

Classroom Activity Guide



Education

Language Agnostic
Level 1



Language Agnostic Classroom Activity Guide – Level 1

Introduction

Welcome to Rosetta Stone's Language Agnostic Classroom Activity Guide – Level 1. The classroom activities in this collection were developed to transcend individual language limitations. This guide is designed for both World Language teachers of specific languages for which we currently do not offer an Activity Guide, and for classroom or lab facilitators who do not speak the language students are learning. Used in conjunction with Rosetta Stone Foundations, the guide is appropriate for classrooms where students are learning a single language, as well as classrooms where students have a choice of world languages to study.

The activities are divided into the four Units of Level One, allowing opportunity for practice and production of incrementally expanding vocabulary and language knowledge as students progress through the Level. Teachers may pick and choose activities most appropriate for their classroom environment and student needs.

A balance of speaking and writing activities, spiced with fun art projects to keep students stimulated, these activities offer a variety of classroom interaction. Preceding the procedure steps of each activity are the expected duration time, learning objective, and materials needed. This will assist teachers in lesson planning. The procedures include a mix of individual, group, and class interaction. The appendix includes word lists translated into all available languages, and a world map that corresponds to one of the activities.

In the Classroom

Word Wall

Materials: Blank bulletin board, Index cards (either white or a different color for each language being learned), markers or pens

Every classroom has commonalities, and we suggest that every World Language classroom have a Word Wall. Designate a bulletin board that serves as a word wall in the classroom. Each week, students add new words from their lessons to the word wall. If multiple languages are being taught, utilize different colored markers or colored paper for the multiple languages, assigning a particular color to each language for the duration of the program.

Journals

Materials: Blank journal for each student

Journaling activities will be referred to throughout this activity guide. The Language Journal is another essential for the World Language classroom. We suggest each student be provided with, or asked to bring, a blank notebook or journal for this purpose. Students can use their language journal throughout the school year as a tool to remember new language skills. Students should be encouraged to write new vocabulary words in the journal, draw descriptions of vocabulary words, and write sentences and paragraphs as their skills improve.

Unit 1

Who Am I?

Time: 10 minutes

Objective: Students will be able to initiate and respond to greetings appropriately in the classroom environment.

Materials: N/A

Procedure:

1. Invite individual students to stand and greet the class with "Hello" (in the language they are learning).
2. Students should then respond with "Hello" and the student's name.
3. Call on individual students to stand (one at a time). Peers should then identify each as "a boy" or "a girl."

What Am I Doing? What Are We Doing?

Time: 20 minutes

Objective: Students will be able to identify people and everyday actions based on written and visual cues.

Materials: Index cards with the terms running, drinking, eating, reading in the language(s) being studied (one term per card, one card per student)

Procedure:

1. Distribute index cards, one card per student.
2. Ask for a volunteer to act out the word on his card.
3. The peer who guesses the correct word in the language they are learning takes the next turn. The play continues until all the students have a turn.
4. Optional: Divide the students into groups to play, and provide them with more than one card to play with.

Action Drawings

Time: 20 minutes

Objective: Students will be able to describe actions using correct subject/verb agreement.

Materials: Student journals; crayons or colored pencils

Procedure:

1. Direct students to draw pictures in their journal that illustrate Lesson nouns (boy, girl, women, men) as subjects engaged in Lesson actions (writing, swimming, running, eating).
2. Students will then describe their drawings in the language(s) they are learning, using the correct noun and corresponding pronoun. ("The women are writing." "They are writing.")
3. Students should then exchange journals with a peer and check for correct grammar and spelling. Together they can practice reading sentences and describing drawings.

See It, Say It

Time: 10 minutes

Objective: Students will be able to identify and describe common items.

Materials: Props or photos of items from Lessons (sandwich, egg, bread, milk, car, bicycle)

Procedure:

1. Distribute props and photos to students.
2. Have students take turns describing their items to the class in the language(s) they're learning.

Picture Perfect

Time: 20 minutes

Objective: Students will be able to identify Lesson nouns.

Materials: Art paper and drawing tools; or student journals

Procedure:

1. Distribute art paper and drawing materials, or have students complete this activity in their journal.
2. Students should illustrate a noun they have learned in the Lesson.
3. Students then take turns showing their drawings to the class and asking, "What is this?" in the language(s) they're learning.
4. Peers respond in complete sentences. ("This is _____.")

Journal Vocabulary Activity

Time: 40 minutes

Objective: Students will be able to write descriptions of events in their daily lives using basic words, phrases, and sentences.

Materials: Student journals

Procedure:

1. Distribute journals to students.
2. Remind students that they will add entries to these journals throughout the school year.
3. For this journal assignment, students will use known words, phrases, and sentences to describe people, animals, objects, and actions they encounter before school, after school, or during the weekend. They will use words they have learned during their Language Lessons.
4. The following suggestions may be helpful when explaining the assignment:
 - Make a list of what you see:
 - a dog
 - an apple
 - newspapers
 - Write phrases that are combinations of what you see:
 - adults and children
 - a bicycle and a car
 - eggs and milk
 - Write sentences about the actions you see:
 - The boys are running.
 - She is driving a car.
 - They are eating sandwiches.
 - Check your work and correct:
 - word choice
 - grammar
 - spelling

Class Collages

Time: 20 minutes

Objective: Students will be able to identify the professions of doctor, police officer, and teacher, and categorize images.

Materials: Art paper; magazines; colored pencils

Procedure:

1. Have students label four sheets of collage paper, each with one of the following headings (in the language(s) they are learning):

Colors	Doctors and Police Officers
Big and Small	Teachers and Students
2. Distribute magazines and art materials.
3. Have students find pictures or draw illustrations that match each heading.

4. Direct students to separate pictures according to the headings. They should then glue them to the appropriate collage sheet.
5. In small groups, have students share their collages.
6. Display completed collages in the classroom.

Describing Art

Time: 40 minutes

Objective: Students will be able to describe a work of art using, and then engage in conversation about the topic using known vocabulary.

Materials: Images of cultural art (paintings, book illustrations, photos) and art materials

Procedure:

1. Place students in small groups, or with a partner. Give them an image, or share a few images with all students.
2. Have the students describe colors, actions, and subjects within their group, in the language(s) they're learning.
3. Distribute art materials.
4. Direct students to draw a picture, using the images viewed in Step 1 as guidelines for color, actions, and subjects.
5. Have each student describe his artwork.

Answering Questions / Journal Activity

Time: 40 minutes

Objective: Students will be able to write answers to questions about the activities of others.

Materials: Student journals

Procedure:

1. Students should choose two of the following questions in their journals, leaving enough space between questions for their answers. Students should translate the question into the language they are learning.

What are you doing?	What are they doing?
What is he doing?	What is she doing?
What is the dog doing?	What is the cat doing?
2. Direct students to record their answers using known terms, based on observations before school, after school, or during the weekend. They should check their work for correct word use, grammar, and spelling.
3. Place students in small groups, and have them share their entries with the group.

Countable Collages

Time: 40 minutes

Objective: Students will be able to use the numbers one through six in quantifying known items.

Materials: Art materials and magazines

Procedure:

1. Distribute magazines and art materials.
2. Using cut-out images from magazines or their own drawings, students will create individual collages that feature various quantities of known items. For example:

one plate	two eggs	three flowers
four tables	five phones	six children

3. Call on volunteers to describe their collages to the class in the language(s) they're learning

What's in Your Backpack?

Time: 10 minutes

Objective: Students will be able to use known terms to describe the quantities and qualities of familiar items.

Materials: Direct students to bring their backpacks to class for this activity.

Procedure:

1. Have students list their backpack items by number and description. For example:

three blue pens	four small books
two black pens	one red T-shirt
one big book	

Numbers may be written as numerals or words.

2. Ask "What do you have?" as volunteers answer with "I have ..." and read their lists.

3. For unknown terms, students should use descriptions such as:

This is white.

There is one.

There are six.

Writing About Home / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written description of their home environment.

Materials: Student journals

Procedure:

1. Ask students to choose three of the following terms and translate to the language they are learning in their journals.

chairs	beds	tables	phones	cups
shoes	plates	pants	bowls	t-shirts

2. Instruct students to think about these items in their home and write a descriptive sentence for each word chosen.

3. Have students share their entries within small groups.

Flash Cards

Time: 20 minutes

Objective: Students will be able to identify Lesson vocabulary from images.

