i>weak</i>	<i>old</i>	<i>young</i>

Unit 13 - Opposites

<i>day</i>	<i>night</i>	<i>big</i>	<i>small</i>
<i>happy</i>	<i>sad</i>	<i>short</i>	<i>tall</i>
<i>fast</i>	<i>slow</i>	<i>hot</i>	<i>cold</i>
<i>thick</i>	<i>thin</i>	<i>sweet</i>	<i>sour</i>
<i>strong</i>	<i>weak</i>	<i>old</i>	<i>young</i>

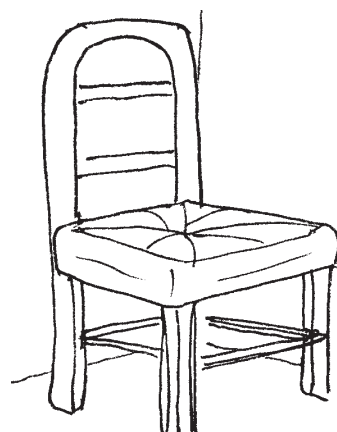
day



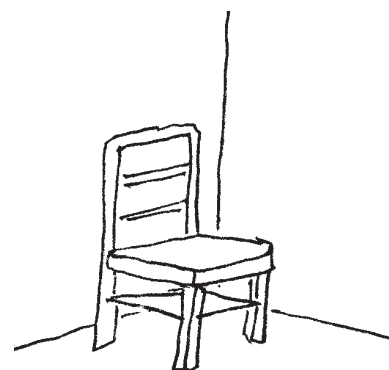
night



big



small



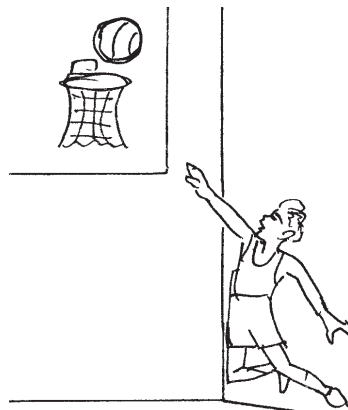
happy



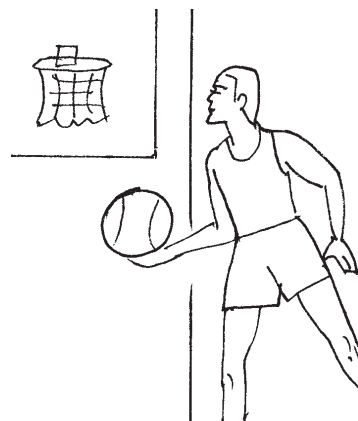
sad



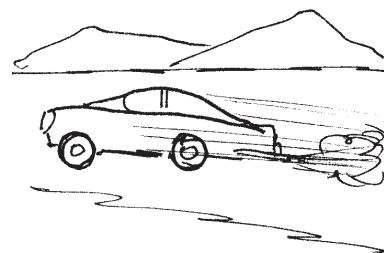
short



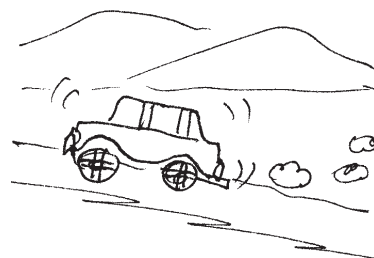
tall



fast



slow



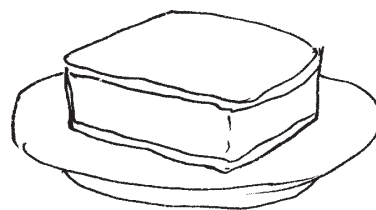
hot



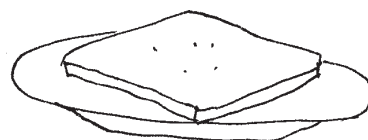
cold



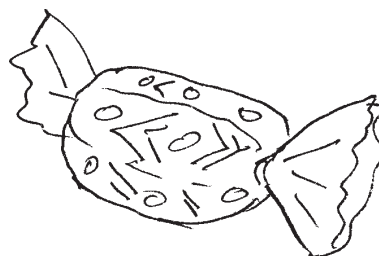
thick



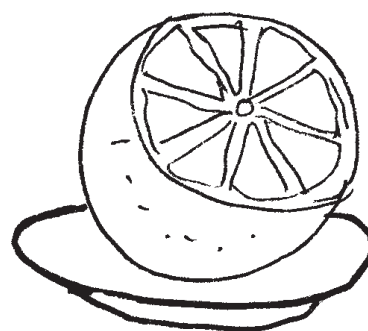
thin



sweet



sour



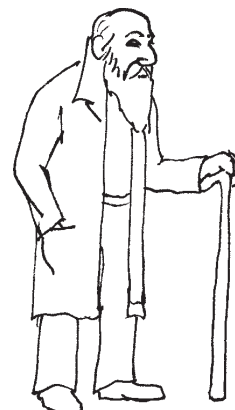
strong



weak



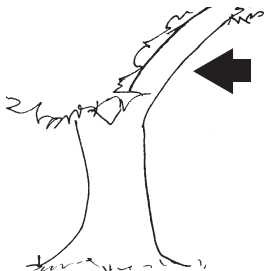

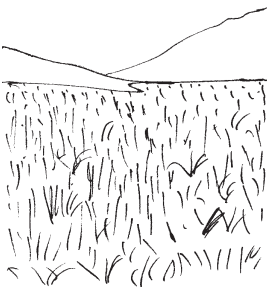
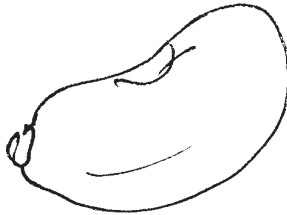
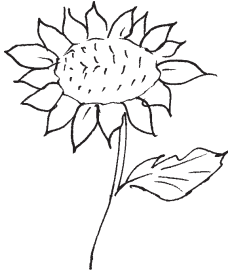
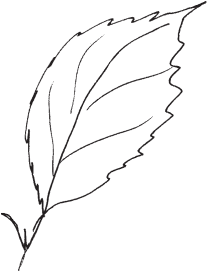
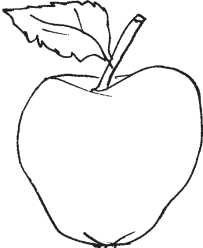
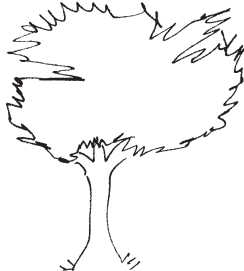
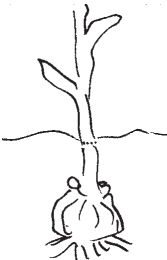
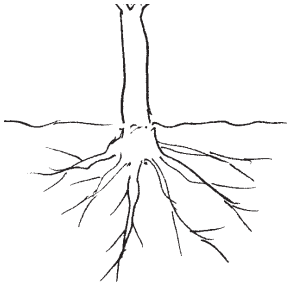
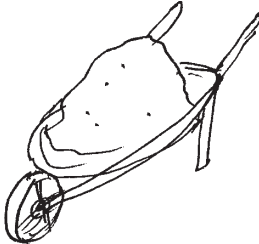
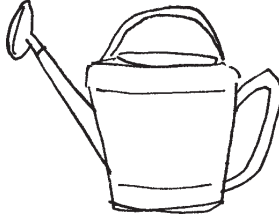




