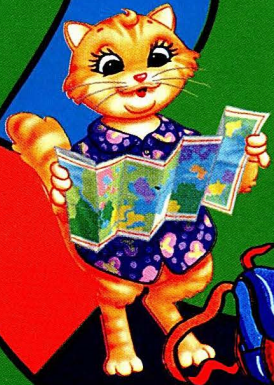
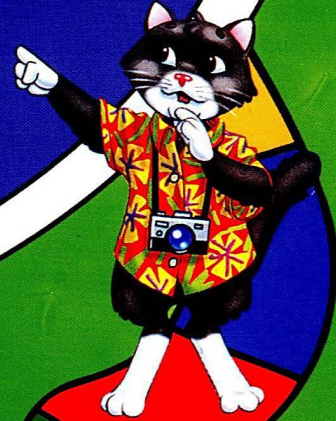


LET'S GO

Monolingual

Picture Dictionary



R. Nakata
K. Frazier
B. Hoskins



LET'S Monolingual GO

Picture Dictionary



Picture Dictionary

by
R. Nakata
K. Frazier
B. Hoskins

Oxford University Press

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Introduction

LET'S GO PICTURE DICTIONARY

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

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

COMPONENTS

The Picture Dictionary

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

The Cassette

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

PHILOSOPHY AND PRINCIPLES

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

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

ORGANIZATION

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

LANGUAGE PATTERNS

Except for Topics 1 and 2, each topic in the *Picture Dictionary* is accompanied by a language pattern that appears in an easy-

to-identify shaded box. These patterns provide context for the new words, and function as models for extended language practice. You may occasionally need to modify the patterns, based on the skill level of your students.

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

LESSON PLANNING

Setting Goals

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

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

Making an Outline

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

1. Review

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

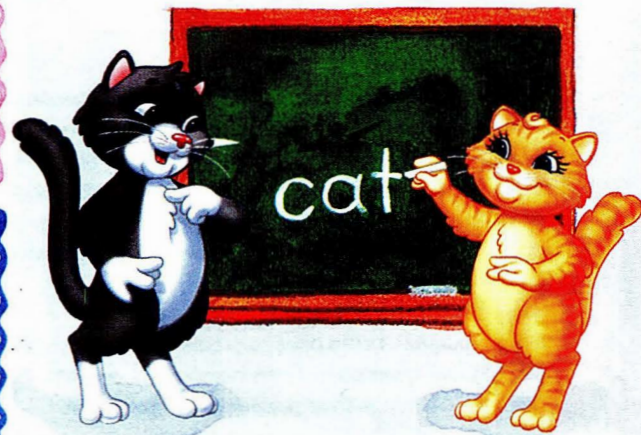
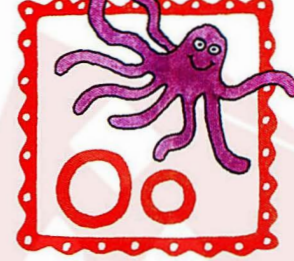
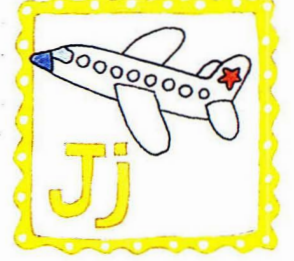
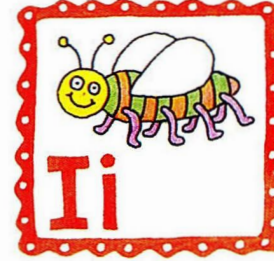
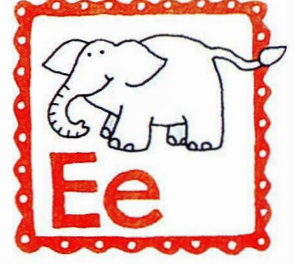
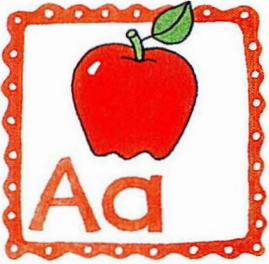
Teacher: *Is this a ball?*
Students: *Yes, it is.*

2. Present the topic

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

- Draw or show pictures of items related to the topic (using picture cards from the *Let's Go* series or from other sources), or bring in real items, if possible, and ask students to identify as many of the items as they can.

1 Alphabet



2 Numbers

zero

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

twenty-one

thirty

forty

fifty

sixty

seventy

eighty

ninety

one-hundred

3 Ordinals

Who's first?
She is.



