



EVERYDAY ROUTINES: AN ENGLISH PICTURE KIT

A comprehensive “Keeper Kit” for your classroom library

Hello Educators and Parents,

Welcome! This complete set includes 48 illustration cards, 48 text-only cards, and 5 guided lessons designed to help learners master everyday routines through real-life English practice. Suitable for both children and adult learners, the lessons connect vocabulary to daily actions and situations while visual support builds confidence and encourages natural communication.

What’s Inside This Free Download:

- Colorful Hand-Drawn Illustrations: Clear Depictions of Everyday Life for Adults and Children
- 48 Picture Only + 48 Text Only (Brief Phrase + Complete Sentence) = 96 Flashcards
- Teacher’s Categorized Reference Chart of Routines
- Example Word Bank: Organized lists of Adverbs of Frequency, Prepositions of Place, Time Expressions, and Adjectives
- Introduction and Teacher / Parent Instructions
- 5 Lessons (Including *Do*, *Does*, *Doing*)

Use Entire Kit Throughout the Year!

Ways to Use This Kit:

Match & Master (Beginner): Lay the cards face up. Have students match the illustration to the text card. Start by reading the brief phrase (“Eat Breakfast”). Once mastered, challenge them to read the full sentence below it (“I eat breakfast in the morning”).

The Pronoun Switch (Intermediate): Practice pronoun-verb agreement. Hold up a card and ask the student to use different pronouns (and do or does, when appropriate) in complete sentences.

Teacher: “He...”

Student: “...eats breakfast in the morning.”

Student: “...does the laundry.”

Pronouns to practice: I, He, She, It, You, We, They

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The Tense Twist (Grammar Focus)

Practice Present Continuous Tense (Action in Progress). Ask students to describe what is happening right now in the picture.

- **Present Tense:** "I walk the dog."
- **Present Continuous Tense:** "I am walking the dog." / "She is cooking dinner." / "We are doing the dishes."

Build a Sentence (Advanced):

Use the cards as writing or speaking prompts. Challenge students to expand the sentence using words from the Example Word Bank or encourage them to brainstorm their own words.

Model Sentences: Putting it All Together

Show students how to combine routines with the Example Word Bank to create more detailed sentences:

- **Add Place:** "I do my homework in my bedroom."
- **Add Adjectives:** "I take a hot, bubble bath." / "I eat a healthy snack."
- **Change Tense:** "I am washing the car right now."
- **Add Sequencing:** "I eat dinner, then I do the dishes."
- **Add Reasoning:** "I get gas because the tank is empty."

Preparation Tip:

For best results, print the cards on cardstock and laminate the pages before cutting. You will create a durable set of 96 flashcards. Each text card includes both a simple phrase and a complete sentence, making the set perfect for matching games, sequencing activities, sentence building, and daily routine practice that can be reused year after year.

Recommendation:

We recommend reviewing the Introduction and Instructions pages before using the flashcards. These pages offer helpful guidance for presenting the flashcards and lessons effectively.

EVERYDAY ROUTINES

Morning & Hygiene (11)

Wake up • Make the bed • Wash my face • Brush my teeth • Take a shower • Brush my hair • Shave • Put on makeup • Get dressed • Wash hands • Tell the time

Work, School & Commute (11)

Go to school • Drive to work • Take the bus • Take the car • Work on the computer • Ask questions • Answer questions • Study • Do homework • Write • Call or text

Errands & Chores (12)

Clean the house • Do the laundry • Take out the trash • Go shopping • Get gas • Get the mail • Go to the bank • Pay bills • Feed the dog • Walk the dog • See the doctor • Go to the dentist

Meals, Leisure & Health (14)

Eat breakfast • Eat lunch • Eat a snack • Cook dinner • Eat dinner • Do the dishes • Eat at a restaurant • Drink water • Exercise • Relax • Play • Watch TV • Read a book • Go to bed

EXAMPLE WORD BANK — BOOST YOUR SENTENCES!

Encourage students to brainstorm in groups to add more words to these lists.

Frequency Adverbs (How Often?)

Always • Usually • Often • Sometimes • Never • Every day • Twice a week • Once a month • A lot

Time Expressions (When?)

In the morning • At noon • In the afternoon • At night • Before school • After work • On the weekend • Now • At 6:00

Prepositions of Place (Where?)

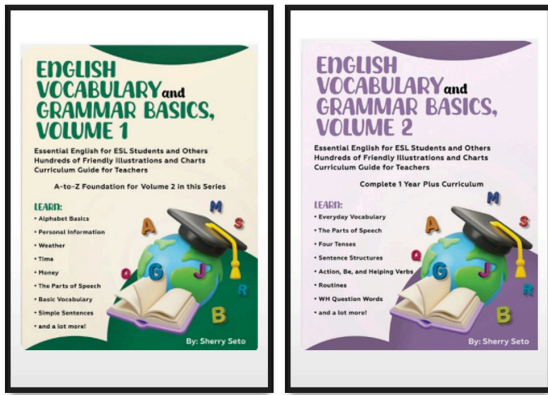
At home • At school • At the office • In the kitchen • In the bathroom • In the bedroom • In the city • At the park • At the store • In the car • On the bus

Adjectives (Describing Words)

Early • Late • Tired • Sleepy • Hungry • Thirsty • Hot • Cold • Messy • Clean • Old • New • Dirty
• Fast • Brown • Loud

Connecting Words (For Sequencing)

First • Next • Then • After that • Finally • And • But • Because



About This Free Flashcards Package

This free flashcards set offers a preview of the illustrations and lesson style used throughout English Vocabulary and Grammar Basics, Volumes 1 and 2.

