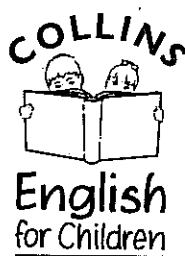


**COLLINS**

# **Picture Dictionary**

## **ACTIVITY BOOK**

Written and illustrated  
by Andrew Wright



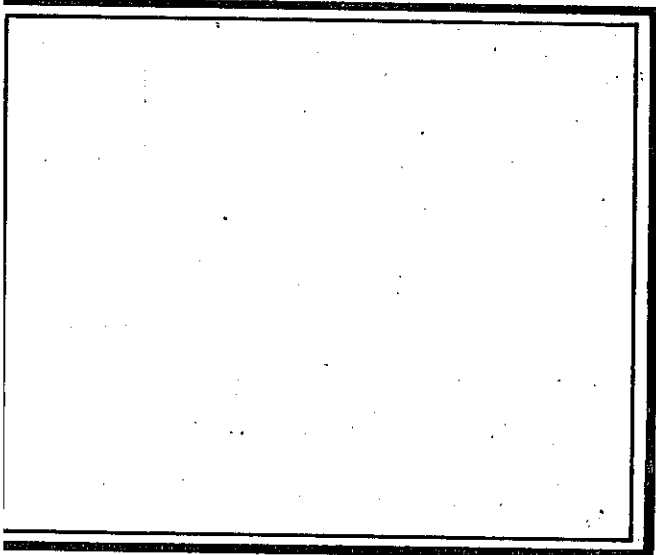
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## Important information about me!



My address is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My telephone number is \_\_\_\_\_

My lucky number is \_\_\_\_\_

My unlucky number is \_\_\_\_\_

My favourite colour is \_\_\_\_\_

My favourite person is \_\_\_\_\_

My favourite food is \_\_\_\_\_

My favourite drink is \_\_\_\_\_

My favourite music is \_\_\_\_\_

My favourite sport is \_\_\_\_\_

My favourite hobby is \_\_\_\_\_

My favourite animal is \_\_\_\_\_

This is me.

My name is \_\_\_\_\_

My age is \_\_\_\_\_

My date of birth is \_\_\_\_\_

My height is \_\_\_\_\_

My weight is \_\_\_\_\_

My heart beat is



My signature is \_\_\_\_\_

My finger prints

first finger

second  
finger

third  
finger

fourth  
finger

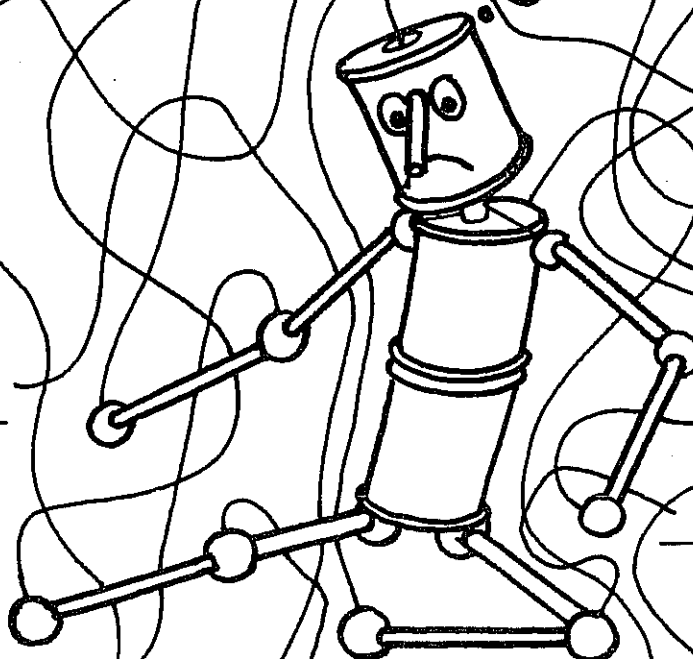
thumb

# Help the puppet!

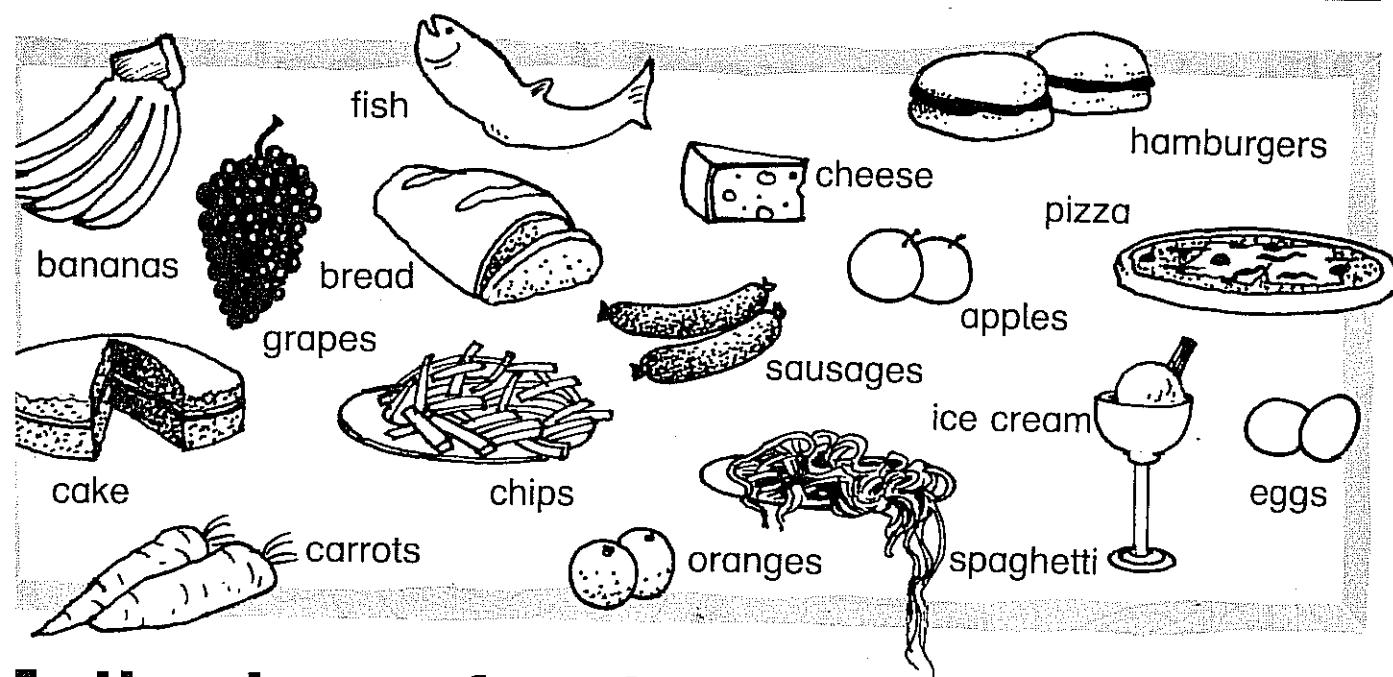
Help the puppet! His strings are muddled.

e l b o w

Oh dear. I'm  
so unhappy.



head back knee foot elbow hand foot knee  
elbow



## Talk about food.



What do you like?

What don't you like?

Do you like ....?

I like .....

I don't like .....

Yes, I do.

No, I don't.

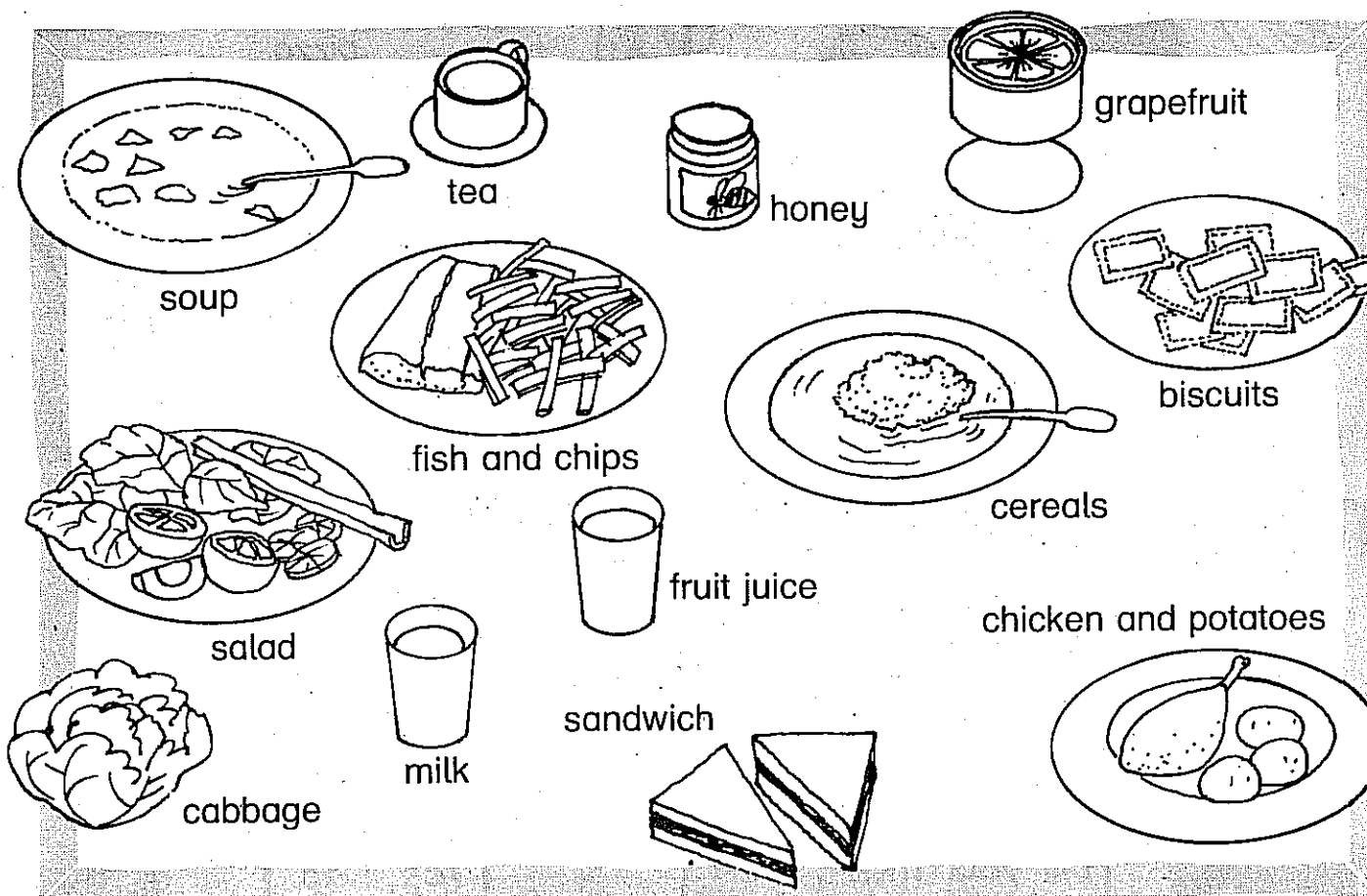


## Write

 I like

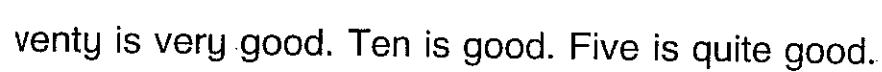
don't like

# What do you want for breakfast?

[illegible]

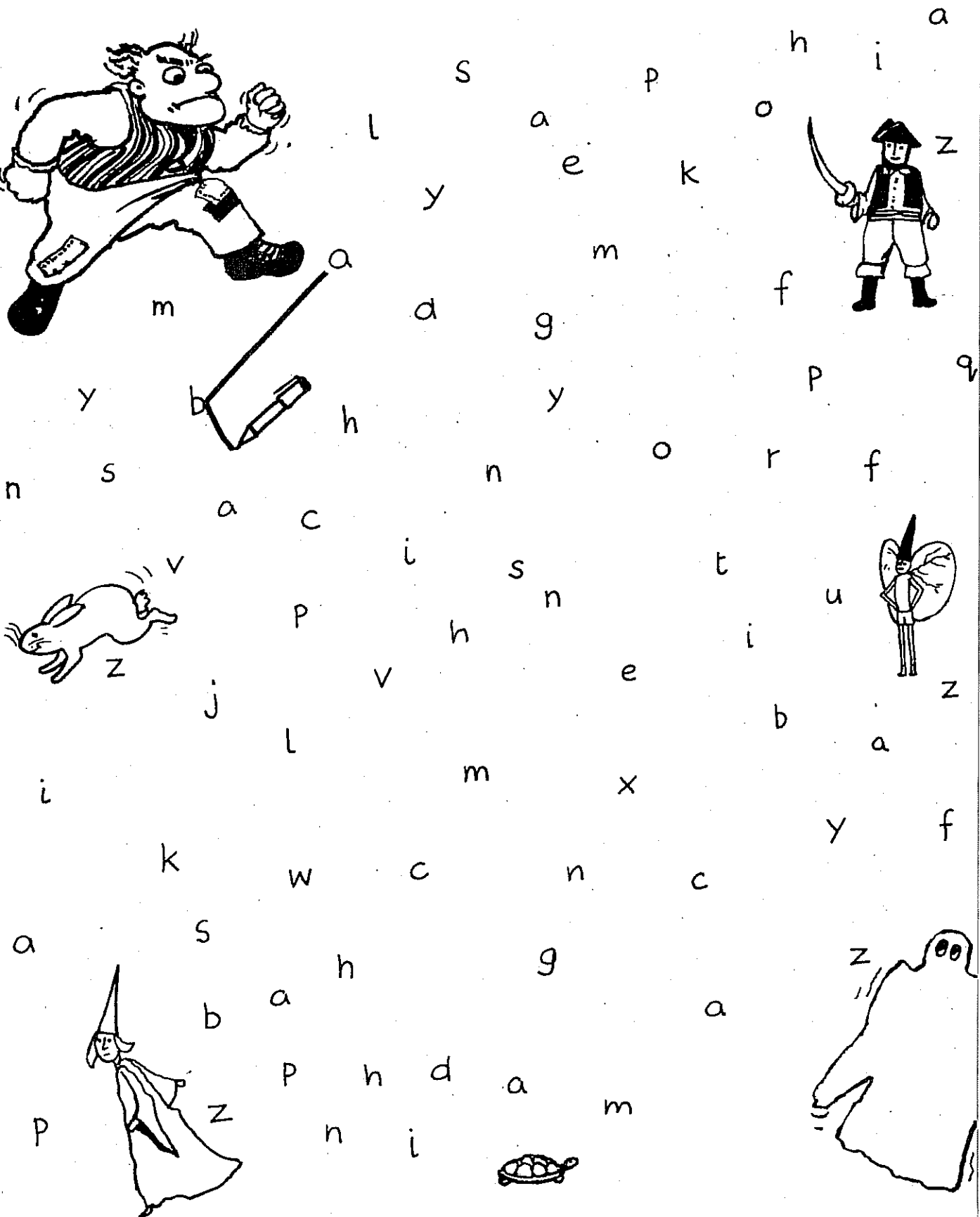
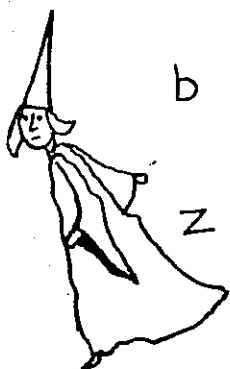
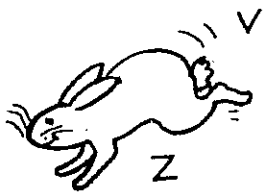


nly use each letter once.

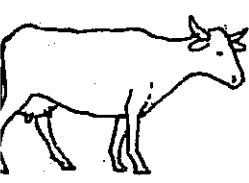
[illegible]

## Who does he catch?

The giant wants to catch the princess. But who does he catch?  
Follow the alphabet and find out. Always choose the nearest letter.



# What is the hidden animal?



cow



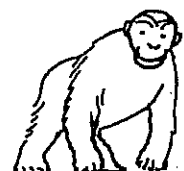
deer



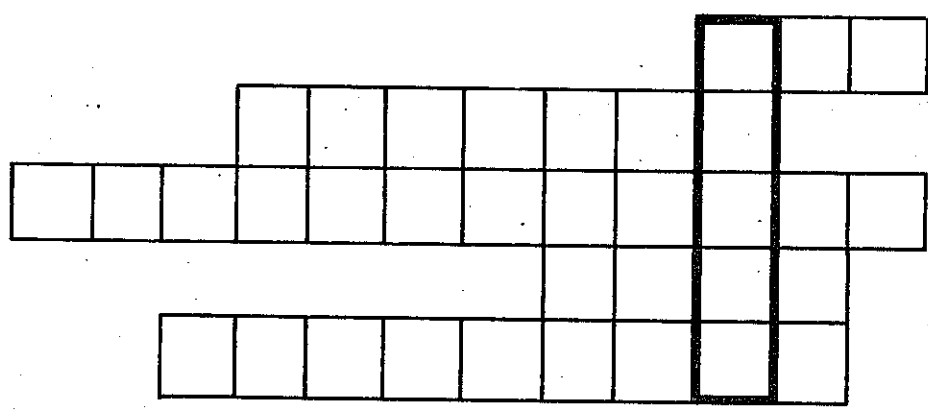
crocodile



hippopotamus



gorilla



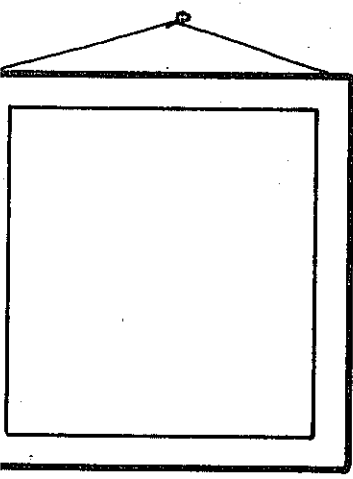
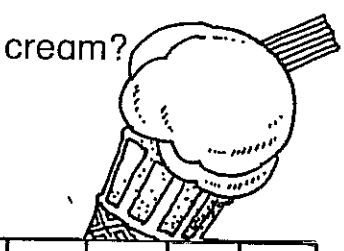
# Find the hidden word.

Who has got a dog?

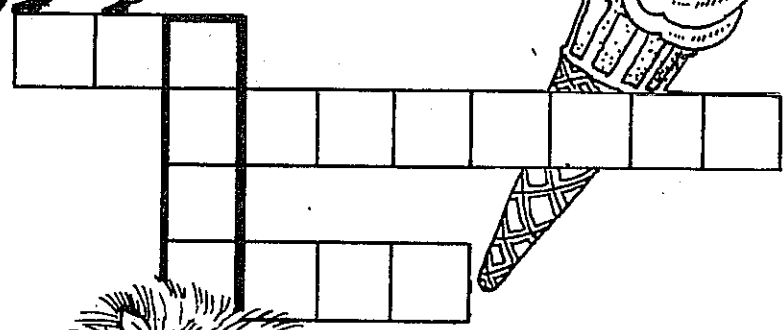


Wuff!

Who loves ice cream?



← draw here



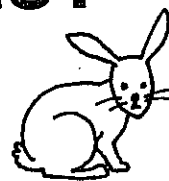
Who's frightened of the lion?



s the \_\_\_\_\_

# Can you make the words?

The rabbit has torn the paper.



I'm hungry!



apple

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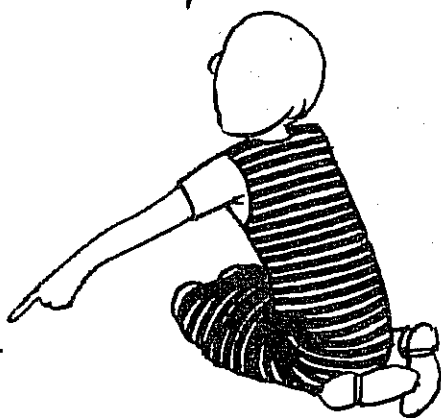
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# Where are the words?



Can you find the words and say each sentence?



That's George. He's a baby.

na t'sG eorg e.He 's ab aby.

omwants tobe anactor.

u san isclean ingthe win dow.

rW ood iswash ingup.

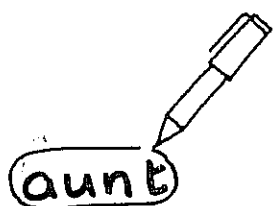
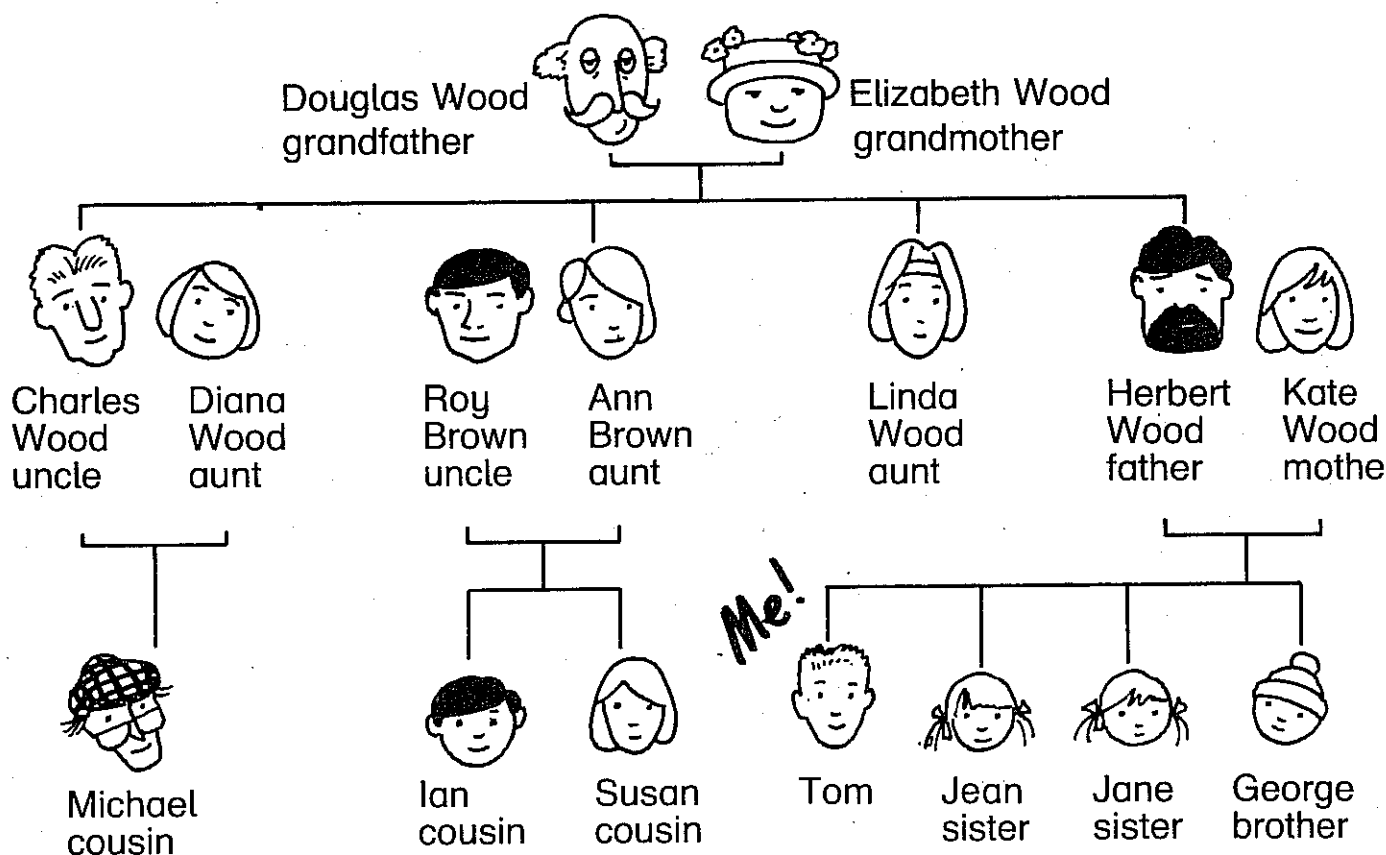
omis chas inghis fri end.

ineis feed ingthe du cks.

r and fatheris read ingthe news pa per.

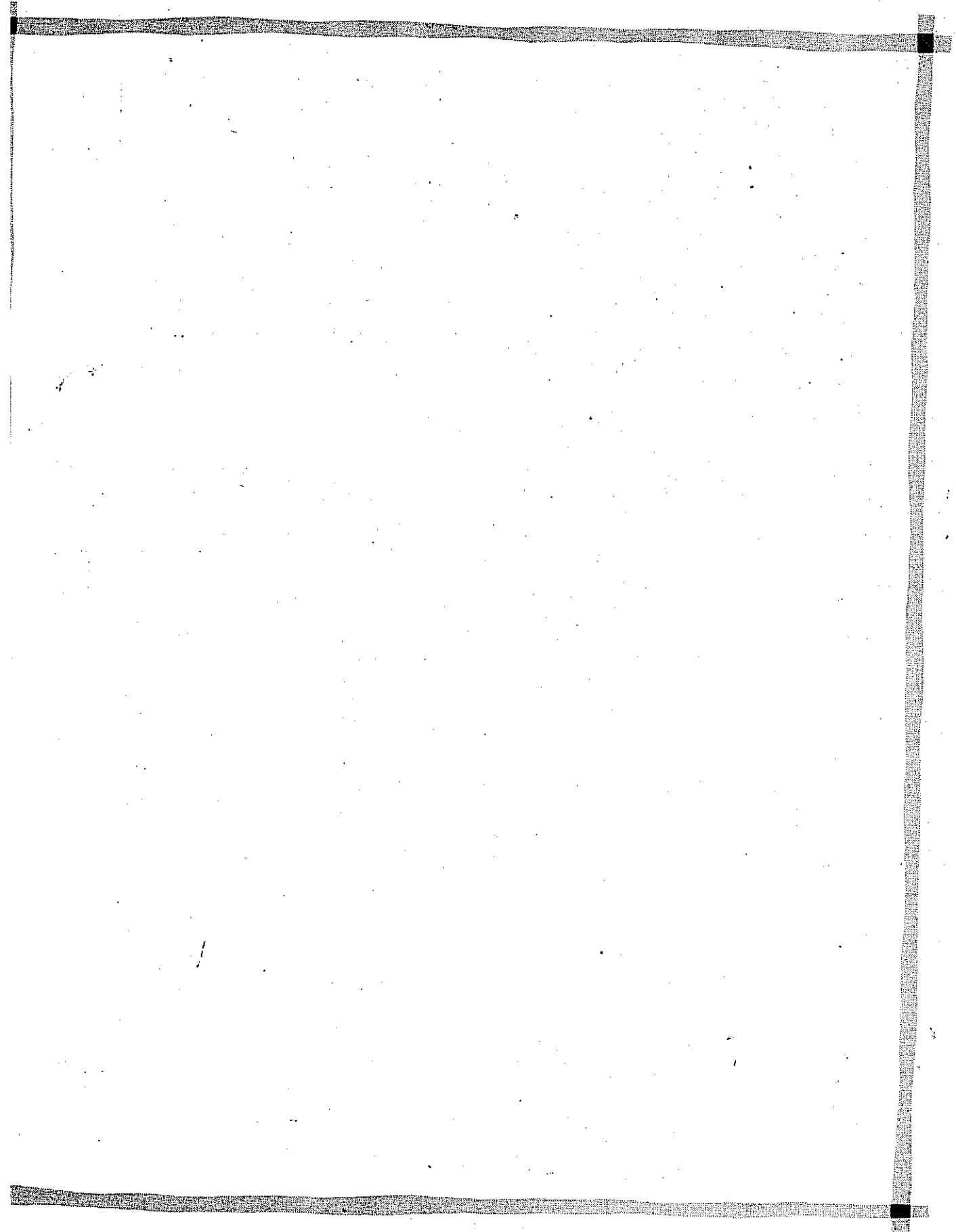
That's George. He's a baby.