Materials: Index cards; magazines, art materials, or printed images from Rosetta Stone Level 1 Image Cards or English Flash Cards

Procedure:

1. Students should find pictures or draw images of words they have learned on one side of an index card.
2. Direct students to write the vocabulary word on the back of the index card.
3. Students should create at least five flash cards.
4. Students will then take turns naming images and reading labels.

This activity can be repeated throughout the year as students learn more vocabulary words.

3. In small groups, have students read their age descriptions to each other.
4. Then ask students to trade photos with each other and describe the people in the images using family vocabulary. For example: "Eric is eight years old, and this is his mother."

My Family / Journal Activity

Time: 40 minutes

Objective: Students will be able to provide a written description of their family.

Materials: Student journals

Procedure:

1. Direct students to write a journal entry about their family.
2. Have students draw a family portrait and label each family member.
3. In small groups, have students share their entries with each other.

My Funny Valentine

Time: 20 minutes

Objective: Students will be able to use terms of emotion (hugging, kissing, love) to describe and illustrate family relationships.

Materials: Art materials including construction paper, glue, scissors, and markers.

Procedure:

1. Distribute art materials.
2. Ask students to choose a family member to be the subject of a Valentine's Day card.
3. Students should select two known objects, one to represent themselves and one to represent their relative. For example, a student takes on the persona of a bicycle and her mother is portrayed as a newspaper.
4. Create the two objects, personifying through collage or illustration. For example, a mother newspaper could be shown hugging a daughter bicycle.
5. Students should also write a sentence somewhere on the card describing the scene, along with the following statement: "I love you, _____." in the language they're studying. The blank should be filled in with a family-member term.
6. Encourage students to share their cards with a partner or the class.
7. Suggest that students take their card home, present it to their relative, and discuss it with their family.

As an alternative activity, students could create valentines for use by younger students.

The Mirror Game

Time: 20 minutes

Objective: Students will be able to demonstrate an understanding of prepositions by following verbal instructions.

Materials: Sets of objects, one for each pair of students (objects should be simple like pencils, pens, apples, cups, etc.)

Procedure:

1. Divide the class into pairs of students.
2. Distribute to each student two to four objects that are identical to those of his partner. Each pair in the class can have a different set of objects.
3. Have students set up a screen of some sort between them (an open textbook standing on end), so that neither can see what the other is doing.
4. Start the game by having one student from each pair select two objects from her possible set and arrange them in, on, or under each other, behind the screen. This student then tells her partner what she built. For example: "The keys are on the plate."
5. The partner then tries to build the same still-life. When this student thinks he has duplicated his partner's creation, he takes away the screen so the arrangements can be compared. Pairs should then switch roles.

Whose Is It?

Time: 20 minutes

Objective: Students will be able to ask and answer questions to ascertain ownership.

Materials: Textbooks, each with a label containing each student's name.

Procedure:

1. Distribute a textbook to each student.
2. Have students circulate around the room, find a peer, and ask, "Is this your book?" as they show the book they are holding.
3. If the label is correct, the student should answer, "Yes, this is my book," in the language they are learning, and take the book. If it is not, they should say, "No, that is not my book," and the student should try again.
4. Activity ends when all students have the book that matches their name.

Questions / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide answers to creative questions using known vocabulary.

Materials: Student journals

Procedure:

1. Direct students to write one question on a piece of paper, based on vocabulary they have learned during their Language Lessons. Encourage them to be creative.
2. Ask students to exchange their question with a partner.
3. Direct students to write the question in their journal, then answer the question in full sentences.
4. Have students exchange journals with their partner and discuss their answers.

On the Air / Journal Activity

Time: 30 minutes

Objective: Students will be able to provide a written description of their radio and television preferences.

Materials: Student journals

Procedure:

1. Direct students to write a journal entry about the radio programs they listen to, and the television or web shows they enjoy watching. Have students write 3- 5 sentences in the language they are learning.
2. Have students check their work for correct word use, grammar, and spelling.
3. Then ask students to exchange their journals with a partner, or read their entry aloud to a partner.

Around the World / Journal Activity

Time: 25 minutes

Objective: Students will be able to ask and answer questions about known cities and countries.

Materials: Student journals; world maps, one per student (see Appendix A)

Procedure:

1. Distribute copies of world maps.
2. Have students label countries they recognize in the language they are learning.
3. In their journal, have them write 2-3 sentences about visiting another country.
4. If time permits, have them share their sentences with partners or within small groups.

Greetings and Introductions

Time: 10 minutes

Objective: Students will be able to introduce themselves appropriately within the context of conversations.

Materials: N/A

Procedure:

1. Direct students to form two or three lines, depending on class size. There should be five or six students in each line.
2. The first student in each line begins the following exchange with the peer behind or beside her: They will speak in the language they are learning.
Speaker 1: Hi. My name is _____. What is your name?
Speaker 2: My name is _____.
Speaker 1: Nice to meet you.
Speaker 2: Nice to meet you.
Speaker 1: Goodbye.
Speaker 2: Goodbye.
3. Speaker 2 then turns to Speaker 3 and says, "Hi. My name is _____. What is your name?"
4. Conversations continue down the lines in the above fashion until everyone has participated.

Writing About New Friends / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written narrative about the characters' personal information and interests.

Materials: Student journals

Procedure:

1. Direct students to create a short story (minimum one paragraph) about people who are getting to know each other.
2. Stories should include the following information about the characters:

names	ages	countries or cities of origin	descriptions of residences
family members		clothing	activities
3. Ask several volunteers to share their stories with the class.

Interview – Getting to Know You

Time: 20 minutes

Objective: Students will be able to ask and answer questions about personal interests.

Materials: N/A

Procedure:

1. Have students write down interview questions in the language they are learning. For example:

Where are you from?	Do you have a brother/sister?
How old is he/she?	Do you have dogs/cats/fish/horses?
How many?	Do you have a bicycle/car?
2. Divide the class in pairs and direct partners to interview each other, using their questions.
3. Advise students write down their partner's answers.
4. Ask students to share what they learned with the class, or in small groups.

Where Am I From? / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written description of their current dwelling and home country.

Materials: Student journals

Procedure:

1. Students will write, in their journals, a paragraph describing who they are, where they live, and where they are from in terms of a home country.
2. Have students repeat the above information for two relatives.
3. Ask students to share their entry with a partner, either by reading aloud or exchanging journals.

Describing Others

Time: 20 minutes

Objective: Students will be able to describe physical attributes using known Lesson terms.

Materials: Magazines; student journals

Procedure:

1. Distribute magazines. Instruct students to search for a picture of a person or animal.
2. In pairs, have students to describe the people and animals they see in photos or illustrations, using known terms for colors, clothing, sizes, and physical attributes.
3. After discussing with their partners, have students write the descriptions in their journals.

Comic Conditions

Time: 20 minutes

Objective: Students will be able to illustrate physical states through a visual narrative.

Materials: Art materials

Procedure:

1. Write the following physical state terms on the board: fine, hot, cold, hungry, thirsty, sick, tired.
2. Have students translate the vocabulary words into the language they are learning.
3. Direct students to choose one or more terms and create a four-panel (minimum) comic strip about the condition(s). Captions should be in the language they are learning.
4. Have students share their comic strips with the class.

Family Scenarios

Time: 20 minutes + presentations

Objective: Students will be able to write and perform a conversational exchange between family members in a creative scenario.

Materials: N/A

Procedure:

1. Divide the class into pairs of students.
2. Instruct each pair to come up with a simple scenario featuring two family members. For example: Amy and her grandfather are at the park. Have the partners decide the roles they will play.
3. Students should write scripts and rehearse their scenarios, utilizing the vocabulary they have learned to this point.
4. Each pair will perform its script before the class.

Depending on length of time, this activity can be spread across multiple class periods.

Dressing for the Weather / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written description of the types of clothes to wear when someone is warm or cold.

Materials: Student journals

Procedure:

1. Students should write in their journals a dialogue for two or three people from different climates who are discussing modes of dress.
2. Have students illustrate their descriptions.

Visual Essay

Time: 30 minutes

Objective: Students will be able to present a visual display about a topic of interest.

Materials: Poster board; art materials

Procedure:

1. Challenge students to create a photo or illustration essay about a topic that interests them. They may use images from any source, or may sketch their own illustrations.
2. Students should arrange their images in storyboard fashion, using sentences occasionally to set a scene, describe an action, or draw a conclusion. Remind students to allow the images to tell the majority of the story.
3. Have students display their visual essays.
4. Students should then present their stories to the class.