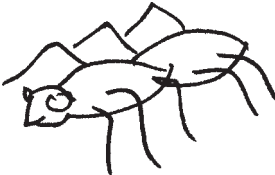



old

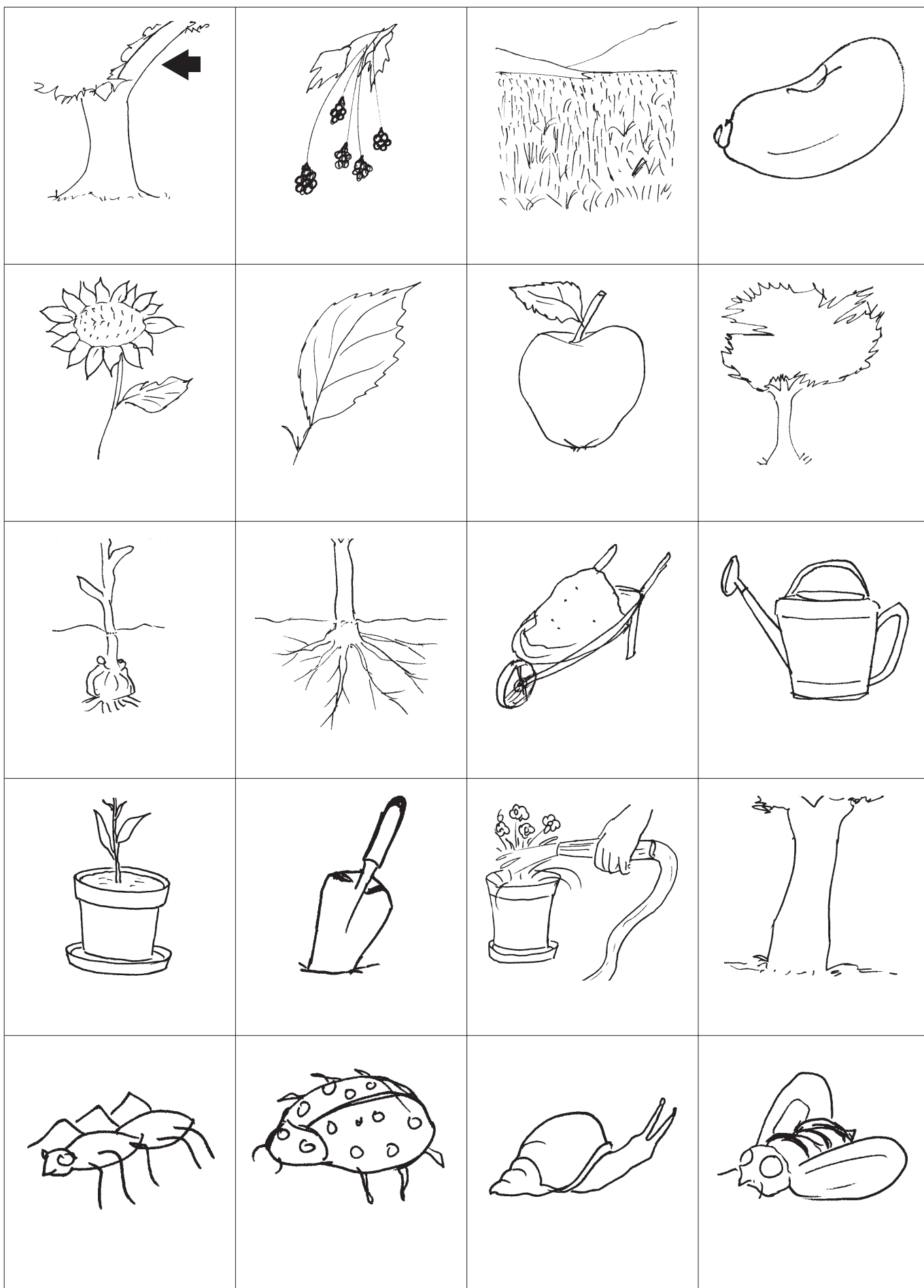


young



Unit 14 - Plants and gardens

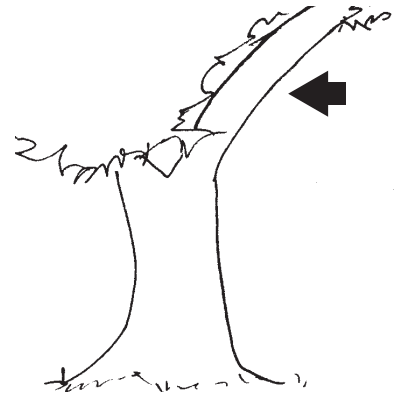
			
<i>branch</i>	<i>berries</i>	<i>grass</i>	<i>seed</i>
			
<i>flower</i>	<i>leaf</i>	<i>fruit</i>	<i>tree</i>
			
<i>bulb</i>	<i>roots</i>	<i>soil</i>	<i>watering can</i>
			
<i>pot plant</i>	<i>trowel</i>	<i>water</i>	<i>trunk</i>
			
<i>ant</i>	<i>ladybird</i>	<i>snail</i>	<i>bee</i>



Unit 14 - Plants and gardens

<i>branch</i>	<i>berries</i>	<i>grass</i>	<i>seed</i>
<i>flower</i>	<i>leaf</i>	<i>fruit</i>	<i>tree</i>
<i>bulb</i>	<i>roots</i>	<i>soil</i>	<i>watering can</i>
<i>pot plant</i>	<i>trowel</i>	<i>water</i>	<i>trunk</i>
<i>ant</i>	<i>ladybird</i>	<i>snail</i>	<i>bee</i>