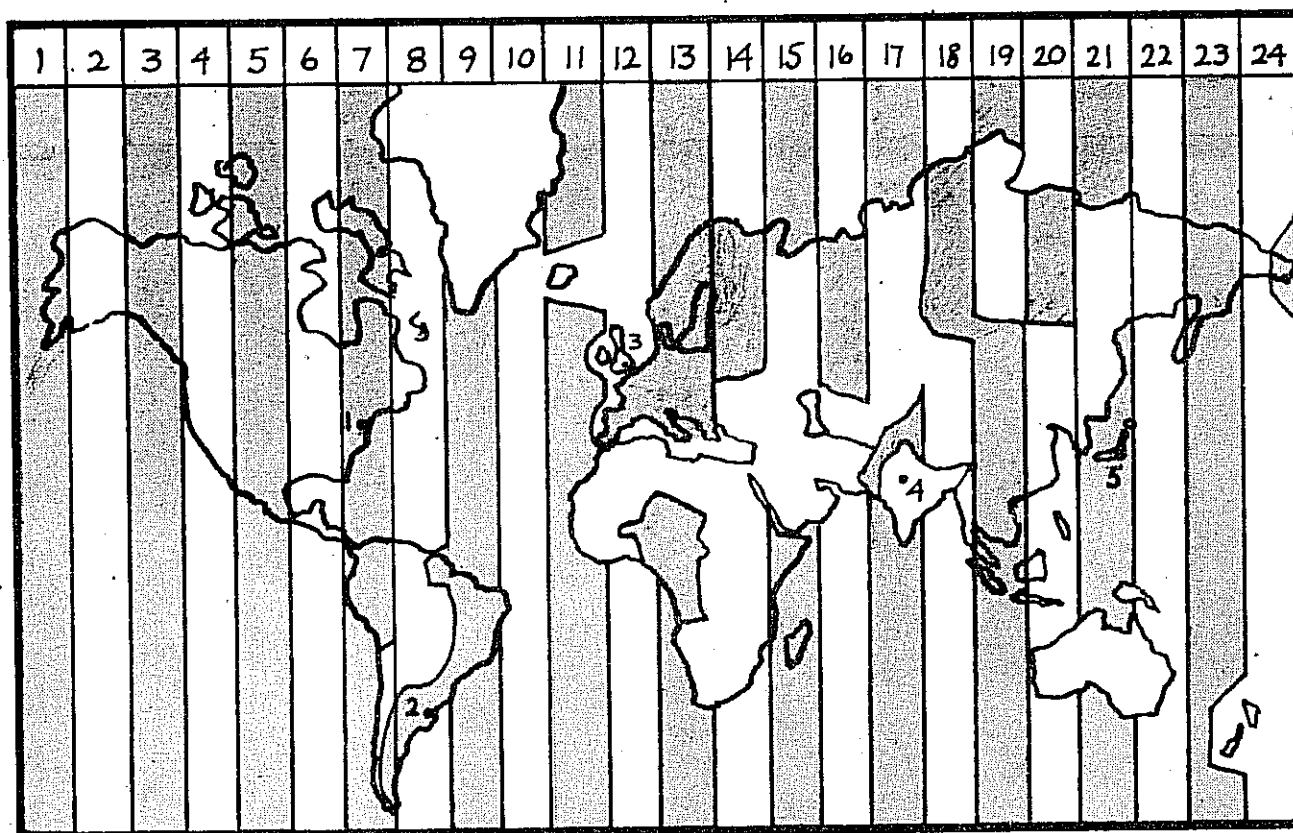
# Can you find Tom's family?



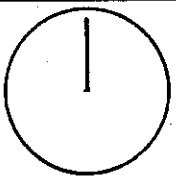
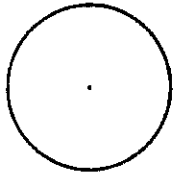
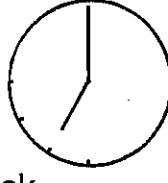
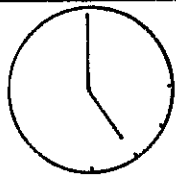
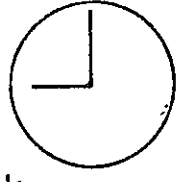
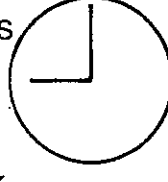
g	r	a	n	d	f	a	t	h	e	r
r	o	h	p	n	i	u	g	n	e	p
a	u	n	t	s	p	h	m	o	r	a
n	u	n	c	l	e	l	o	d	e	s
a	y	v	s	x	b	j	t	w	k	a
m	l	u	a	z	r	f	h	z	f	s
o	e	g	f	s	o	x	e	i	a	m
t	y	s	i	s	t	e	r	p	t	y
h	t	m	a	w	h	i	a	h	h	h
e	i	a	r	p	e	u	n	i	e	j
r	c	s	a	q	r	o	p	a	r	b

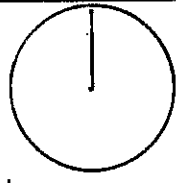
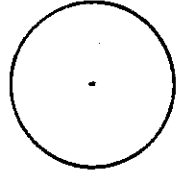

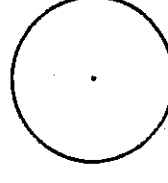
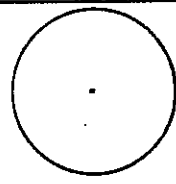
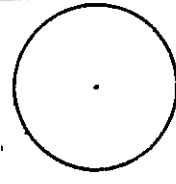
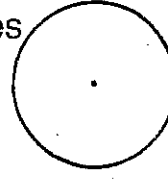
Draw your family tree.





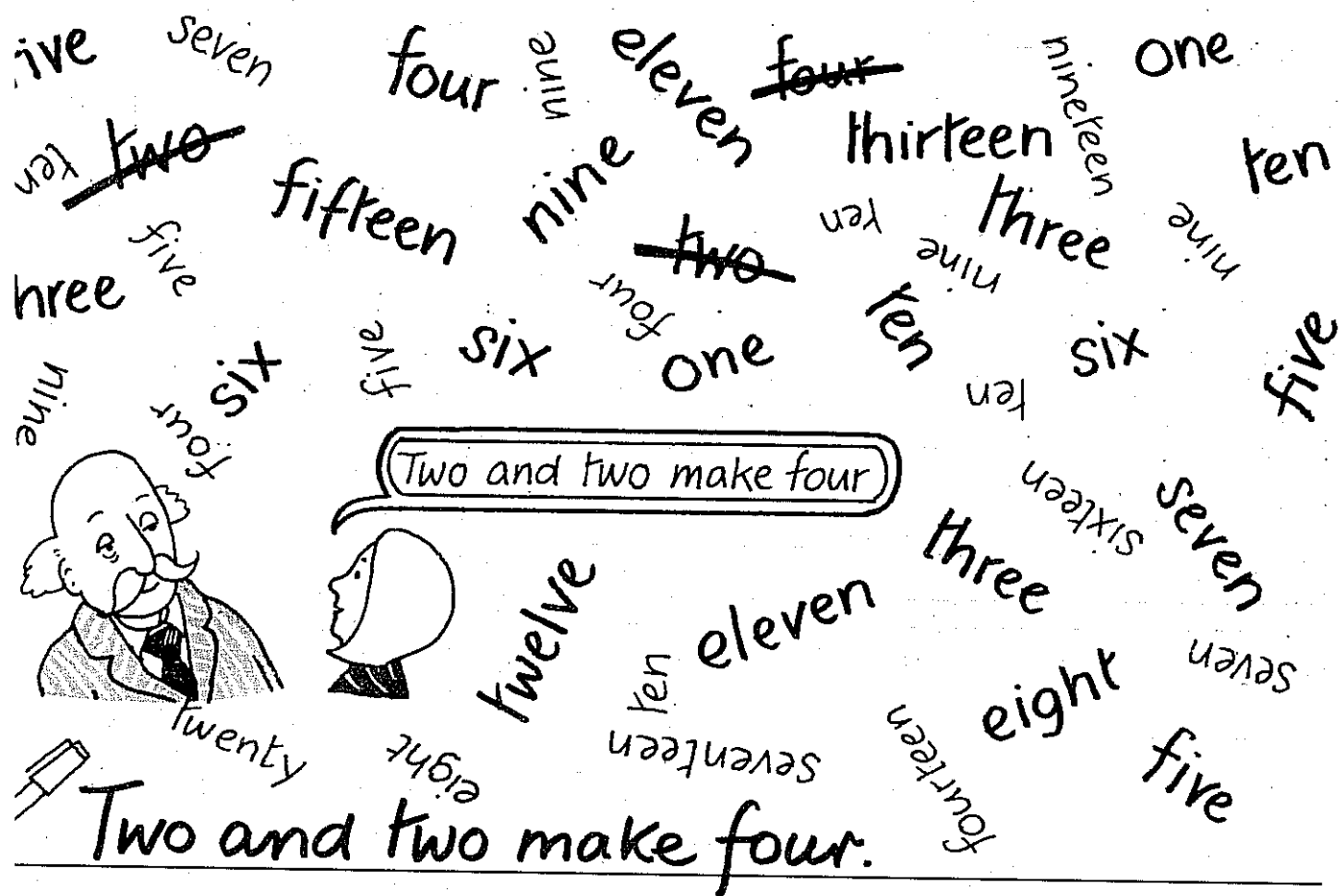
1 New York    2 Buenos Aires    3 London    4 Delhi    5 Tokyo

<p>In Britain</p>  <p>It's twelve o'clock.</p>	<p>In my country</p>  <p>.....</p>	<p>In New York</p>  <p>It's seven o'clock.</p>
<p>In Delhi</p>  <p>It's five o'clock.</p>	<p>In Tokyo</p>  <p>It's nine o'clock.</p>	<p>In Buenos Aires</p>  <p>It's nine o'clock.</p>

<p>In Britain</p>  <p>It's four o'clock.</p>	<p>In my country</p>  <p> .....</p>	<p>In New York</p>  <p>.....</p>
<p>In Delhi</p>  <p>.....</p>	<p>In Tokyo</p>  <p>.....</p>	<p>In Buenos Aires</p>  <p>.....</p>



# Make sentences about numbers.



# Find the missing numbers.

two  
four  
six



ten

fourteen

four

twelve  
sixteen

twenty eight

nine

twenty seven  
thirty six

three

nine

fifteen

twenty one

six  
twelve

thirty

forty two

seven

twenty one  
twenty eight

forty nine

five

fifteen

twenty five

thirty five

eight  
sixteen

forty

fifty six

one  
three  
six  
ten  
fifteen  
twenty one

first

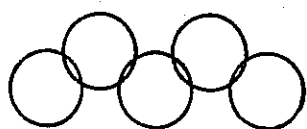
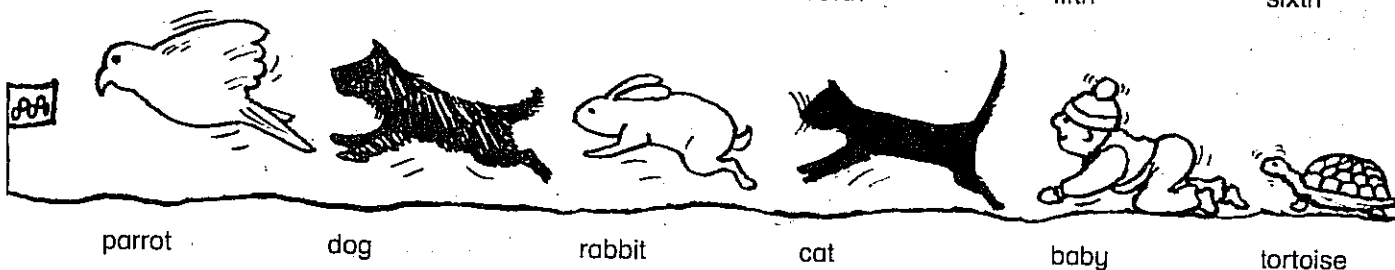
second

third

fourth

fifth

sixth

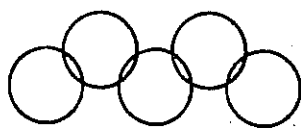


OLYMPIC CERTIFICATE

# THE BIG RACE

*First*

*Parrot*

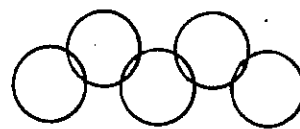


OLYMPIC CERTIFICATE

# THE BIG RACE

.....

.....

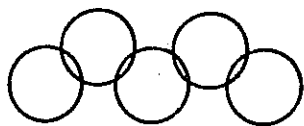


OLYMPIC CERTIFICATE

# THE BIG RACE

.....

.....

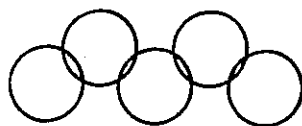


OLYMPIC CERTIFICATE

# THE BIG RACE

.....

.....

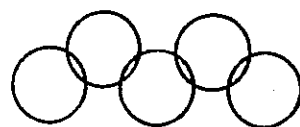


OLYMPIC CERTIFICATE

# THE BIG RACE

.....

.....



OLYMPIC CERTIFICATE


# THE BIG RACE

.....

.....

# How many words for clothes can you find?



 tights

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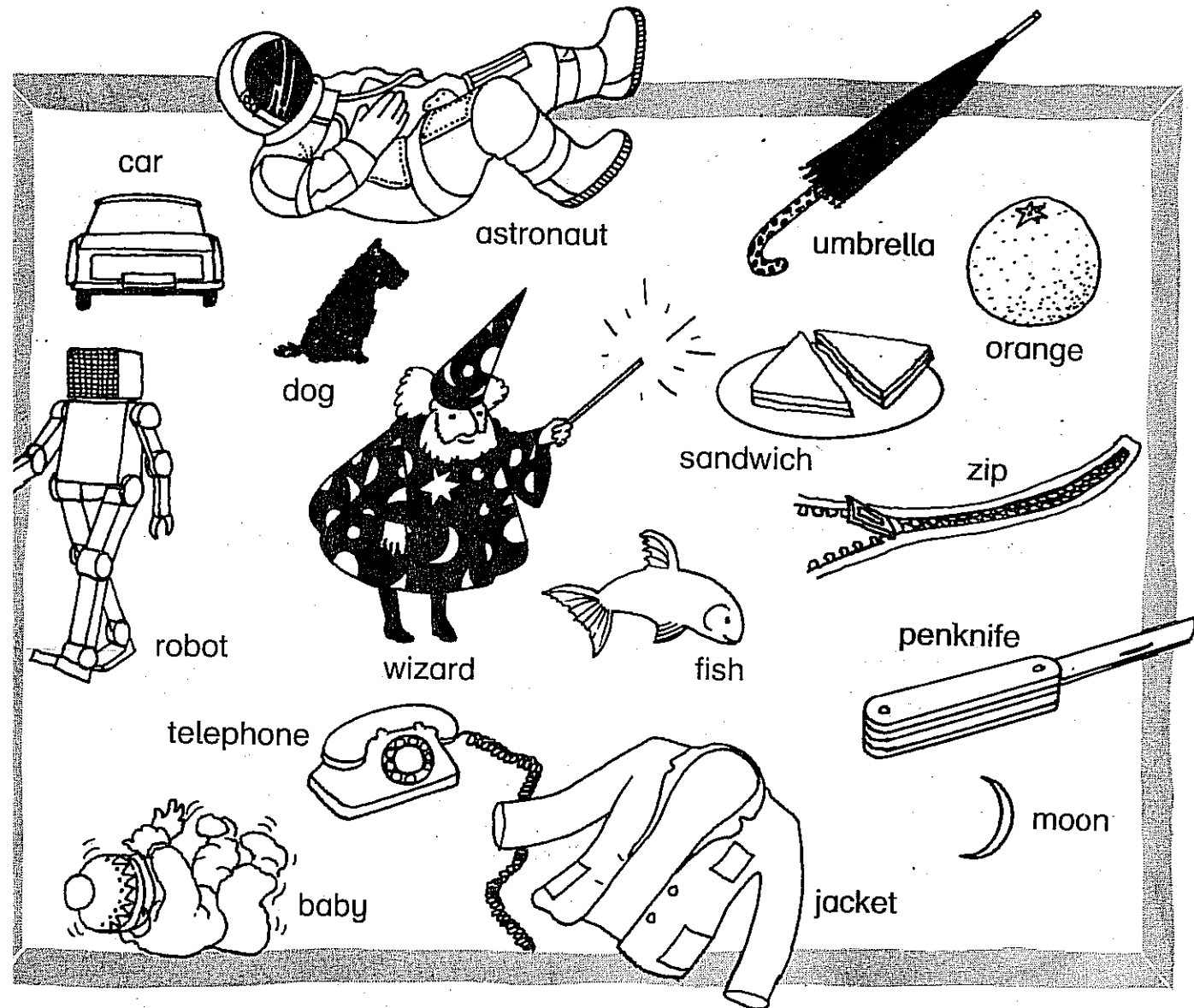
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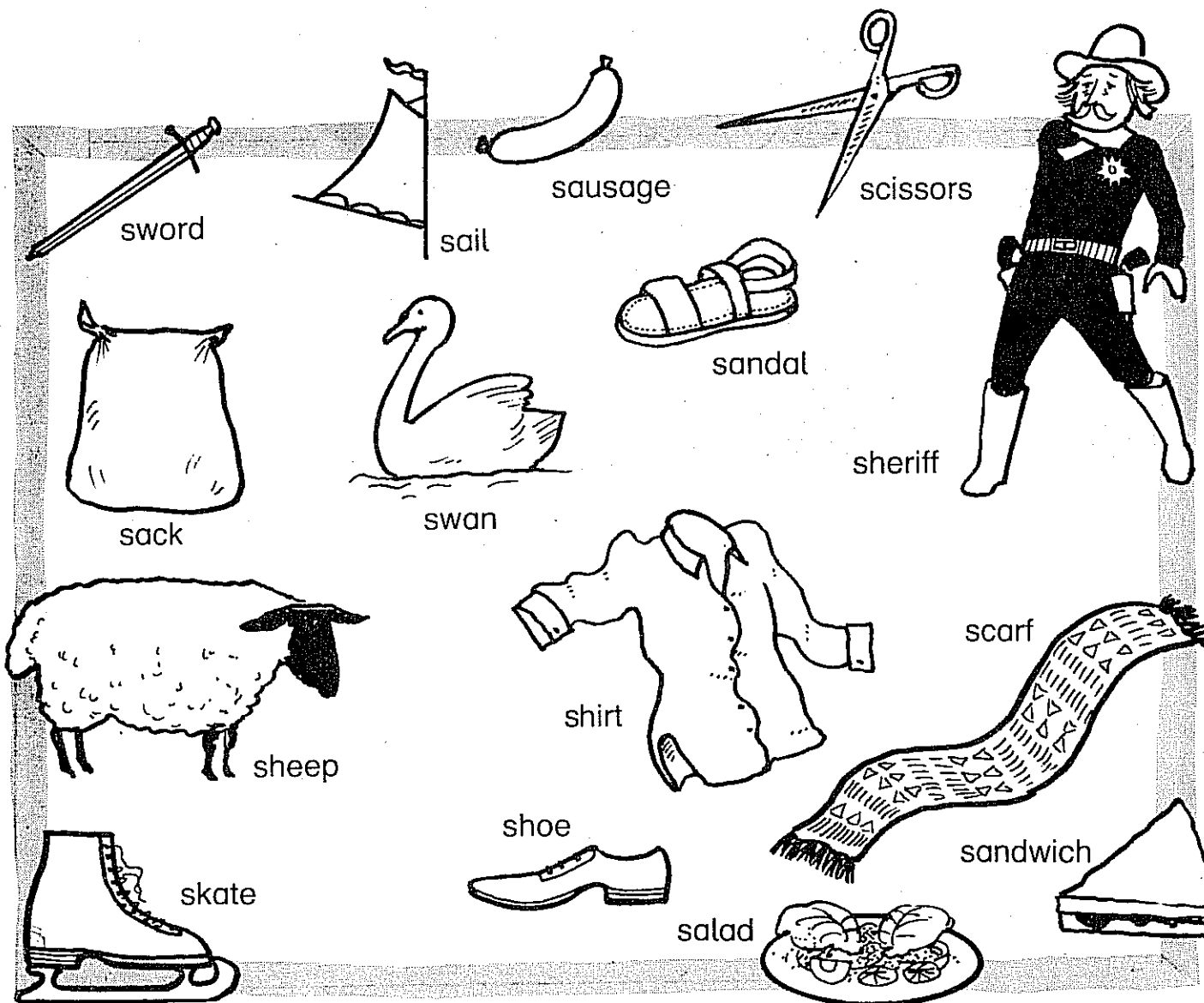
Put the words in alphabetical order.



a b c d e f g h i j k l m n o p q r s t u v w x y z

 astronaut


# Put the words in alphabetical order.



a b c d e f g h i j k l m n o p q r s t u v w x y z



sack

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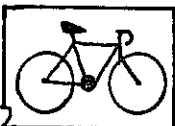


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# How do you spell these words?



What's this?



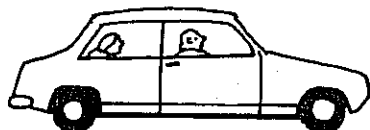
It's a bicycle.



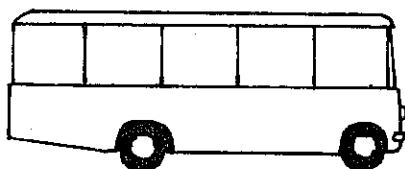
How do you spell, bicycle?

b-i-c-y-c-l-e.

rac



usb



lecybic



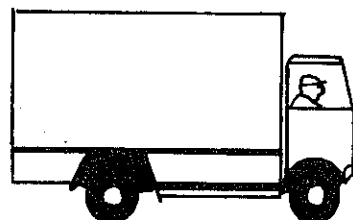
yek



iaxt



yrrol



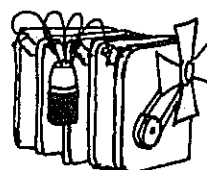
eggara



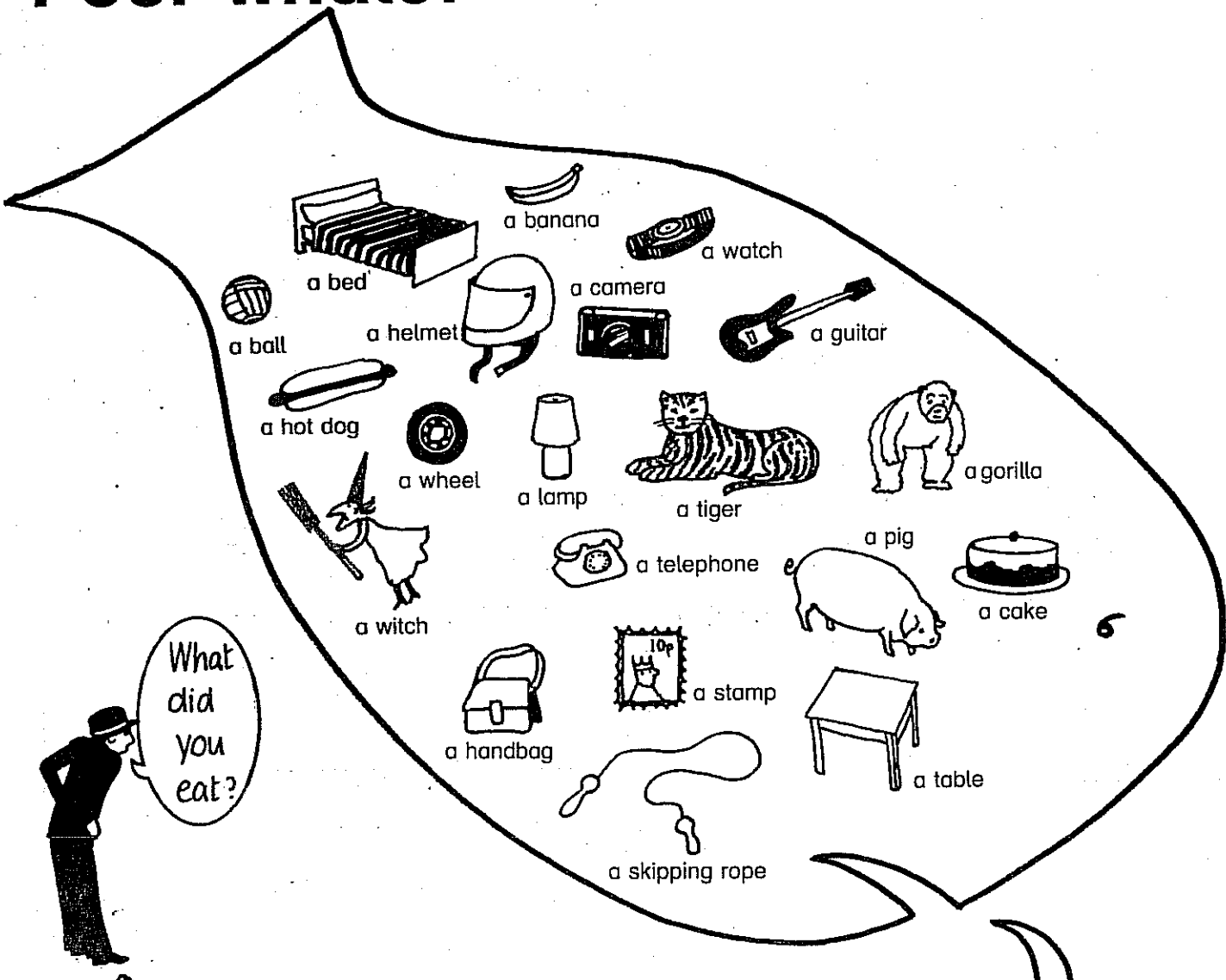
eelwh



gineen



# Poor whale!



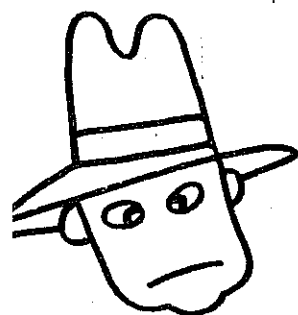
Oh dear! I ate a hat, a

and a

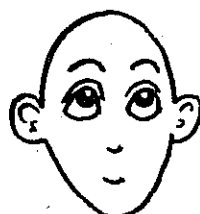


# What's missing?

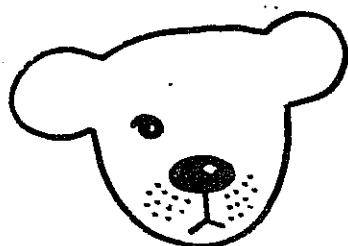
Draw in what's missing in each picture. Write in the missing words.