The illustrations in this set reflect the same clear, friendly, and high-quality visuals used across both volumes to support vocabulary, grammar, and sentence development. Lessons are designed to be easy to follow and practical, making them suitable for children and adult learners in classrooms, tutoring, and homeschool settings.

English Vocabulary and Grammar Basics — Volume 1 (159 Pages)

Focuses on building a strong foundation.

Learners practice personal information, weather, time, money, essential everyday vocabulary, and basic parts of speech needed to begin forming simple sentences.

English Vocabulary and Grammar Basics — Volume 2 (337 Pages)

Expands and deepens learning.

Learners work with everyday vocabulary, parts of speech, four verb tenses, routines, sentence structure, action and helping verbs, be verbs, WH-questions, family relationships, food, clothes, shopping, feelings, health topics, maps, and more.

The free flashcards are designed to fit naturally into a larger learning progression. They may be used independently or introduced early and revisited as learners progress through English Vocabulary and Grammar Basics, Volumes 1 and 2, supporting instruction at multiple stages.

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Wake up.

I wake up in the
morning.

Brush teeth.

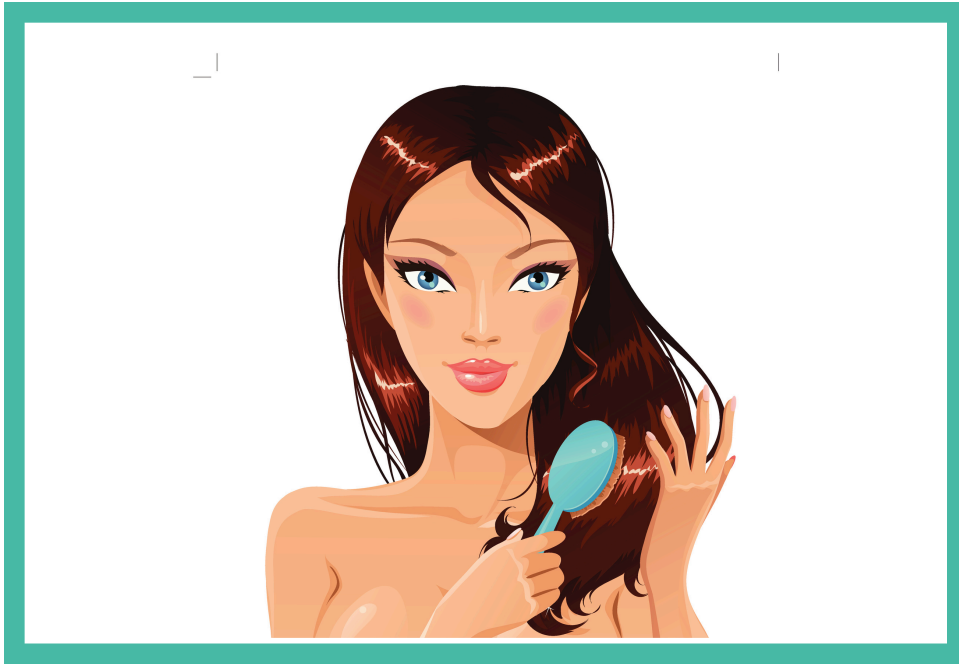
I brush my teeth
in the morning.

Make the bed.

I make the bed in
the morning.

Take a shower.

I take a shower in
the morning.



Brush hair.

I brush my hair in
the morning.

Put on make-up.

I put on make-up
in the morning.

Get dressed.

I get dressed in
the morning.

Shave.

I shave in the
morning.



Tell the time.

I tell the time in
the morning.

Eat breakfast.

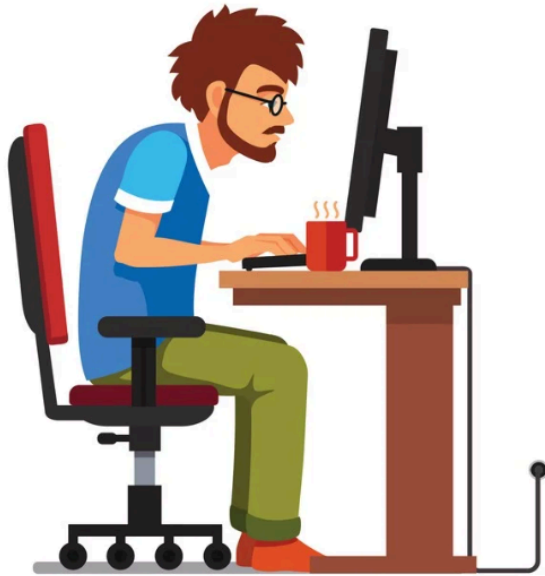
I eat breakfast in
the morning.

Take the bus.

I take the bus to
school.

Drive the car.

I drive the car to
work.



Work on the
computer.
I work on the
computer in the
afternoon.

Ask questions.
I ask questions at
school.

Answer questions.
I answer
questions at
school.

Clean the house.
I clean the house
in the afternoon.



Do the laundry.

I do the laundry
on Saturday.

Go shopping.

