



# 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

## 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?)

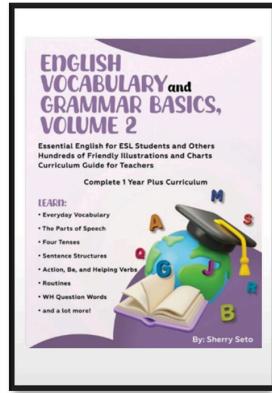
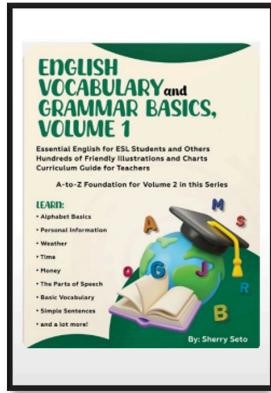
At home • At school • At the office • In the kitchen • In the bathroom • In the bedroom • In the city • At the park • At the store • In the car • On the bus

### 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.

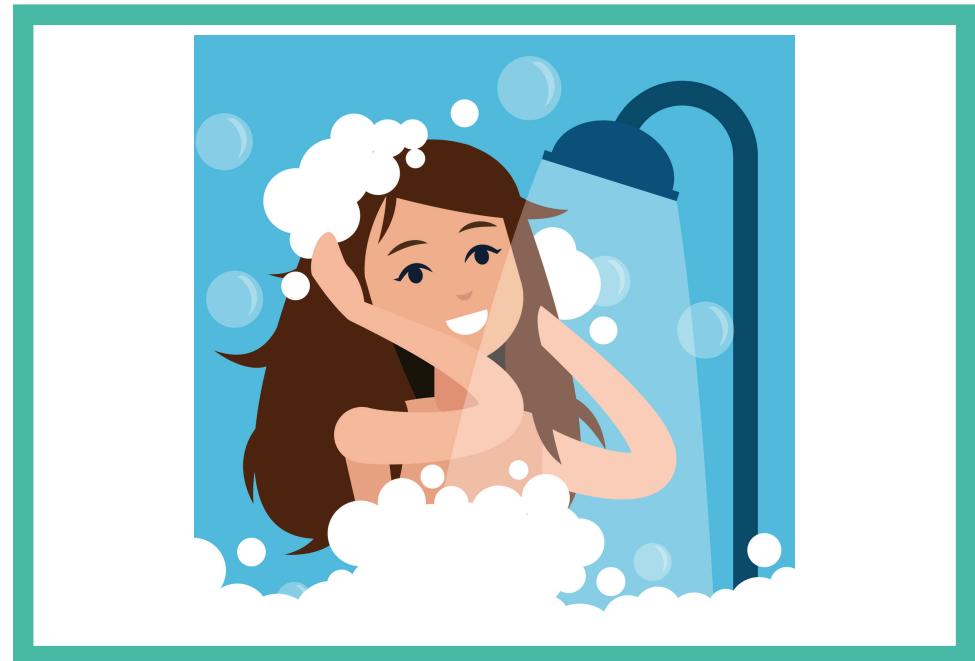
Learners practice personal information, weather, time, money, essential everyday vocabulary, and basic parts of speech needed to begin forming simple sentences.

### 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.



Wake up.

I wake up in the morning.

Brush teeth.