Speaking Conversations

Time: 25 minutes

Objective: Students will be able to participate in introductory conversations.

Materials: N/A

Procedure:

1. Divide the class into pairs of students.
2. Each pair will participate in conversations that rely on parroting common conversational phrases. For example:
Speaker 1: Hello.
Speaker 2: Hello.
Speaker 1: What is your name?
Speaker 2: My name is _____. What is your name?
Speaker 1: My name is _____. Nice to meet you.
Speaker 2: Nice to meet you.
Speaker 1: How are you?
Speaker 2: I am fine. How are you?
Speaker 1: I am fine. Where are you from?
Speaker 2: I am from _____. Where are you from?
Speaker 1: I am from _____. Where do you live?
Speaker 2: I live in _____. Where do you live?
Speaker 1: I live in _____. Goodbye.
Speaker 2: Goodbye.
3. Direct groups to form new questions based on hair color, clothing items, family members, physical states, and other Lesson-related terms.
4. If time permits, have students change partners and practice conversing again.

Unit 3

Writing Captions

Time: 20 minutes

Objective: Students will be able to describe activities and locations, given pictorial cues.

Materials: Lesson photos from this and previous Units

Procedure:

1. Display selected Lesson photos.
2. Direct students to select three photos and write a descriptive sentence for each.
3. With a partner, or in small groups, have students share their sentences.

Creating Sentences

Time: 30 minutes

Objective: Students will be able to complete questions and statements with the appropriate use of when, but, before, and, after.

Materials: N/A

Procedure:

1. Divide the class into small groups of students.
2. Challenge each group to develop:
 - two questions using when with corresponding answers;
 - two statements using but;
 - two statements using before;
 - two statements using after.

For example:

When do you work? I work in the evening.

I have a coat, but I do not have a hat.

I eat breakfast before I work.

I drink milk after dinner.

3. Reorganize groups, so new groups have representatives from several of the original groups. New members should take turns presenting their questions and statements to their group.
4. Have each group present their best questions and statements to the class.

Adding Up

Time: 10 minutes

Objective: Students will be able to identify words for the numbers zero to twenty.

Materials: Student journals

Procedure:

1. Write simple addition problems (and their answers) on the board, using the numerals 0–20 (totals must be 20 or less).
2. Direct students to copy the equations into their journals.
3. In small groups, have students name the numbers in each equation aloud, in the following way, as they name the numbers in each equation: "X and Y is Z."

Creative Conversations

Time: 25 minutes

Objective: Students will be able to use time-of-day greetings in conversations.

Materials: N/A

Procedure:

1. Divide the class into pairs of students.
2. Direct each group to create a conversational script that includes the following:
 - a time-of-day greeting (Good morning.)
 - an opener (How are you?)
 - a question about their partner's age (How old are you?)
 - questions about family, friends, and activities (Do you have brothers and sisters? Who are you eating lunch with? What are you doing?)
 - a farewell (Good night.)
3. Groups should take turns acting out their conversations for the class.

As an alternative, have students complete this activity in their journals.

All in a Day's Play / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written description of all that they do during different times of the day.

Materials: Student journals

Procedure:

1. Have students write in their journals three paragraphs about the activities (for morning, afternoon, and evening/night) that they participate in during the weekend.
2. They should check their work for correct word use, grammar and spelling, sentence structure, and coherence.
3. Ask students to exchange journals with a partner and review.

Units of Time

Time: 10 minutes

Objective: Students will be able to write calendar terms, including days of the week, seasons, and Lesson vocabulary.

Materials: Index cards; art materials

Procedure:

1. Have students create flash cards that include calendar terms: days of the week, seasons, and the following words: day, week, month, year, today.
2. On the back of the card, have them write the word in English.

Time / Journal Activity

Time: 15 minutes

Objective: Students will be able to express time in terms of day, week, month, and year.

Materials: Flash cards created in Unit of Time activity; student journals

Procedure:

1. Utilizing their flash cards, have students write five sentences in their journals using as many of these terms as possible.
2. Ask students to exchange entries with a partner for review.

Acting Out Actions

Time: 15 minutes

Objective: Students will be able to describe a performance based on action-based sentences.

Materials: N/A

Procedure:

1. Divide the class into pairs of students.
2. Each pair should write 2 action-based sentences, using vocabulary they have learned. For example: We are playing a game. I am eating lunch with my friend.
3. Each pair will come to the front of the room and act out their sentence, as in charades.
4. Classmates will try to guess their sentences based on their actions.
5. The students who guess correctly will be the next to act out their sentences.

Imagining Someone's Life / Journal Activity

Time: 25 minutes

Objective: Students will be able to describe a character through a first-person narrative.

Materials: Magazines; student journals

Procedure:

1. Distribute magazines.
2. Ask each student to select a photo with more than one person depicted.
3. Students will have 15 minutes to write a first-person narrative from the perspective of someone in their photo.
4. Encourage students to be creative in their narratives as they describe the person, the surroundings, what she is doing, the people she is with, etc.
5. When complete, have students exchange stories with a partner or have them read aloud to the class.

Polite Exchanges–Thinking on Your Feet

Time: 10 minutes

Objective: Students will be able to use socially appropriate phrases in conversations.

Materials: Stories from Imagining Someone's Life activity

Procedure:

1. Direct students to assume the role of the main character they created for their stories in the Imagining Someone's Life activity
2. Call on two or three students at a time to come to the front of the room and converse with each other as new acquaintances, while staying in character.
3. Dialogues should include greetings, social exchanges, and farewells, and include details from the students' narratives.
4. Optional: Present pairs with role-play situations, where two characters meet for the first time. Assuming these roles, students converse in character.

My Visit / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written description of a visit.

Materials: Student journals

Procedure:

1. Have students write in their journals about visiting a family member, friend, or location. They should include the name of the place, the people they are visiting, and the activities they engage in. The journal entry should be a minimum of 8 sentences.
2. Suggest students illustrate their entry.
3. Students should share their entries with the class, or in small groups.

How Many?

Time: 10 minutes

Objective: Students will be able to use numbers or their corresponding words in sentences.

Materials: N/A

Procedure:

1. Write fifteen numbers on the board, between 20 and 99.
2. Instruct students to choose 2 numbers and write a complete sentence using each number. For example: My grandmother is sixty-two years old. There are thirty-eight trees in this park.
3. Have students take turns reading their sentences aloud to the class, or in small groups.

My Class / Journal Entry

Time: 20 minutes

Objective: Students will be able to provide a written description of their language class.

Materials: Student journal

Procedure:

1. Students should write a paragraph in their journals about:
 - the name of the language they are learning;
 - the total number of students in the class;
 - the number of boys and the number of girls in the class;
 - the teacher's name;
 - the days of the week the class meets.

Creative Writing

Time: 25 minutes

Objective: Students will be able to construct a story using known terms and pictographic cues.

Materials: Lesson photos

Procedure:

1. Challenge students to use the first five minutes of class time to write down all the words they can remember from Unit 3.
2. Have one student write the words on the board as others share their word lists with the class.
3. Direct students to create a 2-paragraph story. They should use the class word catalog and Lesson photos as references.
4. Encourage students to read their stories aloud to the class.

In Your Home

Time: 35 minutes

Objective: Students will be able to use Lesson terms to describe real-life scenes and activities.

Materials: Art paper

Procedure:

1. Distribute one large sheet of paper to each student.
2. Direct students to draw a diagram of their house, and label each room.
3. Ask students to write descriptions of each room in complete sentences. For example: The bathroom is yellow. The blanket is on the chair in the living room.
4. Then have students write sentences that describe the activities they and their family members perform in the various rooms. For example: My mother is washing her face. (in the bathroom) My brother is playing with his dog. (in the living room)
5. Have students share their diagrams with the class, or in small groups.

My Morning Routine / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written description of their morning rituals.

Materials: Student journals

Procedure:

1. Direct students to write words in their journals that they would use to describe their morning routines.
2. Students should then write one paragraph describing their morning routines.
3. Have students share their paragraph with a partner.

Unit 4

Creative Commercials

Time: 25 minutes

Objective: Students will be able to use shopping terms to advertise stores and products.

Materials: N/A

Procedure:

1. Divide the class into pairs of students.
2. Explain that each group will write a script for a commercial that advertises one of the following stores:

bakery	grocery store	bookstore
pharmacy	hardware store	jewelry store

Sample commercial:

Announcer: Is your old ladder broken? We are selling big, small, black, white, and red ladders at our hardware store.