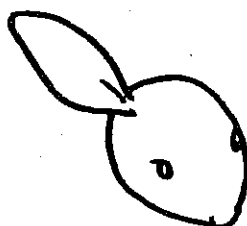
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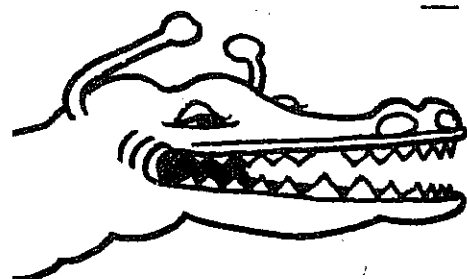
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his nose

its arm

his eyebrow

its leg

its tooth

its eye

his mouth

his hair

its ear

# Who's there . . . and who's not there?



## Can you find carrot's family?

A carrot is not an animal! Put it in the empty box.

Can you find carrot's brothers and sisters?

They are in the other boxes!

### animals

cow  
horse  
dog  
goose  
carrot  
sheep  
pig  
hen

### sport

sailing  
skiing  
hiking  
fencing  
cycling  
diving  
fishing  
tomato

### jobs

doctor  
cook  
typist  
driver  
pilot  
farmer  
lettuce  
baker

### travel

car  
bus  
lorry  
cabbage  
taxi  
cycle  
boat  
plane

### music

guitar  
drums  
onion  
piano  
violin  
harp  
flute  
saxophone

### numbers

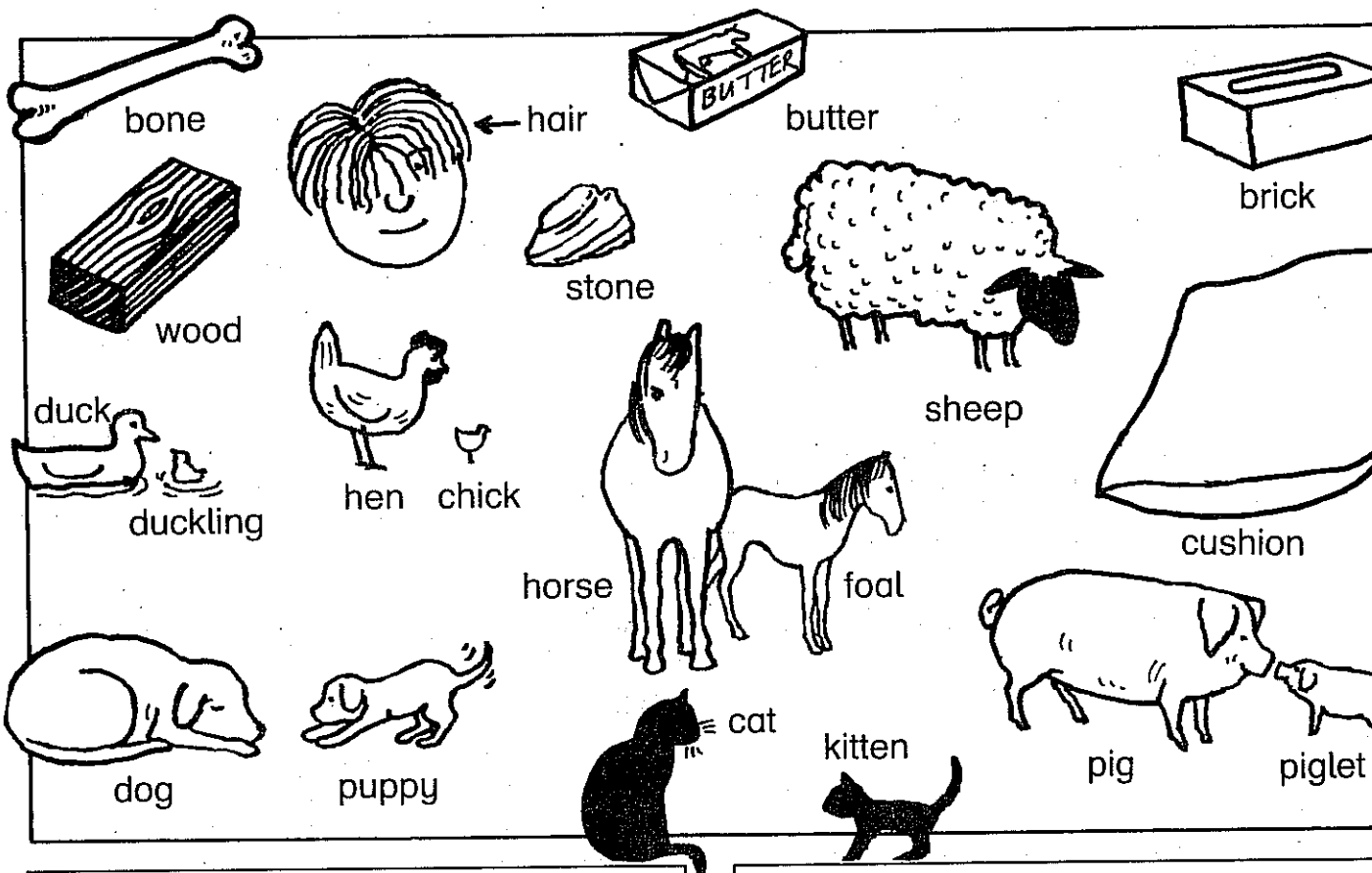
nine  
four  
twenty  
fifteen  
three  
ten  
eleven  
peas

### actions

bring  
carry  
drink  
hit  
listen  
open  
potato  
run

carrot

# Find four families.



hard

 bone

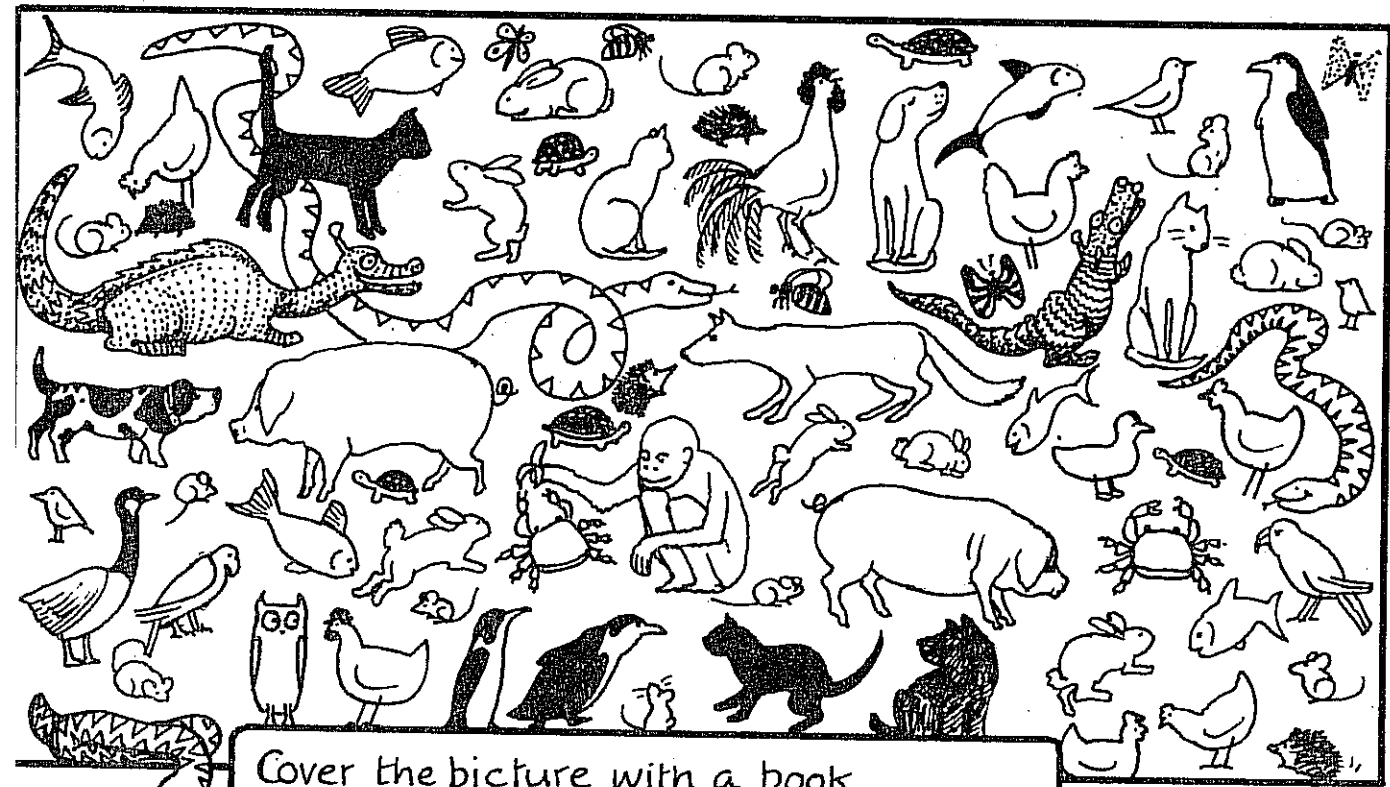
old

soft

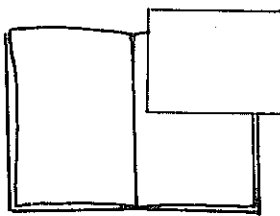
young

# Have you got a good memory?

Look carefully at the picture. Try to remember everything.



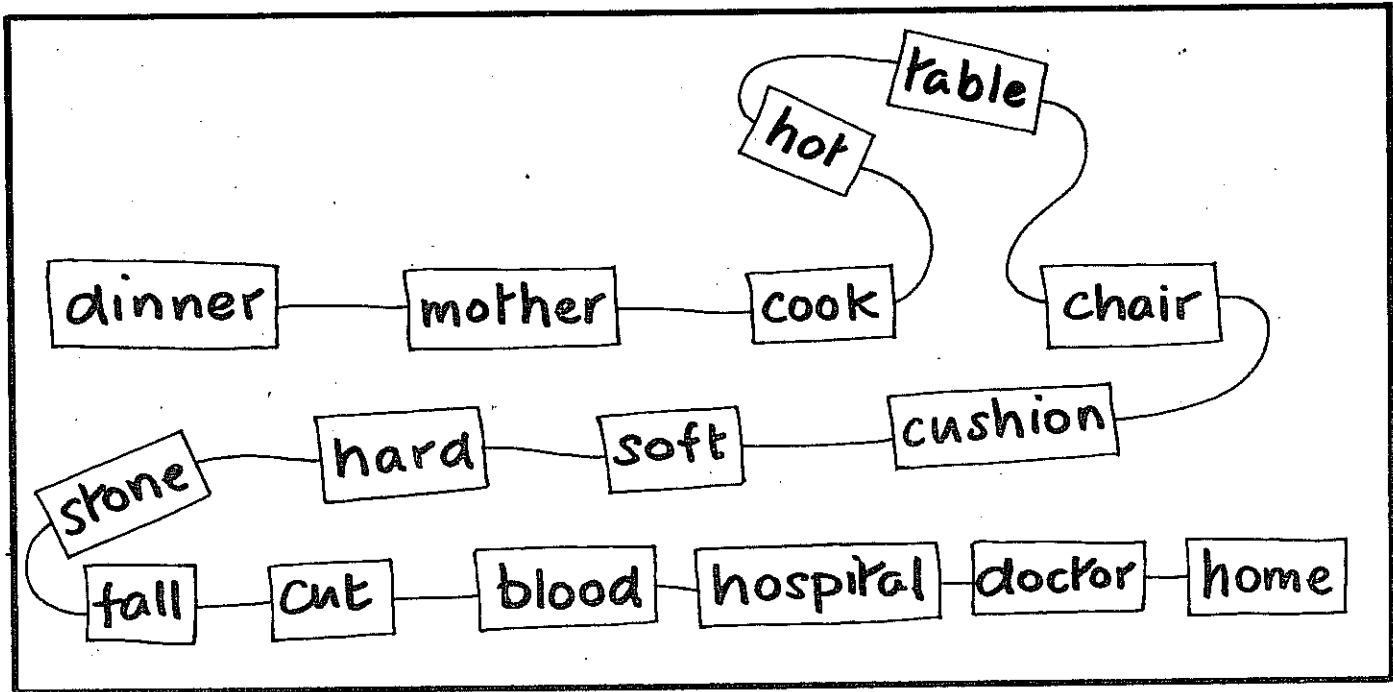
Cover the picture with a book.  
Write down everything you remember.



put a book  
on top of  
the pictures

One owl, six hens,

Here is a word chain.



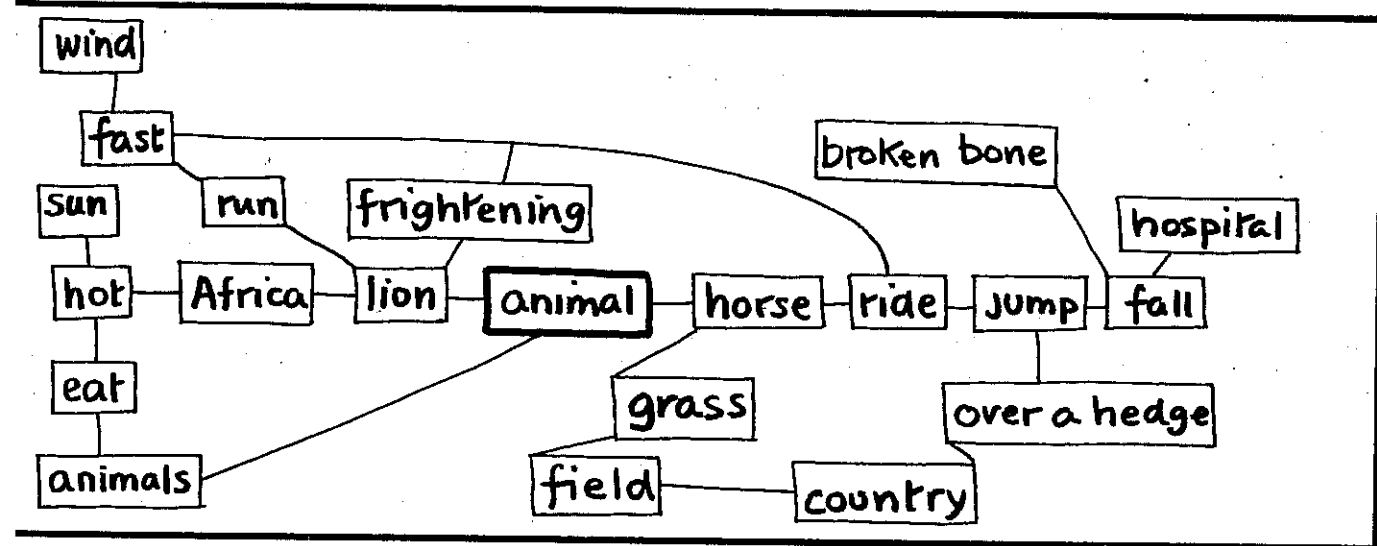
Here is my word chain.

Begin here.



# Here is a word tree.

began with **animal**. Then I thought of **horse**. Then I thought of **ride**.  
Then I thought of **jump**, **fall** and **hospital**!



# Here is my word tree.

begin with **food**.

Can you add any words to the tree?

**food**

# What do they do?



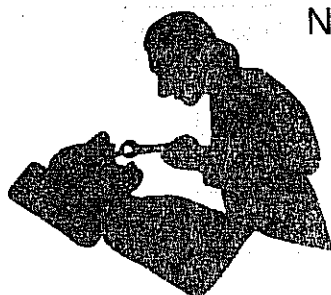
Bill Johnson



John Fox

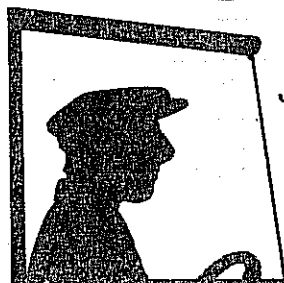


Ann Wright



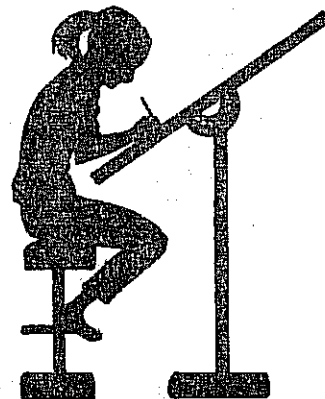
Wendy Strong

Nigel Hall



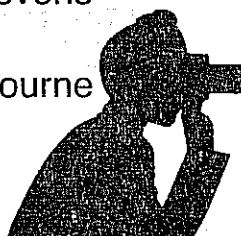
John Morgan

Mary Steele



Pam Stevens

Reg Bourne



photographer dentist clerk driver doctor architect  
postman footballer butcher



Bill Johnson is a butcher.



Choose 'a' or 'an' for each word.

a

an

 a shoe



shoe

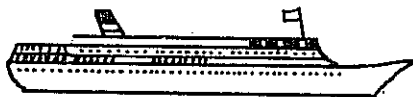


apple

an apple



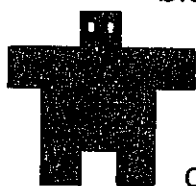
owl



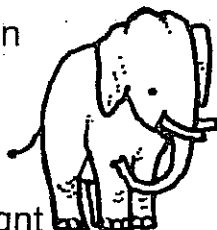
ship



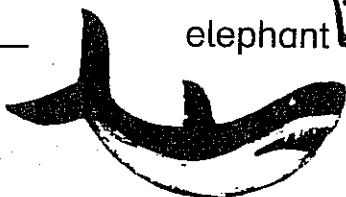
bicycle



alien



elephant



shark

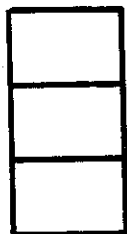


astronaut

# What's this? What are these?

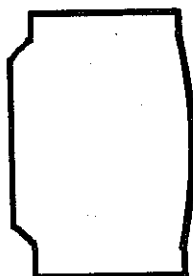
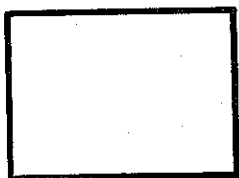


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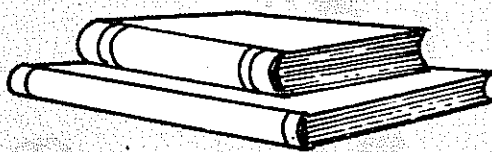


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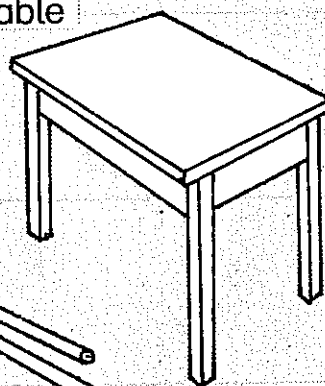


trainers

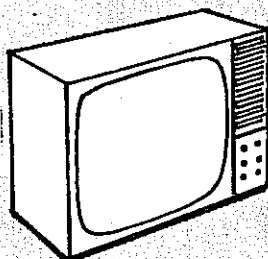


books

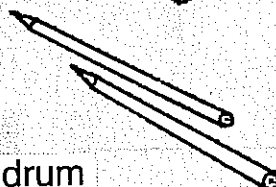
table



television

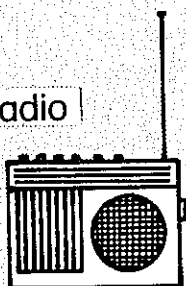


drum

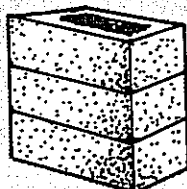


pencils

radio



bricks

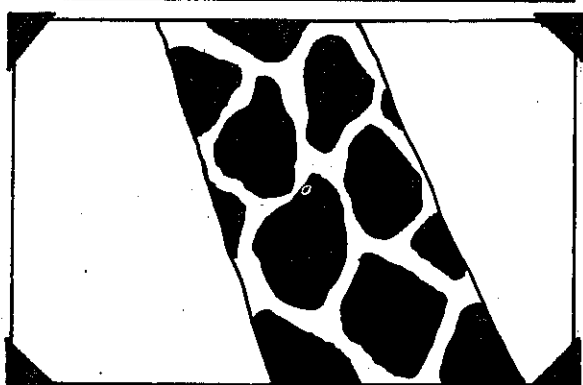
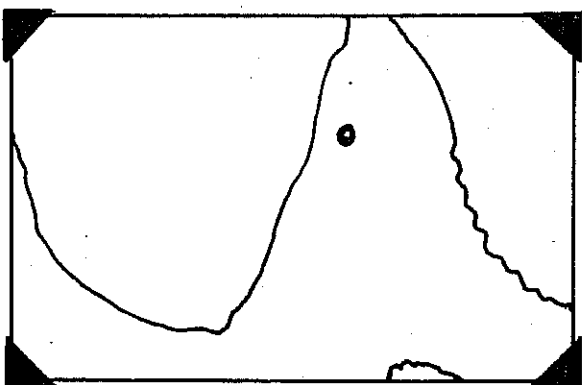
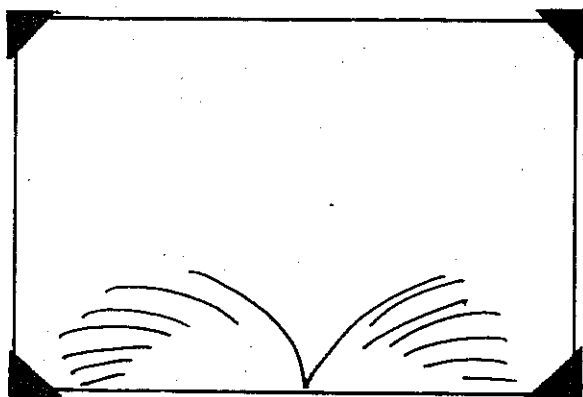
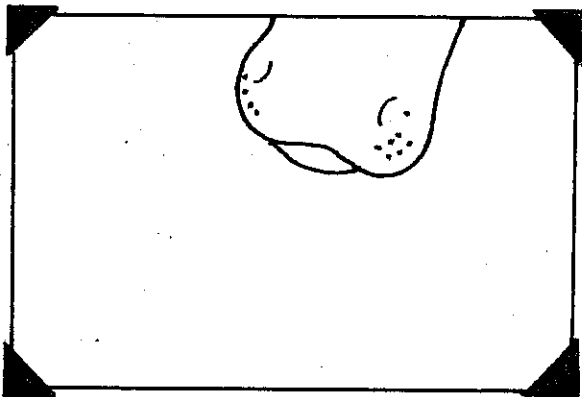
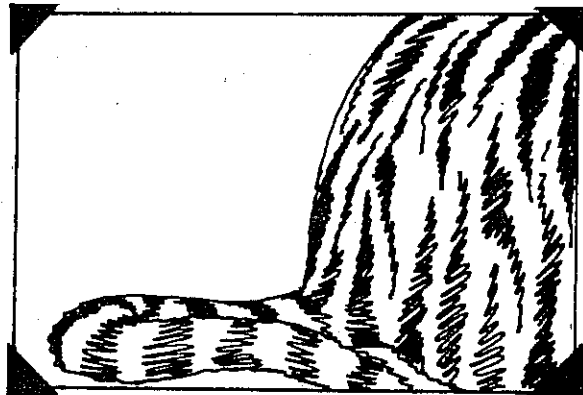
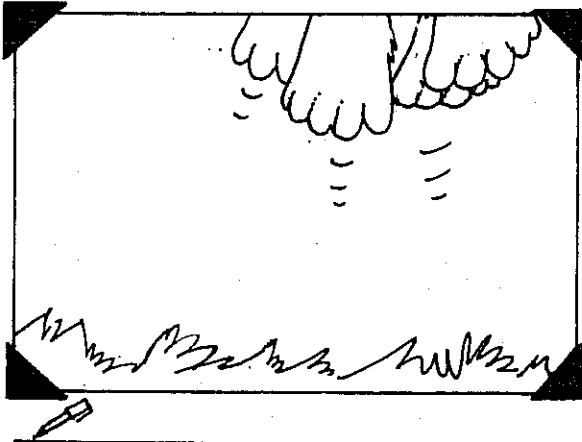
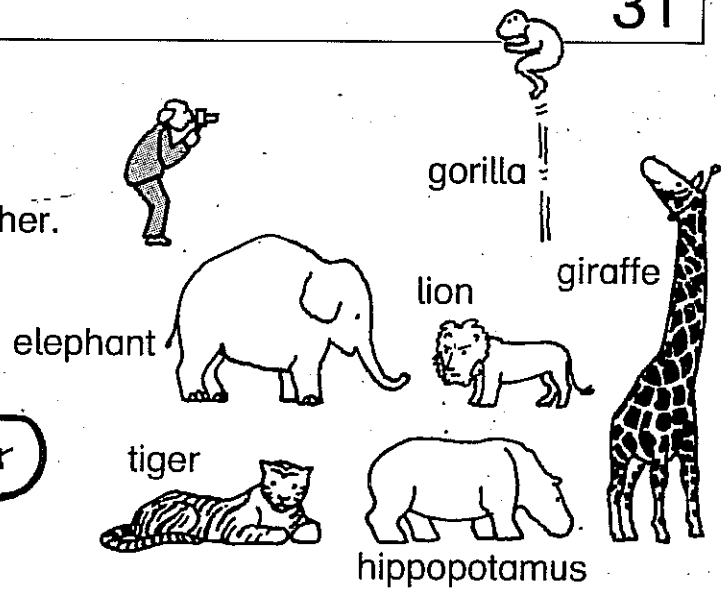