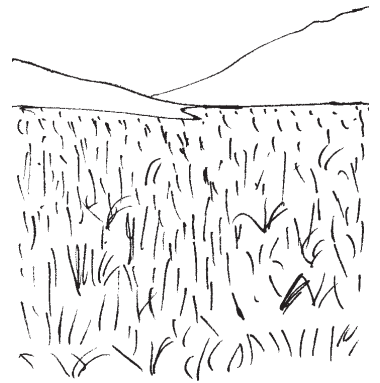
branch



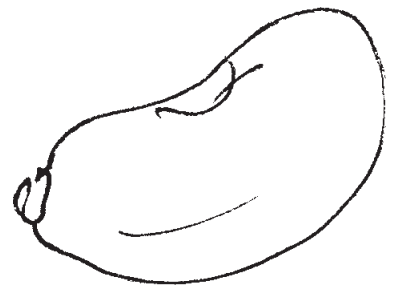
berries



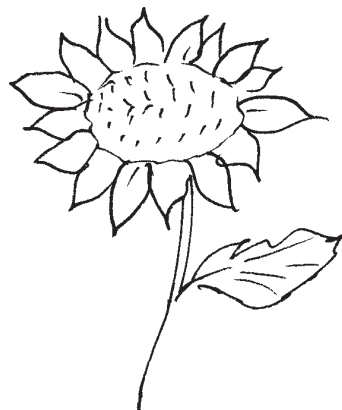
grass



seed



flower



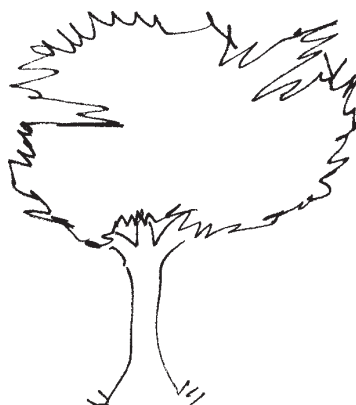
leaf



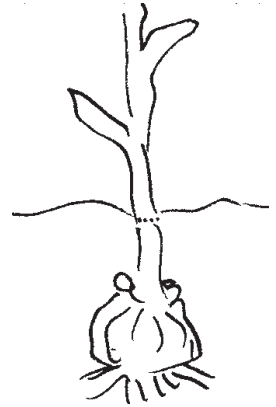
fruit



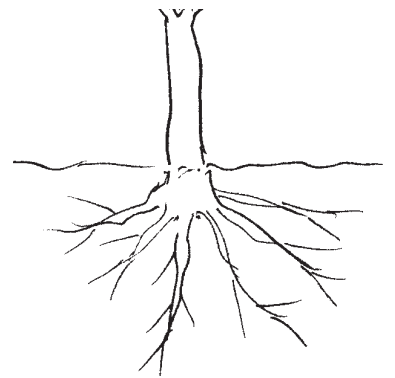
tree



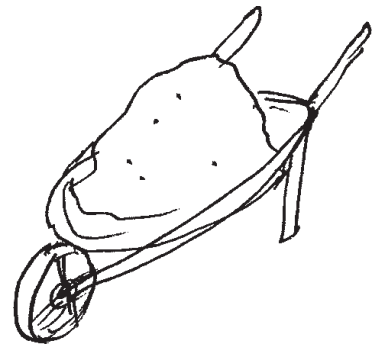
bulb



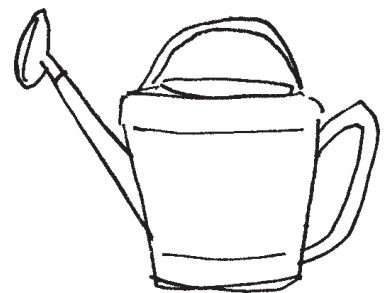
roots



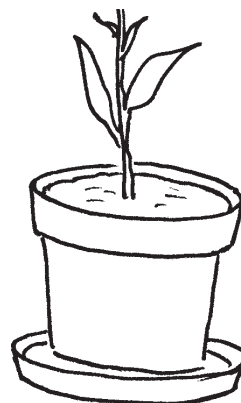
soil



*watering
can*



pot plant



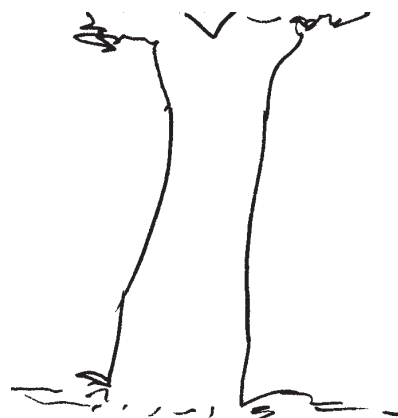
trowel



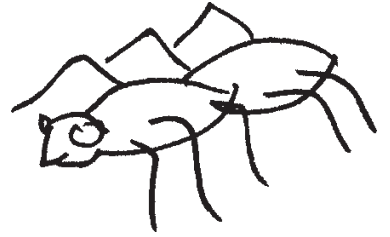
water



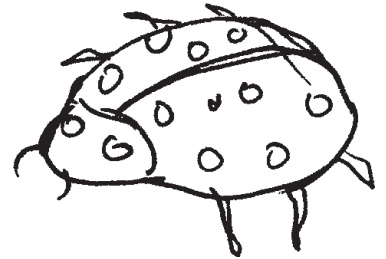
trunk



ant



ladybird




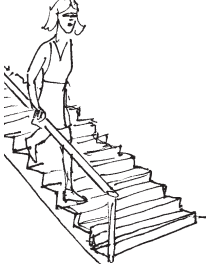
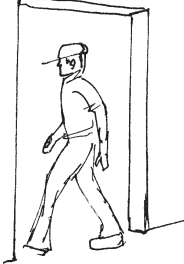

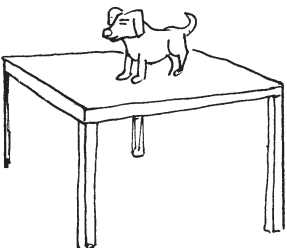
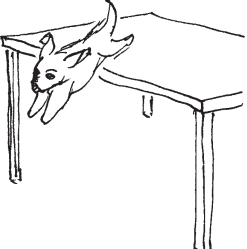
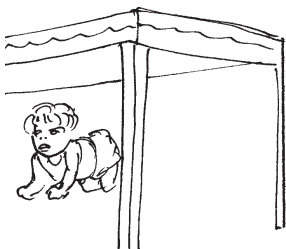
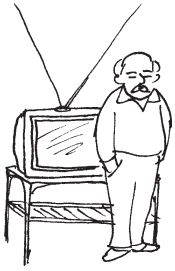
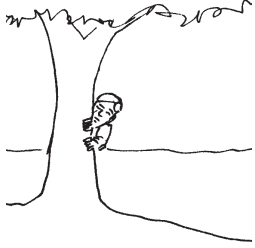
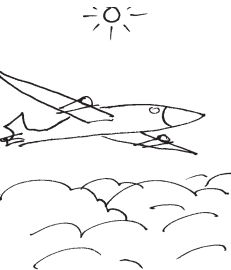

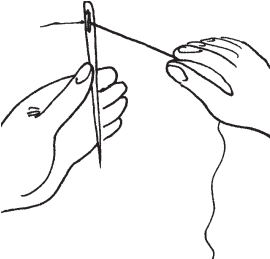








snail



bee



Unit 15 - Prepositions

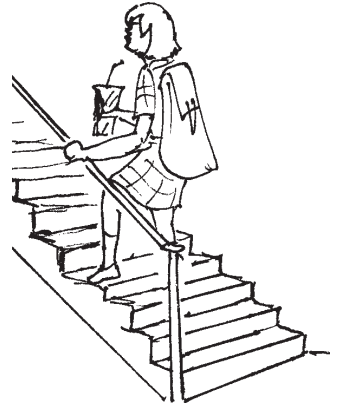
			
<i>up</i>	<i>down</i>	<i>in</i>	<i>out</i>
			
<i>on</i>	<i>off</i>	<i>under</i>	<i>in front</i>
			
<i>behind</i>	<i>above</i>	<i>below</i>	<i>through</i>
			
<i>inside</i>	<i>outside</i>	<i>left</i>	<i>right</i>
			
<i>between</i>	<i>over</i>	<i>next to</i>	<i>to</i>



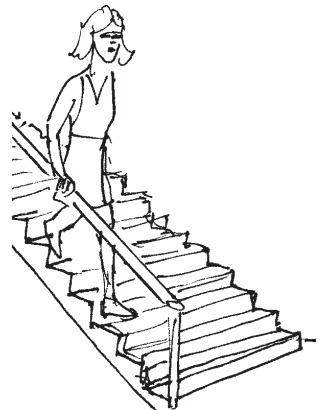
Unit 15 – Prepositions

<i>up</i>	<i>down</i>	<i>in</i>	<i>out</i>
<i>on</i>	<i>off</i>	<i>under</i>	<i>in front</i>
<i>behind</i>	<i>above</i>	<i>below</i>	<i>through</i>
<i>inside</i>	<i>outside</i>	<i>left</i>	<i>right</i>
<i>between</i>	<i>over</i>	<i>next to</i>	<i>to</i>