Customer: I am shopping at the hardware store, and I am buying one new, big, red ladder and one new, small, black ladder.

4. Students may also develop commercials that advertise car-buying, bicycle-shopping, and purchasing other items.
5. Scripts should include as many product features (colors, sizes, numbers) as possible.
6. Each group should perform its commercial for the class.

Landmark Map

Time: 25 minutes

Objective: Students will be able to provide and obtain directions using landmarks.

Materials: N/A

Procedure:

1. Have students work in groups to create a community map by illustrating landmarks. They should decide where to place the following:

grocery store	park	bridge	jewelry store	bakery
hardware store	pharmacy	Elm Street	bookstore	Pine Street

2. After the group map is complete, students should use landmarks when role-playing the giving and receiving of directions. For example:

Student 1: Excuse me. I want bread. Where is the bakery?

Student 2: The bakery is near the park.

Student 3: Excuse me. I need medicine. Where is the pharmacy?

Student 4: The pharmacy is on Pine Street.

3. Advise students to point to landmarks as they ask for and provide directions.

Wants and Needs

Time: 20 minutes

Objective: Students will be able to provide a written description of what people need versus what they want.

Materials: Magazines; student journals

Procedure:

1. Direct students to find a photo of someone making a purchase.
2. Have students describe in their journals, whether or not they think the subject wants or needs the item.
3. Students should also answer this question: Why is he buying this?
4. Encourage students to share their answers with a partner.

Interview – Reporting Preferences

Time: 25 minutes

Objective: Students will be able to exchange ideas about preferred activities with peers.

Materials: "Reporter-style" spiral note pads (or other note-taking materials)

Procedure:

1. Explain to students that they will be conducting interviews to learn about each other's likes and dislikes.
2. Ask for volunteers to write the questions on the board, and generate, as a class, three interview questions, such as the following:
What do you like to do?
What do you like to eat?
What do you not like to do?
3. Distribute note-taking materials.
4. Students should pair up for five minutes to ask each other interview questions and record answers.
5. Have students find another partner and repeat the exercise. Remind reporters to write peers' names beside their answers.
6. Students should report their findings to the class, using their notes for reference.

Shopping Fun

Time: 25 minutes

Objective: Students will be able to apply terms for currency and costs as they relate to products.

Materials: Pages from store advertisements and shopping catalogs, index cards, tape or glue

Procedure:

1. Divide the class into small groups of students.
3. Distribute index cards and several catalog pages to each group.
4. Groups should cut out ten images and affix each to an index card. They should then assign their own prices (in whole-number dollar amounts) to each item, and write these prices on the index cards.
5. After students create their catalog price cards, they should turn in their index cards.
6. Shuffle and redistribute the cards to the groups.
7. Each group should then take a turn reporting prices to the class, or within their group, using one of the following answer formats:
This _____ costs _____ dollars.
These _____ cost _____ dollars.

For unknown terms, students should answer in the following way: "This costs _____ dollars."

Optional: Instead of dollars, have students use the currency of the country whose language they are learning.

Healthy Meals

Time: 35 minutes

Objective: Students will be able to plan and budget a meal.

Materials: Grocery store ads

Procedure:

1. Divide students into small groups.
2. Distribute grocery store ads to each group.
3. Direct students to discuss preferred foods and healthy meal choices within their group, for the purpose of creating a menu (for one meal).
4. Students should then price food items by looking at store ads.
5. Students will create a menu and write it down, including prices for each item in the menu. Students should then determine the total cost for the menu.
6. Have groups report the total costs of their menu, and write the amounts on the board. After all students have reported their information, ask a volunteer to calculate the class-wide average cost.
7. Have students revise their menus based on a budget of approximately half the average amount.
8. Students should then discuss their choices.

Leisure Time / Journal Activity

Time: 20 minutes

Objective: Students will be able to compare the relative values of preferred activities and items.

Materials: Student journals

Procedure:

1. Have students write about their own preferred leisure activities (sports, shopping) and the activities of a family member or friend whose preferences differ from theirs.
2. Entries should include comparative statements about preferences, (My brother likes soccer more than concerts.) and address relative costs. (His soccer shoes cost less than a concert ticket.)
3. Students should exchange their journals and let partners review vocabulary, sentence structure and grammar.

Preferred Choices / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide reasons for preferences using because statements.

Materials: Student journals

Procedure:

1. Direct students to write 8–10 sentences about objects or animals they have, want, like, and need.
2. Students should write because statements for their want/like/need sentences. For example:
I want the small cake because the big cake is too expensive.
I like all of these flowers because they are red, yellow, and orange.
I need new sunglasses because my old sunglasses are too small.
3. Ask several volunteers to read their sentences to the class.

Shopping Preferences

Time: 20 minutes

Objective: Students will be able to use relevant terms to discuss wants and needs.

Materials: Store catalogs or online access; student journals

Procedure:

1. Students should visit a store (online or through catalogs) and select items they have, want, or need.
2. Have students create a list of these items in their journals, using complete sentences.
3. In small groups, direct students to discuss their choices, explaining why these items are on their list.

Something Old, Something New / Journal Activity

Time: 20 minutes

Objective: Students will be able to revise past journal entries for content and form.

Materials: Student journals

Procedure:

1. Have students review their journals and rewrite one or two paragraphs from early entries, based on the vocabulary words and language skills they have learned since then.
2. Students should check their work for correct word use, grammar, spelling, and sentence structure.
3. Encourage students to exchange journals with another student.

More or Less / Journal Activity

Time: 20 minutes

Objective: Students will be able to provide a written description of items or habits that they want more of or less of.

Materials: Student journals

Procedure:

1. Direct students to write about something they have, but want more of. They should also describe something they do, but want to do more often.
2. Have students repeat Step 1, using the concept of less.

To-Do Lists / Journal Activity

Time: 20 minutes

Objective: Students will be able to use appropriate choice of learned vocabulary to describe personal tasks.

Materials: Student journals

Procedure:

1. Instruct students to write a To-Do List in their journal, using the vocabulary they have learned up to this point. The list should include a variety of activities one might need to do during the course of a day. For example:

My To-Do List

Today is Saturday. I am...

...visiting my grandmother in the morning.

...buying bread, meat, fruit and vegetables.

...cooking lunch.

...shopping at the hardware store.

...paying with a credit card.

...shopping at the grocery store.

...paying with a check.

...playing soccer in the afternoon.

...buying a new ladder.

...watching a movie in the evening.

2. Have student exchange journals with a partner.
3. Direct students to ask their partners questions about their To-Do Lists.

Class Newsletter

Time: Multiple class periods

Objective: Students will be able to use language skills to research materials, outline ideas, draft, edit, and present content for a class newsletter about specific topics.

Materials: Magazines, newspapers, newsletters for review

Procedure:

1. Inform students that they will use their Level 1 language skills to write a class newsletter.
2. Divide the class into groups of three or four students. Each group will be responsible for writing a three- to five-paragraph newsletter article.
3. Distribute copies of newspapers and magazines.
4. Direct students to spend the next 10 minutes scanning publications to familiarize themselves with content, style, layout, and format.
5. Assign article topics to each group, which may include the following:
 - Travel Tips: great places to visit
 - Food-tastic: fun, healthy meals and snacks
 - Shopping Spree: stores to visit and products to buy
 - Calendar of Events: a review of activities by day of the week and/or season
 - Look Your Best: grooming and fashion tips
 - Living Space: home improvement ideas
6. Each group should brainstorm ideas, develop an outline, and begin writing the first draft of its article.
7. Each group should review and revise their first drafts.
8. Articles should be exchanged between groups for review and suggestions.
9. Groups should revise their articles into final drafts, taking suggestions from others into account.
10. Final articles can be compiled into a single document, or cut and pasted onto a large poster board for display.

This activity culminates Level 1, and will take multiple class periods to complete.