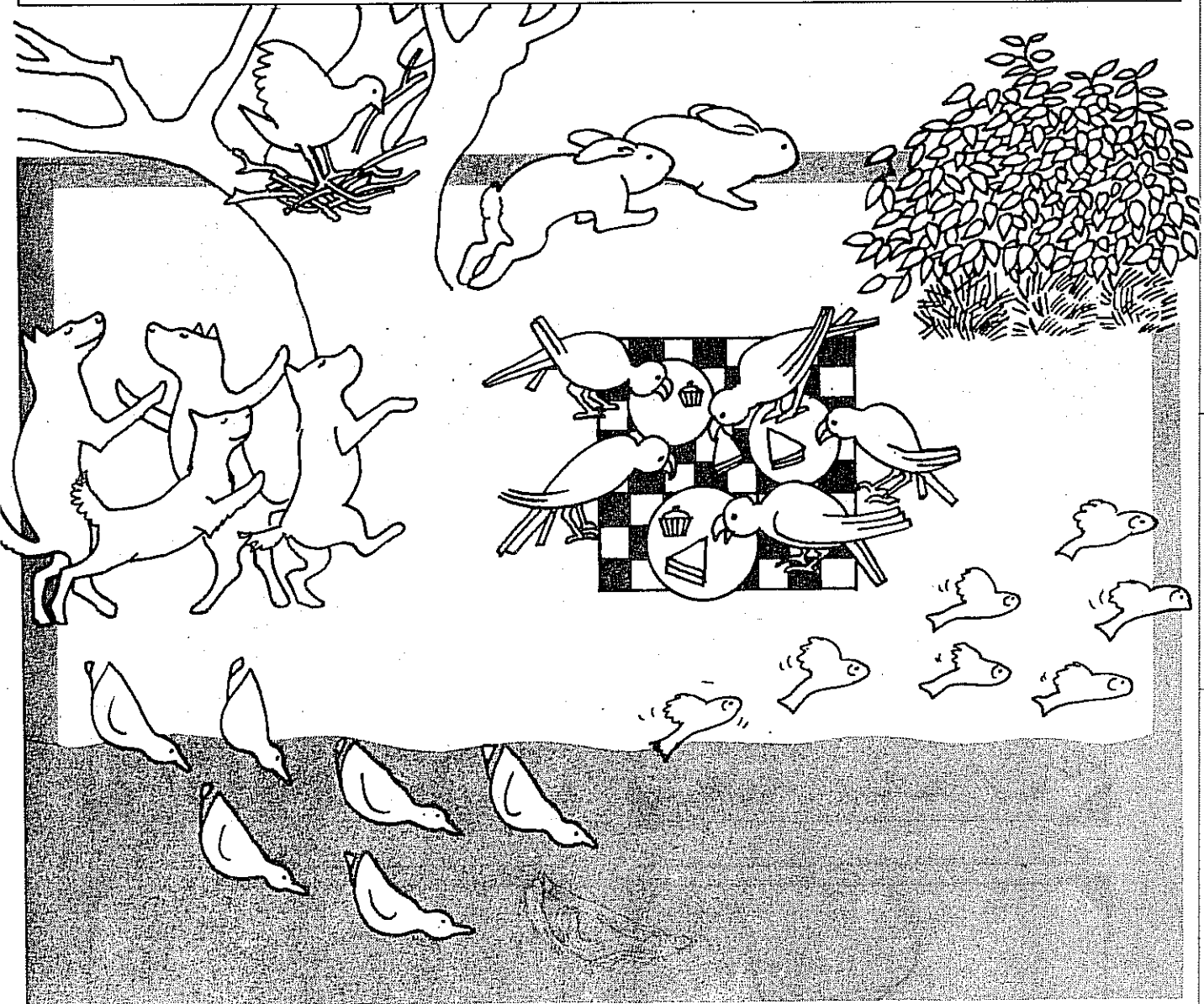
records



## What's this?

Grandfather isn't a very good photographer.  
Help him to name the animals.





are building  
are picnicking

are running  
are diving

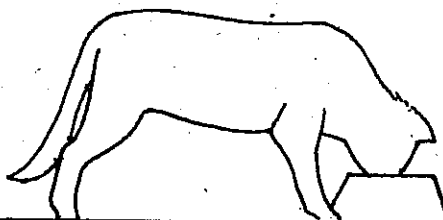
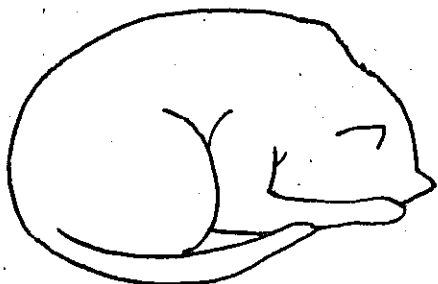
are hiding  
are flying

are dancing

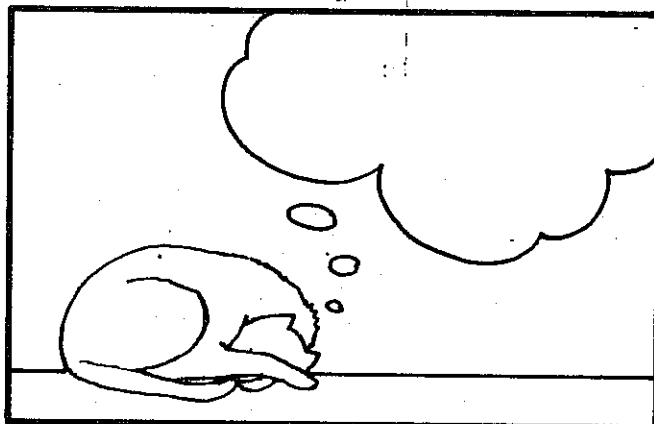
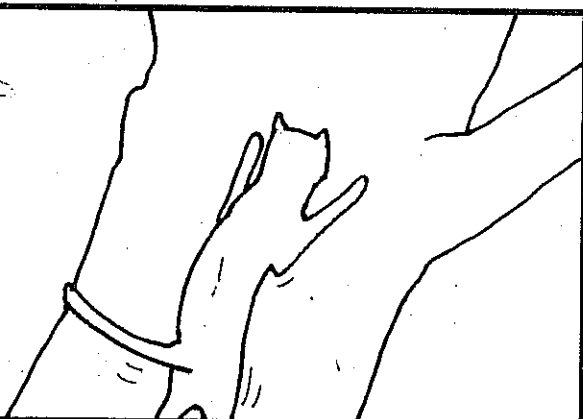
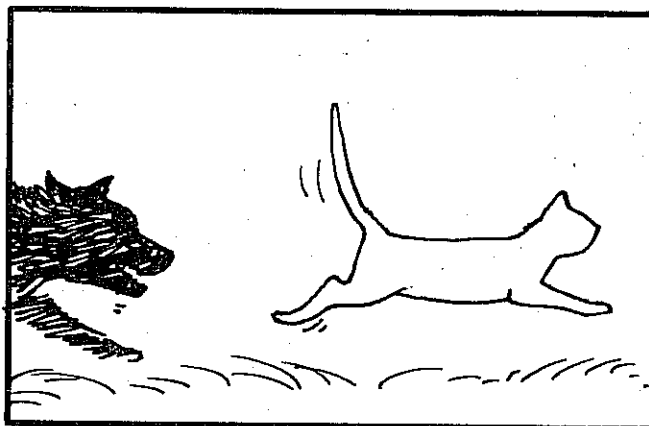
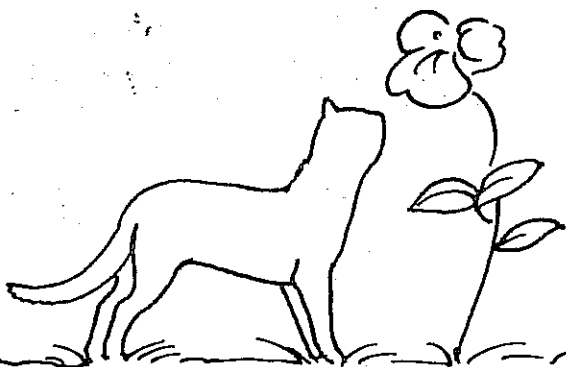


One bird is building.

# What is Leo doing?



*Leo is sleeping.*



Leo is eating. Leo is running. Leo is climbing. Leo is dreaming.  
Leo is looking at the flower. Leo is sleeping.

# What's the difference?



reading a newspaper   posting a letter   hiding   dancing   sleeping   walking   running   playing football  
chasing a crocodile   jumping   carrying a baby   singing

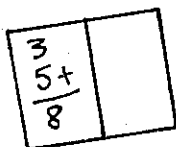
*In the first picture the man is reading a newspaper. In the second picture he is singing.*

# What do you like doing?

I like drawing. I don't like doing maths.  
What about you?



I like drawing...  
I don't like singing.



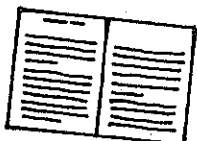
doing maths



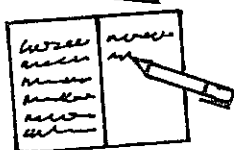
drawing



making  
models



reading



writing



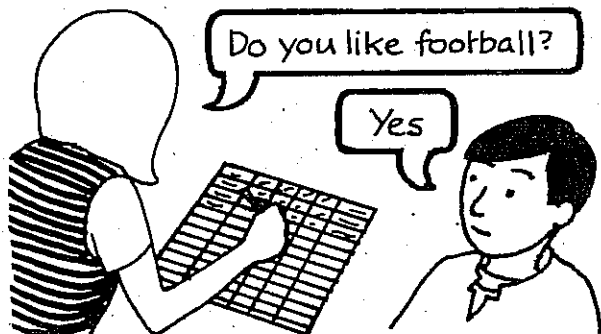
singing



talking with  
my friends

Add your own ideas here:

# Susan's questionnaire.



Ian likes football and swimming but he doesn't like running and tennis. His favourite sport is swimming.

Ask your friends and family the same questions.  
Write their answers in the questionnaire.

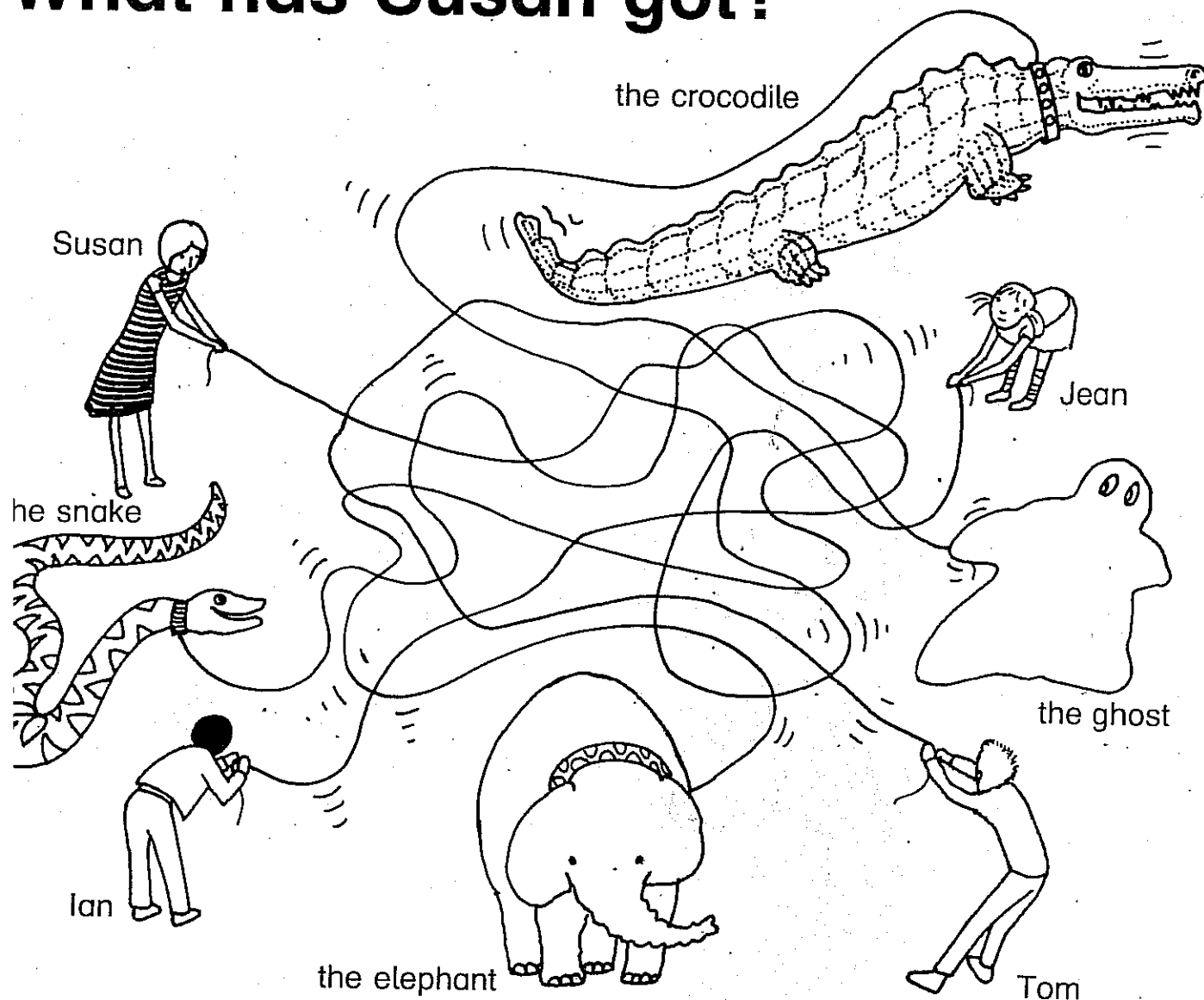
[illegible]

Write about one of your friends or family here:





# What has Susan got?

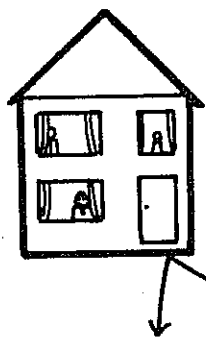


What's Susan got ?

She's got an elephant.



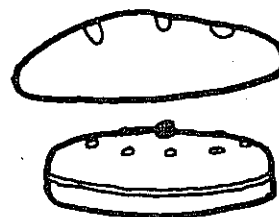
Susan's got an elephant.



### BUTCHER



### BAKER



### GREENGROCER



### CHEMIST



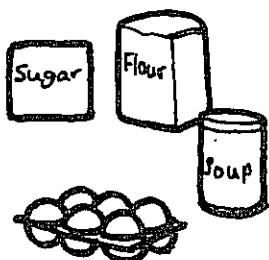
### Tom's Shopping list

stamps  
bread  
cake  
oranges  
pears  
sugar  
flour  
newspaper

### Linda's Shopping list


newspaper  
matches  
fish  
crab  
bread  
soup  
coffee  
bananas

### GROCCER



### BUTCHER

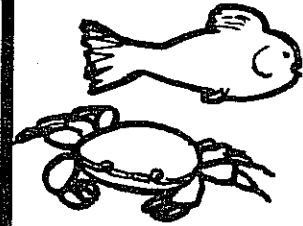


Play with a friend. You need a  . Choose a shopping list. You must buy everything

# CHEMIST



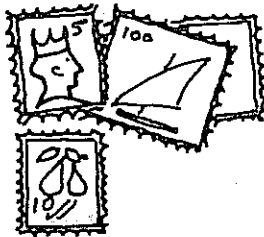
# FISH SHOP



## Susan's Shopping list

eggs  
potatoes  
cabbage  
medicine  
plasters  
sausages  
tarts  
buns

# POST OFFICE



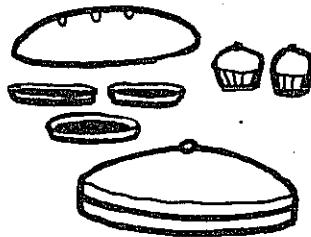
# GROCER



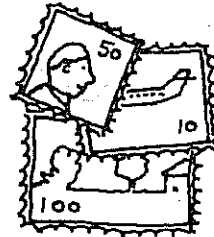
## Michael's Shopping list

bananas  
carrots  
cabbage  
sausages  
stamps  
fish  
buns  
bread

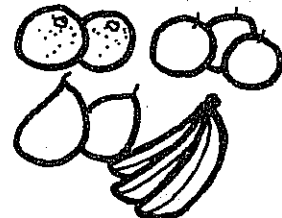
# BAKER



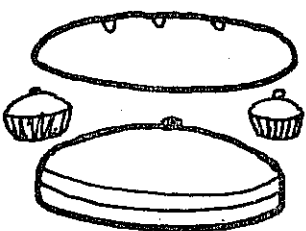
# POST OFFICE



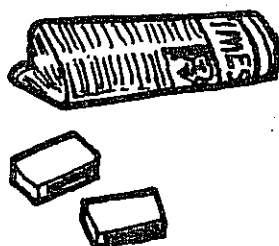
# GREENGROCER



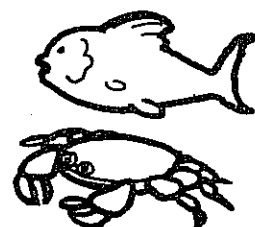
# BAKER



# NEWSAGENT

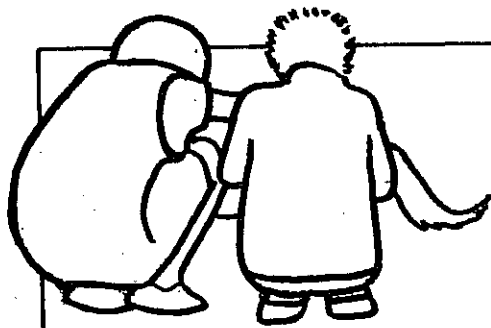


# FISH SHOP

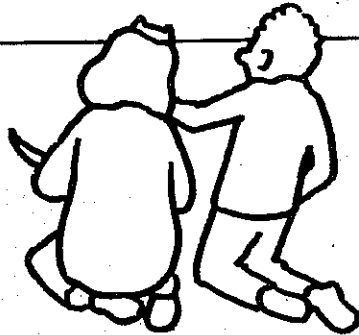


g list. You must get the exact number to arrive on the square you want. Colour the game.

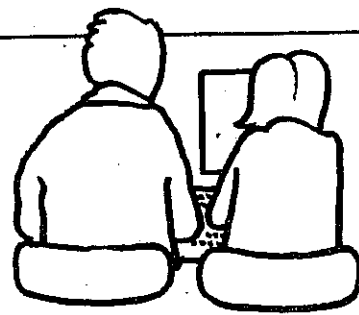
# What have they got?



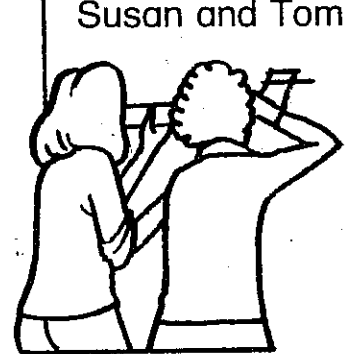
Susan and Tom



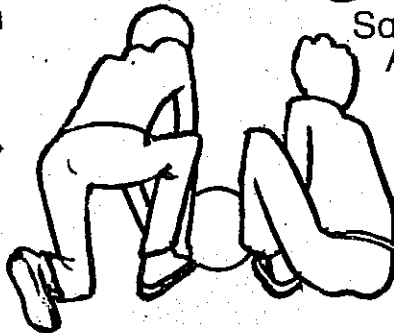
Sarah and Annette



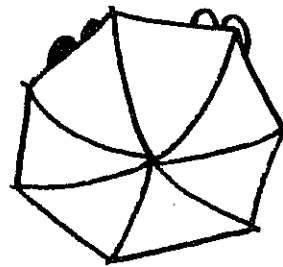
Bob and Anna



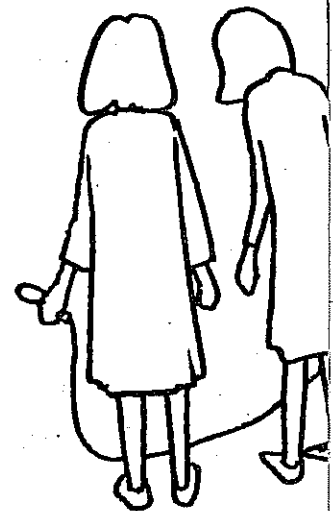
Jill and Julie



Margaret and Peter



Chris and Anne



Helen and Jane

What have Susan and Tom got?

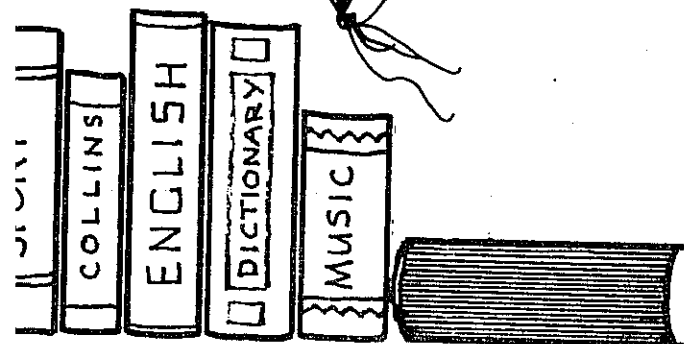
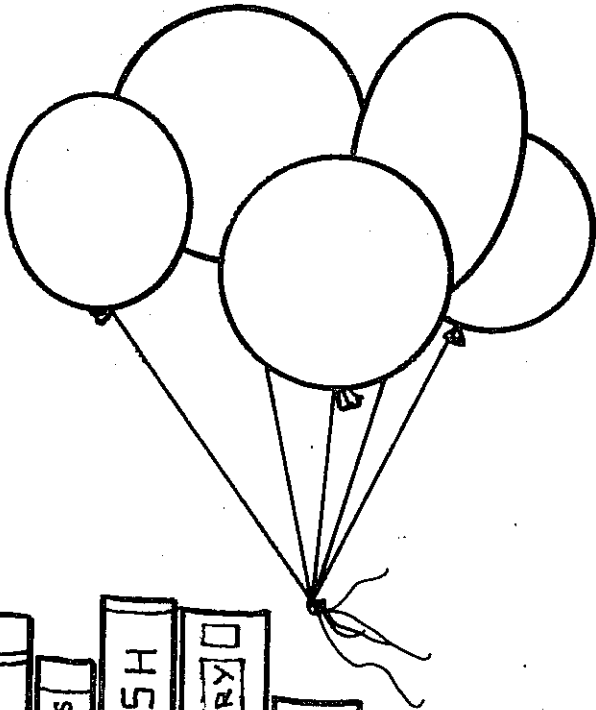
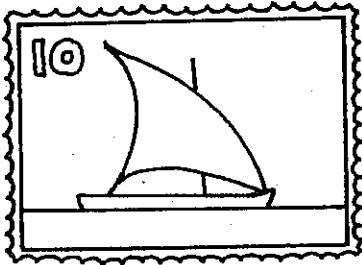
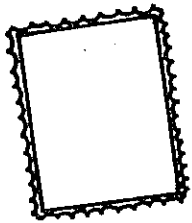
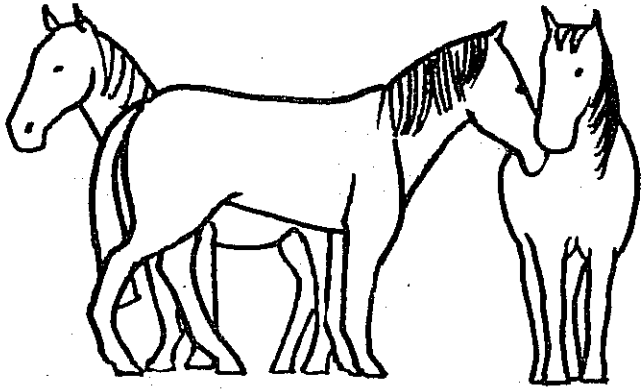
They've got a dog.

A skipping rope an aeroplane a dog a computer a cat an umbrella a ball

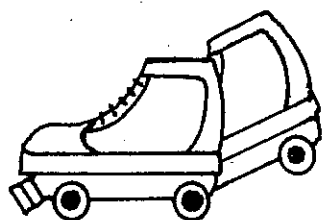


Susan and Tom have got a

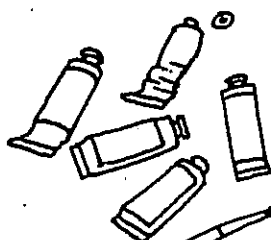
**Colour the pictures and  
write about them.**



**Choose five presents.  
Colour them and write your  
name next to them.**

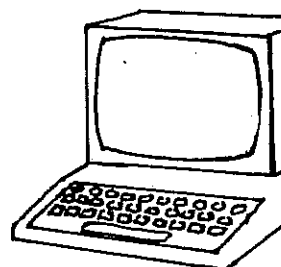
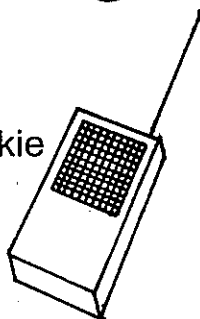


roller skates

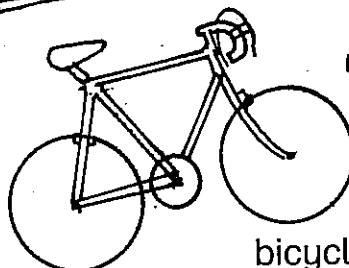


paint and brushes

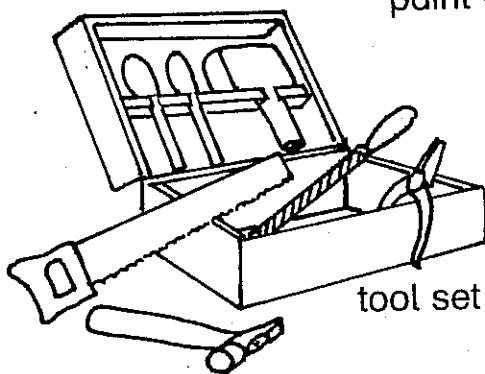
walkie talkie



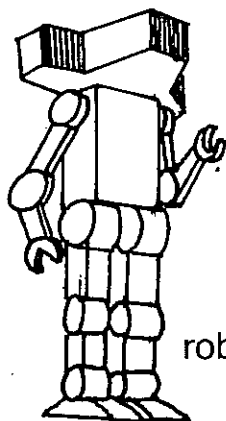
computer



bicycle



tool set



robot



book



doll

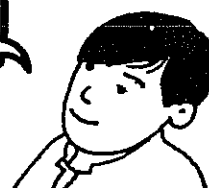


model plane



What have  
you got ?

I've got a bicycle.