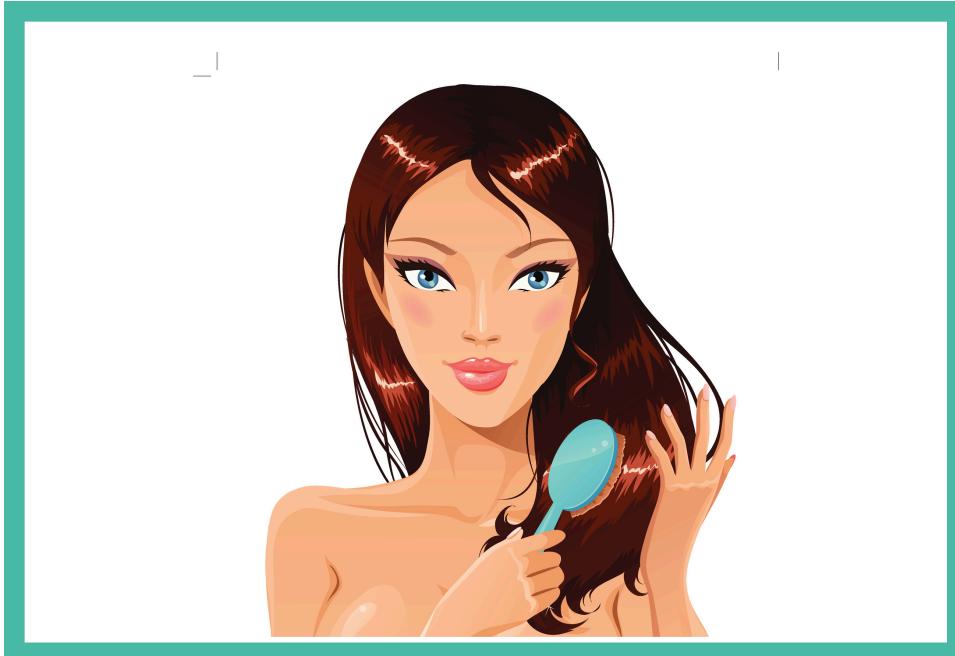
I brush my teeth in the morning.

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.

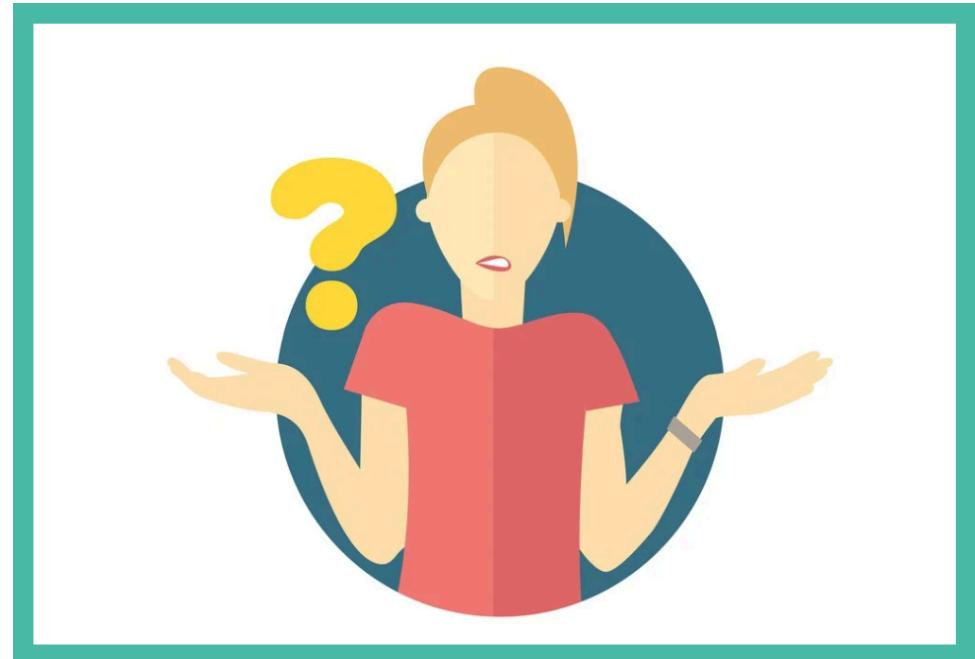
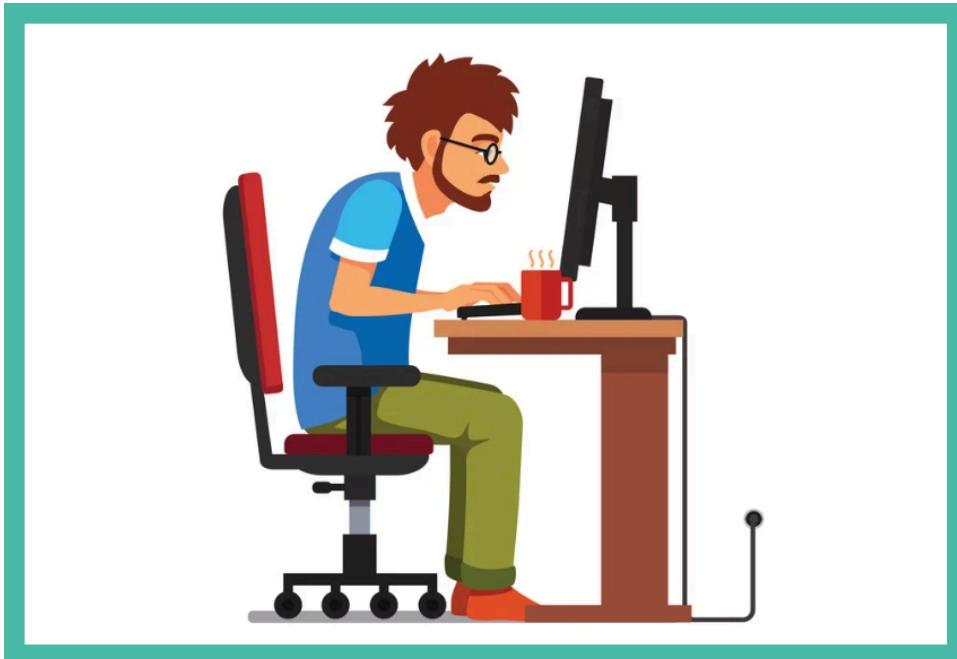
I eat breakfast in  
the morning.