World Map



Dutch-English Word List

Dutch	English
appel	apple
auto	car
baby	baby
badkamer	bathroom
bal	ball
bed	bed
blauw	blue
bloem	flower
blond	blond
boek	book
Brazilië	Brazil
broer	brother
brood	bread
broodje	sandwich
brug	bridge
bruin	brown
China	China
computer	computer
dochter	daughter
dokter	doctor
dorst	thirst
drinkt (drinken)	drink
eet (eten)	eat
eetkamer	dining room
Egypte	Egypt
ei	egg
fiets	bicycle
Frankrijk	France
geel	yellow
gezin	family
gootsteen	sink

Dutch	English
gras	grass
groen	green
groot	big
haar	hair
hallo	hello
hond	dog
honger	hunger
houden van	love
Italië	Italy
ja	yes
Japan	Japan
jongen	boy
kat	cat
keuken	kitchen
klein	small
kleur	color
koffie	coffee
kom	bowl
kookt (koken)	cook
korte broek	shorts
koud	cold
krant	newspaper
kust (kussen)	kiss
land	country
leerling	student
leest (lezen)	read
lerares	teacher
loopt (lopen)	walk
lucht	sky
maan	moon
mama	mom

Dutch	English
man	husband
man	man
meisje	girl
melk	milk
moe	tired
moeder	mother
Moskou	Moscow
nee	no
New York	New York
oma	grandmother
omhelst (omhelzen)	hug
opa	grandfather
ouders	parents
paard	horse
pak	suit
papa	dad
Parijs	Paris
park	park
Peking	Beijing
pen	pen
politieagent	police officer
raam	window
radio	radio
rent (rennen)	run
riem	belt
rijden	drive
rijst	rice
Rome	Rome
rood	red

Dutch	English
Rusland	Russia
schoenen	shoes
schrijft (schrijven)	write
slaapkamer	bedroom
slaapt (slapen)	sleep
sokken	socks
speelt (spelen)	play
spijkerbroek	jeans
stad	city
stoel	chair
toilet	toilet
tot ziens	goodbye
trui	sweater
vader	father
Verenigde Staten	United States
vis	fish
vriendin	friend
vrouw	wife
vrouw	woman
warm	hot
water	water
wit	white
woonkamer	living room
zon	sun
zoon	son
zus	sister
zwart	black
zwemt (zwemmen)	swim

Filipino (Tagalog)-English Word List

Filipino (Tagalog)	English
Amerika	United States
amerikana	suit
anak na babae	daughter
araw	sun
asawang babae	wife
asawang lalaki	husband
aso	dog
asul	blue
babae	woman
bansa	country
banyo	bathroom
batang babae	girl
batang lalaki	boy
Beijing	Beijing
berde	green
bintana	window
bisikleta	bicycle
blond	blond
bola	ball
bolpen	pen
Brazil	Brazil
brown	brown
buhok	hair
bulaklak	flower
buwan	moon
computer	computer
damuhan	grass
dilaw	yellow
diyaryo	newspaper
doktor	doctor
Ehipto	Egypt

Filipino (Tagalog)	English
estudyante	student
gatas	milk
giniginaw	cold
Hapon	Japan
hinahalikan (halik)	kiss
hindi	no
inidoro	toilet
isda	fish
Italya	Italy
itim	black
itlog	egg
kabayo	horse
kaibigan	friend
kalangitan	sky
kama	bed
kanin	rice
kapatid na babae	sister
kapatid na lalaki	brother
kape	coffee
komedor	dining room
kotse	car
kulay	color
kumakain (kain)	eat
kusina	kitchen
kuwarto	bedroom
lababo	sink
lalaki	man
lalaki	son
libro	book
lola	grandmother
lolo	grandfather

Filipino (Tagalog)	English
lumalangoy (lumangoy)	swim
lungsod	city
magandang araw	good day
magmaneho	drive
mahal (mahal)	love
malaki	big
maliit	small
mangkok	bowl
mansanas	apple
maong	jeans
medyas	socks
mga magulang	parents
Moscow	Moscow
nagbabasa (basa)	read
naglalakad (lakad)	walk
naglalaro (laro)	play
nagluluto (luto)	cook
nagsusulat (sulat)	write
nagugutom	hungry
naiinitan	warm
nanay	mom
nanay	mother
natutulog (tulog)	sleep
nauuhaw	thirsty
New York	New York
niyayakap (yakap)	hug
oo	yes
paalam	goodbye
pagod	tired

Filipino (Tagalog)	English
pamilya	family
Paris	Paris
parke	park
Pransiya	France
pula	red
pulis	police officer
pusa	cat
puti	white
radyo	radio
Roma	Rome
Rusya	Russia
sala	living room
sandwich	sandwich
sanggol	baby
sapatos	shoes
short	shorts
silya	chair
sinturon	belt
sweater	sweater
tatay	dad
tatay	father
tinapay	bread
titser	teacher
Tsina	China
tubig	water
tulay	bridge
tumakbo (takbo)	run
umiinom (inom)	drink

French-English Word List

French	English
aime (aimer)	love
ami	friend
au revoir	goodbye
ballon	ball
bébé	baby
Beijing	Beijing
blanc	white
bleu	blue
blond	blond
boit (boire)	drink
bol	bowl
bonjour	hello
Brésil	Brazil
brun	brown
café	coffee
ceinture	belt
chaise	chair
chambre	bedroom
chat	cat
chaud	hot
chaussettes	socks
chaussures	shoes
cheval	horse
cheveux	hair
chien	dog
Chine	China
ciel	sky
conduit (conduire)	drive
costume	suit
couleur	color
court (courir)	run

French	English
cuisine	kitchen
cuisine (cuisiner)	cook
dort (dormir)	sleep
écrit (écrire)	write
Égypte	Egypt
élève	student
embrasser	kiss
États-Unis	United States
évier	sink
faim	hungry
famille	family
fatigué	tired
femme	wife
femme	woman
fenêtre	window
filles	daughter
filles	girl
fil	son
fleur	flower
France	France
frère	brother
froid	cold
garçon	boy
grand-mère	grandmother
grand-père	grandfather
gros	big
herbe	grass
homme	man
Italie	Italy
Japon	Japan
jaune	yellow

French	English
jean	jeans
joue (jouer)	play
journal	newspaper
l'eau	water
lait	milk
lit	bed
lit (lire)	read
livre	book
lune	moon
maman	mom
mange (manger)	eat
marche (marcher)	walk
mari	husband
médecin	doctor
mère	mother
Moscou	Moscow
nage (nager)	swim
New York	New York
noir	black
non	no
œuf	egg
ordinateur	computer
oui	yes
pain	bread
papa	dad
parc	park
parents	parents
Paris	Paris
pays	country
père	father

French	English
petit	small
poisson	fish
policier	police officer
pomme	apple
pont	bridge
professeur	teacher
pull	sweater
radio	radio
riz	rice
Rome	Rome
rouge	red
Russie	Russia
salle à manger	dining room
salle de bains	bathroom
salon	living room
sandwich	sandwich
serre (serrer) dans ses bras	hug
shorts	shorts
sœur	sister
soif	thirsty
soleil	sun
stylo	pen
toilettes	toilet
vélo	bicycle
vert	green
ville	city
voiture	car

German-English Word List

German	English
Ägypten	Egypt
Anzug	suit
Apfel	apple
Arzt	doctor
auf Wiedersehen	goodbye
Auto	car
Baby	baby
Badezimmer	bathroom
Ball	ball
belegtes Brot	sandwich
Bett	bed
blau	blue
blond	blond
Blume	flower
Brasilien	Brazil
braun	brown
Brot	bread
Brücke	bridge
Bruder	brother
Buch	book
China	China
Computer	computers
Durst	thirst
Ei	egg
Eltern	parents
Esszimmer	dining room
fahre (fahren)	drive
Fahrrad	bicycle
Familie	family
Farbe	color
Fenster	window

German	English
Fisch	fish
Frankreich	France
Frau	wife
Frau	woman
Freund/Freundin	friend
gelb	yellow
Gras	grass
groß	big
Großmutter	grandmother
Großvater	grandfather
grün	green
Gürtel	belt
guten Tag	hello
Haare	hair
Himmel	sky
Hund	dog
Hunger	hunger
isst (essen)	eat
Italien	Italy
ja	yes
Japan	Japan
Jeans	jeans
Junge	boy
Kaffee	coffee
kalt	cold
Katze	cat
klein	small
kocht (kochen)	cook
Küche	kitchen
kurze Hose	shorts
küsst (küssen)	kiss

German	English
Land	country
läuft (laufen)	walk
Lehrer/Lehrerin	teacher
lese (lesen)	read
liebe (lieben)	love
Mädchen	girl
Mama	mom
Mann	husband
Mann	man
Milch	milk
Mond	moon
Moskau	Moscow
müde	tired
Mutter	mother
nein	no
New York	New York
Oma	grandma
Opa	grandpa
Papa	dad
Paris	Paris
Park	park
Peking	Beijing
Pferd	horse
Polizist/Polizistin	police officer
Pullover	sweater
Radio	radio
Reis	rice
rennt (rennen)	run
Rom	Rome
rot	red