I've got a

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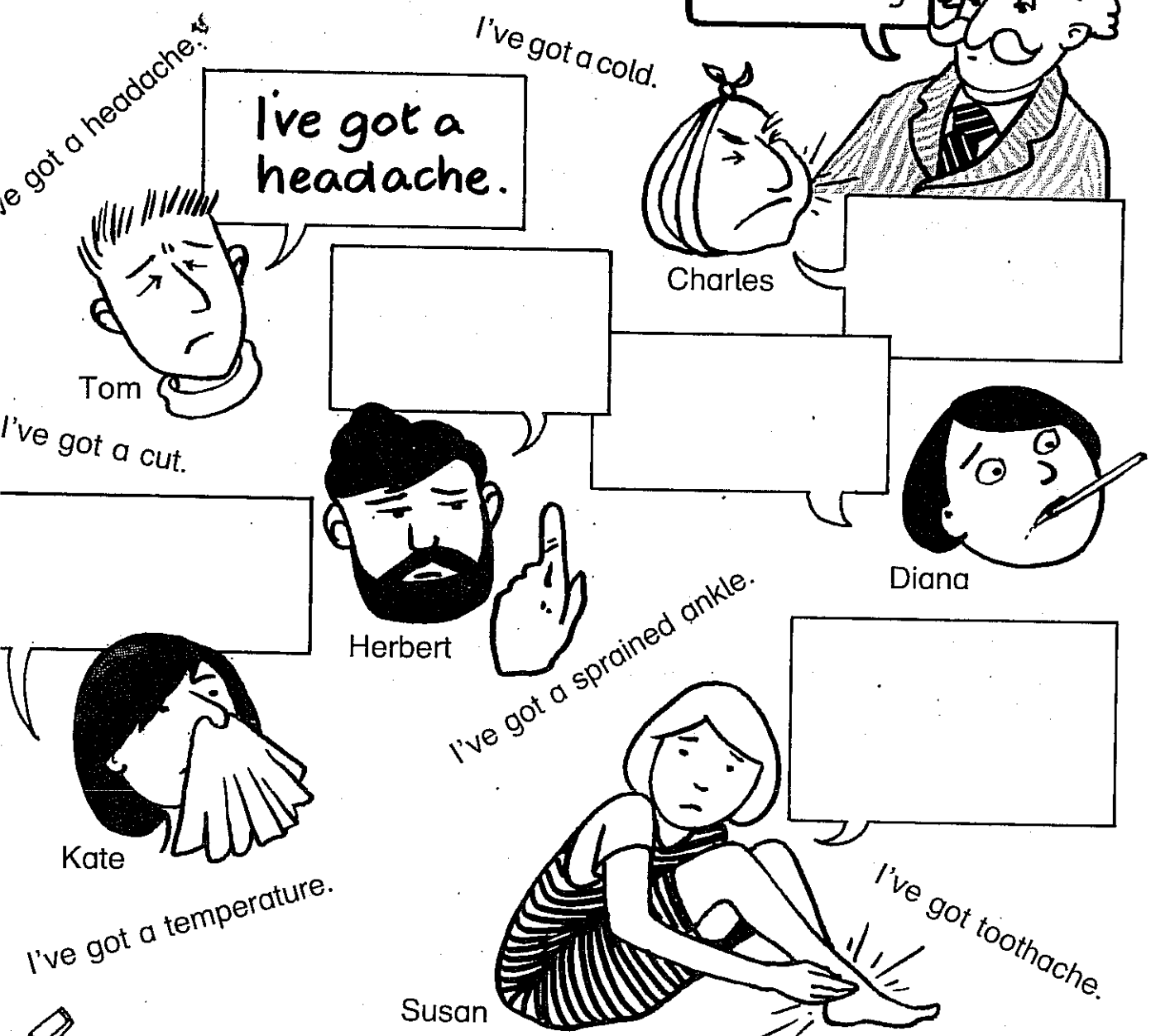
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# How are you?



 Tom's got a headache.

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# What can you see?

I can see a giraffe.

I don't believe you!



I can see a cow, a house, an elephant, a pig, a crocodile, a penguin, three sheep, a tiger, a kangaroo, a fox, a lion, three birds, a horse, an astronaut and two aliens.

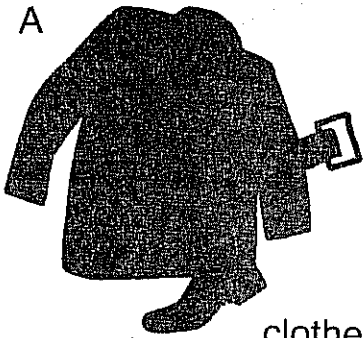


Tom can see a cow,

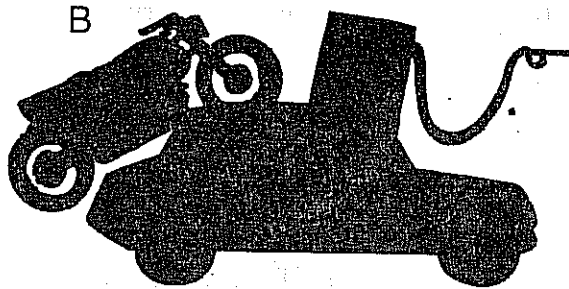
He can't see a giraffe,



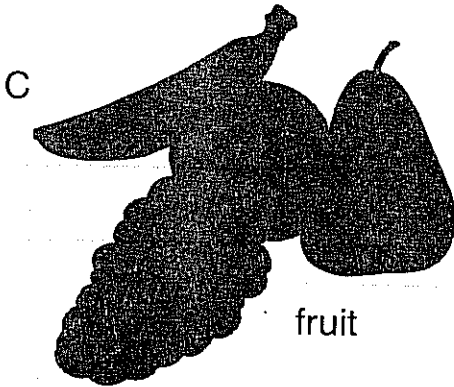
# What can you see?



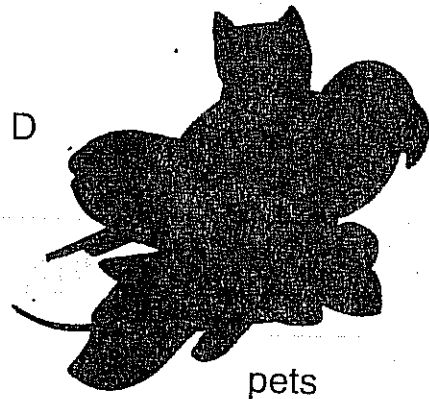
clothes



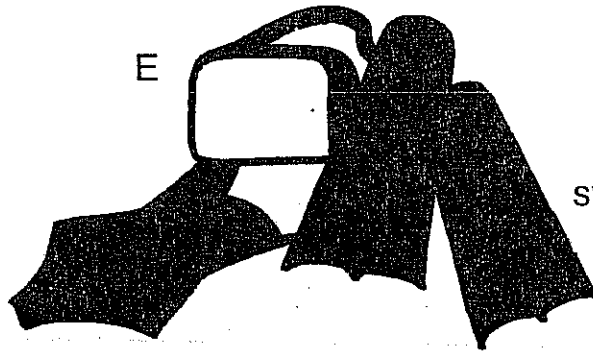
travel



fruit



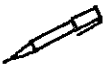
pets



swimming

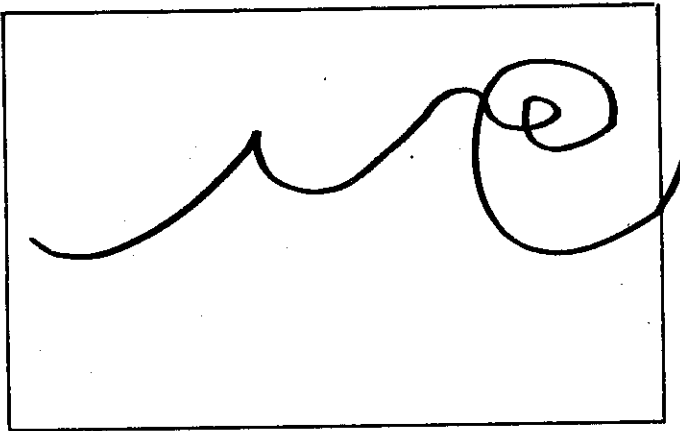
jersey motorcycle cat grapes goggles belt car parrot banana  
flippers shoe petrol pump fish apple swimming costume mouse  
pear snorkel dog

I can see a belt, a jersey and a shoe.

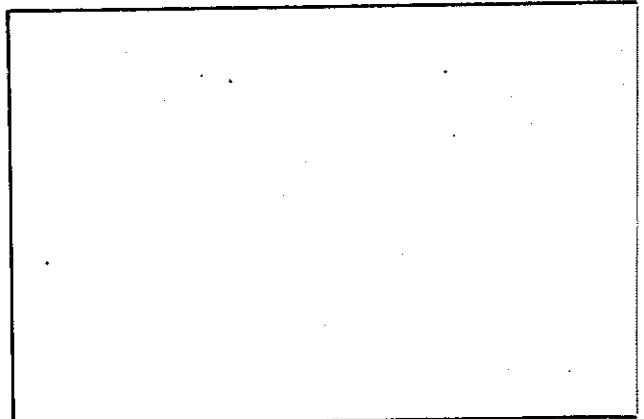
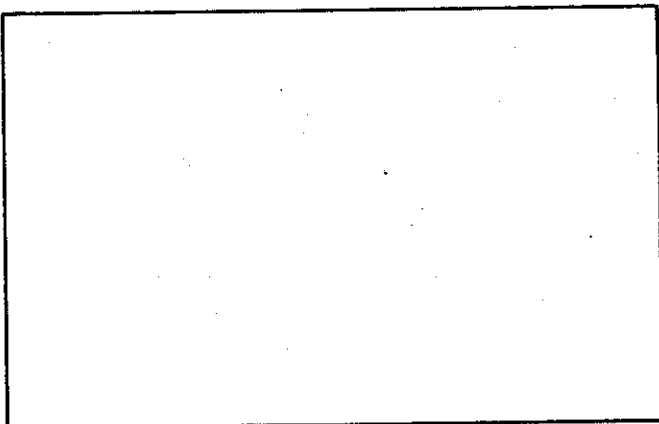
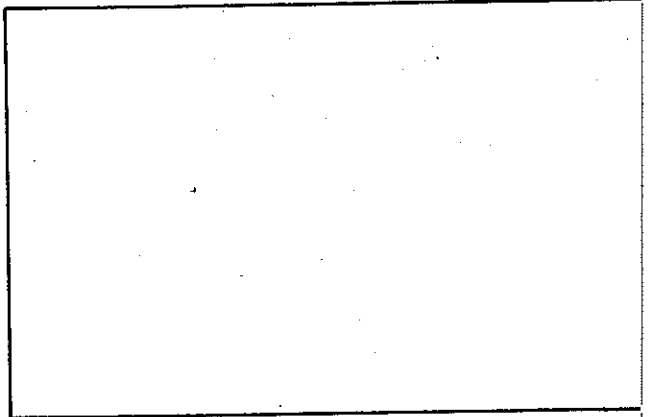
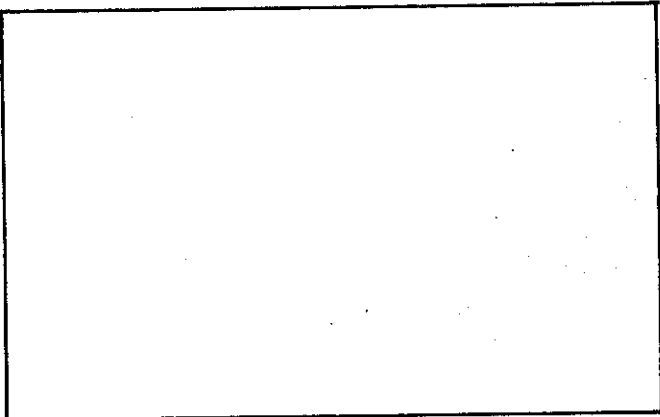
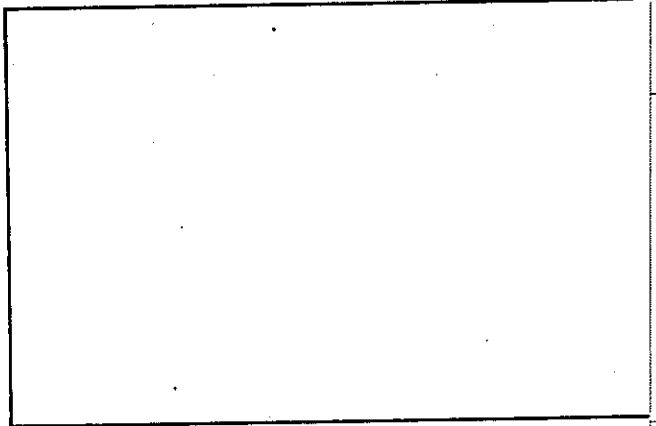


## I think this line is angry.





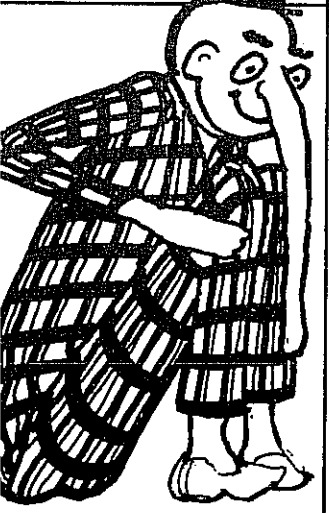

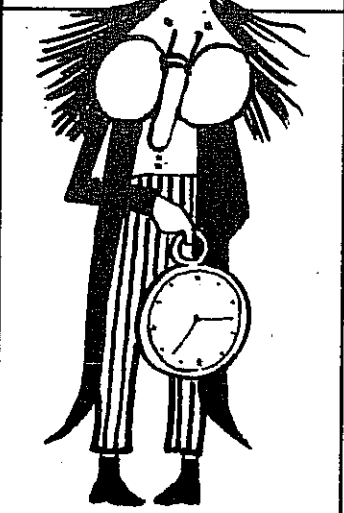
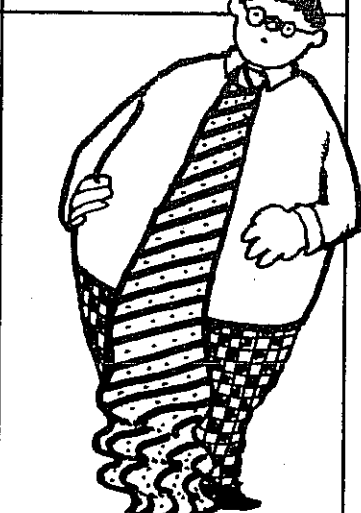
Draw lines in the boxes. Write sentences underneath.  
 Draw happy lines, unhappy lines, surprised lines, frightened lines,  
 thoughtful lines, angry lines.




*I think this line is happy.*



# John's nose

 <p>Henry</p>	 <p>Helen</p>	 <p>Barbara</p>	 <p>Andrew</p>
 <p>John</p>	 <p>Hilary</p>	 <p>Emily</p>	 <p>Richard</p>

 John's nose is longer than Emily's.

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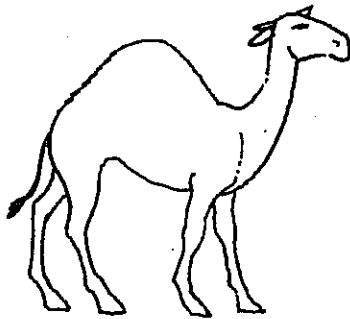


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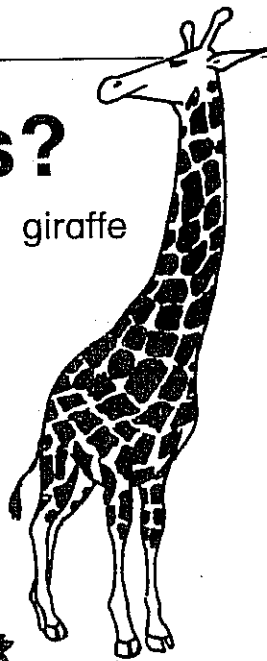


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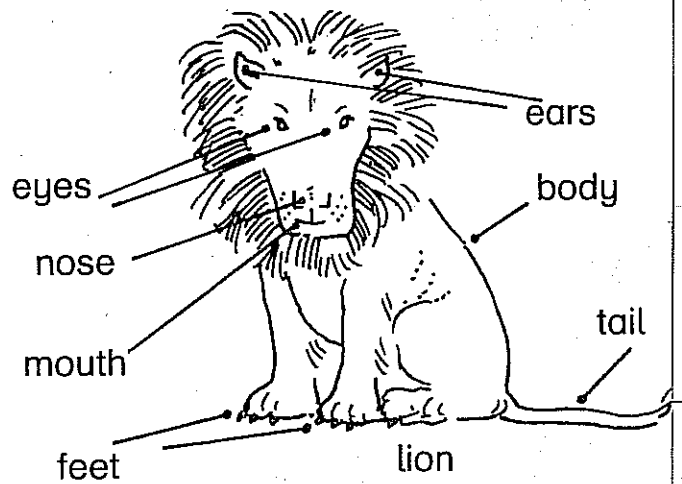
# What's this?



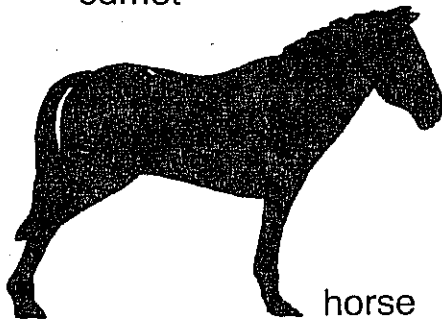
camel



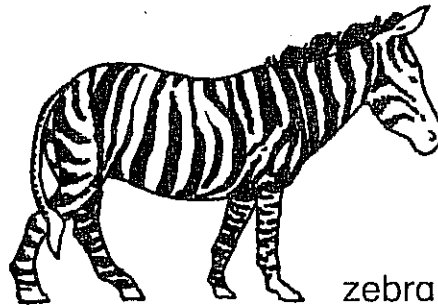
giraffe



lion

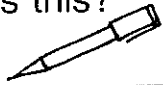


horse



zebra

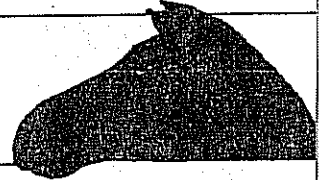
What's this?



*It's the lion's tail.*



What's this?



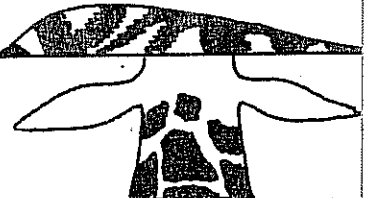
What's this?



What's this?



What are these?



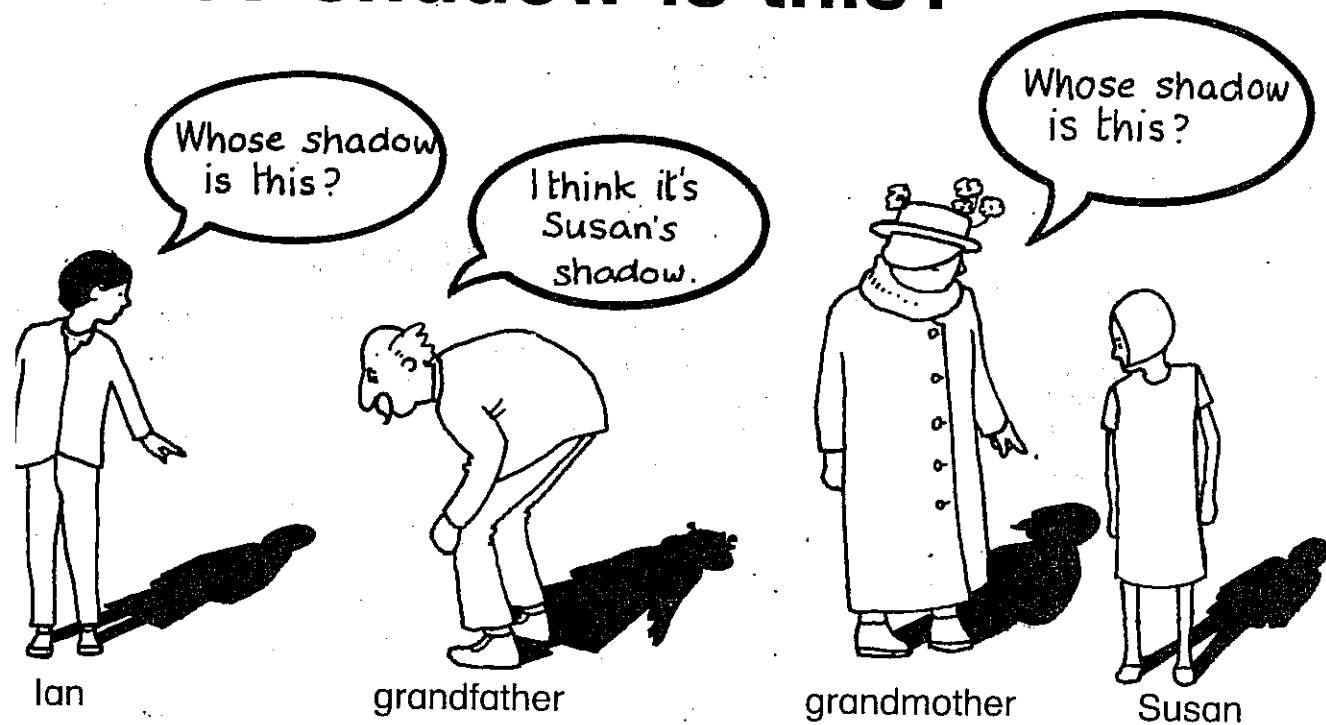
What are these?



What are these?



# Whose shadow is this?

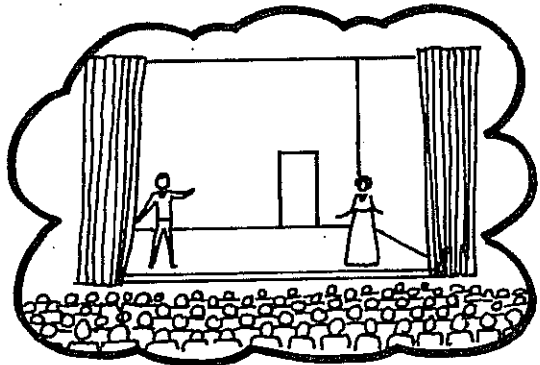


*lan's got Susan's shadow.*

# What do you want to be?

What do you want to be?

I want to be an actor.



photographer



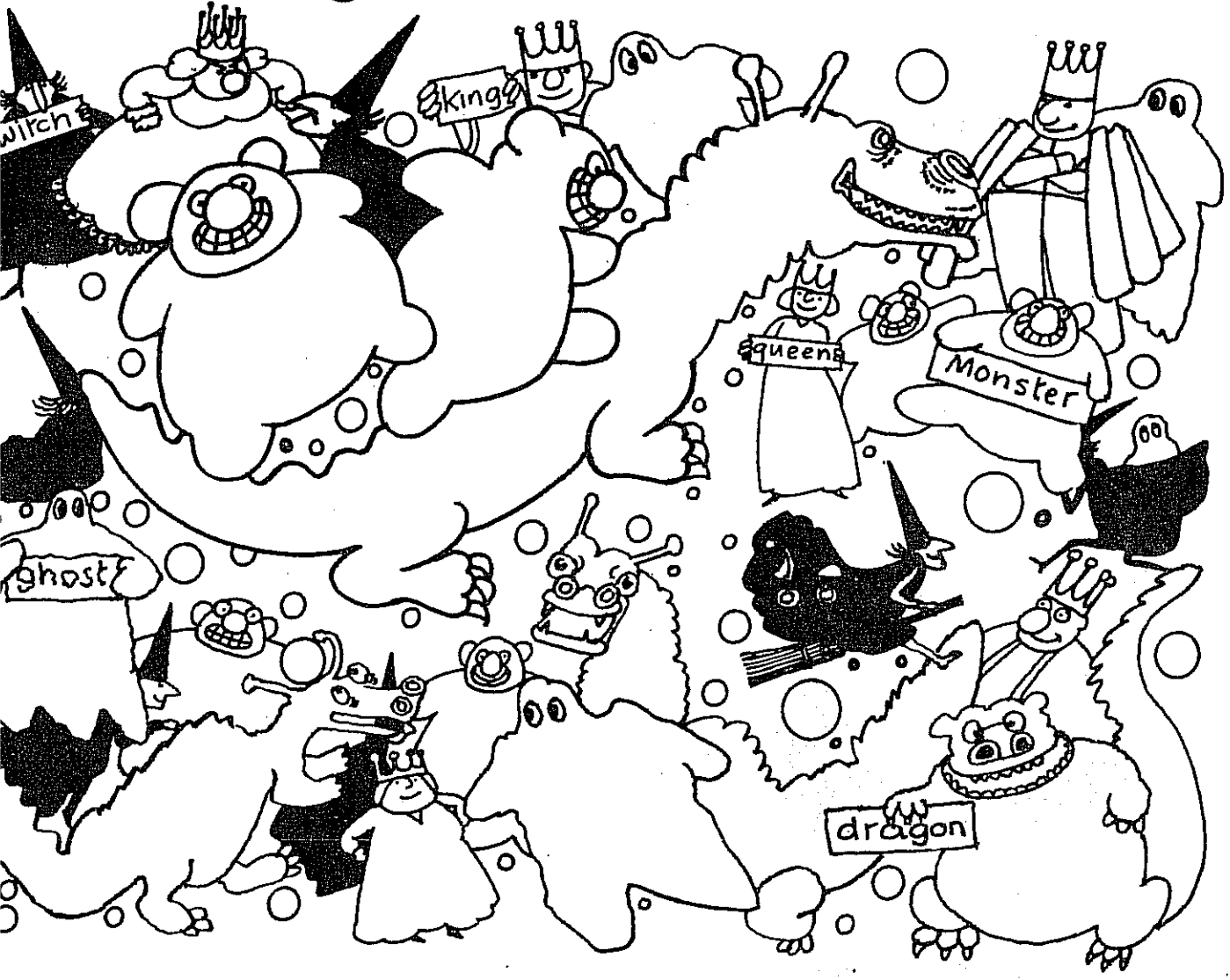
driver


Write your job here ↗

Draw your face!

Draw your job here. ↗

# How many balls are there?



 There are \_\_\_\_\_ balls.

_____	balls
_____	ghosts
_____	witches
_____	monsters
_____	dragons
_____	kings
_____	queens

# Presents for your family and friends.

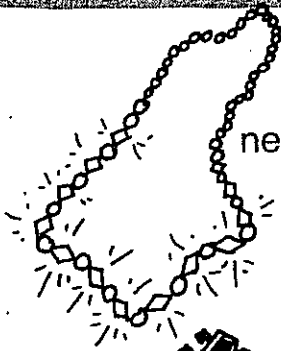
Choose presents for your family and friends.



camera



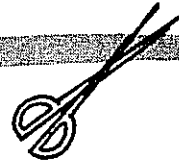
watch



necklace



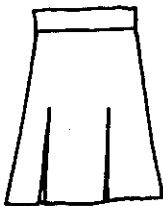
bracelet



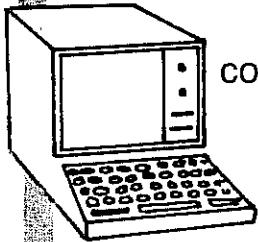
scissors



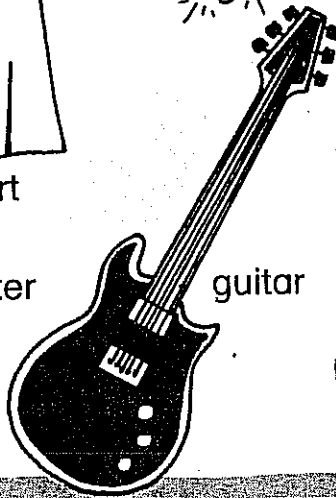
socks



skirt



computer



guitar



doll



radio

umbrella



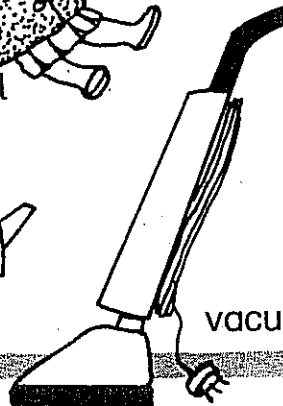
book



kettle



clock



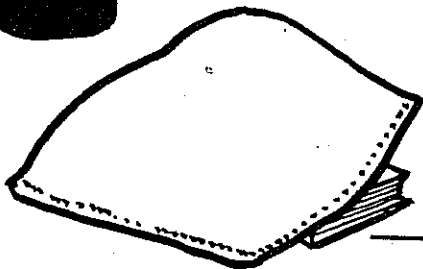
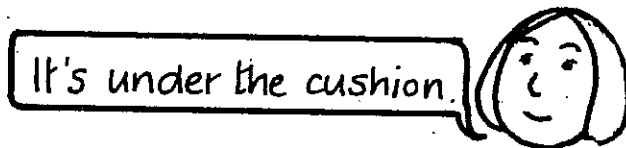
vacuum cleaner



Grandmother wants a watch for her birthday.