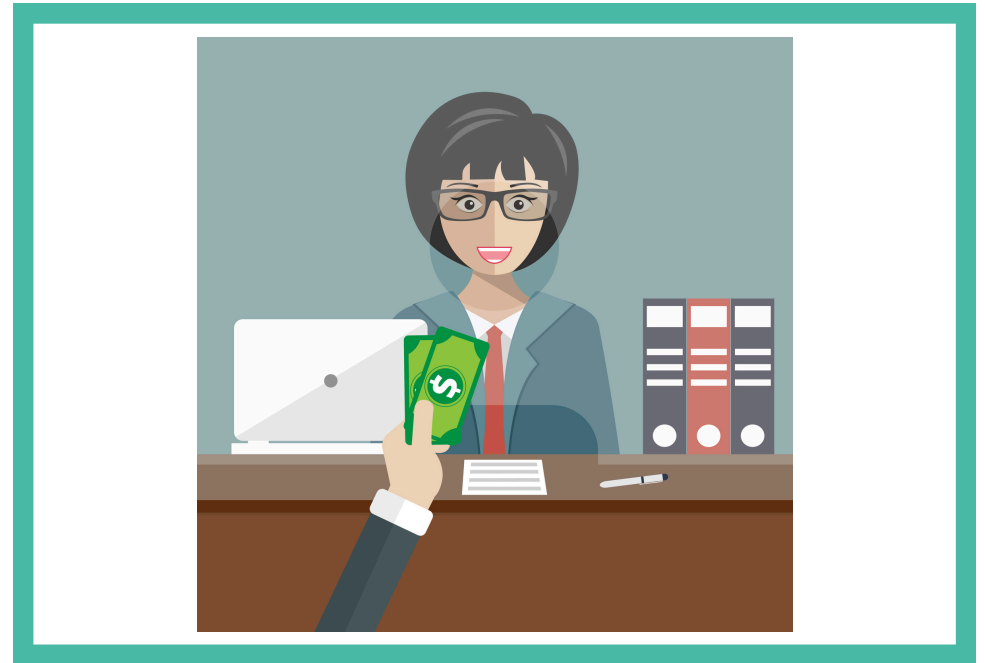
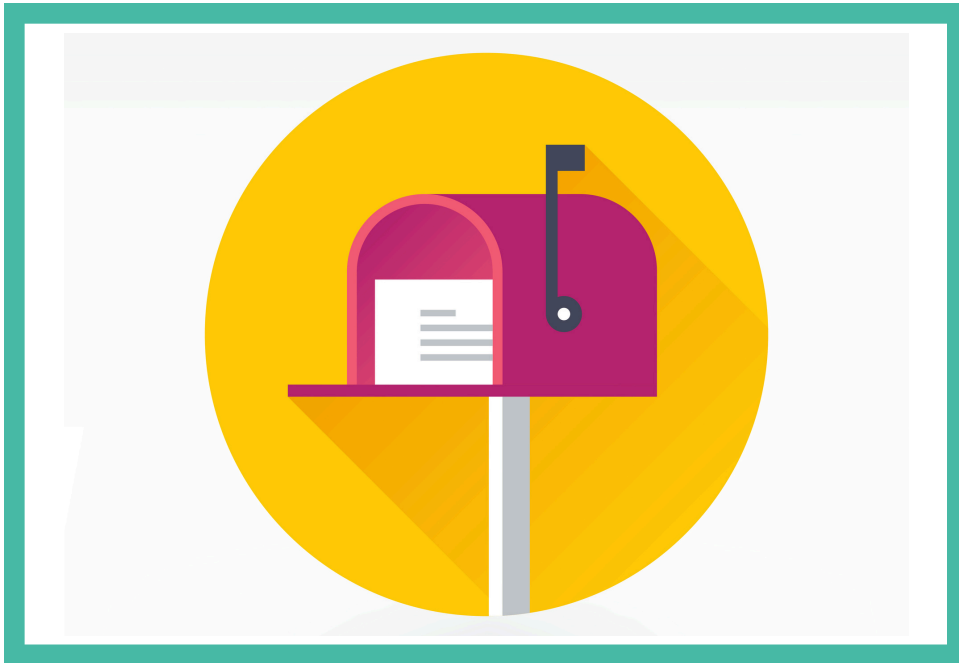
I go shopping on
the weekend.

Take out the trash.

I take out the trash
at night.

Get gas.

I get gas in my
car.



Get the mail.

I get the mail in
the afternoon.

Go to the bank.

I go to the bank in
the afternoon.

Do the bills.

I do the bills at
night.

Pay.

I pay the rent
every month.



Wash hands.

I wash my hands
before lunch.

Eat lunch.

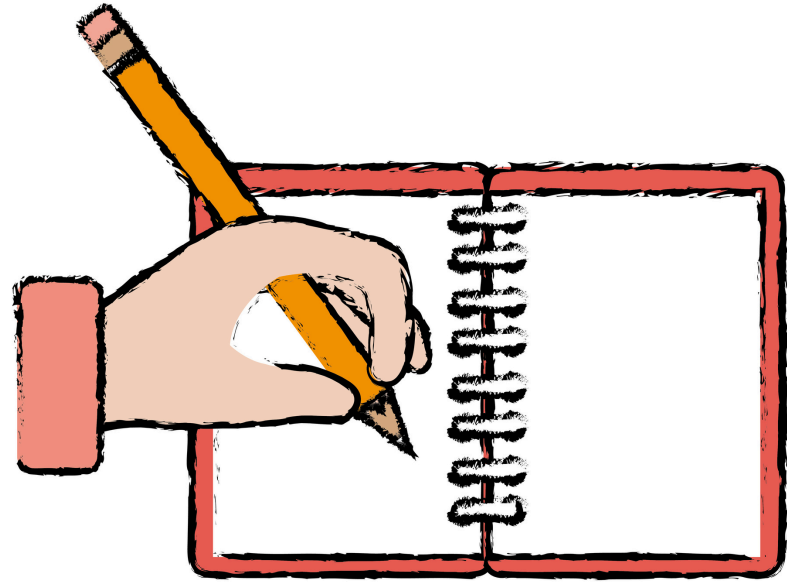
I eat lunch after I
wash my hands.