4 Calendar

What's the date today?

It's Monday, January 4th.

The Months

January

July

February

August

March

September

April

October

May

November

June

December

Days of the Week

Sunday

Thursday

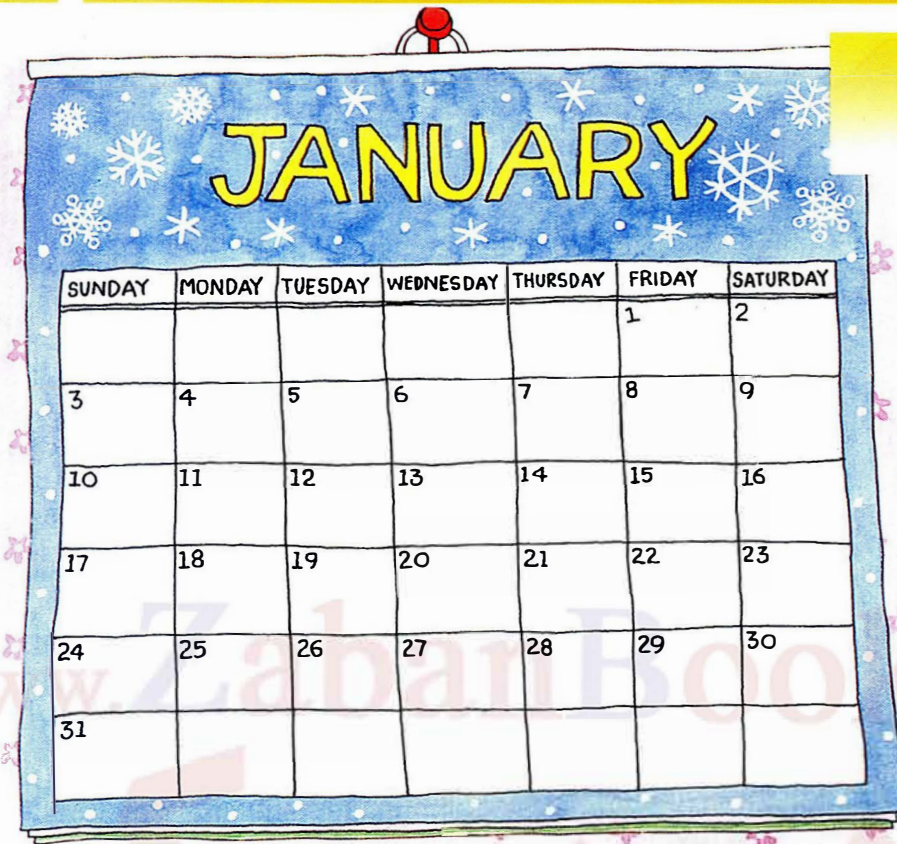
Monday

Friday

Tuesday

Saturday

Wednesday



The Seasons