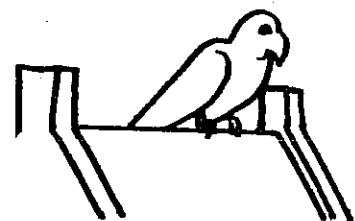
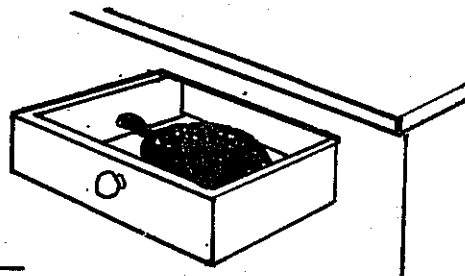


# Where's my book?



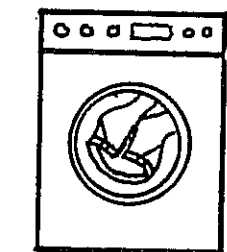
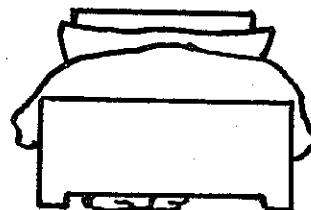
*It's under the cushion.*

Where's my tortoise?



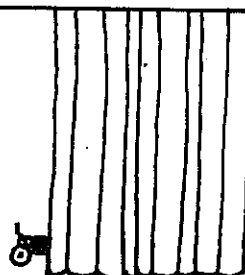
Where's my parrot?

Where's my rabbit?



Where are my trousers?

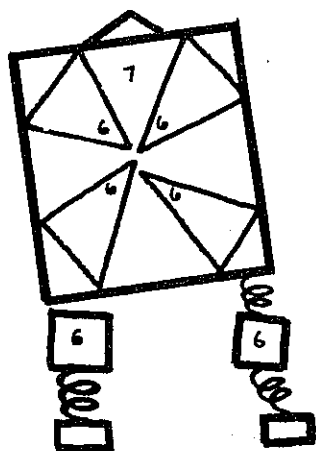
Where are my roller skates?



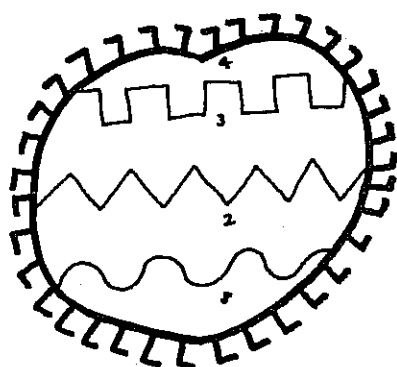
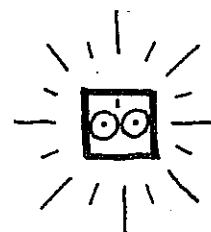
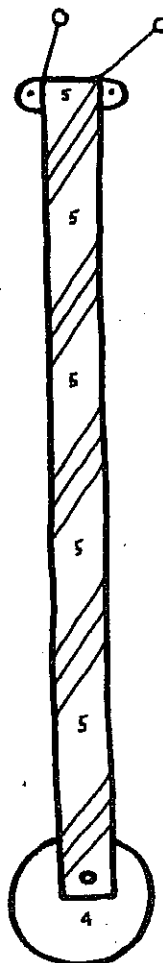
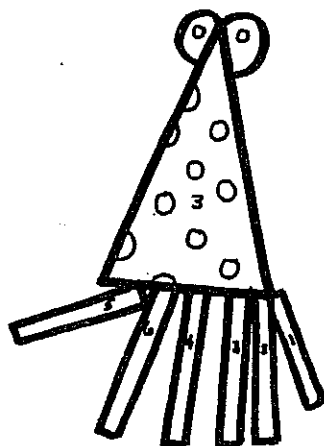
# Colour the robots.

Colour the robots and give them a name.

1 is red. 2 is yellow. 3 is blue. 4 is green. 5 is purple.  
6 is orange. 7 is brown. 8 is black.

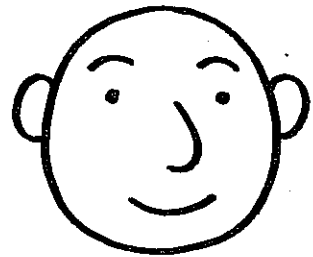


Richard



Richard is orange and brown.

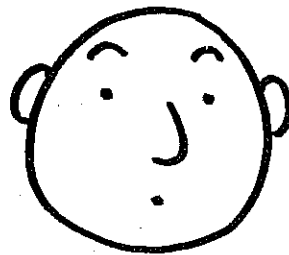
# Can you draw faces?



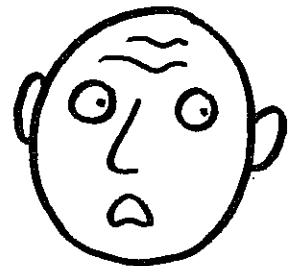
He's happy.



She's unhappy.



He's surprised.



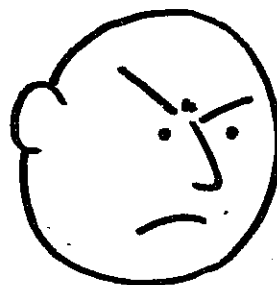
He's frightened.



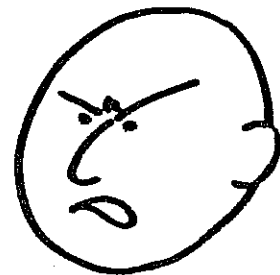
She's thoughtful.



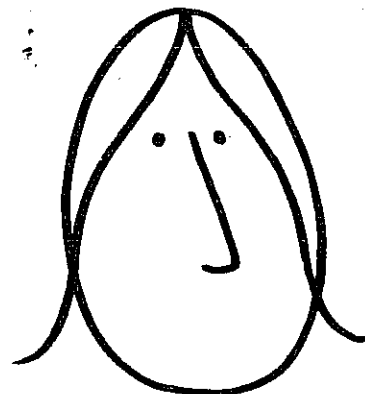
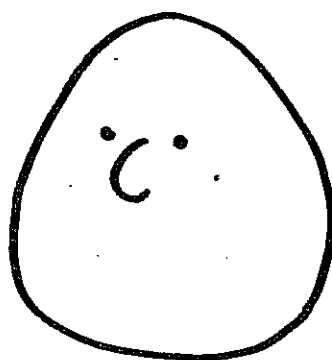
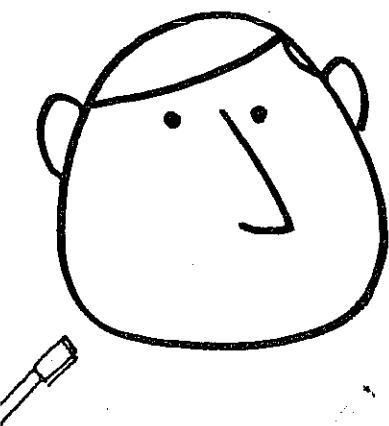
He's worried.



They're angry!



Draw eyebrows and mouths on these faces. How do they feel?



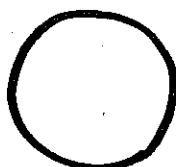
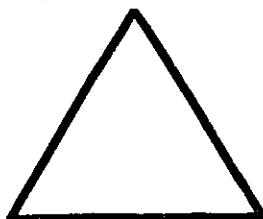
## Use your pens and pencils.

Colour these shapes.

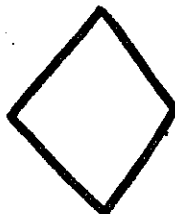


a red square

a yellow triangle

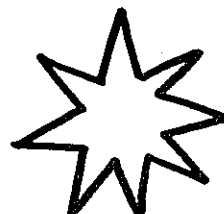


a blue circle



a green diamond

a purple star



Colour this monster. My monster's got ...




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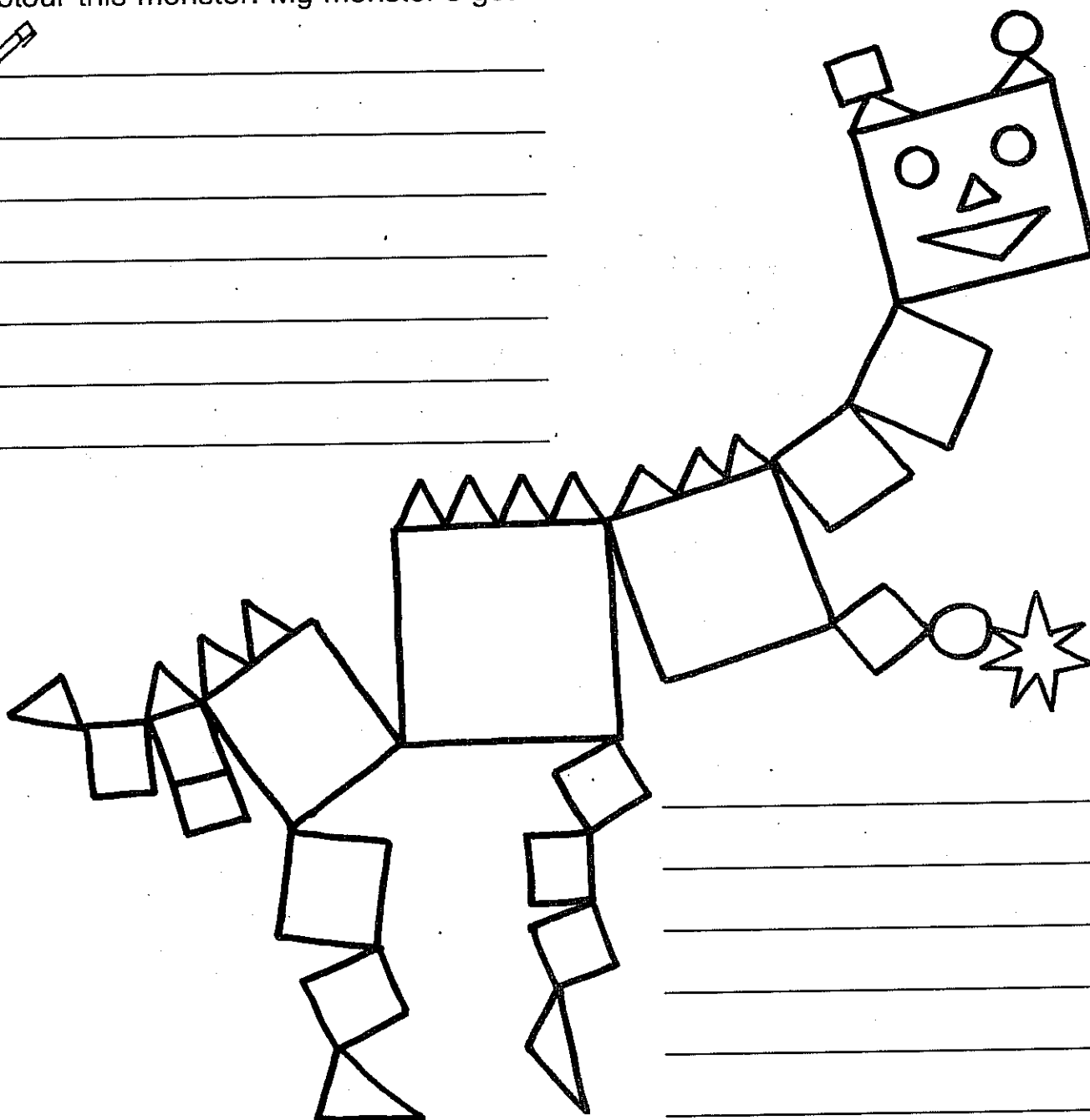
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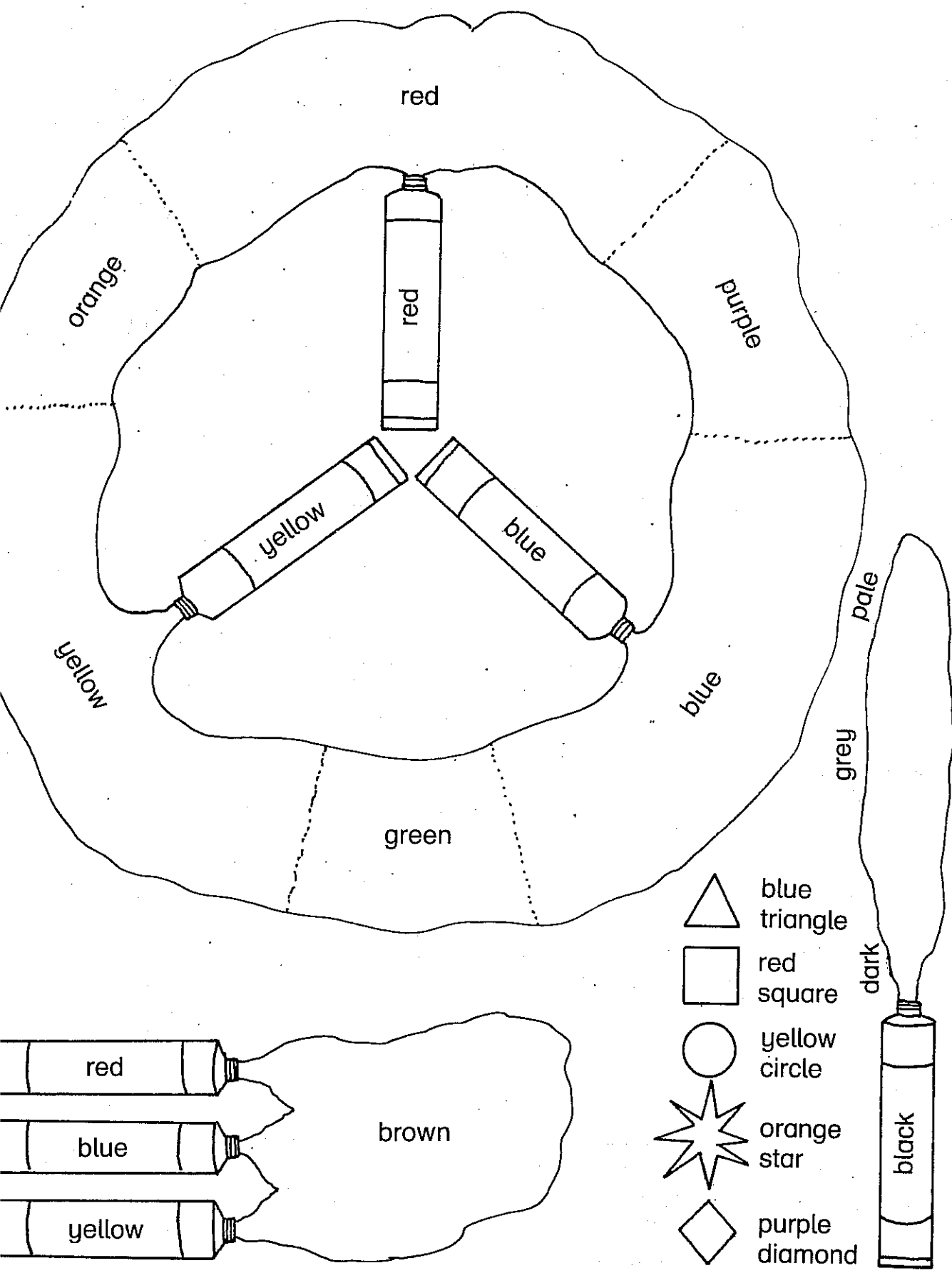
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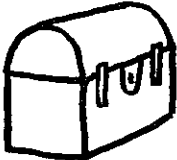
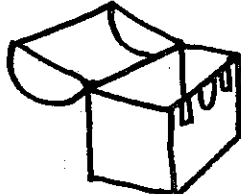
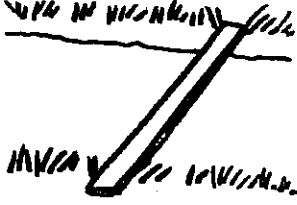










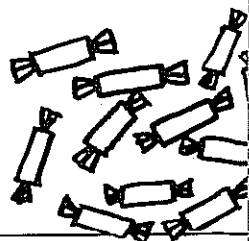
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Colour this page.



# What are the opposites?

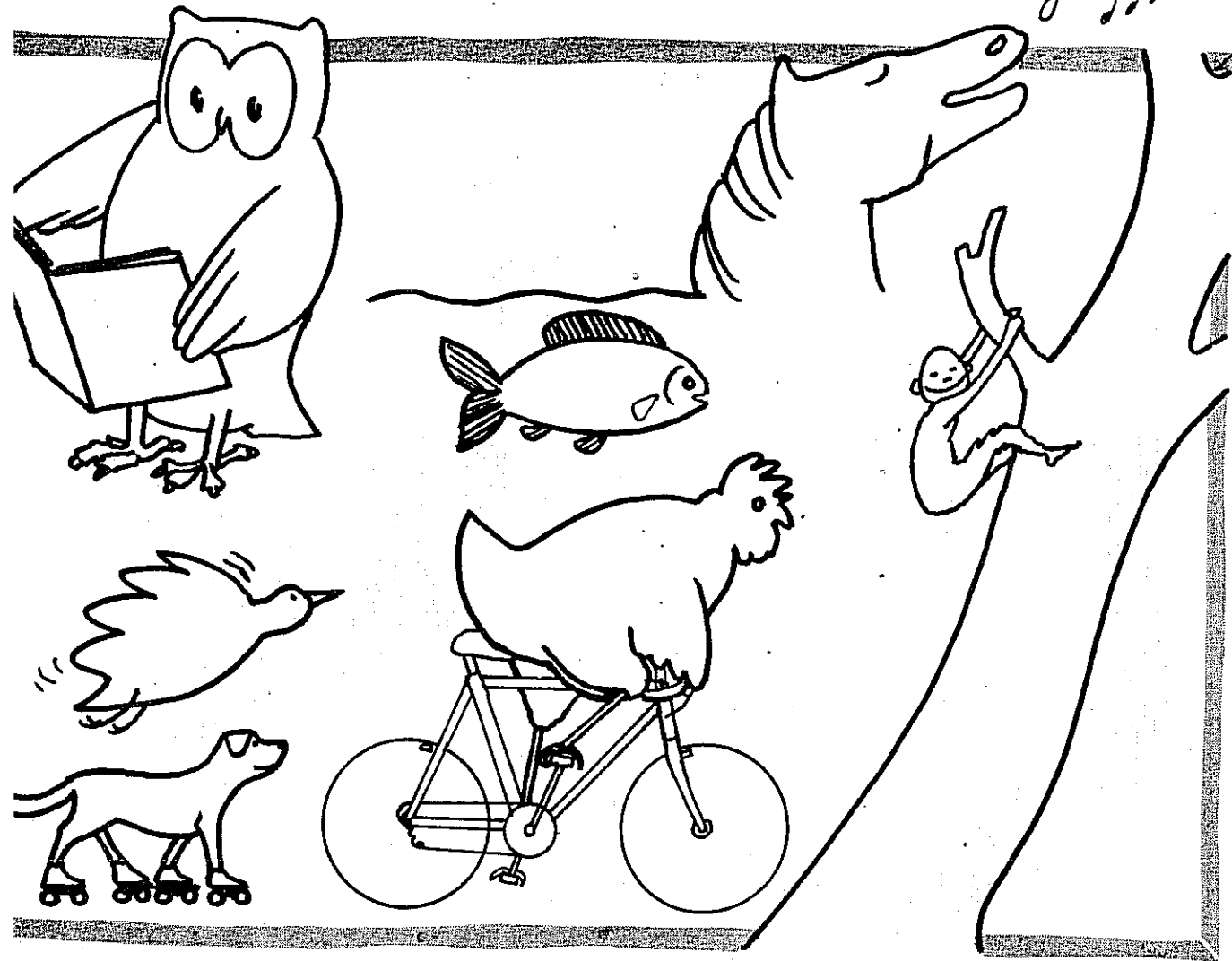
	<u>wet</u>	<u>dry</u>	
			
			
			
			
			
			
			

many wet new narrow closed old few empty broad open dry  
 left young right full old right

Can or can't

59

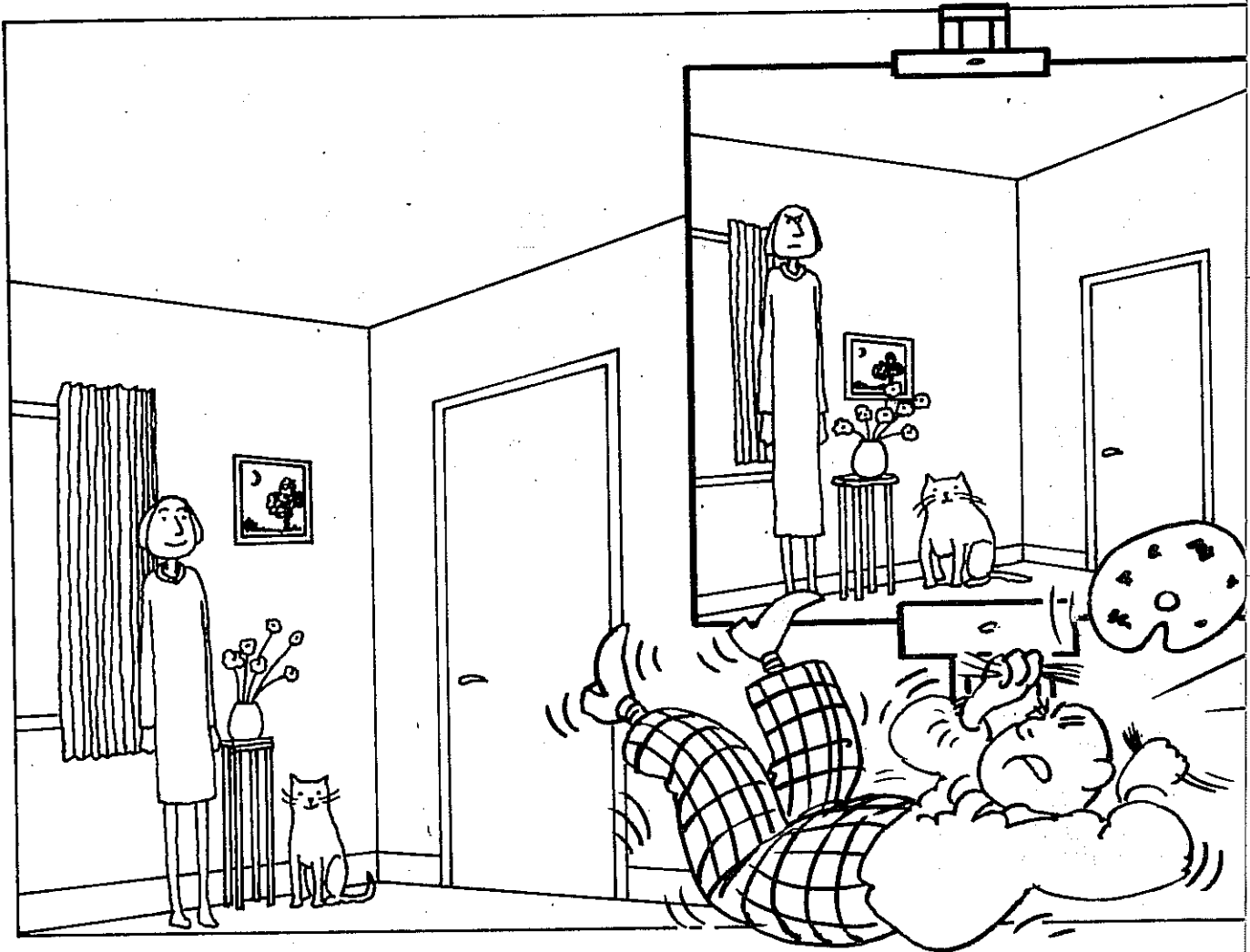
## Can a bird read?



monkey horse fish bird dog hen owl read  
climb ride a bicycle skate fly sing swim

*An owl can't read.*

# What's wrong?

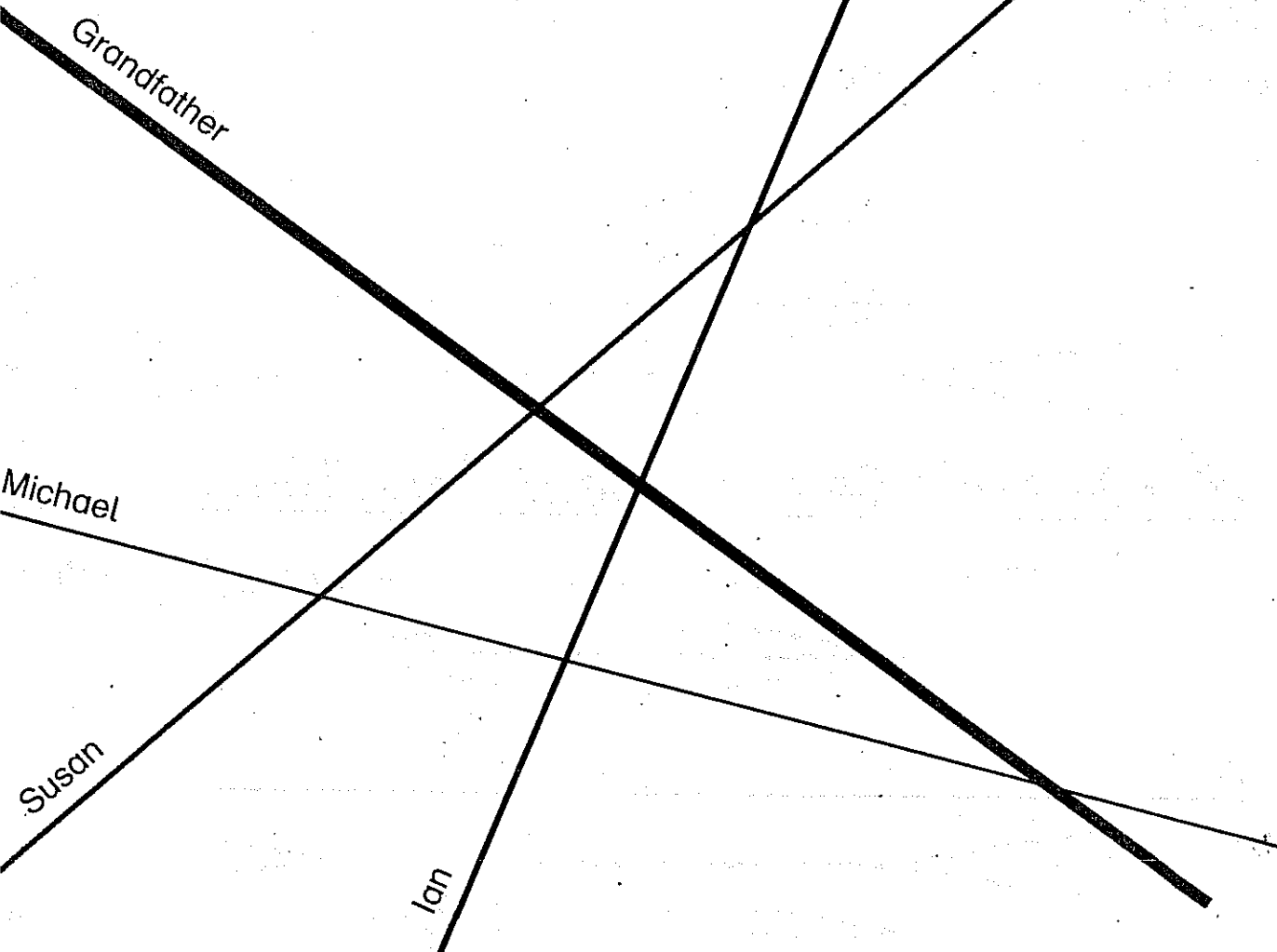


The artist has copied the first picture. But it's not very good.  
What's wrong with it?