German	English
Russland	Russia
schläft (schlafen)	sleep
Schlafzimmer	bedroom
schreibt (schreiben)	write
Schuhe	shoes
Schüler/Schülerin	student
Schüssel	bowl
schwarz	black
Schwester	sister
schwimmt (schwimmen)	swim
Socken	socks
Söhn	son
Sonne	sun
spielt (spielen)	play
Spülbecken	sink
Stadt	city
Stift	pen
Stuhl	chair
Tochter	daughter
Toilette	toilet
trinkt (trinken)	drink
umarmt (umarmen)	hug
USA	United States
Vater	father
warm	warm
Wasser	water
weiß	white
Wohnzimmer	living room
Zeitung	newspaper

Irish-English Word List

Irish	English
An Bhrasaíl	Brazil
an buachaill	boy
an Éigipt	Egypt
an Fhrainc	France
An Iodáil	Italy
An Róimh	Rome
An Rúis	Russia
An tSeapáin	Japan
An tSín	China
arán	bread
athair	father
babhla	bowl
bainne	milk
bán	white
beag	small
bean	woman
bean chéile	wife
Béising	Beijing
bláth	flower
breith barróige	hug
brístíní	shorts
bróg	brown
bróga	shoes
buí	yellow
caife	coffee
cailín	girl
capall	horse
cara	friend
cat	cat
cathair	city
cathaoir	chair

Irish	English
ceapaire	sandwich
cistin	kitchen
cócaireacht	cook
codladh	sleep
crios	belt
culaith	suit
daid	dad
daideo	grandpa
dalta	student
dath	color
dearg	red
deartháir	brother
deirfiúr	sister
Dia duit	hello
dochtúir	doctor
doirteal	sink
droichead	bridge
dubh	black
fear	man
féar	grass
fear céile	husband
fionn	blond
fuair	cold
fuinneog	window
garda	police officer
gealach	moon
geansaí	sweater
glas	green
gluaisteán	car
gorm	blue
grá	love

Irish	English
grian	sun
gruaige	hair
iasc	fish
iníon	daughter
ithe	eat
jíons	jeans
leaba	bed
leabhar	book
léamh	read
leanbh	baby
leithreas	toilet
liathróid	ball
mac	son
madra	dog
Mam	mom
mamó	grandma
máthair	mother
mór	big
Moscó	Moscow
múinteoir	teacher
Na Stáit Aontaithe	United States
níl	no
Nua-Eabhrac	New York
nuachtán	newspaper
ocras	hungry
ól	drink
páirc	park
Páras	Paris
peann	pen
pógadh	kiss

Irish	English
raidíó	radio
ríomhaire	computer
rís	rice
rith	run
rothar	bicycle
scríobh	write
seanathair	grandfather
seanmháthair	grandmother
seomra bia	dining room
seomra codlata.	bedroom
seomra folctha	bathroom
seomra suí	living room
siúl	walk
slán	goodbye
snámh	swim
spéir	sky
stocaí	socks
súgradh	play
tá	yes
tart	thirsty
te	hot
teaghlach	family
tiomáint	drive
tír	country
tuirse	tired
tuismitheoirí	parents
ubh	egg
uisce	water
úll	apple

Italian-English Word List

Italian	English
corre (correre)	run
abbraccia (abbracciare)	hug
abito	suit
acqua	water
alunno/alunna	student
amico	friend
arrivederci	goodbye
azzurro	blue (light)
bacia (baciare)	kiss
bagno	bathroom
bambina	girl
bambino	boy
beve (bere)	drink
bianco	white
bicicletta	bicycle
biondo	blond
blu	blue (dark)
Brasile	Brazil
buon giorno	hello
caffè	coffee
caldo	hot
calzini	socks
camera da letto	bedroom
cammina (camminare)	walk
cane	dog
capelli	hair
cavallo	horse
cielo	sky
Cina	China
cintura	belt

Italian	English
ciotola	bowl
città	city
colore	color
computer	computer
cucina	kitchen
cucina (cucinare)	cook
donna	woman
dorme (dormire)	sleep
Egitto	Egypt
erba	grass
fame	hunger
famiglia	family
figlia	daughter
figlio	son
finestra	window
fiore	flower
Francia	France
fratello	brother
freddo	cold
gabinetto	toilet
gatto	cat
genitori	parents
giallo	yellow
Giappone	Japan
gioca (giocare)	play
giornale	newspaper
grande	big
guida (guidare)	drive
insegnante	teacher
Italia	Italy
jeans	jeans

Italian	English
latte	milk
lavandino	sink
legge (leggere)	read
letto	bed
libro	book
luna	moon
macchina	car
madre	mother
maglia	sweater
mamma	mom
mangia (mangiare)	eat
marito	husband
marrone	brown
medico	doctor
mela	apple
moglie	wife
Mosca	Moscow
neonato	baby
nero	black
New York	New York
no	no
nonna	grandmother
nonno	grandfather
nuota (nuotare)	swim
padre	father
paese	country
palla	ball
pane	bread
panino	sandwich
pantaloncini	shorts

Italian	English
papà	dad
parco	park
Parigi	Paris
Pechino	Beijing
penna	pen
pesce	fish
piccolo	small
poliziotto	police officer
ponte	bridge
radio	radio
riso	rice
Roma	Rome
rosso	red
Russia	Russia
sala da pranzo	dining room
scarpe	shoes
scrive (scrivere)	write
sedia	chair
sete	thirst
sì	yes
soggiorno	living room
sole	sun
sorella	sister
stanco	tired
Stati Uniti	United States
uomo	man
uovo	egg
verde	green
voglio (volere)	love

Polish-English Word List

Polish	English
babcia	grandmother
bawi się (bawić się)	play
biały	white
biegnie (biegać)	run
blond	blond
brat	brother
brązowy	brown
Brazylia	Brazil
buty	shoes
całuje (całować)	kiss
Chiny	China
chleb	bread
chłopiec	boy
córka	daughter
czarny	black
czerwony	red
czyta (czytać)	read
długopis	pen
do widzenia	goodbye
duży	big
dziadek	grandfather
dziecko	baby
dzień dobry	hello
dziewczynka	girl
dżinsy	jeans
Egipt	Egypt
Francja	France
garnitur	suit
gazeta	newspaper
głodny	hungry
gorąco	hot

Polish	English
gotuje (gotować)	cook
idzie (iść)	walk
jabłko	apple
jadalnia	dining room
jajko	egg
Japonia	Japan
je (jeść)	eat
kanapka	sandwich
kawa	coffee
kobieta	woman
kocham (kochać)	love
koleżanka	friend
kolor	color
komputer	computer
koń	horse
kot	cat
kraj	country
krzesło	chair
książka	book
księżyc	moon
kuchnia	kitchen
kwiat	flower
łazienka	bathroom
lekarz	doctor
łóżko	bed
mały	small
mama	mom
matka	mother
mąż	husband
mężczyzna	man
miasto	city

Polish	English
miska	bowl
mleko	milk
Moskwa	Moscow
most	bridge
nauczyciel/nauczycielka	teacher
nie	no
niebieski	blue
niebo	sky
Nowym Jorku	New York
ojciec	father
okno	window
park	park
Paryż	Paris
pasek	belt
Pekinie	Beijing
pić	thirsty
pies	dog
pije (pić)	drink
Piłka	ball
pisze (pisać)	write
płyn (pływać)	swim
policjant	police officer
prowadzi (prowadzić)	drive
przytula (przytulać)	hug
radio	radio
rodzice	parents
rodzina	family
Rosja	Russia
rower	bicycle

Polish	English
ryba	fish
ryż	rice
Rzym	Rome
salon	living room
samochód	car
siostra	sister
skarpetki	socks
słońce	sun
śpi (spać)	sleep
Stany Zjednoczone	United States
sweter	sweater
syn	son
sypialnia	bedroom
szorty	shorts
tak	yes
tata	dad
toaleta	toilet
trawa	grass
ucniem	student
Włochy	Italy
włosy	hair
woda	water
zielony	green
zimny	cold
zlew	sink
zmęczony	tired
żółty	yellow
żona	wife
uisce	water