spring



summer



fall

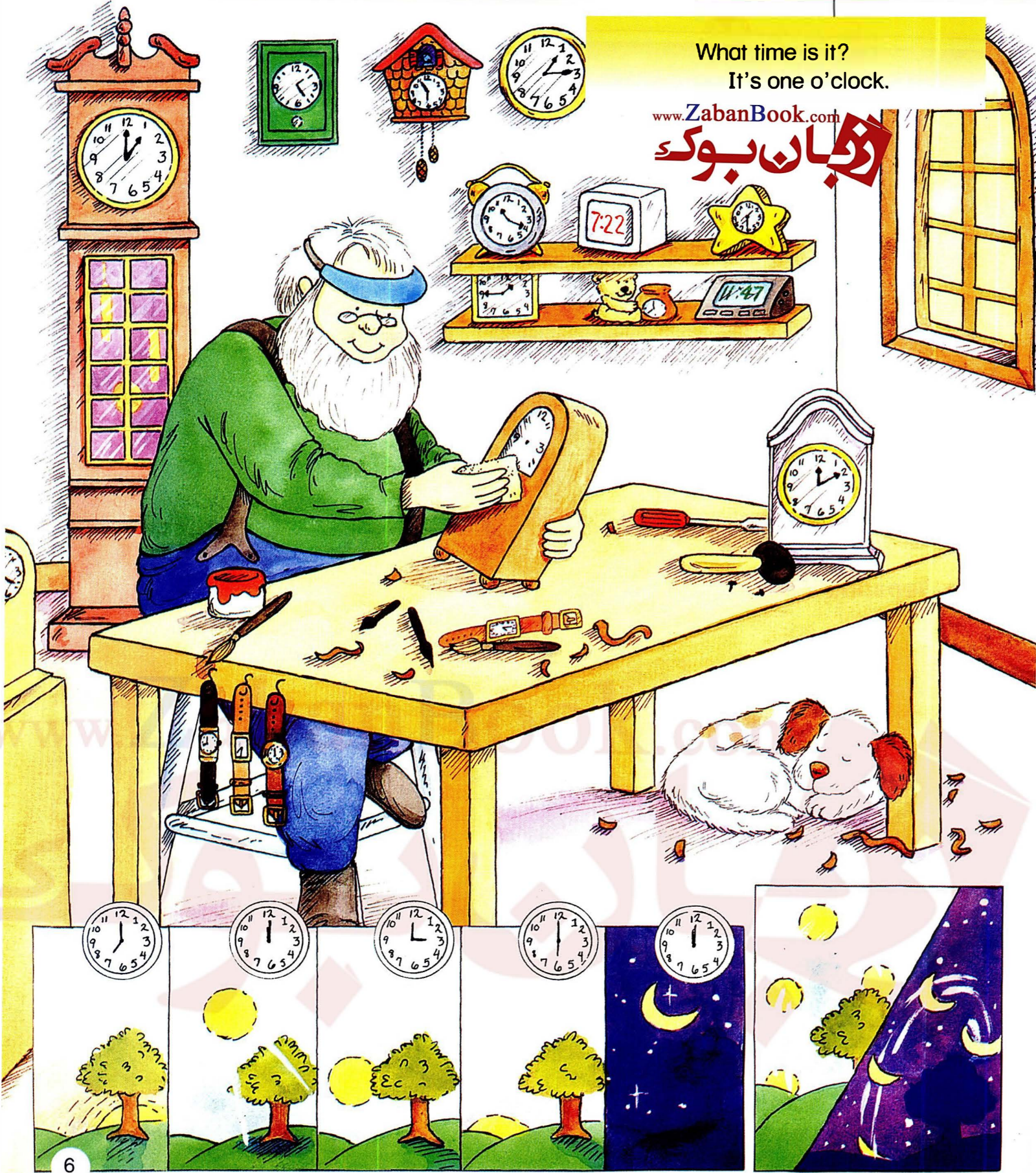


winter

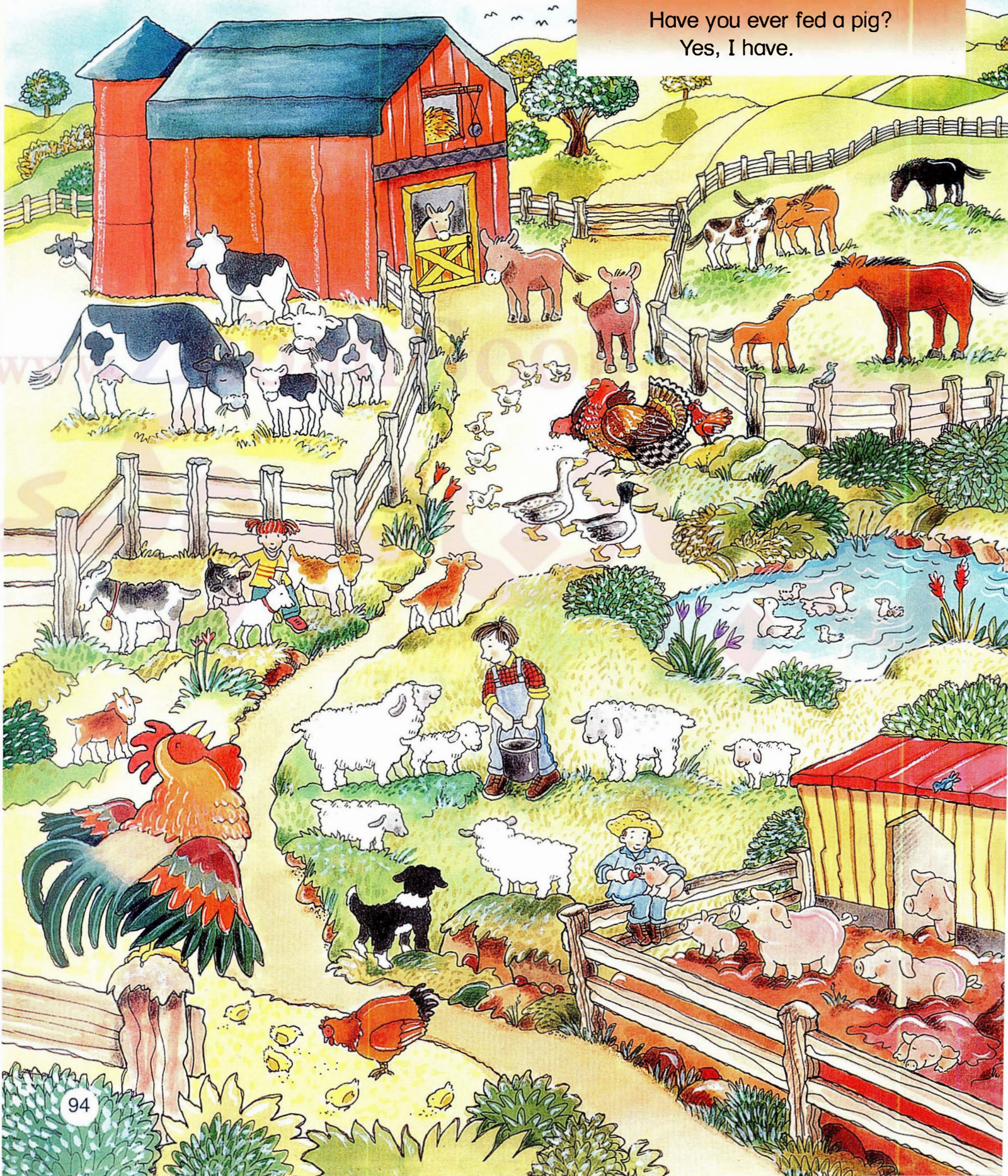
What time is it?
It's one o'clock.

