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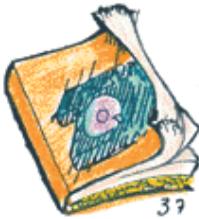
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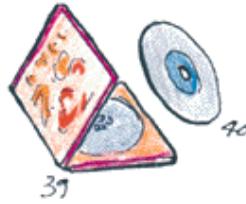
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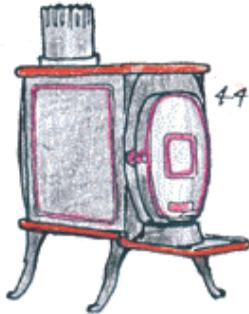
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This is a sample from the **English word list** at the back of Lexicarry.

The word list is keyed to the pictures and offers possible words English speakers would use. Here are the samples keyed to Places 131.

131. Living room p.100

- | | |
|---|---|
| 1. lamp | 25. curtains |
| 2. rocking chair | 26. to watch television (TV) |
| 3. telephone receiver | 27. to read the newspaper |
| 4. end table | 28. to tend the fire |
| 5. armchair/easy chair | 29. to straighten a picture |
| 6. footstool | 30. to water the plants |
| 7. rug | 31. to draw (pull) the curtains |
| 8. lampshade | 32. to take a nap (to snooze) |
| 9. couch/sofa | 33. to listen to music |
| 10. coffee table | 34. to dust |
| 11. fireplace | 35. to entertain guests |
| 12. mantle | 36. to move the furniture/
to rearrange the room |
| 13. mirror | 37. telephone book/directory |
| 14. cushion | 38. television programming guide |
| 15. picture | 39. compact disc case |
| 16. bookcase | 40. compact disc (CD) |
| 17. ceiling | 41. magazine |
| 18. wall | 42. paperback (book) |
| 19. beam | 43. hardcover book |
| 20. speaker | 44. (wood) stove |
| 21. stereo | 45. poker |
| 22. television stand | 46. pincers |
| 23. television (set) | 47. shovel |
| 24. videocassette player/
recorder (VCR) | 48. ashes/cinders |
| | 49. ash/cinder bucket |
| | 50. coal/ember |

When students work together they often know more words and expressions than an individual thinks he knows. When they begin sharing, lots of language “comes out.” Naturally, the more English students have been exposed to, the more they will have to share, so students work with Lexicarry at their own proficiency level.

Teacher: Ok, we’ve gone over the vocabulary. Now, imagine that you are in this living room. Decide with your partner what you would be doing.

Student A: Max and I would be listening to music.

Student B: Would you be listening to the radio or CDs?

*Use the arrow key for the English words and some explanation. Also see, **How to Use Lexicarry: Teacher’s Guide.***

Student A: We'd be listening to CDs. I don't see a radio.

Student B: It's there, under the plant.

Teacher: What else is there?

Student A: A stereo, a tape machine ...

Student C: A tape deck.

Student A: OK, a tape deck. And a VCR.

Teacher: Something has happened. Something's wrong. What do you think's happened?

Student D: I got a call, a telephone call. It was bad.

Teacher: OK. Max got a call. With your partner, decide what has happened to him, and write a little play about it. Max, what questions should they answer?

Max: What was I doing when the phone rang and why?

Why didn't I hang up the phone?

What time was it?

Where did I go?

Where am I now?

When am I coming back?

Teacher: That is a lot of questions. Try to use as much of the vocabulary as you can.

The word lists in English and other languages can be useful, but Lexicarry is most effective when students work together with someone who speaks the language.