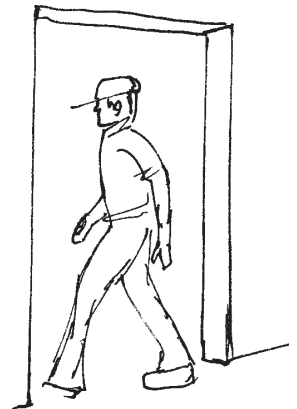
up



down



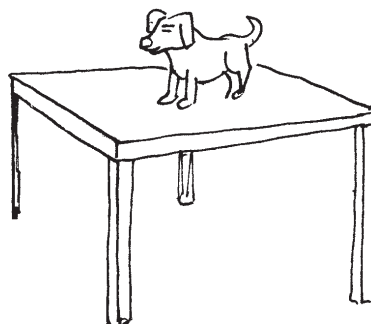
in



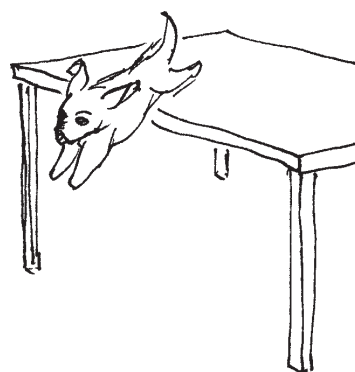
out



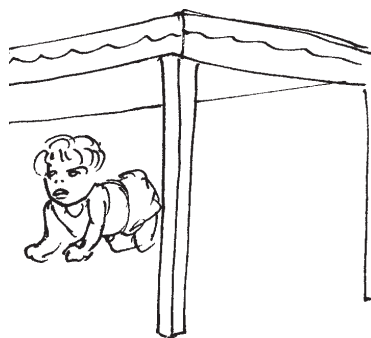
on



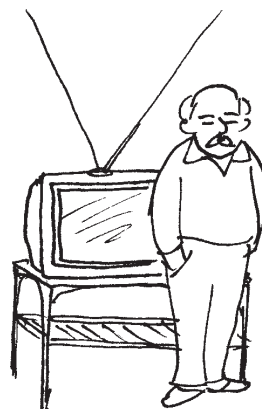
off



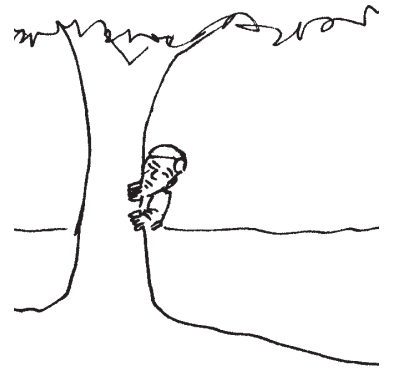
under



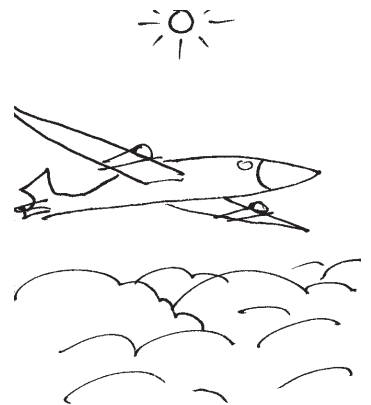
in front



behind



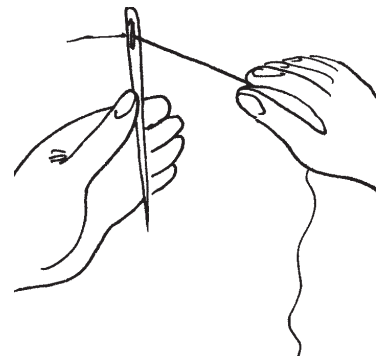
above



below



through



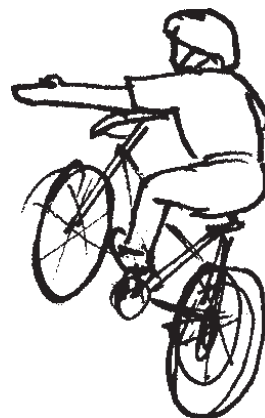
inside



outside



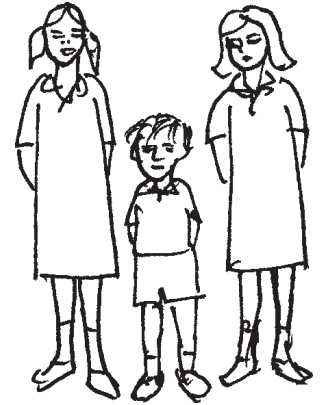
left



right



between



over




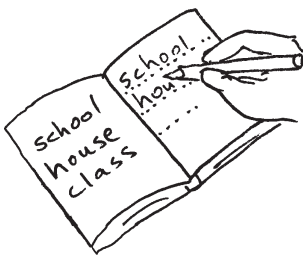

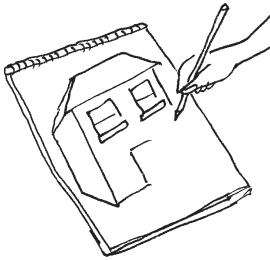
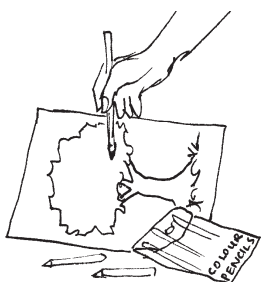



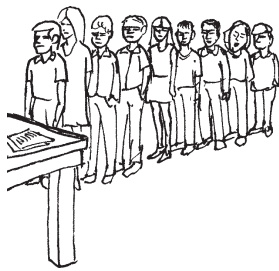
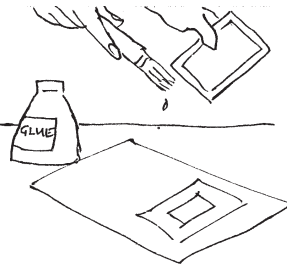
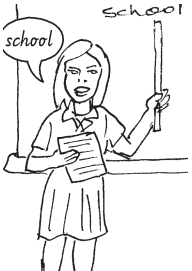


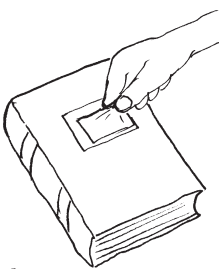






next to



to



Unit 16 - School - instructions

			
<i>write</i>	<i>copy</i>	<i>trace</i>	<i>draw</i>
			
<i>colour</i>	<i>sit</i>	<i>paint</i>	<i>pack up</i>
			
<i>line-up</i>	<i>paste</i>	<i>speak</i>	<i>hand up</i>
			
<i>be quiet</i>	<i>stick</i>	<i>listen</i>	<i>stand up</i>
			
<i>cut</i>	<i>make a circle</i>	<i>don't run</i>	<i>read</i>



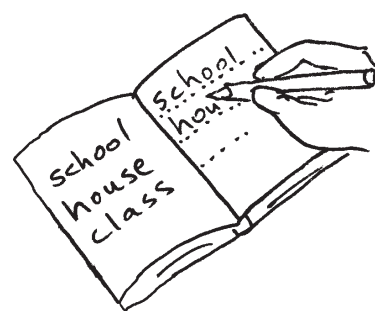
Unit 16 - School - instructions

<i>write</i>	<i>copy</i>	<i>trace</i>	<i>draw</i>
<i>colour</i>	<i>sit</i>	<i>paint</i>	<i>pack up</i>
<i>line-up</i>	<i>paste</i>	<i>speak</i>	<i>hand up</i>
<i>be quiet</i>	<i>stick</i>	<i>listen</i>	<i>stand up</i>
<i>cut</i>	<i>make a circle</i>	<i>don't run</i>	<i>read</i>