Portuguese-English Word List

Portuguese	English
abraçando (abraçar)	hug
água	water
amarelo	yellow
amigo/amiga	friend
amo (amar)	love
andando (andar)	walk
arroz	rice
avó	grandmother
avô	grandfather
azul	blue
banheiro	bathroom
bebê	baby
bebendo (beber)	drink
beijando (beijar)	kiss
bermuda	shorts
bicicleta	bicycle
bola	ball
branco	white
Brasil	Brazil
brincando (brincar)	play
cabelos	hair
cachorro	dog
cadeira	chair
café	coffee
calça jeans	jeans
calor	hot
cama	bed
caneta	pen
cansado	tired
carro	car
cavalo	horse

Portuguese	English
céu	sky
China	China
cidade	city
cinto	belt
com fome	hungry
com sede	thirsty
comendo (comer)	eat
computador	computer
cor	color
correndo (correr)	run
cozinha	kitchen
cozinhando (cozinhar)	cook
dirigirá (dirigir)	drive
dormindo (dormir)	sleep
Egito	Egypt
escrevendo (escrever)	write
esposa	wife
Estados Unidos	United States
estudante	student
família	family
filha	daughter
filho	son
flor	flower
França	France
frio	cold
gato	cat
grama	grass
grande	big
homem	man
irmã	sister

Portuguese	English
irmão	brother
Itália	Italy
janela	window
Japão	Japan
jornal	newspaper
leite	milk
lendo (ler)	read
livro	book
loiro	blond
lua	moon
maçã	apple
mãe	mother
mamãe	mom
marido	husband
marrom	brown
médico	doctor
meias	socks
menina	girl
menino	boy
Moscou	Moscow
mulher	woman
nadando (nadar)	swim
não	no
Nova Iorque	New York
olá	hello
ovo	egg
pai	father
pais	parents
país	country
pão	bread

Portuguese	English
papai	dad
Paris	Paris
parque	park
peixe	fish
pequeno	small
Pequim	Beijing
pia	sink
policia	police officer
ponte	bridge
preto	black
professor/ professora	teacher
quarto	bedroom
rádio	radio
Roma	Rome
Rússia	Russia
sala de estar	living room
sala de jantar	dining room
sanduíche	sandwich
sapatos	shoes
sim	yes
sol	sun
suéter	sweater
tchau	goodbye
terno	suit
tigela	bowl
vaso sanitário	toilet
verde	green
vermelho	red
vó	grandma
vô	grandpa

Russian-English Word List

Russian	English
яблоко	apple
ребёнок	baby
мяч	ball
ванная	bathroom
кровать	bed
спальня	bedroom
Пекин	Beijing
ремень	belt
велосипед	bicycle
большой	big
чёрный	black
светлые	blond (hair)
голубой	blue (light)
синий	blue (dark)
книга	book
миска	bowl
мальчик	boy
Бразилия	Brazil
хлеб	bread
мост	bridge
брат	brother
коричневый	brown
каштановые	brown (hair)
машина	car
кошка	cat
стул	chair
Китай	China
город	city
кофе	coffee
холодно	cold
цвет	color

Russian	English
компьютер	computer
готовит	cook
страна	country
папа	dad
дочь	daughter
столовая	dining room
врач	doctor
собака	dog
пьёт	drink
ведёт	drive
ест	eat
яйцо	egg
Египет	Egypt
семья	family
отец	father
рыба	fish
цветок	flower
Франция	France
друг / подруга	friend (m/f)
девочка	girl (younger)
девушка	girl (older)
до свидания	goodbye
дедушка	grandfather
бабушка	grandmother
трава	grass
зелёный	green
волосы	hair
здравствуйте	hello
лошадь	horse
жарко	hot
обнимает	hug

Russian	English
голоден	hungry
муж	husband
Италия	Italy
Япония	Japan
джинсы	jeans
целует	kiss
кухня	kitchen
гостиная	living room
любит	love
мужчина	man
молоко	milk
мама	mom
Луна	moon
Москва	Moscow
мать	mother
Нью-Йорк	New York
газета	newspaper
нет	no
родители	parents
Париж	Paris
парк	park
ручка	pen
играет	play
полицейский	police officer
радио	radio
читает	read
красный	red
рис	rice
Рим	Rome
бежит	run

Russian	English
Россия	Russia
бутерброд	sandwich
туфли	shoes
шорты	shorts
раковина	sink
сестра	sister
небо	sky
спит	sleep
маленький	small
носки	socks
сын	son
ученик/ученица	student (m/f)
костюм	suit
Солнце	sun
свитер	sweater
плывёт	swim
учитель / учительница	teacher
устал/устала	tired (m/f)
унитаз	toilet
Соединённые Штаты	United States
идёт	walk
вода	water
белый	white
жена	wife
окно	window
женщина	woman
пишет	write
жёлтый	yellow
да	yes

Spanish (Latin America)-English Word List

Spanish (Latin America)	English
abrazar (abrazar)	hug
abuela	grandmother
abuelo	grandfather
adiós	goodbye
agua	water
alumno	student
amarillo	yellow
amigo	friend
arroz	rice
azul	blue
bajo	shorts
baño	bathroom
bebé	baby
bebe (beber)	drink
Beijing	Beijing
besa (besar)	kiss
bicicleta	bicycle
blanco	white
bolígrafo	pen
Brasil	Brazil
caballo	horse
café	coffee
calcetines	socks
calor	hot
cama	bed
camina (caminar)	walk
cansado	tired
carro	car
China	China
cielo	sky

Spanish (Latin America)	English
cinturón	belt
ciudad	city
cocina	kitchen
cocina (cocinar)	cook
color	color
come (comer)	eat
comedor	dining room
computador	computer
corre (correr)	run
dormitorio	bedroom
duerme (dormir)	sleep
Egipto	Egypt
escribe (escribir)	write
esposa	wife
esposo	husband
Estados Unidos	United States
estar	living room
familia	family
flor	flower
Francia	France
fregadero	sink
frío	cold
gato	cat
grande	big
hambre	hungry
hermana	sister
hermano	brother
hija	daughter
hijo	son
hola	hello

Spanish (Latin America)	English
hombre	man
huevo	egg
inodoro	toilet
Italia	Italy
Japón	Japan
jeans	jeans
juega (jugar)	play
leche	milk
lee (leer)	read
libro	book
luna	moon
madre	mother
maestro	teacher
mamá	mom
maneja (manejar)	drive
manzana	apple
marrón	brown
médico	doctor
Moscú	Moscow
mujer	woman
nada (nadar)	swim
negro	black
niña	girl
niño	boy
no	no
Nueva York	New York
padre	father
padres	parents
país	country

Spanish (Latin America)	English
pan	bread
papá	dad
Paris	Paris
parque	park
pasto	grass
pelo	hair
pelota	ball
pequeña	small
periódico	newspaper
perro	dog
pescado	fish
policía	police officer
punte	bridge
quiero (querer)	love
radio	radio
rojo	red
Roma	Rome
rubio	blond
Rusia	Russia
sándwich	sandwich
sed	thirsty
sí	yes
silla	chair
sol	sun
suéter	sweater
tazón	bowl
traje	suit
ventana	window
verde	green
zapatos	shoes

Spanish (Spain)-English Word List

Spanish (Spain)	English
abrazar (abrazar)	hug
abuela	grandmother
abuelo	grandfather
adiós	goodbye
agua	water
amarillo	yellow
amigo	friend
andar (andar)	walk
arroz	rice
azul	blue
bajo	shorts
baño	bathroom
bebé	baby
bebe (beber)	drink
Beijing	Beijing
besa (besar)	kiss
bicicleta	bicycle
blanco	white
bocadillo	sandwich
bolígrafo	pen
Brasil	Brazil
caballo	horse
café	coffee
calcetines	socks
calor	hot
cama	bed
cansado	tired
China	China
cielo	sky
cinturón	belt
ciudad	city

Spanish (Spain)	English
coche	car
cocina	kitchen
cocina (cocinar)	cook
color	color
come (comer)	eat
comedor	dining room
conduce (conducir)	drive
corre (correr)	run
cuenco	bowl
dormitorio	bedroom
duerme (dormir)	sleep
Egipto	Egypt
escribe (escribir)	write
esposa	wife
esposo	husband
Estados Unidos	United States
estar	living room
estudiante	student
familia	family
flor	flower
Francia	France
fregadero	sink
frío	cold
gato	cat
grande	big
hambre	hungry
hermana	sister
hermano	brother
Hierba	grass
hija	daughter
hijo	son