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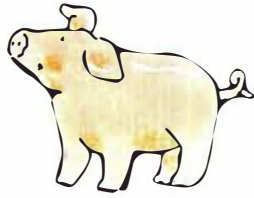
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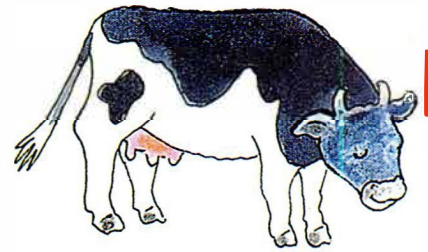
Have you ever fed a pig?
Yes, I have.



1. pig



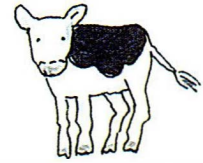
10. cow



2. piglet



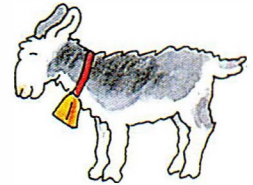
11. calf



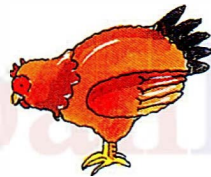
3. rooster



12. goat



4. hen



13. kid



5. chick



14. duck



6. sheep



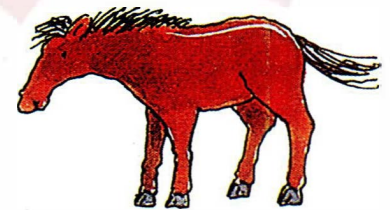
15. duckling



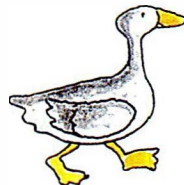
7. lamb



16. horse



8. goose



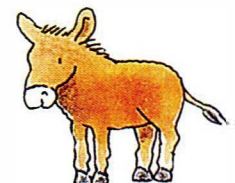
17. foal



9. gosling



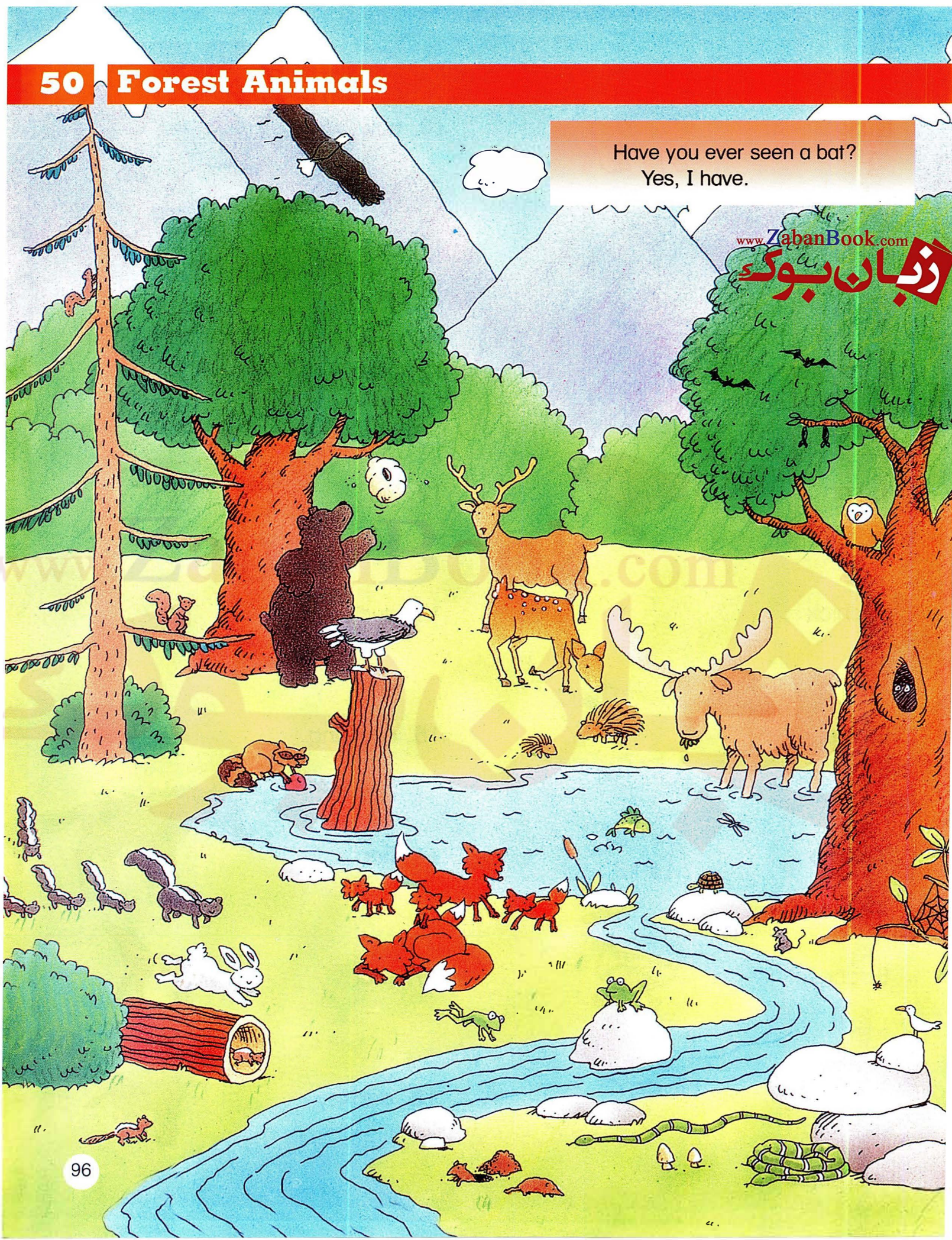
18. donkey



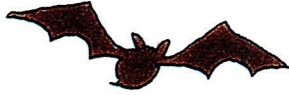
Have you ever seen a bat?
Yes, I have.

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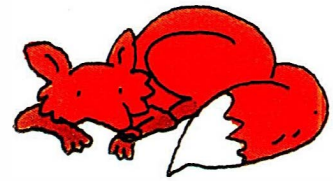
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1. bat