Exercise.

I usually exercise
every day.

Walk the dog.

I walk the dog in
the park.



Read.

I read a book to
my children at
night.

Write.

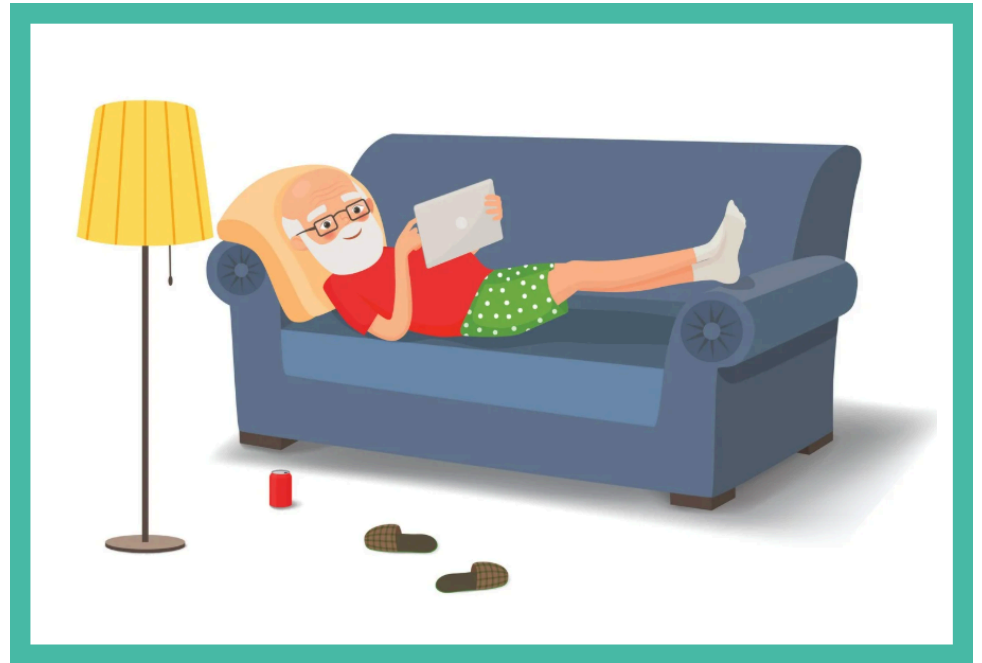
I write at home.

Cook dinner.

I cook dinner at
night.

Eat dinner.

I eat dinner at 6:30.
(six thirty)



Do the dishes.

I do the dishes
after I eat dinner.

Relax.

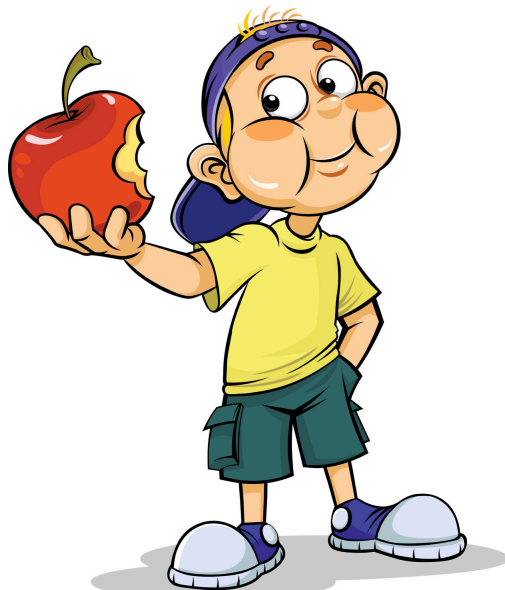
I relax after
dinner.

Study.

I study before I go
to bed.

Do homework.

I do my
homework before
dinner.



Call or text.

I call or text
people every day.

Get a haircut.

