

Veronica Gilhooly

# Vocabulary and picture prompts for language teaching - book 1

Learnwell Oy 2008



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25 photocopiable  
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**Veronica Gilhooly**

**Vocabulary and picture prompts  
for language teaching - book 1**

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# Table of contents

|                                       |    |
|---------------------------------------|----|
| Introduction . . . . .                | 1  |
| Ideas for using the booklet . . . . . | 2  |
| Part A . . . . .                      | 4  |
| At the dinner table . . . . .         | 4  |
| In the bedroom . . . . .              | 5  |
| In the bathroom . . . . .             | 6  |
| At Easter . . . . .                   | 7  |
| In the Midsummer . . . . .            | 8  |
| At Christmas . . . . .                | 9  |
| In the classroom . . . . .            | 10 |
| In the street . . . . .               | 11 |
| In a café . . . . .                   | 12 |
| In the bar . . . . .                  | 13 |
| In the shoe shop . . . . .            | 14 |
| At the market . . . . .               | 15 |
| At the airport . . . . .              | 16 |
| At the gas station . . . . .          | 17 |
| At the beach . . . . .                | 18 |
| Camping . . . . .                     | 19 |
| In the park . . . . .                 | 20 |
| Table setting . . . . .               | 21 |
| In autumn . . . . .                   | 22 |
| In the forest . . . . .               | 23 |
| What is wrong? 1 . . . . .            | 24 |
| What is wrong? 2 . . . . .            | 25 |
| Differences/similarities 1 . . . . .  | 26 |
| Differences/similarities 2 . . . . .  | 27 |
| Differences/similarities 3 . . . . .  | 28 |
| PART B . . . . .                      | 29 |
| At the dinner table . . . . .         | 29 |
| In the bedroom . . . . .              | 30 |
| In the bathroom . . . . .             | 31 |
| At Easter . . . . .                   | 32 |
| In the Midsummer . . . . .            | 33 |
| At Christmas . . . . .                | 34 |
| In the classroom . . . . .            | 35 |
| In the street . . . . .               | 36 |
| In a café . . . . .                   | 37 |
| In the bar . . . . .                  | 38 |
| In the shoe shop . . . . .            | 39 |
| At the market . . . . .               | 40 |
| At the airport . . . . .              | 41 |
| At the gas station . . . . .          | 42 |
| At the beach . . . . .                | 43 |
| Camping . . . . .                     | 44 |
| In the park . . . . .                 | 45 |
| Table setting . . . . .               | 46 |
| In autumn . . . . .                   | 47 |
| In the forest . . . . .               | 48 |
| What's wrong? 1 . . . . .             | 49 |
| What's wrong? 2 . . . . .             | 50 |
| Differences/similarities 1 . . . . .  | 51 |
| Differences/similarities 2 . . . . .  | 52 |
| Differences/similarities 3 . . . . .  | 53 |

# Introduction

This is the first booklet in a series of four with pictures drawn by a native Finnish artist, Petra Bergström and a Canadian artist who resides in Finland, Annette Hansen. The booklet contains 25 worksheets, which include five bonus worksheets: a description of differences/similarities (three worksheets) and “What is wrong” (two worksheets) plus 25 A4 pictures.

The booklet contains two different ways of using the pictures:

- Part A. ready worksheets with numbered items
- Part B. A4 pictures

All the worksheets are photocopiable to use in class.

The following points will give you some idea on how to use the worksheets in class. We hope you will find the material useful. Comments and feedback are always appreciated.

When using the A4 pictures in class for vocabulary, laminate the pictures for durability, and use a white board marker if you want to mark objects as you can then wipe off the color and reuse them again. For larger images to be used on walls or with larger classes, rescale the picture to A3 copy, laminate and use an easel to rest the picture on.

“Happy teaching!”