The door is	too short
The girl is	too fat
The picture is	too low
The cat is	too small
The curtains are	too tall



# Which is the longest?

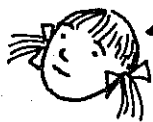


Which is the longest line?

I think Susan's line is the longest

Which is the shortest line?

I think Grandfather's line is the shortest.



I think Ian's line is the shortest.

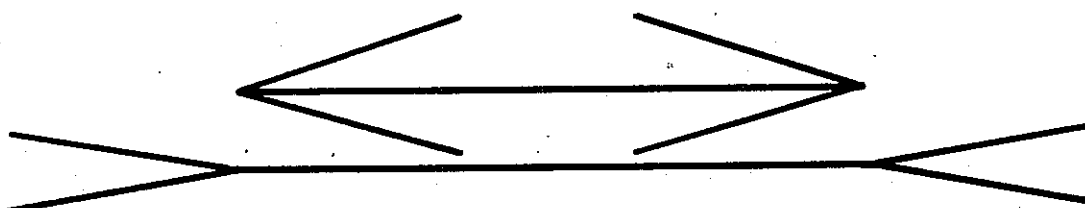
What do you think? Write your answers below. Don't use a ruler!  
 Look and write first **then** use your ruler to check.

the longest

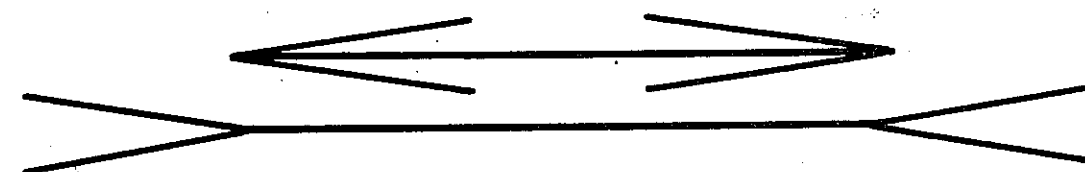
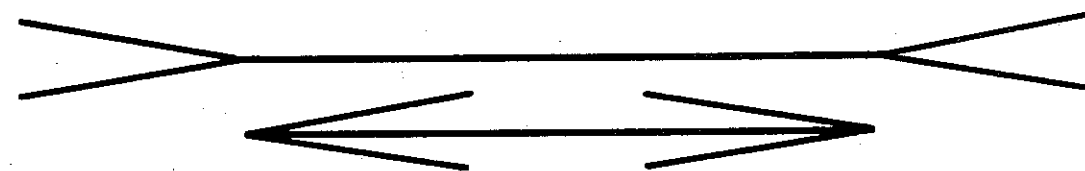
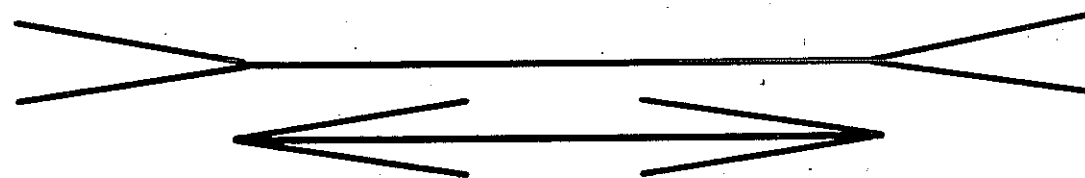
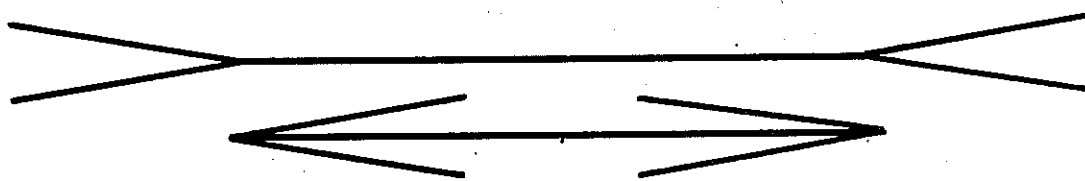
the shortest

# Is Tom's line longer than Susan's line?

Look. Write a sentence. Then use your ruler.



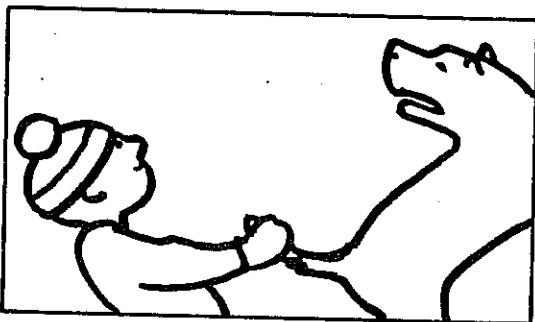
*Susan's line is longer than Tom's.*



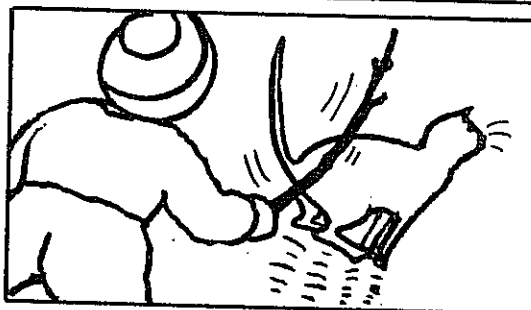
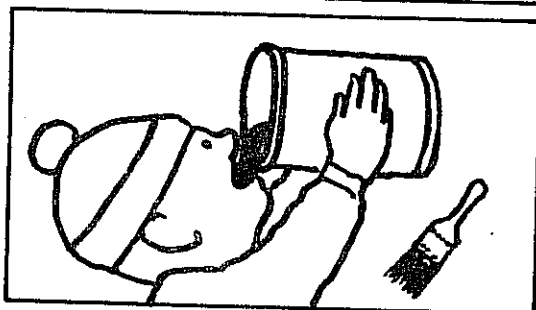
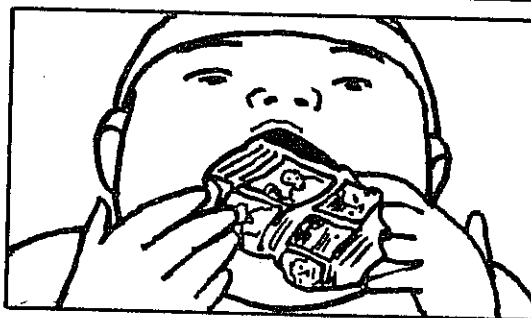
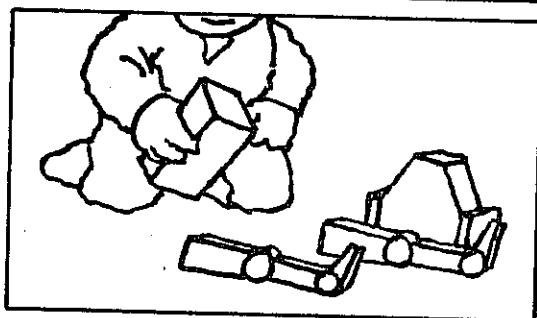
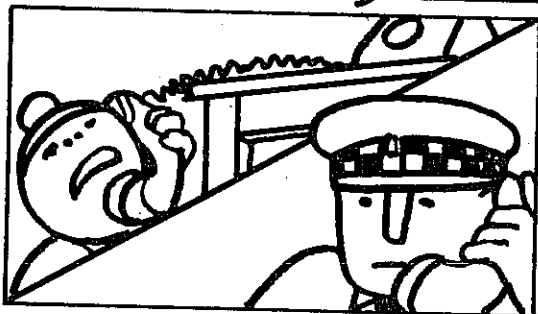
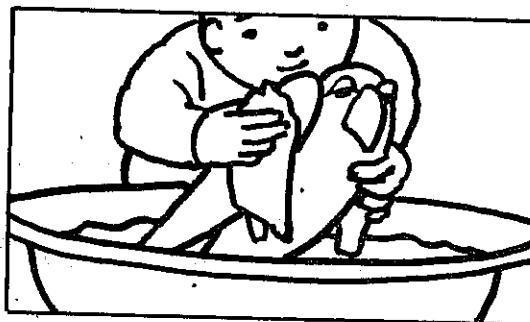
# Bad baby!

What did he do?

He broke a robot. He telephoned the police. He drank some paint. He ate a comic. He hit the cat. He shouted. He washed the parrot. He pulled the dog's tail.

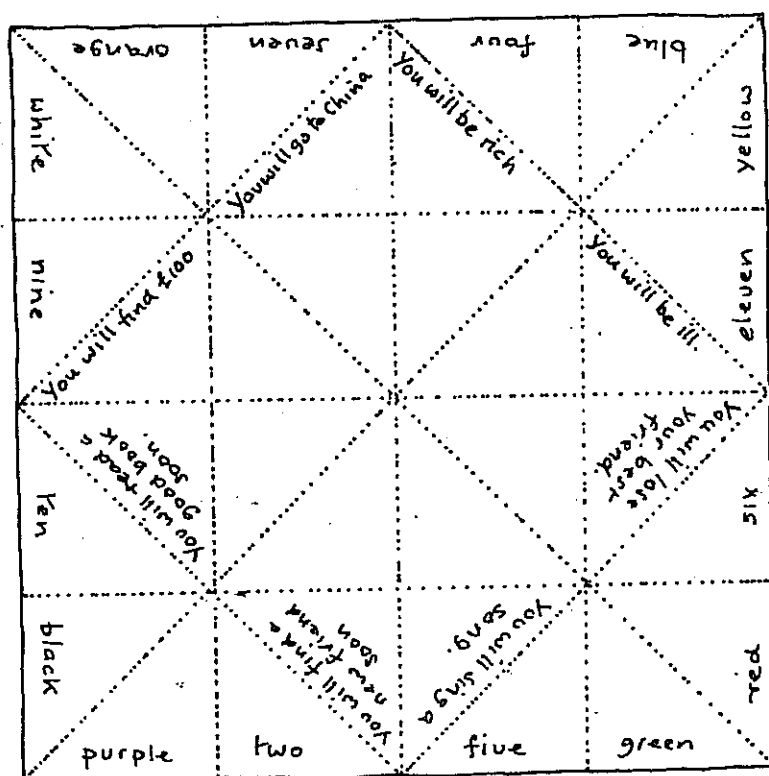
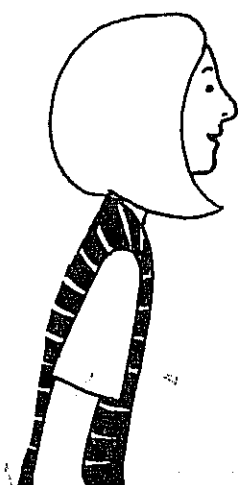
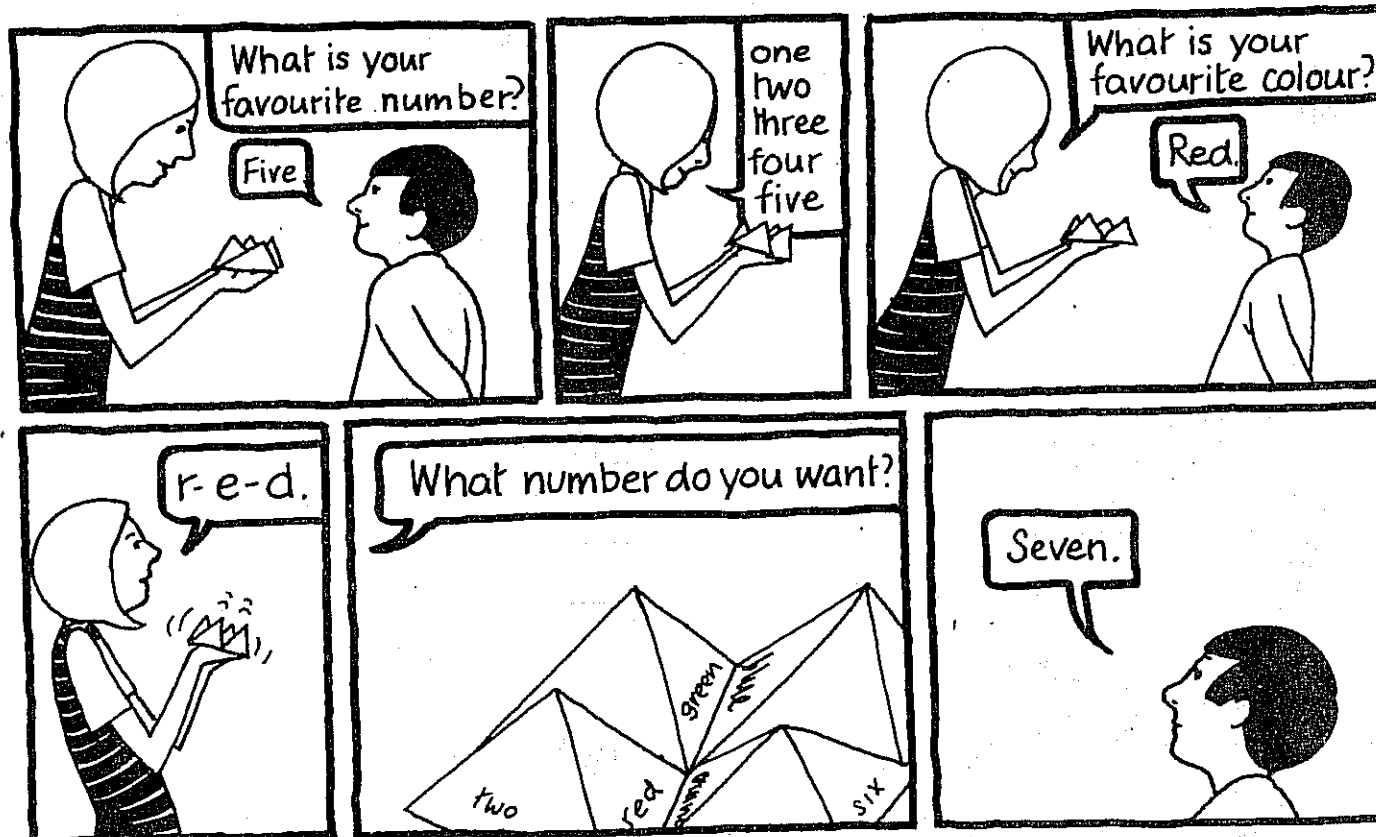


He pulled the dog's tail.



## Make a fortune teller.

Try it with your friends.



# Who is it? Help the sheriff.

Write in the names.

## WANTED

A small man with a long moustache. He's wearing a big hat. He's got big feet. He bites people.

## WANTED

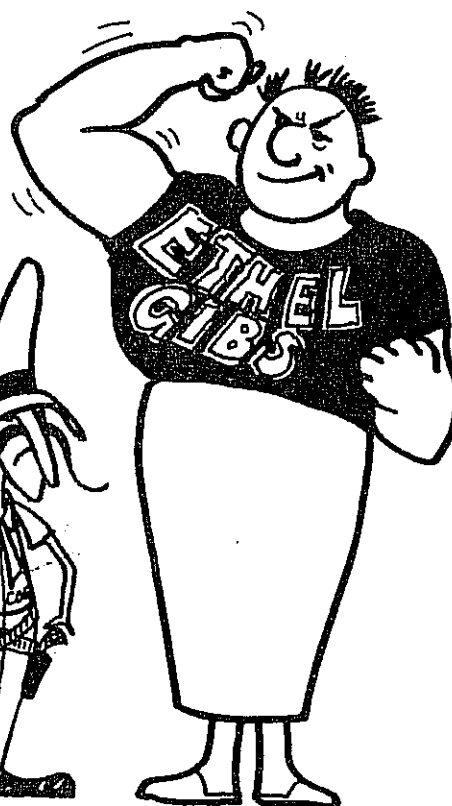
A woman. She has curly hair. She is fat. She wears trousers. She hits people with a stick. She has a pet rat.

## WANTED

A woman. She's very strong. She has short hair and she has big shoulders. She often shouts at people!

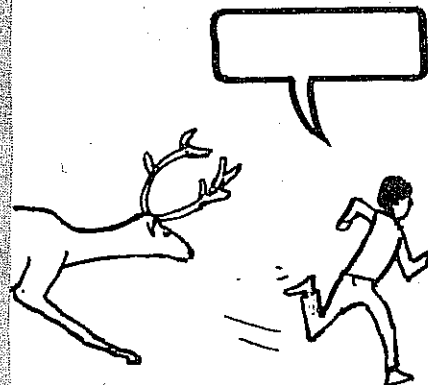
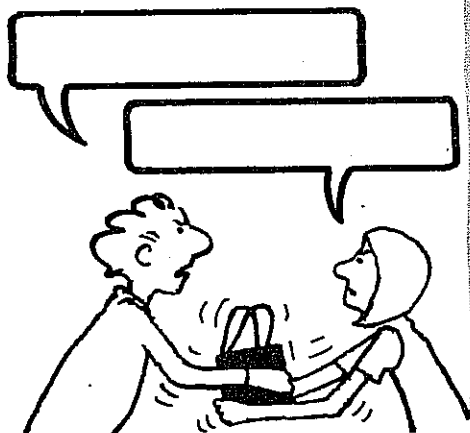
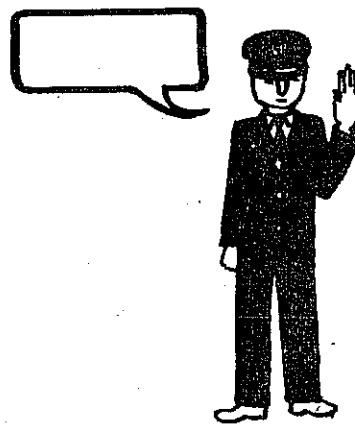
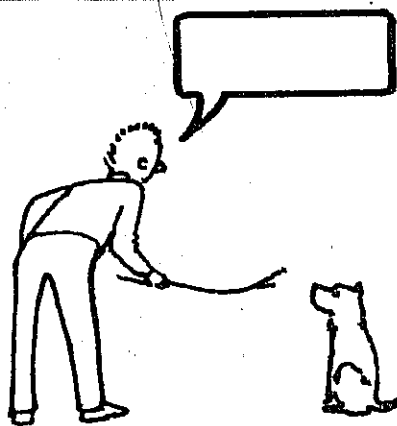
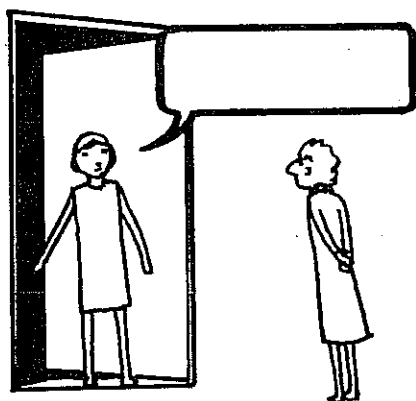
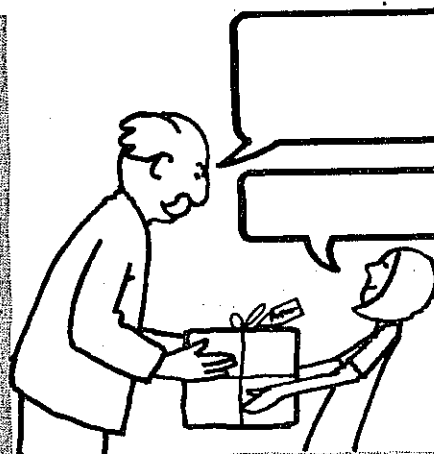
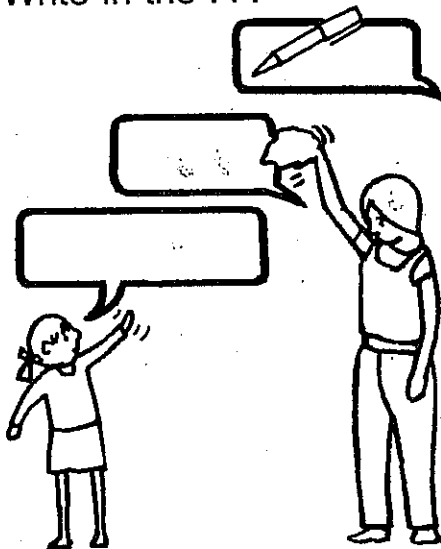
## WANTED

A man with white hair. He usually wears a hat and skiis. He can't run very fast. He drops apples on people.



# What are they saying?

Write in the ...

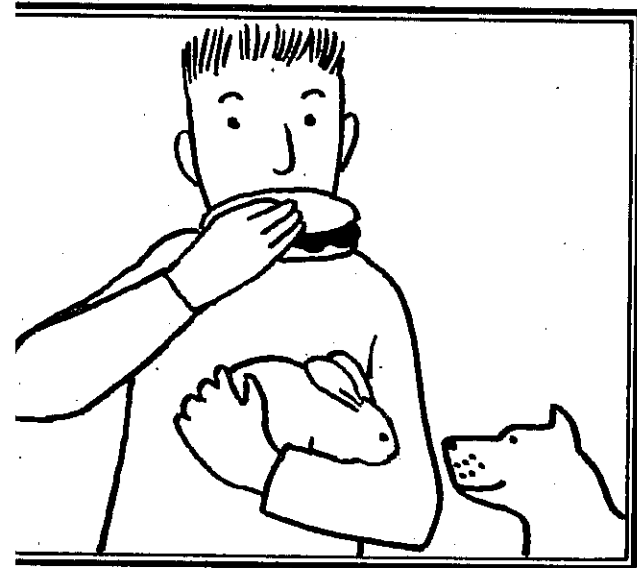


Hello. Jump!  
No, it's my bag.  
Bye. Help!

Where are you?  
Come in. Stop.  
Here's a present.

It's my bag!  
Bye bye.  
Thanks.

# Tom Wood



This is Tom.

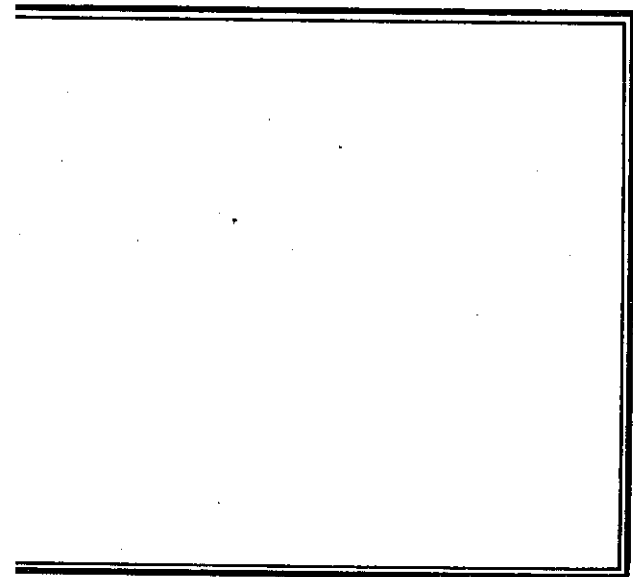
He's got a brother and two sisters.

He's got a dog and a rabbit.

He wants to be an actor.

He likes hamburgers.

He likes camping.



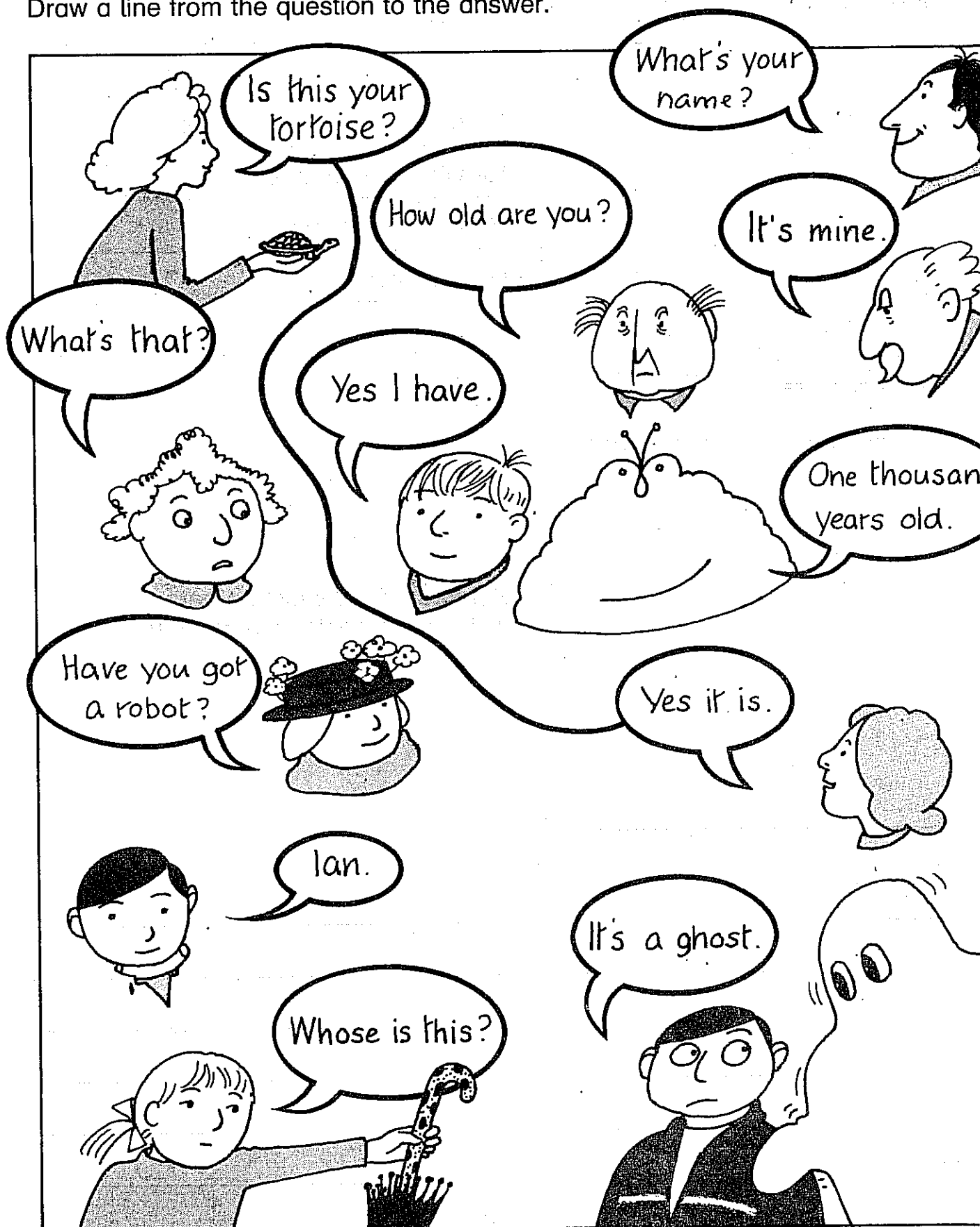
Put your friend's picture here.