write



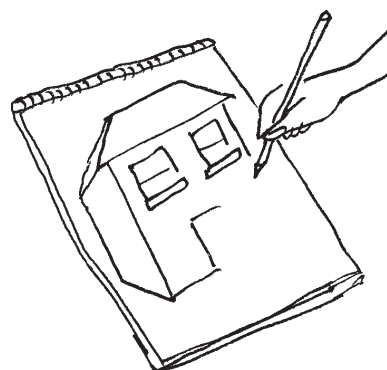
copy



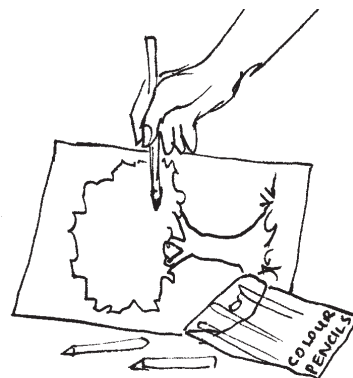
trace



draw



colour



sit



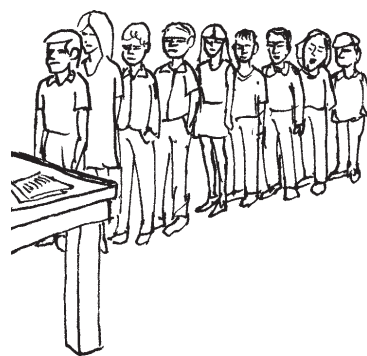
paint



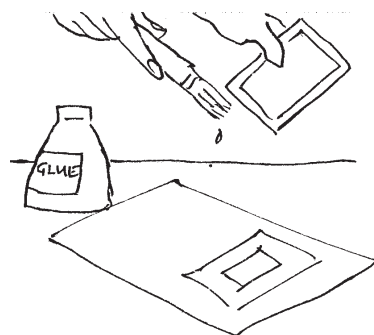
pack up



line-up



paste



speak



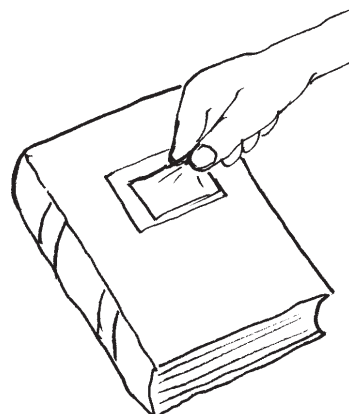
hand up



be quiet



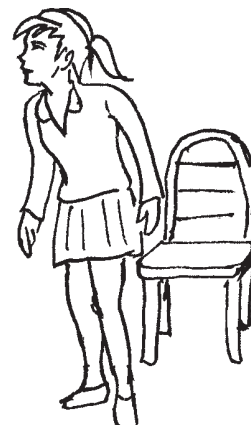
stick



listen



stand up



cut



*make a
circle*



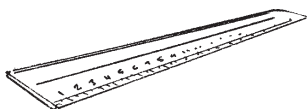

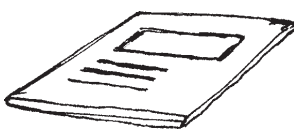


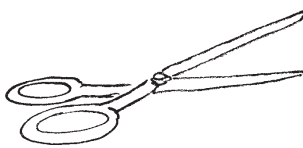
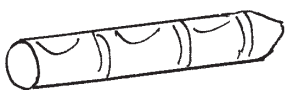
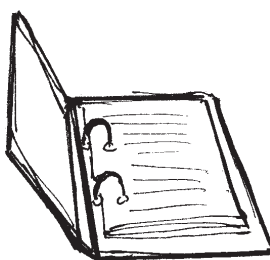
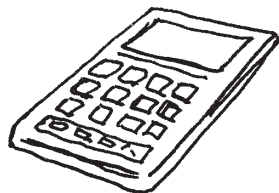
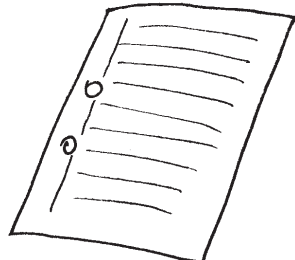
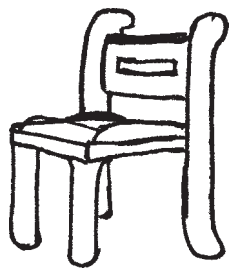



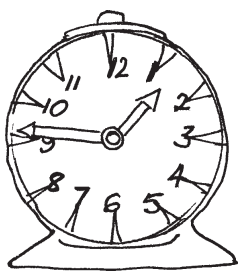
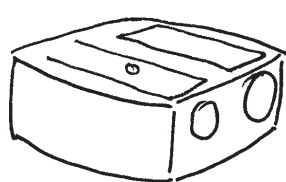
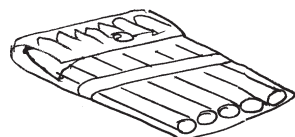
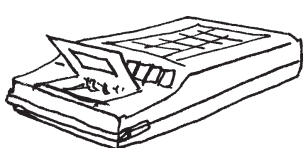
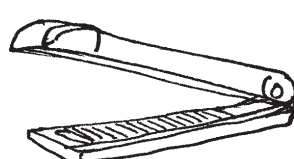
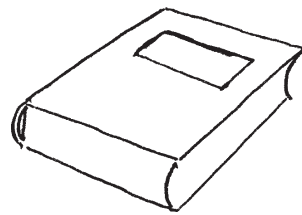
don't run

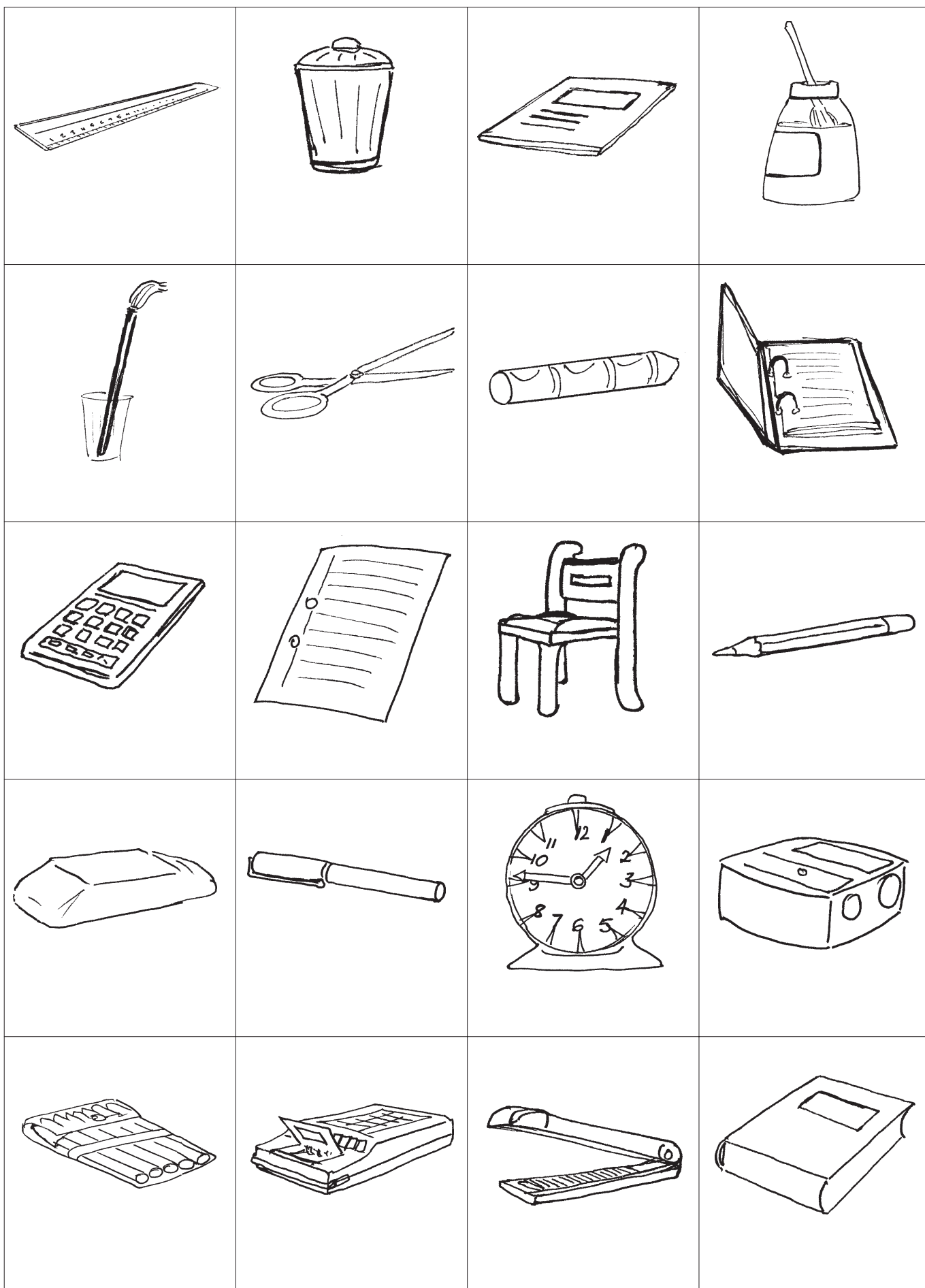


read



Unit 17 - School - items

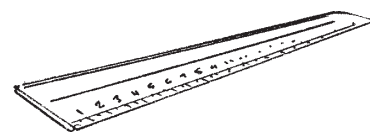
			
ruler	rubbish bin	exercise book	paste
			
brush	scissors	crayon	folder
			
calculator	paper	chair	pencil
			
rubber	pen	clock	sharpener
			
textas	tape recorder	stapler	book



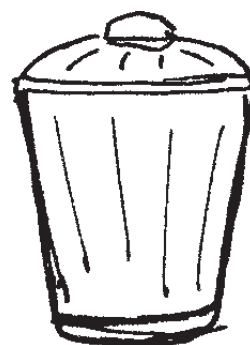
Unit 17 - School - items

<i>ruler</i>	<i>rubbish bin</i>	<i>exercise book</i>	<i>paste</i>
<i>brush</i>	<i>scissors</i>	<i>crayon</i>	<i>folder</i>
<i>calculator</i>	<i>paper</i>	<i>chair</i>	<i>pencil</i>
<i>rubber</i>	<i>pen</i>	<i>clock</i>	<i>sharpener</i>
<i>textas</i>	<i>tape recorder</i>	<i>stapler</i>	<i>book</i>