Veronica Gilhooly

Learnwell Oy

# Ideas for using the booklet

## Part A

Ask your students to:

1. Vocabulary: name the numbered item on the picture (eg. bedside table, lampshade)
2. Grammar: add the correct article in front of the noun (eg. a beach umbrella, an ice-cream cone)
3. Grammar: add plural forms to the numbered items (eg. a Christmas tree – Christmas trees, a knife - knives)
4. Grammar: write a sentence using a noun/ an adjective/ a verb / a preposition. Choose the tense your students need to practice (eg. 1. The pot is on the stove. 2. A young girl was selling shoes in the shop. 3. Santa Claus will be giving the child a Christmas present in a few minutes.)
5. Writing: write a short descriptive story about the situation in the picture, using the numbered key vocabulary in the story.
6. Coloring: make a worksheet naming the items and ask the students to color the items correctly (eg. color the lamp blue, color all the boots in the picture yellow)
7. Maths: count and write how many of some items can be found in the picture and make a worksheet using numbers (eg. circle items you can find five of, color items you can find three of)
8. Alphabetizing: alphabetize the numbered items
9. Translate: translate the words from one language to another. (eg. an oven- le four, a dishwasher- le lave-vaisselle)

## Part B

1. Vocabulary: pair-work: choose two different pictures, hand each student one and ask them to find similarities by asking questions, but not revealing their picture. Ask the students to write down their answers:  
eg. a) Do you have a woman in your picture?  
b) Yes I do. The woman has long hair and glasses.  
a) The woman on my picture has short hair and no glasses.  
b) Is there a window in the picture?

- a) Yes, the shop has a large display window.  
b) The bar has no window, but there is a glass door.
2. Writing: write a three part story about what is happening in the picture using different tenses (what happened here fifteen minutes ago, what is happening now and what will be happening in half an hour).
  3. Grammar: point out/write prepositions found in the picture (eg. The towel is laying on the chair. The cat is under the table,. The girl is between the two boys).
  4. Grammar: point out the adjectives (eg. The girl standing by the table is younger than the girl sitting on the chair. The highest building is on the left side of the street, while the lowest building is in the middle of the picture.)
  5. Talking: discuss what is happening in the picture and why.
  6. Alphabet: make a worksheet with lines and alphabetize the items from A-Z and find as many items as possible starting with each letter (eg. A - airplane, B - baggage)

### Bonus

Differences and descriptions:

1. Cut the pictures and give a picture to each student and use different questions to find out in which way their pictures differ.
2. Write a description of each picture and make comparisons.
3. "What is wrong"?
  - ◆ Circle the "wrongs" in the picture.
  - ◆ Write sentences on what should be changed to correct the picture.
  - ◆ Explain why certain things are wrong.

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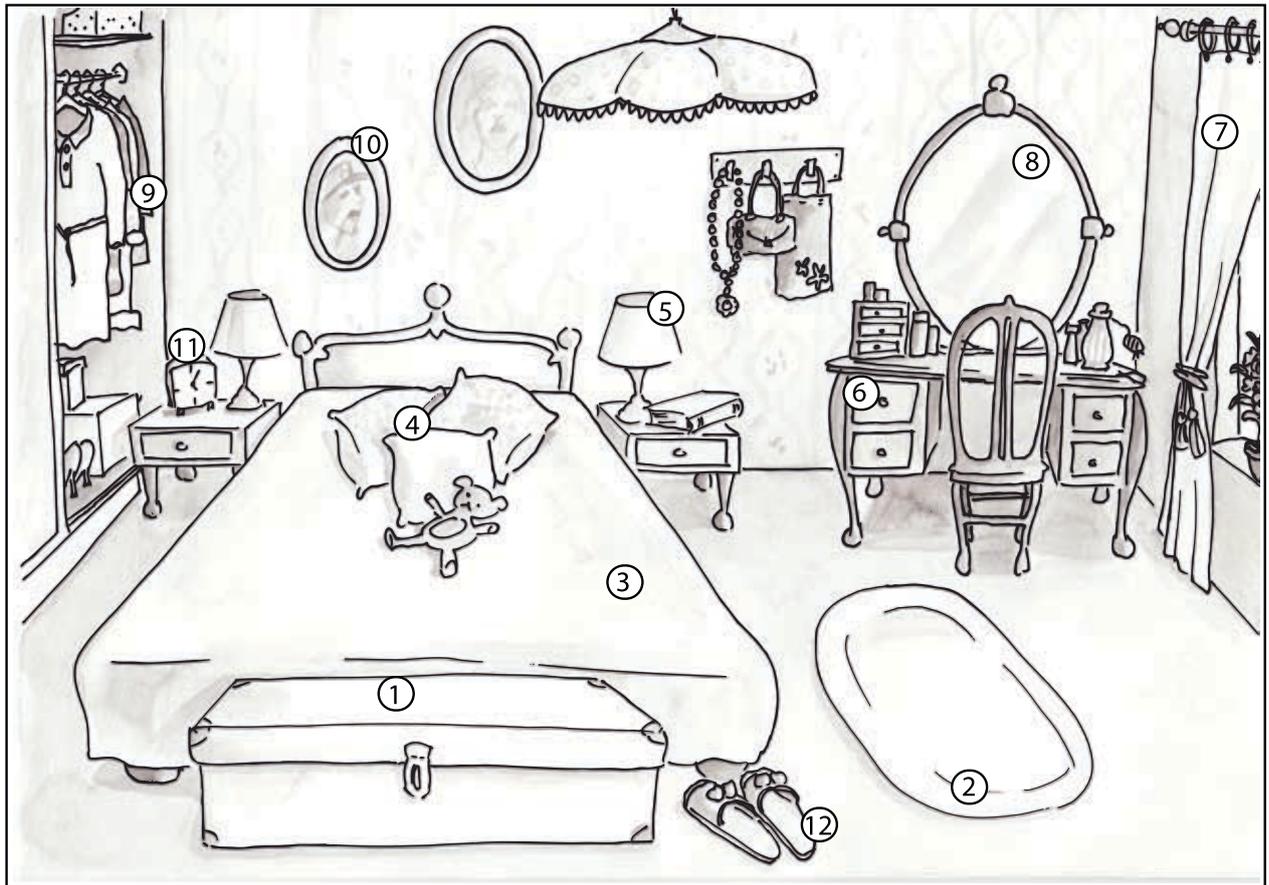
Petra.Bergstrom@taik.fi