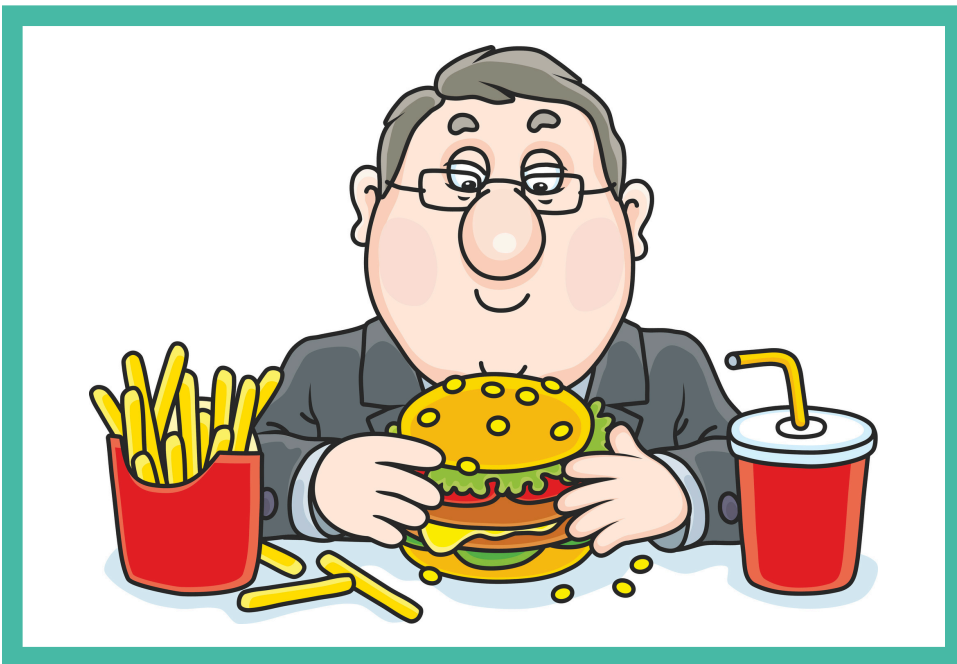
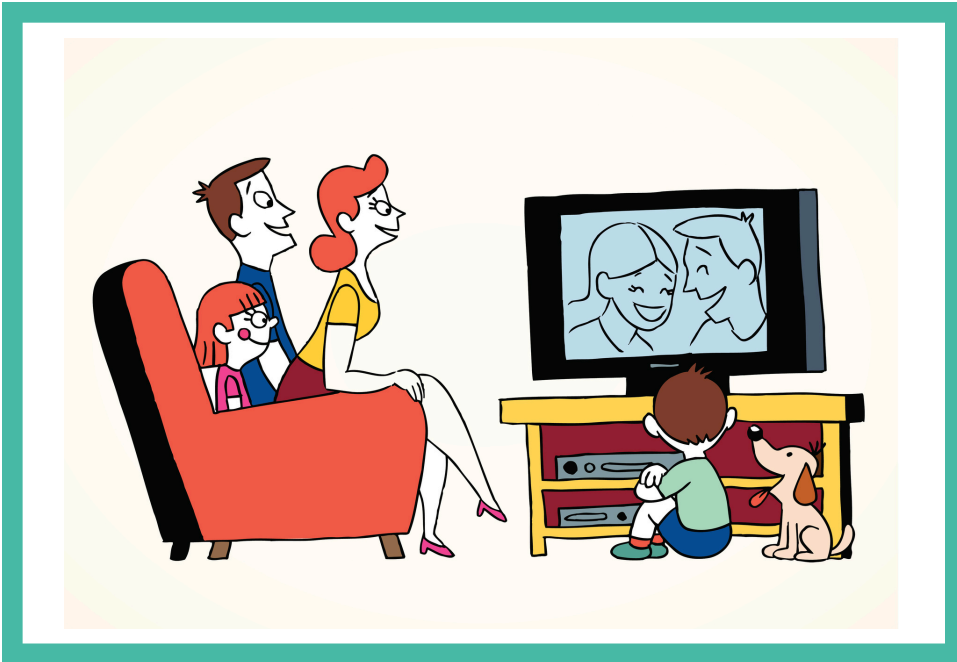
I get a haircut
every month.

Eat a snack.

I eat a snack
every day.

Drink.

I drink a glass of
water after I
exercise.



Watch TV.
(television)

I always watch TV
at night.

Feed the dog.

I feed the dog
every day.

Eat at a restaurant.

Sometimes I eat
at a restaurant.

Take a bath.

I take a bubble
bath before I go to
bed.



Go to bed.

(sleep)

I go to bed every
night at 10:00.

(ten o'clock)

See the doctor.

I see the doctor
every year.

Go to the dentist.

I go to the dentist
every six months.

Play.

I play with my
friend at the
beach.

Introduction and Teacher / Parent Instructions

How the Lessons Work: A Simple Guide for Teachers and Parents

These lessons are designed to help learners move from simple sentences to real communication—step by step, without pressure. Encourage participation during lessons but let shy learners observe until they are ready to volunteer--there is no need to rush. Progress happens when learners are confident and ready!

What Makes These Lessons Different





This kit is not a collection of random activities.
It is a structured learning pathway.

Start with short, successful phrases or sentences.
Add information gradually.

Learn time, order, and reasons naturally.
Revisit familiar routines at higher levels.
This is how real language develops.

Lesson Progression (CEFR-Aligned)

Each lesson builds directly on the one before it.
Do not skip ahead. The sequence is intentional.

-  Lesson 1 (A1): Build a sentence
-  Lesson 2 (A1): Add more information
-  Lesson 3 (A1 → Early A2): Talk about now and order
-  Lesson 4 (Early A2): Explain why

Lesson 1: Build a Sentence

 Foundation | CEFR A1

What learners do

Say one clear sentence about one routine.

Why this lesson comes first

Early success builds confidence.

One routine = one sentence

Introduces present tense naturally.

Teacher / Parent Focus

✓ Model first.

✓ Keep sentences short.

✓ Accuracy comes later.

Lesson 2: Add More Information

 Details | CEFR A1

What learners do:

Add place or simple descriptions to a sentence.

Why this lesson works:

Expands meaning without changing structure.

Keeps grammar stable.

Helps learners say more with confidence.