ruler



rubbish bin



*exercise
book*



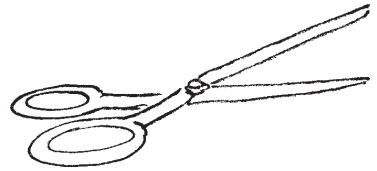
paste



brush



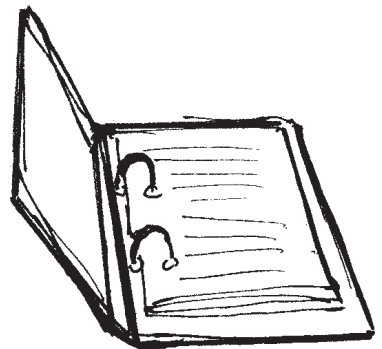
scissors



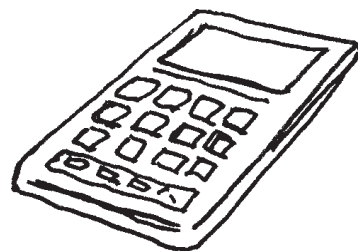
crayon



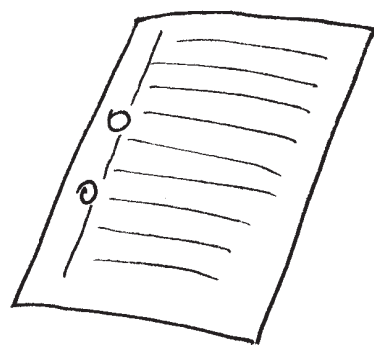
folder



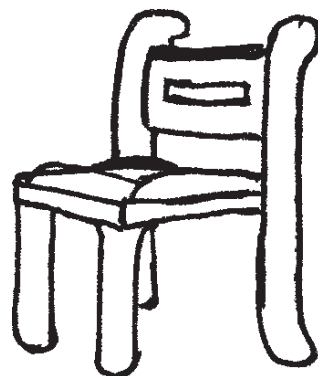
calculator



paper



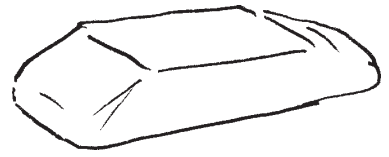
chair



pencil



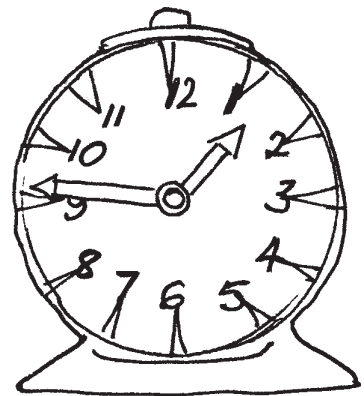
rubber



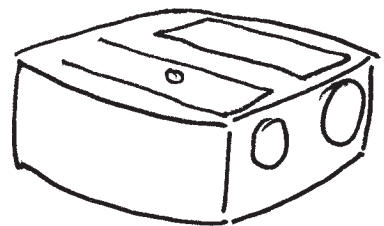
pen



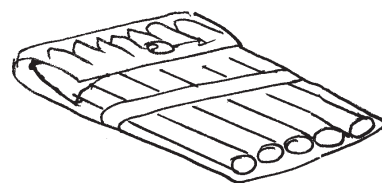
clock



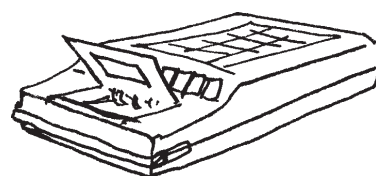
sharpener



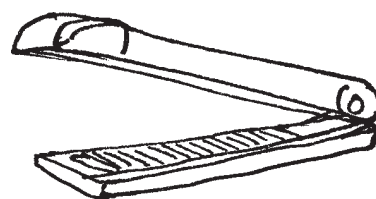
textas



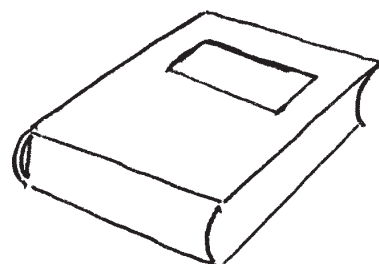
*tape
recorder*



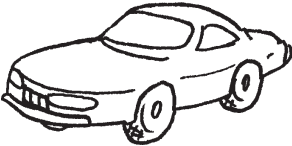
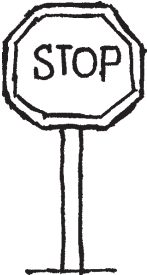
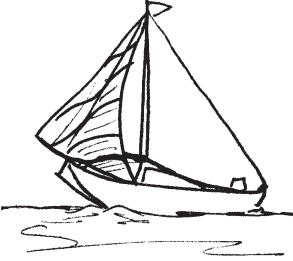
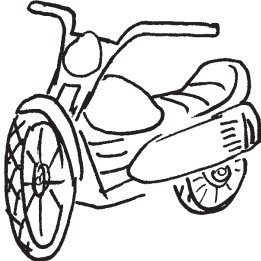


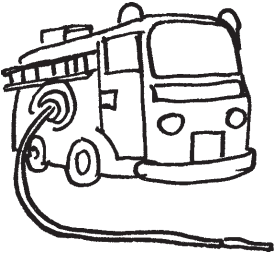
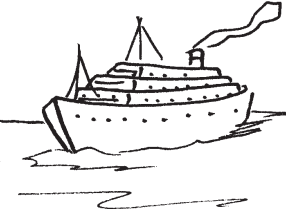
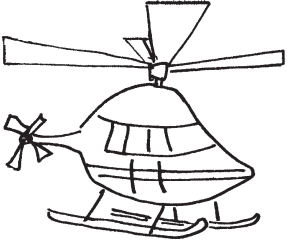


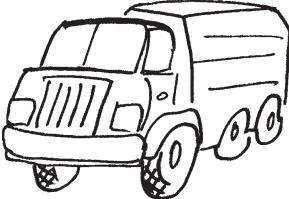
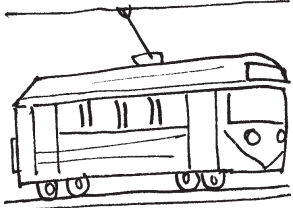
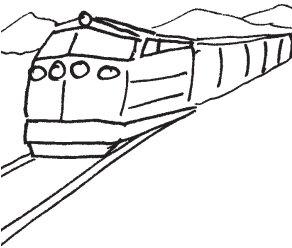
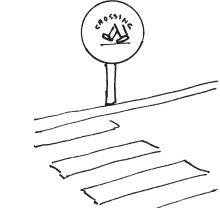
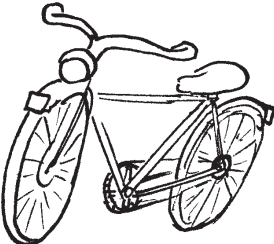
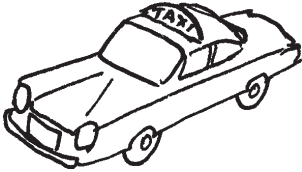
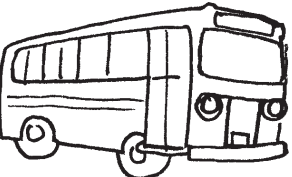
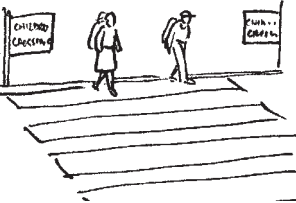