Spanish (Spain)	English
hola	hello
hombre	man
huevo	egg
inodoro	toilet
Italia	Italy
Japón	Japan
jeans	jeans
jersey	sweater
juega (jugar)	play
leche	milk
lee (leer)	read
libro	book
luna	moon
madre	mother
mamá	mom
manzana	apple
marrón	brown
médico	doctor
Moscú	Moscow
mujer	woman
nada (nadar)	swim
negro	black
niña	girl
niño	boy
no	no
Nueva York	New York
ordenador	computer
padre	father
padres	parents
país	country

Spanish (Spain)	English
pan	bread
papá	dad
Paris	Paris
parque	park
pelo	hair
pelota	ball
pequeña	small
periódico	newspaper
perro	dog
pescado	fish
policía	police officer
profesor/profesora	teacher
puente	bridge
quiero (querer)	love
radio	radio
rojo	red
Roma	Rome
rubio	blond
Rusia	Russia
sed	thirsty
sí	yes
silla	chair
sol	sun
traje	suit
ventana	window
verde	green
zapatos	shoes

Swedish-English Word List

Swedish	English
ägg	egg
äpple	apple
äter	eat
badrum	bathroom
bälte	belt
bebis	baby
Beijing	Beijing
bil	car
blå	blue
blomma	flower
blont	blond (hair)
bok	book
boll	ball
Brasilien	Brazil
bro	bridge
bröd	bread
bror	brother
brun	brown
cykel	bicycle
dator	computer
diskho	sink
dotter	daughter
dricker	drink
Egypten	Egypt
elev	student
familj	family
farfar	grandpa
farfar/morfar	grandfather (paternal/maternal)
färg	color
farmor/mormor	grandmother (paternal/maternal)

Swedish	English
fisk	fish
flicka	girl
fönster	window
föräldrar	parents
Frankrike	France
fru	wife
fryser	cold
går	walk
gräs	grass
grön	green
gul	yellow
hår	hair
häst	horse
hej	hello
hej då	goodbye
himlen	sky
hund	dog
hungrig	hungry
Italien	Italy
ja	yes
Japan	Japan
jeans	jeans
kaffe	coffee
katt	cat
Kina	China
kök	kitchen
köra	drive
kostym	suit
kramar	hug
kvinna	woman
lagar mat	cook

Swedish	English
läkare	doctor
land	country
lärare	teacher
läsa	read
leker	play
liten	small
mamma	mom
mamma	mother
man	husband
man	man
måne	moon
matrum	dining room
mjölk	milk
Moskva	Moscow
nej	no
New York	New York
pappa	dad
pappa	father
Paris	Paris
park	park
penna	pen
pojke	boy
polis	police officer
pussar	kiss
radio	radio
ris	rice
röd	red
Rom	Rome
Ryssland	Russia
säng	bed

Swedish	English
shorts	shorts
simmar	swim
skål	bowl
skor	shoes
skriver	write
smörgås	sandwich
solen	sun
son	son
sover	sleep
sovrum	bedroom
springer	run
stad	city
stol	chair
stor	big
strumpor	socks
svart	black
syster	sister
tidning	newspaper
toalett	toilet
törstig	thirsty
tröja	sweater
trött	tired
tycker	love
USA	United States
vän	friend
vardagsrum	living room
varm	hot
vatten	water
vit	white

Turkish-English Word List

Turkish	English
aç	hungry
adam	man
aile	family
Amerika	United States
anne	mom
anne	mother
araba	car
araba	drive
arkadaş	friend
at	horse
ay	moon
ayakkabılar	shoes
baba	dad
baba	father
baba	parents
balık	fish
banyo	bathroom
bebek	baby
beyaz	white
bilgisayar	computer
bisiklet	bicycle
Brezilya	Brazil
büyük	big
çiçek	flower
çimenler	grass
Çin	China
çoraplar	socks
dede	grandpa
dedem	grandfather
doktor	doctor
ekmek	bread

Turkish	English
elma	apple
erkek çocuk	boy
erkek kardeş	brother
evet	yes
Fransız	France
gazete	newspaper
gökyüzü	sky
güneş	sun
hayır	no
hoşçakal	goodbye
içiyor (içecek)	drink
İtalya	Italy
Japonya	Japan
kadın	woman
kahve	coffee
kahverengi	brown
kalem	pen
karı	wife
kase	bowl
kazak	sweater
keci	cat
kemer	belt
kitap	book
kırmızı	red
kız	daughter
kız çocuk	girl
kız kardeş	sister
koca	husband
köpek	dog
köprü	bridge
koşma (koşmak)	run

Turkish	English
kot pantolon	jeans
kucaklıyor (kucaklamak)	hug
küçük	small
lavabo	sink
mavi	blue
merhaba	hello
Mısır	Egypt
Moskova	Moscow
mutfak	kitchen
New York	New York
nine	grandma
ninem	grandmother
öğrenci	student
öğretmen	teacher
oğul	son
okuyor (okumak)	read
öpüyor (öpmek)	kiss
oturma odası	living room
oynuyor (oynamak)	play
Paris	Paris
park	park
Pekin	Beijing
pencere	window
pilav	rice
polis memuru	police officer
radyo	radio
renk	color
Roma	Rome
Rusya	Russia

Turkish	English
saç	hair
sandalye	chair
sandviç	sandwich
sarı	blond
sarı	yellow
şehir	city
seviyor (sevmek)	love
siyah	black
sıcak	hot
şort	shorts
su	water
susuz	thirsty
süt	milk
takım elbise	suit
top	ball
tuvalet	toilet
ülke	country
üşüyor	cold
uyuyor (uyumak)	sleep
yatak	bed
yatak odası	bedroom
yazıyor (yazmak)	write
yemek	eat
yemek odası	dining room
yemek pişiriyor	cook
yeşil	green
yorgun	tired
yumurta	egg
yürüyor (yürümek)	walk
yüzebilir (yüzme)	swim

Vietnamese-English Word List

Vietnamese	English
Ai Cập	Egypt
ăn	eat
anh/em trai	brother
áo len	sweater
bà	grandmother
Bắc Kinh	Beijing
bác sĩ	doctor
bạn	friend
bánh mì	bread
bánh sandwich	sandwich
bát	bowl
bầu trời	sky
bé	baby
bố	father
bộ com lê	suit
bố mẹ	parents
bơi	swim
bồn rửa bát	sink
bồn vệ sinh	toilet
bóng	ball
bông hoa	flower
Braxin	Brazil
bút	pen
cá	fish
cà phê	coffee
cái cầu	bridge
cảnh sát	police officer
chào	goodbye
chào	hello
chạy	run
chị/em gái	sister

Vietnamese	English
chồng	husband
cỏ	grass
cô gái	girl
cô giáo	teacher
cơm	rice
con chó	dog
con gái	daughter
con mèo	cat
con trai	boy
con trai	son
công viên	park
cửa sổ	window
đài	radio
đàn bà	woman
đàn ông	man
đang chơi	playing
đang hôn	kissing
đang ôm	hugging
dây lưng	belt
đi bộ	walk
đọc	read
đói	hungry
đôi giày	shoes
ghế	chair
gia đình	family
giường	bed
học sinh	student
khát nước	thirsty
không	no
lái xe	drive
lạnh	cold

Vietnamese	English
mặt trăng	moon
mặt trời	sun
Matxcova	Moscow
màu	color
màu đen	black
màu đỏ	red
màu trắng	white
màu vàng	yellow
màu xanh da trời	blue
màu xanh lá cây	green
máy tính	computer
mẹ	mother
mệt	tired
một đôi tất	socks
nâu	brown
nấu ăn	cook
New York	New York
Nga	Russia
ngủ	sleep
ngựa	horse
nhà bếp	kitchen
Nhật Bản	Japan
nhỏ	small
nóng	hot
nước	country
nước	water
nước Mỹ	United States
ông	grandfather
Pari	Paris
Pháp	France

Vietnamese	English
phòng ăn	dining room
phòng khách	living room
phòng ngủ	bedroom
phòng tắm	bathroom
quả trứng	egg
quần jean	jeans
quần soóc	shorts
quyển sách	book
Rôma	Rome
sữa	milk
táo	apple
thành phố	city
to	big
tờ báo	newspaper
tóc	hair
Trung Quốc	China
uống	drink
vàng	blond
vâng	yes
viết	write
vợ	wife
xe đạp	bicycle
xe ô tô	car
Ý	Italy
yêu	love



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