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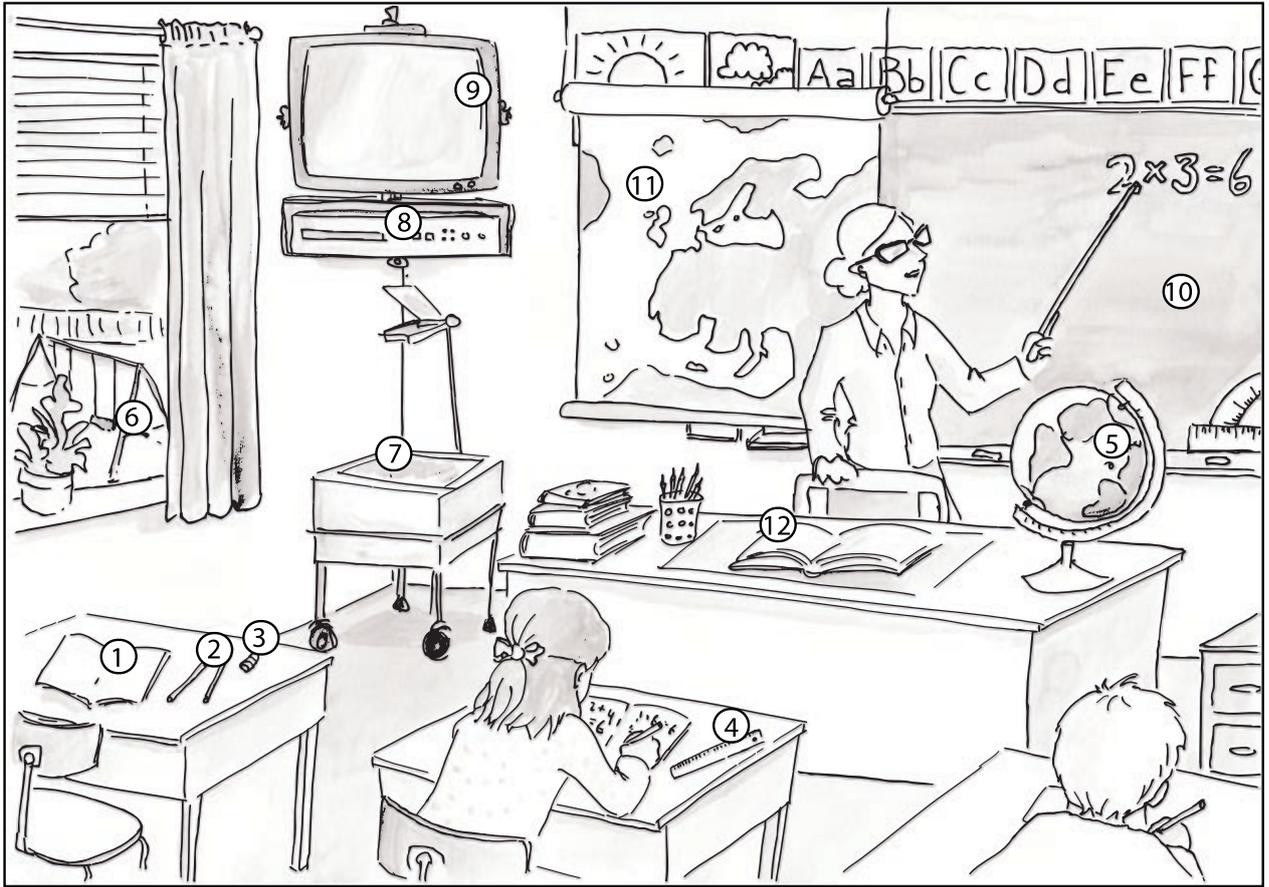
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