Teacher / Parent Focus

- ✓ Add one idea at a time.
- ✓ Reuse familiar routines.
- ✓ Stay controlled.

Lesson 3: Talk About Now and Order

 **Time & Sequence | CEFR A1 → Early A2**

What learners do:

Talk about what is happening now.
Say what happens first and next.

Why this lesson matters:

Reflects real-life English.
Connects routines to time.
Prepares learners for narration.

Teacher / Parent Focus

- ✓ Use now and then.
- ✓ Model naturally.
- ✓ Meaning matters more than form.

Lesson 4: Explain Why

 Reason | CEFR Early A2

What learners do:

Give simple reasons using because.

Why this lesson is powerful:

Moves learners from naming to explaining.

Builds independence.

Supports real communication.

Teacher / Parent Focus

✓ Accept simple reasons.

✓ Go slowly.

✓ This is a big step.

 Teaching Any Lesson: A Simple Routine

Step 1: Model. Speak clearly and slowly.

Then say the example sentence naturally.

Learners listen first.

Step 2: Practice

Learners complete sentences orally or in writing.

Encourage full sentences.

Step 3: Say It

Learners say sentences out loud.

Correct by modeling, not interrupting.

Repetition across days is expected and encouraged.

 Go at the learner's pace

Move forward when learners feel confident and ready.

An Important Note About Verb Progression

Do • Does • Doing

Some routines use the verb do (do the dishes, do the laundry, do homework, do the bills). This is intentional.

The verb *do* develops over time.

How the Verb “Do” Develops

Simple present tense

- I do the dishes.
- He does the laundry.

Present continuous tense

- I am doing the bills.
- She is doing homework.
- We are doing the laundry.

Learners do not learn all forms at once.

Review throughout the year.

(Students may also use these flashcards to practice the past tense, *did*!)

Teaching “Do” Without Overwhelming Students

Early Lessons (Lessons 1–2)

Use only I do...

Avoid pronoun switching.

Focus on meaning.

Example:

I do the dishes.

As Learners Progress (Lesson 3)

Model *doing* naturally.

No grammar explanation needed until later.

Review often.

Practice I do / he does / they do...

This lesson is best for confident learners.

Use This Kit Across the Year

This kit is designed for spiral learning.

- Practice routines at higher levels.
- Sentences grow longer.
- Grammar becomes clearer over time.

Making mistakes is normal and it is how we learn.

Understanding comes before accuracy.

★ Final Reminder: Trust the progression. Progress happens when learners are confident and ready.

Lesson 1: Build a Sentence

CEFR Level: A1

Focus

Simple present tense

One routine = one sentence

Look

Look at the routine cards.

Complete the sentences.

Examples:

Watch TV.

I watch TV.

Try it

1. I _____ breakfast.

2. I _____ the house.

3. I _____ dinner.

4. I _____ the dog.

5. I _____ to bed.

Say it

Read your sentences out loud.

Purpose

- Reinforces base present tense
- One routine = one sentence
- Foundation for all later expansion

Lesson 2: Add More Information

CEFR: A1

Add one more idea to the sentence.

Add Place

I watch TV in the living room.

I eat dinner at home.

Add Adjectives

I eat a healthy snack.

I drink cold water.

Try it

1. I watch TV _____.
2. I eat a _____ snack.
3. I read a book _____.

Say it
Say the full sentence.

Purpose

- Adds place + adjectives
- Still short, controlled
- Matches the routine cards perfectly

Lesson 3: Talk About Now and Order

CEFR: A1 → early A2

Look at the cards.
Say more.

Change Tense: Present to Present Continuous (Now)

I am cleaning the house right now.

I am cooking dinner now.

Explain that using *now* is for emphasis but not required (*now* is implied).

Add Sequencing

I eat dinner, then I do the dishes.

I wake up, then I brush my teeth.

Try it

1. I am _____ right now.

2. I _____, then I _____.

Purpose

- Introduces present continuous
- Introduces then
- Very common daily-life English

Lesson 4: Explain Why

CEFR: early A2

Say the reason

Examples:

I get gas because the tank is empty.

I go to bed early because I work tomorrow.

Try it

1. I _____ because _____.

2. I _____ because _____.

Say it

Say the whole sentence.

Purpose

- Introduces because
- Real communication
- High-value life language

Lesson 5: Do • Does • Doing and Talking About Daily Tasks

CEFR: A1 → Early A2

Lesson Focus

Learners practice:

do / does in the simple present tense

doing in the present continuous tense

This lesson uses familiar routines to build confidence with a high-frequency verb.

Look

Look at the routine cards.

Examples:

do the dishes

do the laundry

do the homework

Part 1: Simple Present — “Do / Does”

(CEFR A1)

Model:

I do the dishes.

You do the laundry.

He does the dishes.

She does the laundry.

Try It

1. I _____ the dishes.
2. He _____ the laundry.
3. They _____ the homework.

Say It

Say the full sentence out loud.

Can-Do Statement (A1)

I can talk about daily tasks using do and does.

Part 2: Present Continuous — “Doing”

(CEFR A1 → Early A2)

Model:

I am doing the dishes now.

She is doing the laundry right now.

Try It

1. I am _____ the dishes.
2. She is _____ the laundry.

Say It

Say the sentence out loud.

Can-Do Statement (Early A2)

I can say what I am doing now.

Part 3: Listen and Choose (Teacher-Led)

(Controlled Practice)

Learners choose or say the correct sentence based on teacher instructions.