10. fox



2. owl



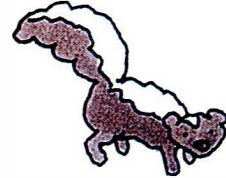
11. raccoon



3. spider



12. skunk



4. snake



13. squirrel



5. frog



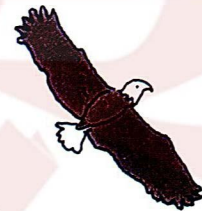
14. porcupine



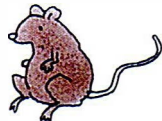
6. mole



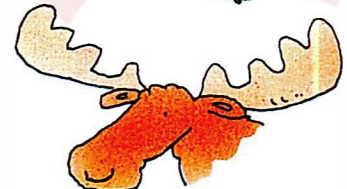
15. eagle



7. mouse



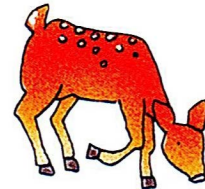
16. moose



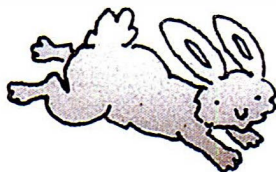
8. chipmunk



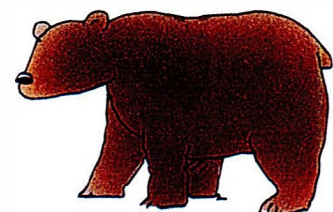
17. deer