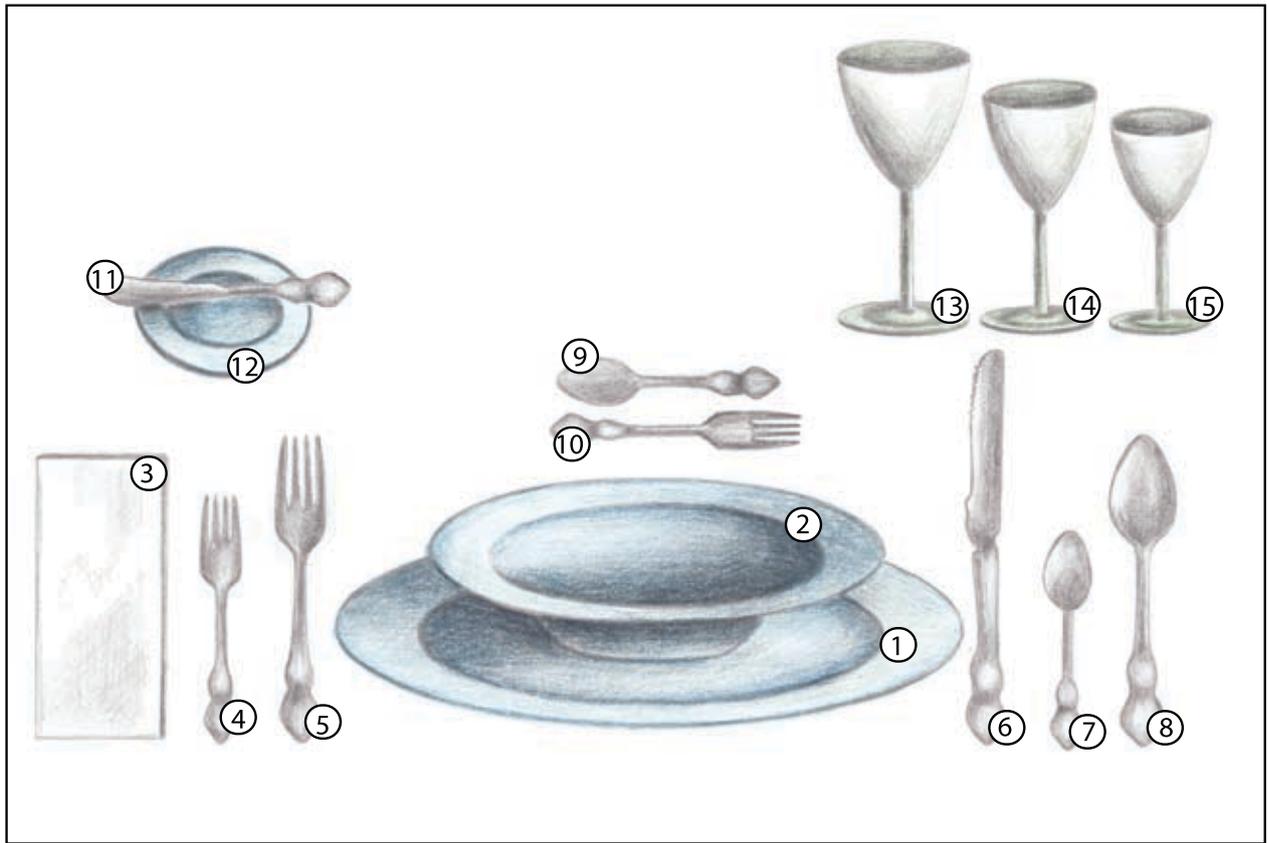


TABLE SETTING

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WHAT IS WRONG? 1