The card alone is not enough—the tense and pronoun are given orally or in writing.

Model Instructions (Teacher / Parent):

- “Use the present tense.”
- “Use the present continuous tense.”
- “Use I.”
- “Use he.”
- “Use we.”

Practice Examples (Which one is correct?)

Teacher: “Use the *present tense*. Use *I*.”

- ☐ I do the dishes.
- ☐ I am doing the dishes.

Teacher: “Use the *present continuous tense*. Use *she*.”

- ☐ She does the laundry.
- ☐ She is doing the laundry.

Teacher: “Use the *present tense*. Use *they*.”

- ☐ They do the homework.
- ☐ They are doing the homework.

Say It
Say the full sentence out loud.

Can-Do Statement
I can choose the correct verb form when the tense and pronoun are given.

Part 4: Speak Freely (Optional Extension)

(Early A2)

Complete the sentence with your own ideas.

- 1. I do _____ every day.
- 2. I am doing _____ now.

Teaching Tips (Built into the Lesson)

- Start with I do... before switching pronouns.
- Model sentences instead of explaining rules. Work rules into the lessons as the year goes on.
- Accept partial accuracy early.
- Revisit this lesson often.

Why This Lesson Matters
The verb *do* appears early and often in real English.

This lesson helps learners:

- Build confidence
- Avoid overload
- Connect meaning to form
- Use grammar naturally

Final Reminder
Learners do not need to master all forms at once.
Understanding comes before accuracy.

Do / Does / Doing Answer Key & Progression Guide

Part 1: Simple Present — Answers

Pronoun Correct Form

I do

You do

He does

She does

We do

They do

Part 2: Present Continuous — Answers

Pronoun Correct Form

I am doing

You are doing

He is doing

She is doing

We are doing

They are doing

Part 3: Listen and Choose — Key Notes

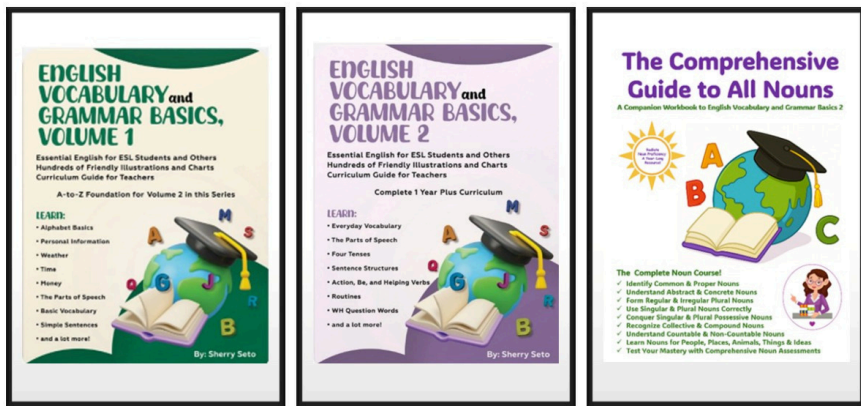
- The teacher sets the pronoun and tense.
- Learners select or say the correct sentence.
- All sentences are correct only if tense + pronoun match the instructions.

Example Teacher Script:

- “Present tense. I.” → I do the dishes.
- “Present continuous. She.” → She is doing the laundry.
- “Present tense. They.” → They do the homework.

Progression Guide

1. Start with I do... sentences (Part 1, Lessons 1–2).
2. Introduce other pronouns gradually.
3. Move to present continuous tense when learners can produce full sentences confidently (Part 2, Lesson 3).
4. Use teacher-led listening / choose activities (Part 3).
5. Optional free speech / extension (Part 4, Lesson 4).
6. Revisit frequently across the year—spiral learning reinforces accuracy and fluency.



English Vocabulary and Grammar Basics Volumes 1 and 2

English Vocabulary and Grammar Basics, Volumes 1 and 2 are complete, carefully structured curriculums designed for children and adults. These books provide a clear learning path from foundational vocabulary to confident sentence writing—saving teachers, parents, and tutors time searching for resources while giving students the confidence they need to succeed.

Both Volumes Feature:

- Classroom-tested, well-sequenced lessons
- Hundreds of colorful, friendly illustrations that support comprehension
- Easy-to-follow charts with most lessons
- Teacher guidance, unit reviews, and answer keys
- Ideal for ESL/ELL classrooms, homeschooling, tutoring, adult education, and all English grammar learners

The Comprehensive Guide to All Nouns

The Comprehensive Guide to All Nouns is a carefully structured workbook that helps English learners confidently master all major noun forms while reinforcing grammar and expanding the vocabulary taught in English Vocabulary and Grammar Basics, Volume 2. Designed as the perfect companion to Volume 2, it moves learners from clear, foundational explanations to practical, real-life application through guided, scaffolded practice. Ideal for classrooms, tutoring programs, and independent study.

English Vocabulary and Grammar Basics 1 & 2 Sample Lessons

Unit 1: English Basics

Learn the English alphabet and numbers.

Write the letters and numbers in the boxes.

1. A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

1. One 2. Two 3. Three 4. Four 5. Five 6. Six 7. Seven 8. Eight 9. Nine 10. Ten

Write the words in the boxes.

1. Apple 2. Banana 3. Cherry 4. Date 5. Egg 6. Fig 7. Grape 8. Honey 9. Ice cream 10. Jam

Write the words in the boxes.