stapler

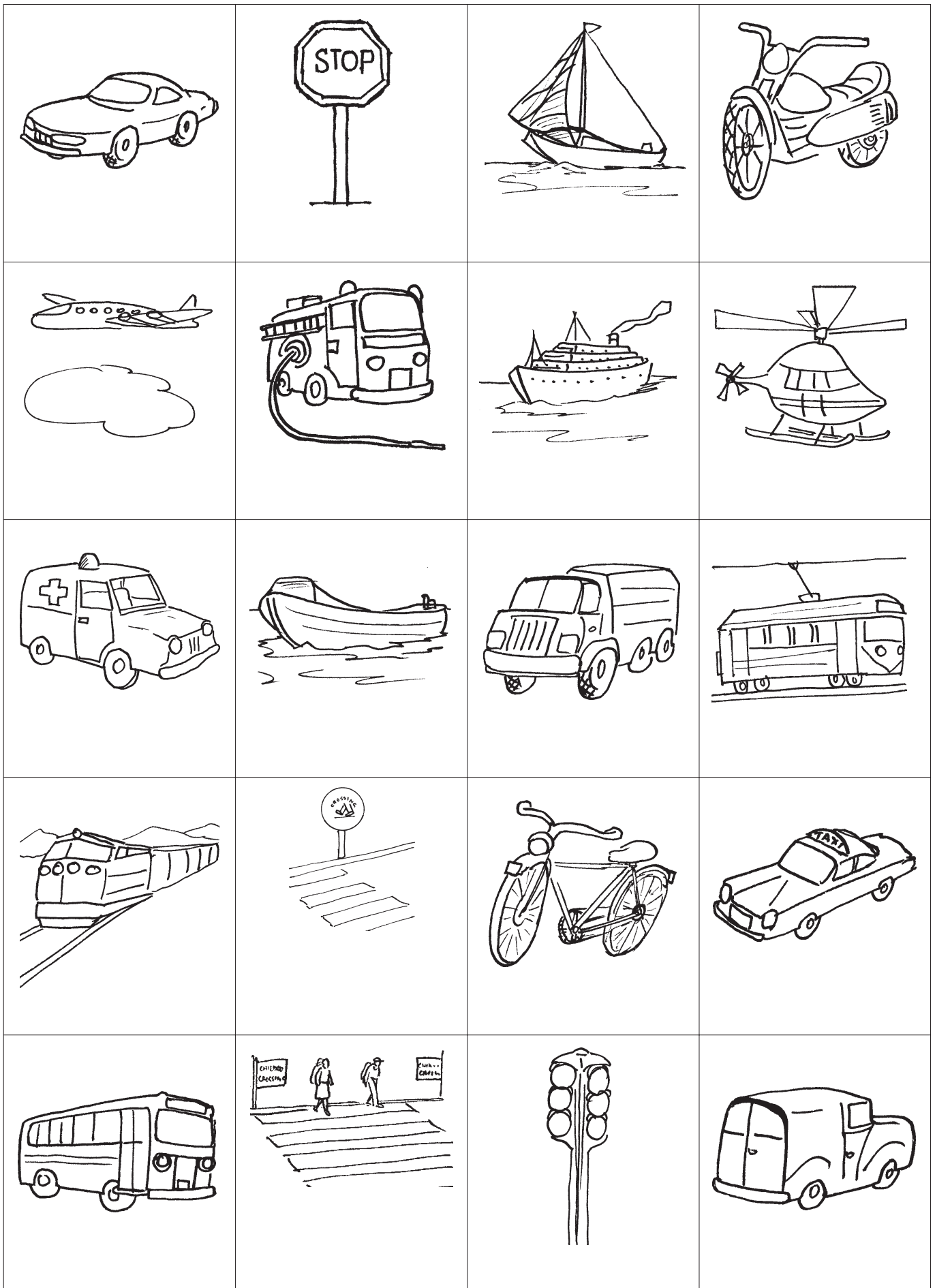


book



Unit 18 - Transport and signs

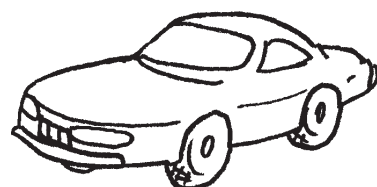
			
<i>car</i>	<i>stop sign</i>	<i>yacht</i>	<i>motorbike</i>
 			
<i>aeroplane</i>	<i>fire engine</i>	<i>ship</i>	<i>helicopter</i>
			
<i>ambulance</i>	<i>boat</i>	<i>truck</i>	<i>tram</i>
			
<i>train</i>	<i>pedestrian crossing</i>	<i>bike</i>	<i>taxi</i>
			
<i>bus</i>	<i>school crossing</i>	<i>traffic lights</i>	<i>van</i>



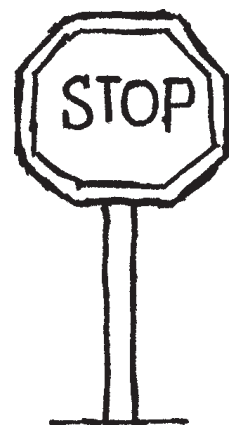
Unit 18 – Transport and signs

<i>car</i>	<i>stop sign</i>	<i>yacht</i>	<i>motorbike</i>
<i>aeroplane</i>	<i>fire engine</i>	<i>ship</i>	<i>helicopter</i>
<i>ambulance</i>	<i>boat</i>	<i>truck</i>	<i>tram</i>
<i>train</i>	<i>pedestrian crossing</i>	<i>bike</i>	<i>taxi</i>
<i>bus</i>	<i>school crossing</i>	<i>traffic lights</i>	<i>van</i>