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.

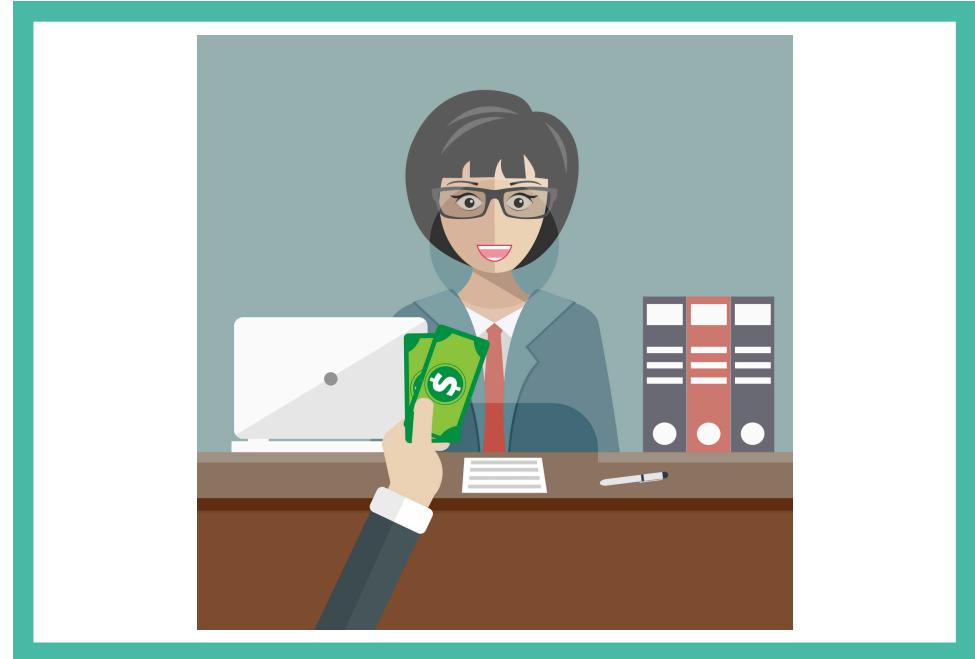
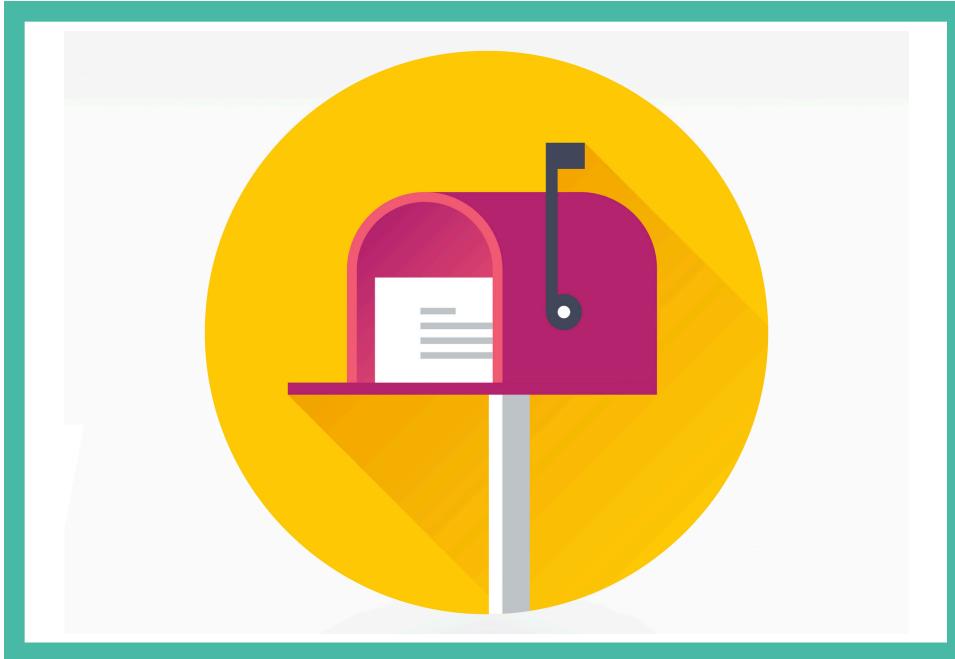
I go shopping on  
the weekend.