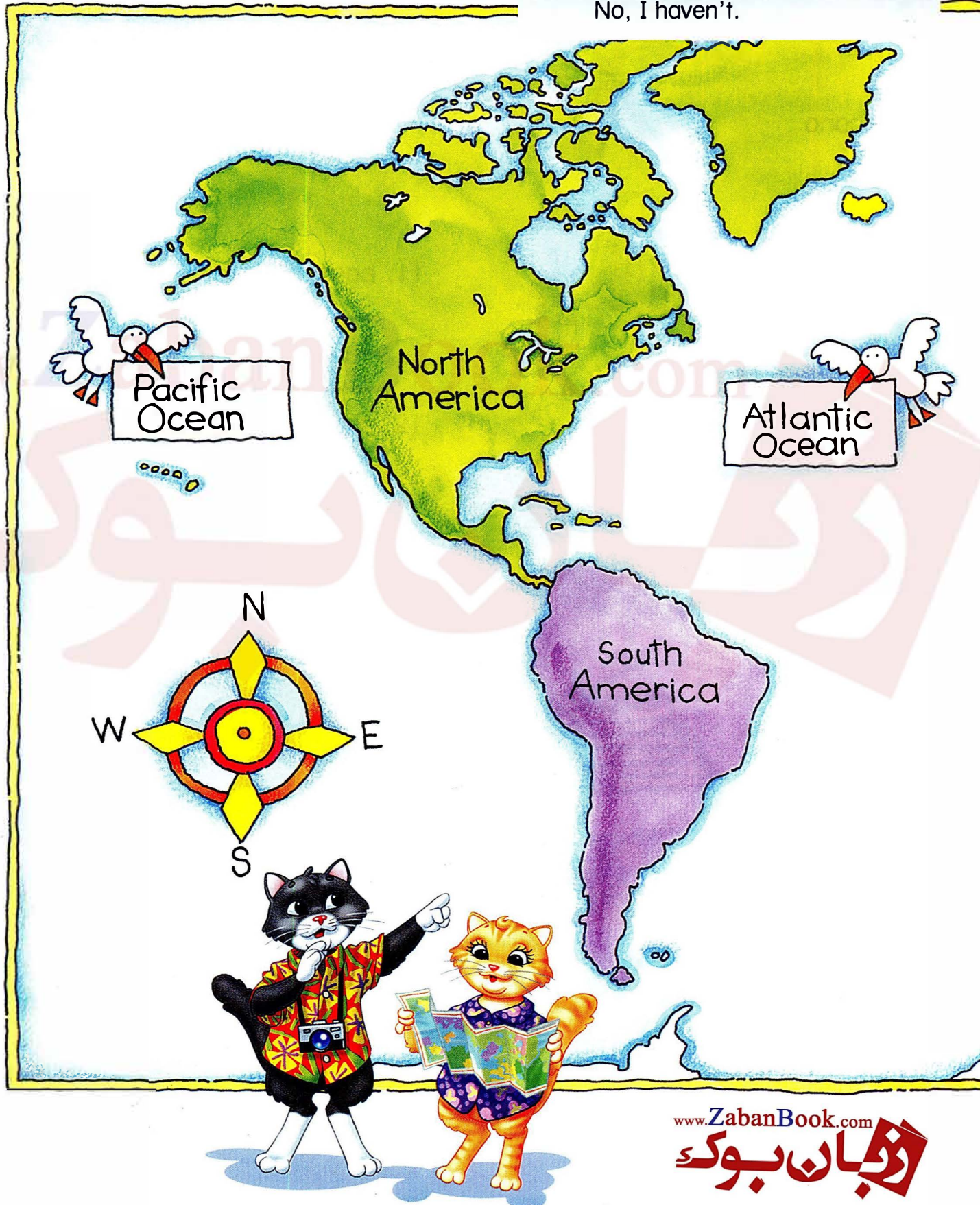
9. rabbit

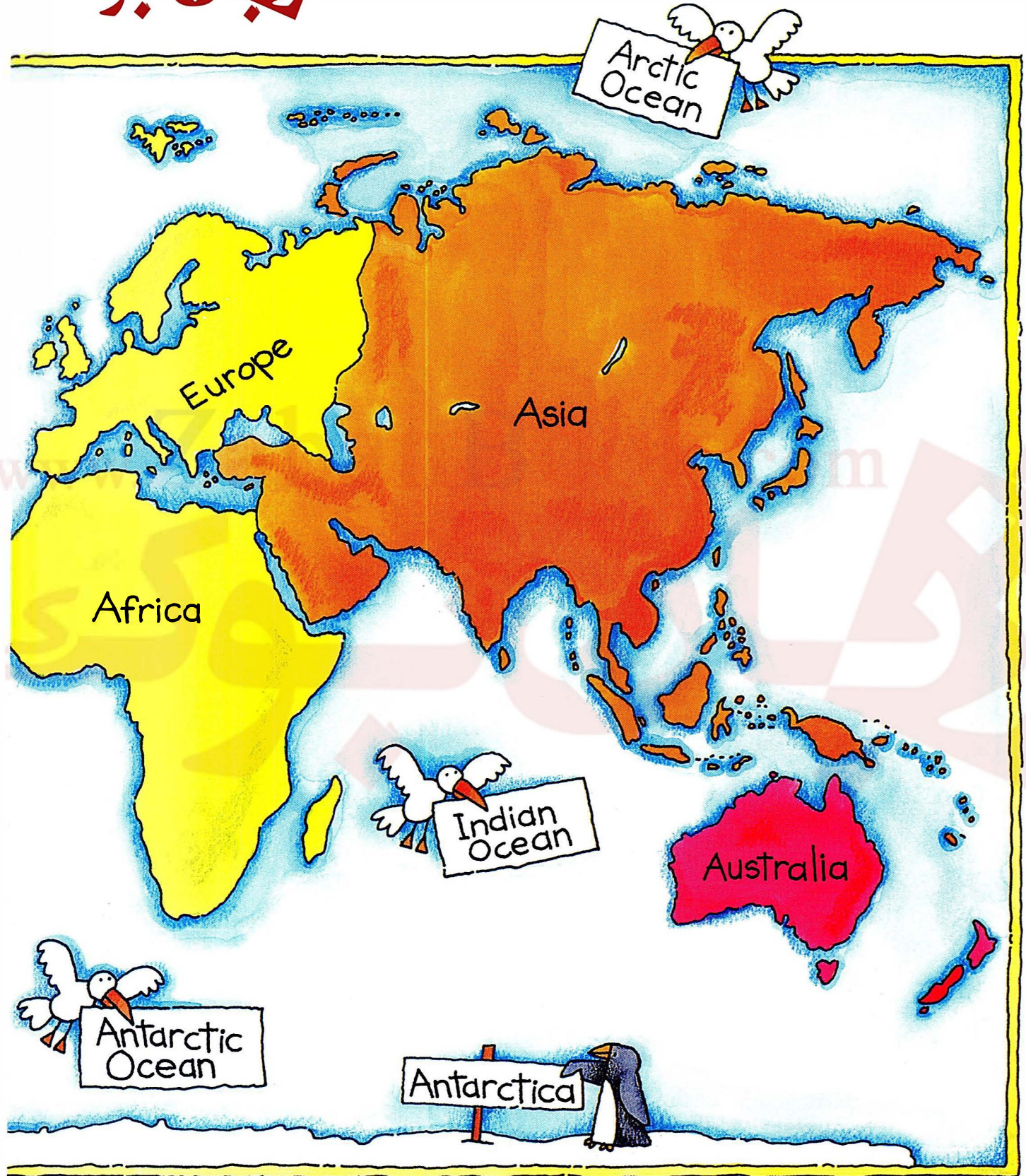


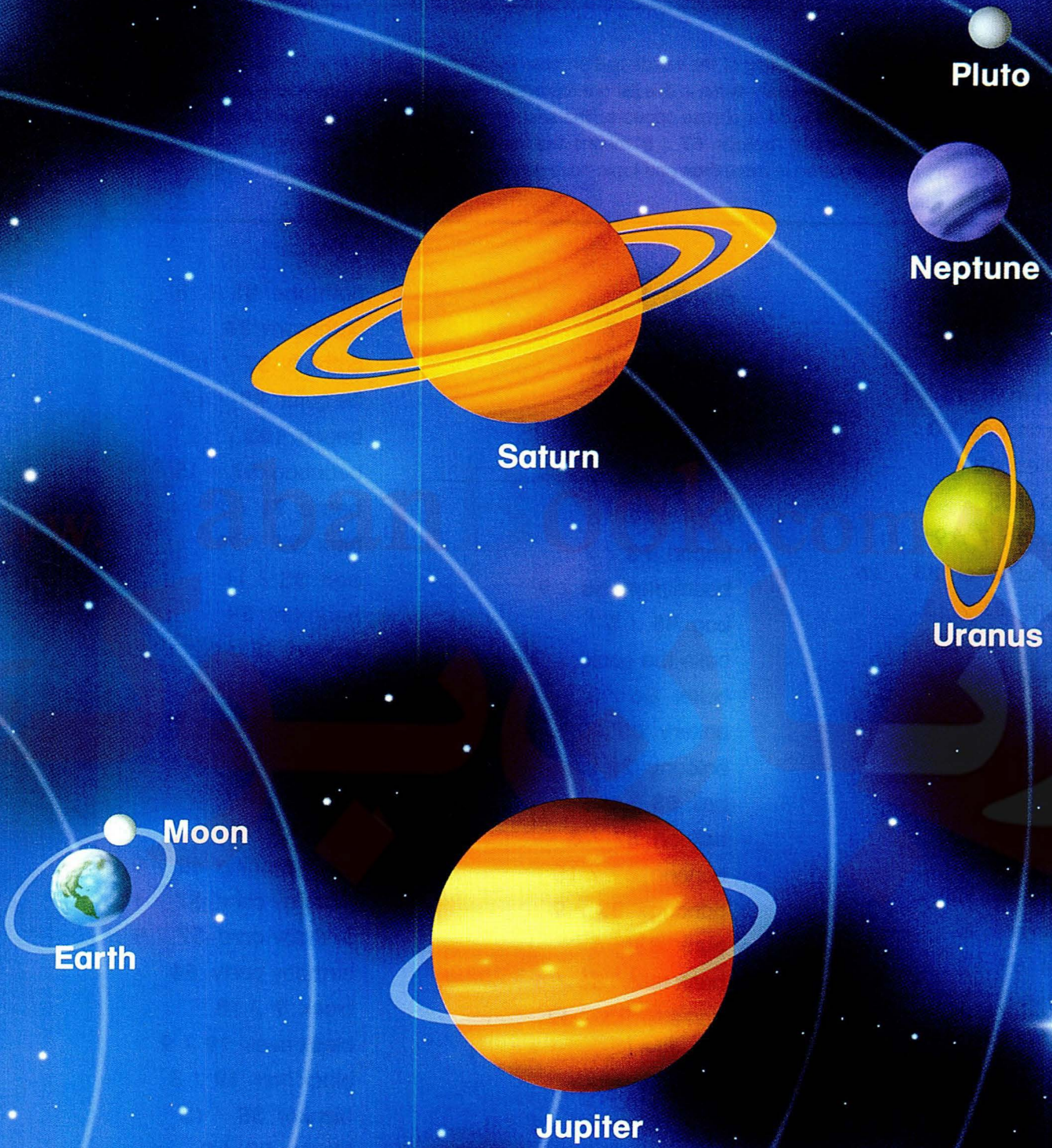
18. bear



Have you ever been to Europe?
No, I haven't.







U u

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uncle 27 / 8
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wrapping paper 57 / 6
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write a letter 65 / 11
write your name 48 / 9

X x

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Y y

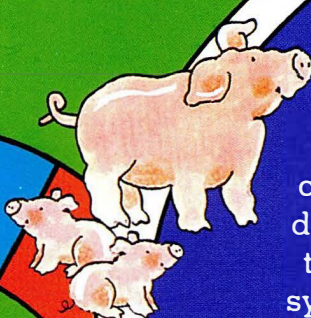
yawn 20 / 9
yellow 9 / 11

yo-yo 53 / 2
yogurt 75 / 20
young 19 / 17

Z z

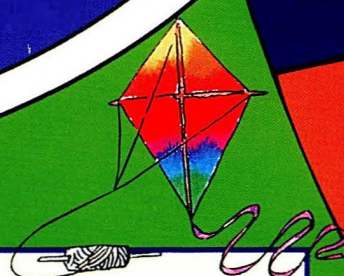
zebra 99 / 18
zero 3
zipper 43 / 16
zoo animals 98

LET'S GO



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

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



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



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