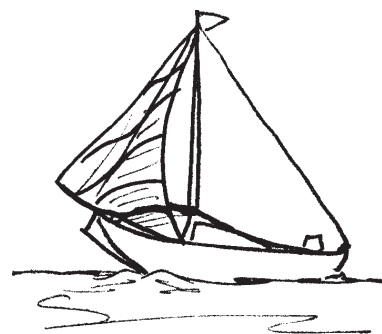
car



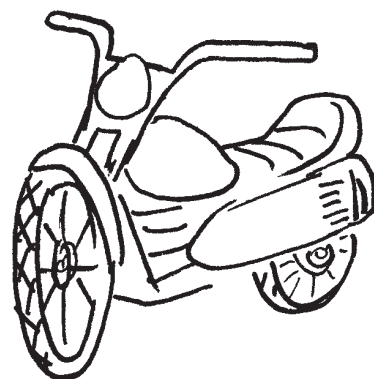
stop sign



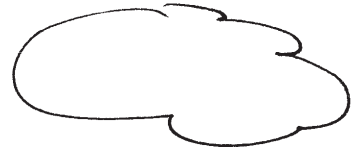
yacht



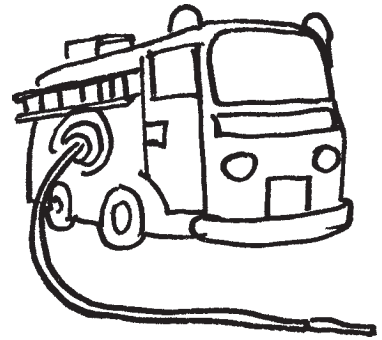
motorbike



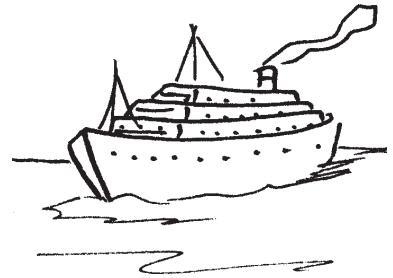
aeroplane



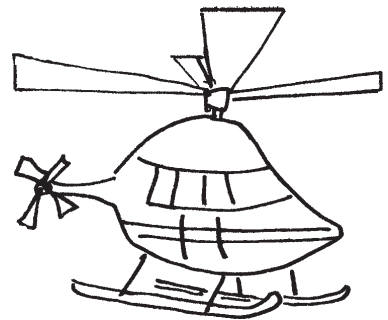
fire engine



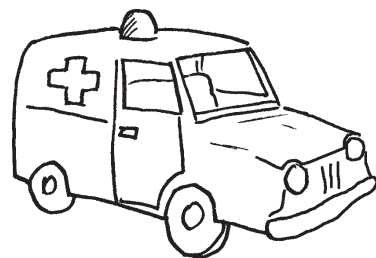
ship



helicopter



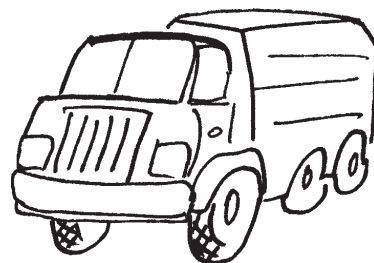
ambulance



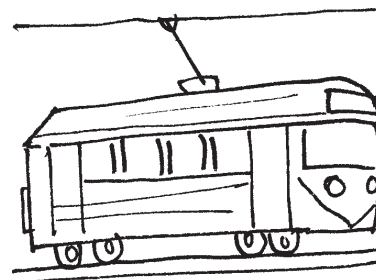
boat



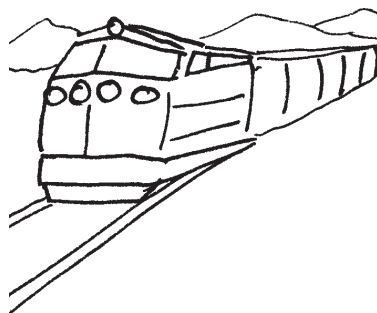
truck



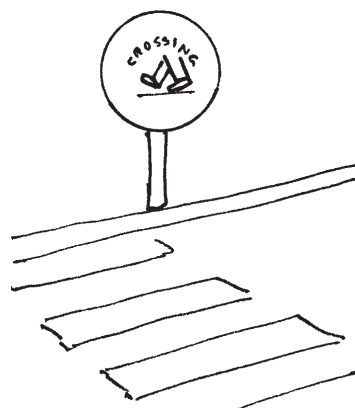
tram



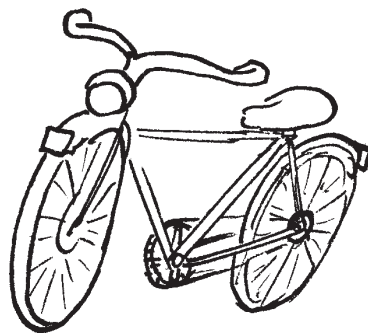
train



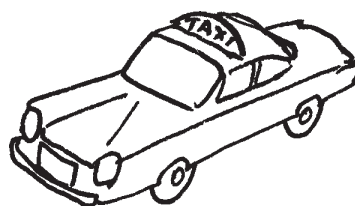
*pedestrian
crossing*



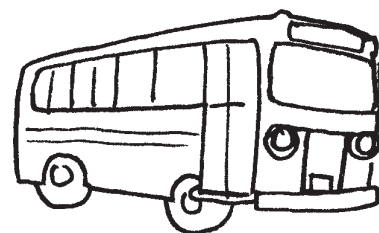
bike



taxi



bus



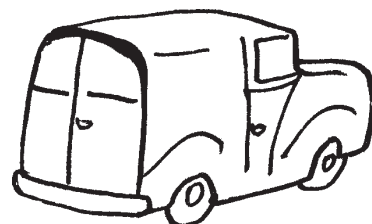
*school
crossing*



traffic lights



van



Unit 19 - Weekend activities

			
<i>basketball</i>	<i>park</i>	<i>party</i>	<i>computer</i>
			
<i>church</i>	<i>mosque</i>	<i>game</i>	<i>toys</i>
			
<i>TV</i>	<i>takeaway</i>	<i>soccer</i>	<i>book</i>
			
<i>football</i>	<i>city</i>	<i>shop</i>	<i>picnic</i>
			
<i>barbecue</i>	<i>swim</i>	<i>friend's house</i>	<i>beach</i>



<i>basketball</i>	<i>park</i>	<i>party</i>	<i>computer</i>
<i>church</i>	<i>mosque</i>	<i>game</i>	<i>toys</i>
<i>TV</i>	<i>takeaway</i>	<i>soccer</i>	<i>book</i>
<i>football</i>	<i>city</i>	<i>shop</i>	<i>picnic</i>
<i>barbecue</i>	<i>swim</i>	<i>friend's house</i>	<i>beach</i>

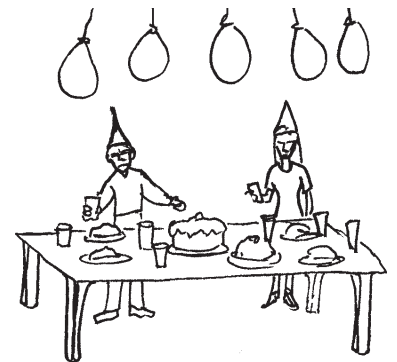
basketball



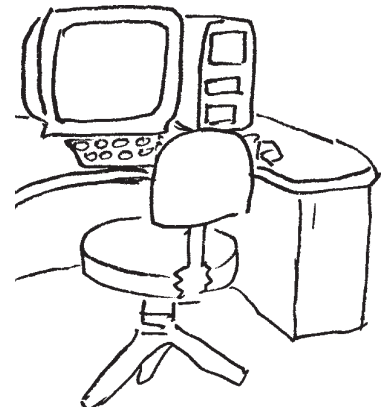
park



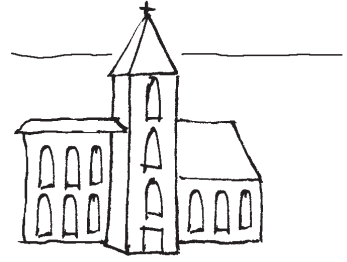
party



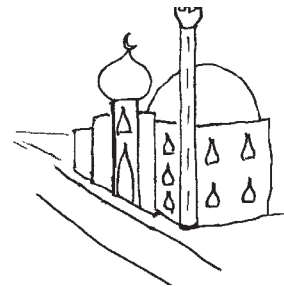
computer



church



mosque



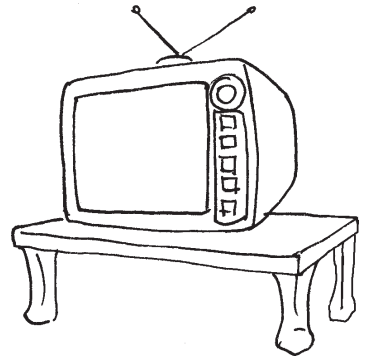
game



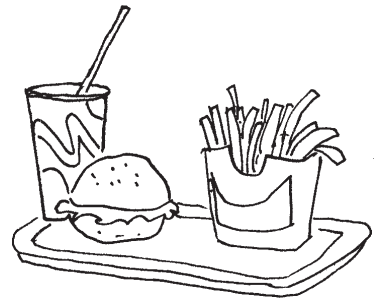
toys



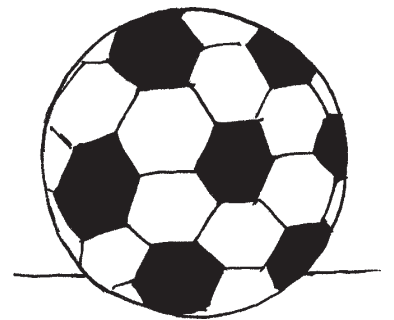
TV



takeaway



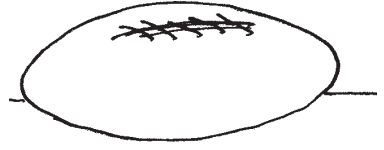
soccer



book



football



city



shop



picnic



barbecue



swim



*friend's
house*



beach