Write some sentences about your friend.

 This is

# What are they saying?

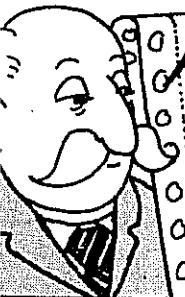
Draw a line from the question to the answer.





Computer printout.

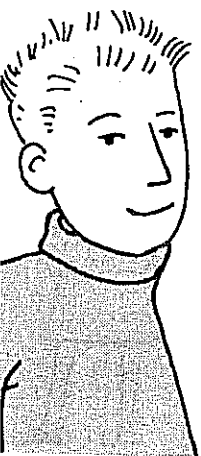
The grammar is perfect.



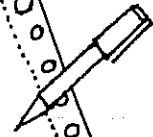
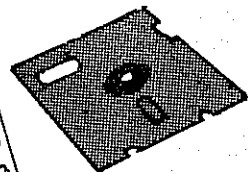
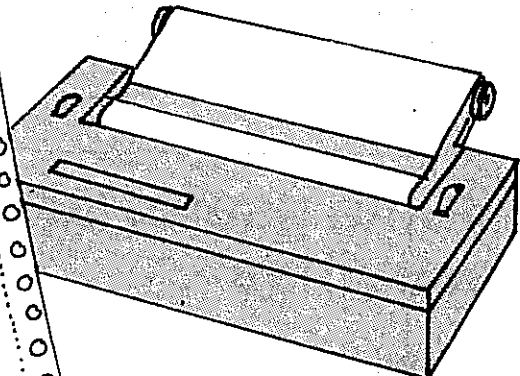
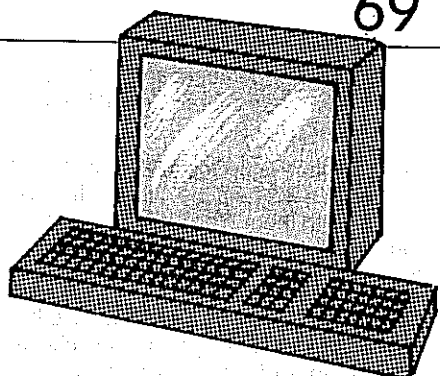
But some sentences are silly.



Find the good sentences. Use ✓s and ✗s



The baby is an old man.  
I've got toothache in my foot.  
I'm an icecream.  
Birds can fly.  
The dog is red.  
Linda is a girl.  
The rabbit is sweeping.  
The parrot likes readings.  
The elephant is big.  
A cow has got ten legs.  
Seventeen and three make two.  
A sheep is an animal.  
A fish can read.  
Yellow and blue make orange.  
A tall man is very short.  
Seamen work on boats.  
Tom sleeps on the ceiling.  
A carrot is a number.  
Cats can climb.  
Nine is a number.  
Nurses work in hospital.  
Bread is green.  
There is a queen in England.  
Children like stories.  
A thin cat is very fat.  
Waiters work in restaurants.  
Two and five make seven.  
Fish can swim.  
Mothers have children.  
Bakers make cars.  
Giants are big. ✓  
A long snake is short.  
Grandfathers are older than boys.  
Farmers work in the country.  
An egg has got a tail. ✗  
Elephants live in Africa.  
Nineteen and one make twenty.  
Potatoes grow in trees.  
Yellow and blue make green.  
Lions eat meat.  
Greengrocers sell fish.  
Blue and red make orange.  
Astronauts go into space.  
Grass is purple.  
Teachers work in schools.  
Rabbits eat lettuce.



# Information for teachers and parents

It is helpful although not essential to have the *Collins Picture Dictionary for Young Learners* while using the *Collins Picture Dictionary Activity Book*.

- 1 Most of these activities are presented as writing activities. However, it will help the children if you can discuss each activity with them. The children will then be clear about what must be done and will be familiar with the sound of the language which is to be written down.
- 2 Most of these activities could lead to further discussion of the topic. In some cases you and the children may like to invent new versions of the same idea. This kind of inventive and personal involvement will lead to more effective learning than merely doing the minimum to complete the exercise.

3 In quite a few cases the children are asked to express an opinion or a preference. There is, therefore, no right or wrong answer in these cases. Once more, it is important that the children associate English with their own personal views so that the language does not 'feel' foreign to them.

4 Many children love to say crazy things for fun. We often assume that having fun is not part of education. It may not be part of education for many people but it can be an important part of learning! Having fun can mean, in fact, being creative, and using language creatively is surely important in language learning.

## Some useful language for games and activities

### Your language

Which page shall we do?  
Which page would you like to do?  
What have you got to do?  
You've got to write/find .....  
Write the answer here.  
What's the English for .....  
What's ..... in English?  
Good. Quite good. Very good. OK. Well done. Right. Correct.  
That's good. That's nice.  
Wrong. Not right. Not very good. Not quite right. It's not right.  
That's right/wrong.  
Try again.  
How do you spell .....  
Hurry up.

### The childrens' language

Let's do this page.  
What have you got to do?  
What's ..... in English?  
I don't understand.  
I can't do it.  
Can you help me, please?  
I've finished.  
Thank you.

## Information and ideas for each page

### 1 My book

**Language practice:** Describing people's interests, appearance, etc. Pronoun *my*. Verb *be*.

**Note:** The children may need help in finding some of the words, for example favourite food. (See the *Collins Picture Dictionary for Young Learners*)

Fingerprints can be made with paints or inks or dark shoe polish.

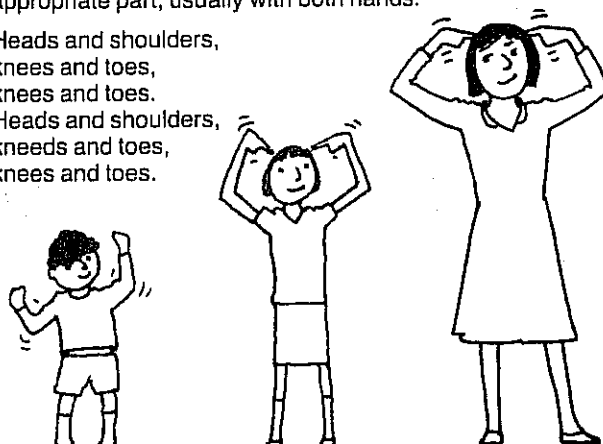
### 2 The body

**Language practice:** Parts of the body

**Note:** It is possible to make this puppet from cotton reels, empty ball point pens and beads (see p.71). This could provide an interesting activity in which you would need to use the language of explanation and encouragement as well as naming parts of the body.

Here is a song you might like to sing with the children. As you and the children refer to each part of the body you touch the appropriate part, usually with both hands.

Heads and shoulders,  
knees and toes,  
knees and toes.  
Heads and shoulders,  
knees and toes,  
knees and toes.

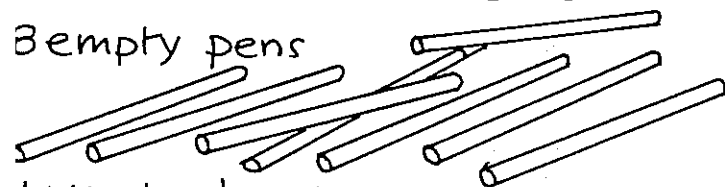


You will need:

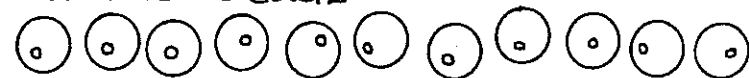
3 cotton reels



8 empty pens



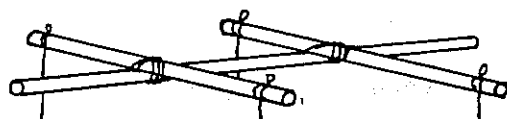
1 wooden beads



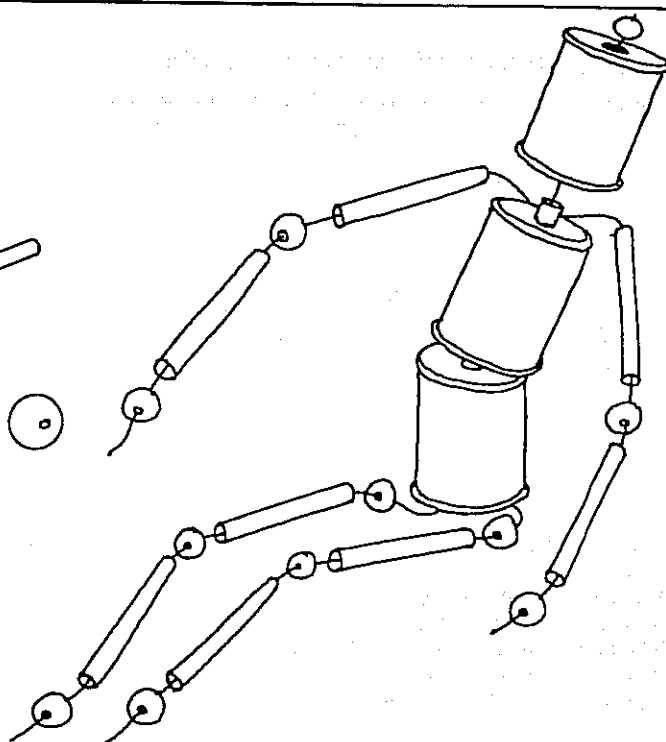
1 piece of string 60 cms



1 pieces of string 45 cms



3 pens or pieces of wood



## 4 Food

**Language practice:** Food and meals

**Note:** *Don't* is the way *do not* is usually spoken. We also often *don't* in informal written English. There are a number of common, short forms in this activity book including: *Who's* (Who *He's* (He is). *He's got* (He has got). *That's* (That is). *It's* (It is). *What's* (What is). *I don't* (I do not). *He can't* (He cannot).

children can simply copy words for the food they think is appropriate for each meal. However, more advanced learners could find it challenging to discuss what they think of the food and suggest what they would like to include even though it is not treated. There is no right or wrong answer here. It is an opportunity for the children to express their opinions.

## Making words

**Language practice:** Food

**Note:** The main aim is for the children to find words for food. However, if the children want to make other words, encourage them!

## The alphabet

**Language practice:** The alphabet

**Note:** The children must understand that it is necessary to take the nearest example of the next letter of the alphabet. If this rule is followed then the giant will catch the ghost!

## 7 Crossword puzzles

**Language practice:** Pronoun *who*. Spelling

**Note:** In the first puzzle the children must find out what is the missing animal. Its name (*camel*) will appear vertically when all the words have been correctly written in the puzzle.

The hidden word is *girl*. The three words which the children must enter are *dog*, *ice cream* and *lion*.

## 8 Words

**Language practice:** Vegetables. Spelling and syllables

**Note:** The rabbit has torn up fifteen words into their different syllables. The words are *lettuce*, *apple*, *carrot*, *cabbage*, *mushroom*, *salad*, *sausage*, *cherry*, *biscuit*, *melon*, *orange*, *pizza*, *honey*, *butter*, *sugar*. When the children have written down each of the words they should cross out the two syllables used.

You may like to ask the children to copy the syllables onto separate bits of paper and move the pieces around until they join up to make the words.

## 9 Sentences

**Language practice:** Spelling and word identification

**Note:** The children can write some sentences like the ones here and try them on a friend, or on you!

## 10 The family

**Language practice:** Family relations. Spelling

**Note:** In the grid game, words which name different family relationships, for example *aunt*, may be found horizontally or vertically.

## 11 My family tree

**Language practice:** Family relations

**Note:** The children will probably need your help in drawing a family tree!

## 12 Time

**Language practice:** Telling the time

**Note:** This subject could provide a basis for more conversation, for example:

Where do we live on the map?  
If it is twelve o'clock in London what time is it here?  
What time is it now in London/New York?  
It takes ..... hours to fly to .....  
I leave ..... at ..... What time is it in ..... when I arrive?

## 13 Numbers

**Language practice:** Numbers

**Note:** This is an example of the way in which learning a foreign language can also help develop learning in other areas.

## 14 More numbers


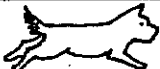


**Language practice:** Numbers

**Note:** See 13 above.

## 15 First, second, third

**Language practice:** Ordinal numbers

Here is a game. Draw a grid like this:

	1	2	3	4	5	6
			✓			
						
						✓
		✓		✓		

Throw a dice for each animal. In the example above the tortoise got 6 and is first! The dog is second. The bird is third. The rabbit is fourth. You may need to use the word *equal*. For example, 'The rabbit and the dog are equal second.'

## 16 Clothes

**Language practice:** Clothes. Spelling and word recognition

**Note:** There are twenty one words altogether.

## 17 Dictionary skills

**Language practice:** Alphabetical order of words

**Note:** In this activity the alphabetical order is determined by the first letter of each word.

## 18 More dictionary skills

**Language practice:** Alphabetical order of words

**Note:** In this activity the child must consider the first few letters of each word.

## 19 Travel by road

**Language practice:** Spelling

**Note:** The children could mix up the letters in some words and 'test' their friends, or you!

## 20 Vocabulary practice

**Language practice:** General vocabulary

**Note:** The best way to play this game is to challenge the children to remember as many words as possible and then to cover up the picture before writing them down.

## 21 Parts of the body

**Language practice:** The body. Spelling. Articles *a* and *an*

Children like to play **Simon Says**. You say, 'Touch your nose!' The children touch their noses. You say, 'Touch your knee!' The children touch their knees. If you say, 'Don't touch .....', the children mustn't do it. If a child makes a mistake and touches the wrong part of the body, or touches when you have said 'don't', he or she is out. Alternatively, a child takes over and gives you the instructions.

## 22 Story crossword

**Language practice:** Spelling

**Note:** The hidden word of five letters is *ghost*. The children will find this word when all the others are written correctly into the puzzle.

## 23 Families of words

**Language practice:** Eight 'families' of vocabulary

**Note:** One of the ways to help children learn vocabulary is to get them to think about the meanings of the words and to arrange them into groups.

## More families of words

**Language practice:** Adjectives *hard, soft, old* and *young*.  
General vocabulary

**Note:** Encourage the children to find their own group of words.  
They may not be the same as yours.

## Animals

**Language practice:** Animals and numbers

**Note:** The children should look at the picture for two minutes  
and try to remember as many of the animals as possible. They  
should then cover the picture before writing the words down.

## Word chains

**Language practice:** General vocabulary

**Note:** There are no correct answers in this activity. It is an  
opportunity for the children to think of words in a personal way.  
They should simply write down any word which they connect  
to the last word. More advanced children might be able to say,  
in English, why they have chosen the words they have written  
down. It is important for children to establish a personal  
relationship with the language and this is a modest way in which  
this can be encouraged.

## Word trees

**Language practice:** General vocabulary

**Note:** This is more demanding than the word chain because the  
children can join up the words in any direction. Once more, the  
children should be encouraged to talk about their choice and  
relationships they have made.

## Jobs

**Language practice:** Jobs. Verb *be*

**Note:** This activity can be extended if you ask your children to  
describe what various adult relations and neighbours do.

## 'a' or 'an'

**Language practice:** Articles *a* and *an*

**Note:** *An* is only used with words beginning with a vowel.

## Objects

**Language practice:** *What's this? What are these?*  
General vocabulary

**Note:** The question *What's this?* is often used to mean 'What's  
called in English?' This activity makes the children identify  
the object as well as the word.

## Naming animals

**Language practice:** *What's this?* Animals

**Note:** See 30 above.

## 32 Actions

**Language practice:** Present continuous tense

**Note:** The present continuous is used here to describe what the  
animals are doing.

The word *build* is usually followed by a noun, for example *build a  
nest*. In this case it has been omitted because the noun would  
detract from the feeling of the poem.

The children might like to learn the poem and say it while  
pointing at the pictures.

One bird is building  
Two rabbits are running  
Three hedgehogs are hiding  
Four dogs are dancing  
Five parrots are picnicking  
Six fish are flying  
Seven ducks are diving

## 33, 34 Actions

**Language practice:** Present continuous tense

**Note:** See 32 above.

## 35 At school

**Language practice:** *Like* and *don't like* with gerund

**Note:** The children should answer all the questions about their  
own likes and dislikes. They can add other ideas at the end.

## 36 Asking questions

**Language practice:** Question form *Do you like . . . . ?*  
*Likes* and *doesn't like* with gerund or nouns

**Note:** Questionnaires provide a 'natural' way of getting learners  
to use the same language pattern several times.

## 37 Has got

**Language practice:** Verb *have got*

**Note:** In English, we usually use *have got* when we are  
speaking and writing. For example, 'Susan has got an  
elephant.' It would be possible but less usual to say 'Susan has  
an elephant.' The question can also be expressed differently:  
'What does Susan have?'

The children must follow the string from the children to the pets.  
They must then write down what each has got.

Of course, this activity can be continued in a conversation with  
the children about the pets which they or their friends may have.

## 38-39 Shopping

**Language practice:** Vocabulary for shopping

**Note:** The activity involves the children in reading the shopping  
lists and the words on the 'shops'. However, as with many of the  
activities in this book, there is an opportunity to use English in  
the organisation of the game itself. Be sure to encourage the  
children in English too!

Useful language for this game:

It's your turn. How many have you got? What have you got to  
get? Where is the grocer? Good. Never mind. Have another go.

## 40 Have got

**Language practice:** Verb *have got*

**Note:** See 37.

Here is a miming game. Your children mime what they have got. You must guess what the object is. For example, you say, 'You've got a skipping rope.'

## 41 Colours

**Language practice:** Colours. *There are* .....

**Note:** Order of adjectives. Numbers come before colours and both come before the noun in this sort of sentence.

The children colour the objects in any colour they wish.

## 42 Have got

**Language practice:** Verb *have got*

**Note:** See 37.

The children pretend that it is their birthday. They can choose five presents! Once chosen, the presents are coloured and 'claimed' with the childrens' name. Finally, the sentences are written as in the example.

## 43 Illness

**Language practice:** Illnesses. Saying how you feel

**Note:** See 37.

In all the examples given *a* comes before the word for the illness, except in the case of toothache. We don't usually say 'I've got a toothache'. Another common complaint for children, which is not given here is: 'I feel sick.'

## 44 Can

**Language practice:** *Can see* and *can't see*. Vocabulary for animals

**Note:** See 3.

*Can* and *can't* are very useful words for children! It is easy to extend this game into a conversation about what the children can and can't see from where they are. Then discuss what the children can and can't do. Encourage ridiculous ideas and outrageous claims! These are important for fun and because they practice the essential meaning of *can* and *can't*.

## 45 Can

**Language practice:** *What can you see?* General vocabulary

**Note:** In 45, this is a 'real' question because it is not easy to recognise the different objects.

## 46 Feelings

**Language practice:** Feelings. Expressing an opinion with *I think*.

**Note:** People usually interpret the feelings expressed by lines in a similar way.

Encourage the children to take this activity seriously and to draw lines which they think express the words that they have chosen. Do you agree with the children? (There is no final right and wrong!) Ask the children to show their drawings to other people and ask them what they think. The children could say, 'Do you think this line is: angry/ surprised/ frightened/ thoughtful/ happy/ unhappy?'

## 47 Comparing

**Language practice:** The possessive form '*s*. *Is longer than* .....

**Note:** Possessive form. In the singular we usually add '*s*' to the end of the word. We do not need to add 'nose' to 'Emily's' because we know that it must be her nose.

The children must write sentences comparing the different parts of the body of the people in the pictures. They will need these words: *longer, shorter, bigger, smaller*. The children may find more differences than the space for writing permits. Talk about the differences in this case, or ask the children to write on a separate piece of paper.

## 48 Possession

**Language practice:** Identification. The possessive form '*s*

**Note:** It would be possible but not usual to reply, 'This is the ..... ' rather than 'It's the ..... '

## 49 Whose?

**Language practice:** Questions with *whose*. The possessive form '*s*

**Note:** The question 'Whose shadow is this?' can also be expressed as 'Whose is this shadow?' The advantage of the word *this* at the end of the sentence is that it emphasises that it is one of several shadows.

When you are discussing the pictures with the children it will be natural for them to reply in short sentences, for example, 'It's Susan's.' However, the written sentences must be more complete and the children should follow the example given.

## 50 Jobs

**Language practice:** Verb *want (to be)*. Occupations

**Note:** Remind the children about the use of *an* before a word beginning with a vowel. In the last example the children say what they would like to be and draw their own portraits into the empty face!

## Numbers

**Language practice:** Numbers and vocabulary for story characters

**Note:** The word for each story character is given once in the story. The children must find what the characters are called and then count them.

## Presents

**Language practice:** Verb *want*. General vocabulary

**Note:** A more formal alternative to *want* is *would like to have*. The children are asked to imagine what their relations and friends want for their birthdays.

## Prepositions

**Language practice:** Questions with *where*. Possessive Prepositions

**Note:** You might have to help the children by supplying the prepositions. For example, *in* the drawer, *on* the roof, *under* the bed, *behind* the curtain.

**Note:** This is a game to practice prepositions. The children hide an object and you ask, 'Is it under/on/in/behind .....?' The children answer 'Yes/No.'

## Colours

**Language practice:** Colours. Shapes

**Note:** The children must colour the robots and give each of them a name. They must then write sentences like the example.

## Expressions

**Language practice:** Feelings

**Note:** The children must draw expressions on the faces at the bottom of the page and choose appropriate words to describe them.

**Note:** Here are a few tips on drawing expressions. Help your children to observe the character of the different lines carefully: unhappy eyebrows are away from the centre and leaning upwards; they are slightly curved. Surprised eyebrows are high and rounded and the mouth is small. Frightened ..... the mouth is open and curved down on each side. Thoughtful ..... the eyebrows are slightly arched, quite near the centre and near to the eyes; the mouth is small and straight. Worried eyebrows are away from each other and the centre and they are leaning and slightly curved. Happy eyebrows are pulled in to the centre and one of them is close to the eye; the mouth is pulled down at each corner.

## Shapes

**Language practice:** Shapes. Colours. Numbers

**Note:** The children can colour the shapes at the top of the page and draw shapes of the monster in any colour they wish. For example, they could colour all the circles in the monster a different colour. If the children do use a lot of different colours, they may not be enough lines for the sentences describing the monster. In that case they can either write on a separate piece of paper or tell you.

## 57 Colour

**Language practice:** Colour. Shape

**Note:** This page is, principally, a way of showing children that colours can be mixed to produce more colours. Because children today tend to use coloured pens rather than paints in primary colours, they are not so used to the idea of mixing colours. You might also like to tell the children that colours look best when they are with their complementary colour: red/green; yellow/purple; blue/orange. These colours lie opposite each other on the colour 'wheel'. The three basic primary colours mixed together make brown. If they do not make brown then it may be because one of them is not a basic or true primary colour.

## 58 Opposites

**Language practice:** Adjectives

**Note:** One way of learning to remember vocabulary is to arrange it in groups: in this case, in pairs or opposites.

## 59 Can or can't

**Language practice:** Verb *can*

**Note:** For comment on the short form *can't* see 3.

The children must decide whether each animal can really do the action which is illustrated. This could lead to some interesting discussion!

## 60 Comparatives

**Language practice:** *Too*

**Note:** *Too* (an undesirable/unacceptable amount) is sometimes confused with *very* (a lot).

The children must look for the mistakes which the artist has made and then describe them by joining up the two correct halves of each sentence.

## 61 Longest and shortest

**Language practice:** Superlatives *the longest* and *the shortest*

**Note:** The superlative form must always be preceded by *the*.

This is a challenge to the children and their ability to judge the lengths of the lines without using a ruler! When the sentences which have been written, use a ruler to find out if the judgements are correct.

## 62 Comparing

**Language practice:** Comparative *longer*. Possessive 's

**Note:** ..... *is longer than* is the key pattern for making a comparison in English.

Once more, this is a challenge to the children to make a visual judgement and write a sentence before using a ruler. The lines which have an open arrow head at the end look longer. Some are. Some aren't!

The children might like to draw some more examples. They can then write a sentence under each which is true or false. You must try to judge by eye which it is.

## 63 Past actions

**Language practice:** Simple past tense

**Note:** The regular past tense forms are: *telephoned, shouted, washed, and pulled*. The irregular forms are: *broke, drank, ate, hit*.

You might like to discuss these grammatical forms with the children and help them to make this sort of observation themselves.

## 64 Talking about the future

**Language practice:** Future tense *will*

**Note:** This paper fortune teller is made by children in most countries in the world. Your children may know how to make it even if you have forgotten!

The pattern of folding is shown in the bottom diagram. To use the fortune teller for practising English the children must write eight sentences which refer to the future. The picture strip shows how the fortune teller is used.

## 65 Describing people

**Language practice:** Describing personal appearances

**Note:** This activity is mainly for developing reading comprehension.

## 66 Useful sentences

**Language practice:** Greetings and other useful phrases

**Note:** The children must read all the phrases, study the picture and then write each phrase into the correct speech bubble.

## 67 Describing people

**Language practice:** Describing possessions, likes and dislikes, etc.

**Note:** The sentences about Tom give some examples but you may have to help with other words and ideas if necessary.

## 68 Questions and answers

**Language practice:** Various question forms

**Note:** This activity is basically reading comprehension. The children must read all the phrases and then connect each question to the most appropriate answer.

## 69 Sentences

**Language practice:** Reading comprehension

**Note:** The children must read each sentence and decide whether it makes sense or not. The computer produces perfect grammar but not always perfect sense. The children have the pleasure of being the 'teacher' in this game!

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# By the same author for Collins ELT

Collins Picture Dictionary for Young Learners

Collins Picture Dictionary cassette

1000 Pictures for Teachers to Copy

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