1. Apple 2. Banana 3. Cherry 4. Date 5. Egg 6. Fig 7. Grape 8. Honey 9. Ice cream 10. Jam

Unit 2: Personal Information

Name, Address, Phone Number, and Email Address

Write the information in the boxes.

1. What is your name? Name: _____

2. What is your address? Address: _____

3. What is your phone number? Phone number: _____

4. What is your email address? Email address: _____

Unit 3: Personal Information

Age, Height, Weight, and Hair Color

Write the information in the boxes.

1. How old are you? Age: _____

2. How tall are you? Height: _____

3. How much do you weigh? Weight: _____

4. What is your hair color? Hair color: _____

Unit 4: Weather

Write the words in the boxes.

1. Sunny 2. Cloudy 3. Rainy 4. Windy 5. Snowy 6. Foggy 7. Stormy 8. Breezy 9. Clear 10. Partly cloudy

Unit 5: Seasons

Write the words in the boxes.

1. Spring 2. Summer 3. Autumn 4. Winter 5. Year 6. Month 7. Day 8. Week 9. Hour 10. Minute

Unit 6: Prepositions and the Weather

Write the words in the boxes.

1. In 2. On 3. At 4. Under 5. Between 6. Next to 7. Far from 8. Close to 9. Inside 10. Outside

Unit 7: Money

Write the words in the boxes.

1. Penny 2. Nickel 3. Dime 4. Quarter 5. Dollar 6. Euro 7. Pound 8. Yen 9. Rupee 10. Dollar

Unit 8: Numbers

Write the words in the boxes.

1. One 2. Two 3. Three 4. Four 5. Five 6. Six 7. Seven 8. Eight 9. Nine 10. Ten

Unit 9: The Body

Write the words in the boxes.

1. Head 2. Neck 3. Shoulder 4. Arm 5. Elbow 6. Wrist 7. Hand 8. Fingers 9. Thumb 10. Palm

Unit 10: Personal Information

Write the words in the boxes.

1. Name 2. Address 3. Phone number 4. Email address 5. Age 6. Height 7. Weight 8. Hair color 9. Eye color 10. Skin color

Unit 11: Prepositions

Write the words in the boxes.

1. In 2. On 3. At 4. Under 5. Between 6. Next to 7. Far from 8. Close to 9. Inside 10. Outside

Unit 12: Prepositions and the Weather

Write the words in the boxes.

1. In 2. On 3. At 4. Under 5. Between 6. Next to 7. Far from 8. Close to 9. Inside 10. Outside

Unit 13: The House and Furniture

Write the words in the boxes.

1. Living room 2. Kitchen 3. Bedroom 4. Bathroom 5. Hallway 6. Entry 7. Porch 8. Deck 9. Garden 10. Yard

Unit 14: Weather

Write the words in the boxes.

1. Sunny 2. Cloudy 3. Rainy 4. Windy 5. Snowy 6. Foggy 7. Stormy 8. Breezy 9. Clear 10. Partly cloudy

Unit 15: Personal Information

Write the words in the boxes.

1. Name 2. Address 3. Phone number 4. Email address 5. Age 6. Height 7. Weight 8. Hair color 9. Eye color 10. Skin color

Unit 16: Seasons

Write the words in the boxes.

1. Spring 2. Summer 3. Autumn 4. Winter 5. Year 6. Month 7. Day 8. Week 9. Hour 10. Minute

Unit 17: Prepositions

Write the words in the boxes.

1. In 2. On 3. At 4. Under 5. Between 6. Next to 7. Far from 8. Close to 9. Inside 10. Outside

Unit 18: Prepositions and the Weather

Write the words in the boxes.

1. In 2. On 3. At 4. Under 5. Between 6. Next to 7. Far from 8. Close to 9. Inside 10. Outside

Unit 19: The House and Furniture

Write the words in the boxes.

1. Living room 2. Kitchen 3. Bedroom 4. Bathroom 5. Hallway 6. Entry 7. Porch 8. Deck 9. Garden 10. Yard

Unit 20: Weather

Write the words in the boxes.

1. Sunny 2. Cloudy 3. Rainy 4. Windy 5. Snowy 6. Foggy 7. Stormy 8. Breezy 9. Clear 10. Partly cloudy

Unit 21: Personal Information

Write the words in the boxes.

1. Name 2. Address 3. Phone number 4. Email address 5. Age 6. Height 7. Weight 8. Hair color 9. Eye color 10. Skin color

Unit 22: Seasons

Write the words in the boxes.

1. Spring 2. Summer 3. Autumn 4. Winter 5. Year 6. Month 7. Day 8. Week 9. Hour 10. Minute

Unit 23: Prepositions

Write the words in the boxes.

1. In 2. On 3. At 4. Under 5. Between 6. Next to 7. Far from 8. Close to 9. Inside 10. Outside

Unit 24: Prepositions and the Weather

Write the words in the boxes.

1. In 2. On 3. At 4. Under 5. Between 6. Next to 7. Far from 8. Close to 9. Inside 10. Outside

Thank You for Teaching with Heart!

Learning a new language is a journey that takes time. Confidence isn't built in a day—it grows through repetition, patience, and steady practice.

Adapt these flashcards and lessons to fit your learner's pace.

Revisit them often and trust your instincts to only move forward when your learner feels confident and ready.

Remember: small steps, practiced consistently, create the path to real communication. You are doing important work!

Teaching with Joy,
Sherry Seto