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.

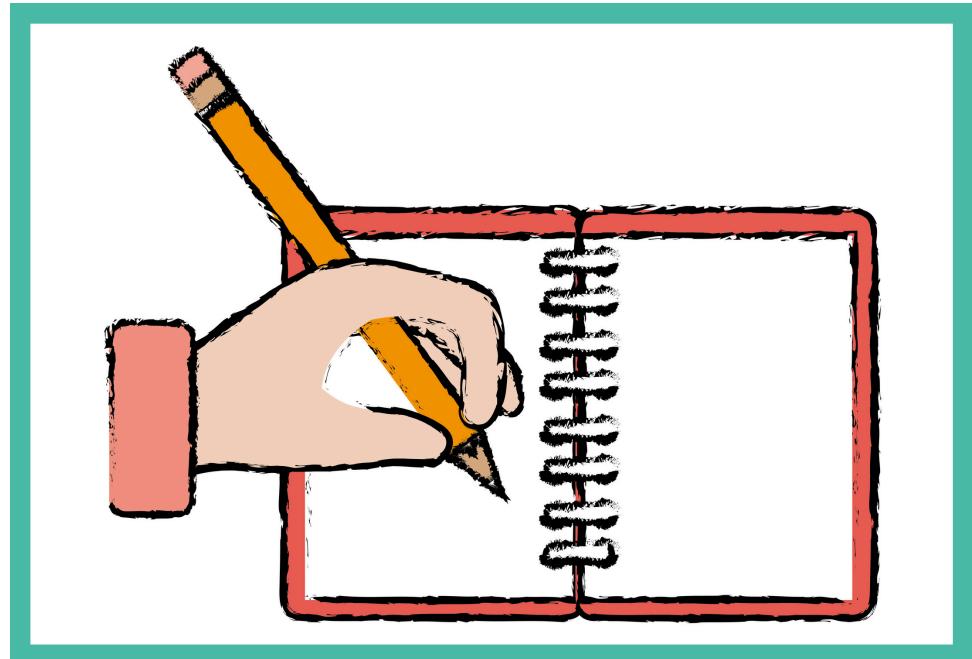
I eat lunch after I wash my hands.

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.

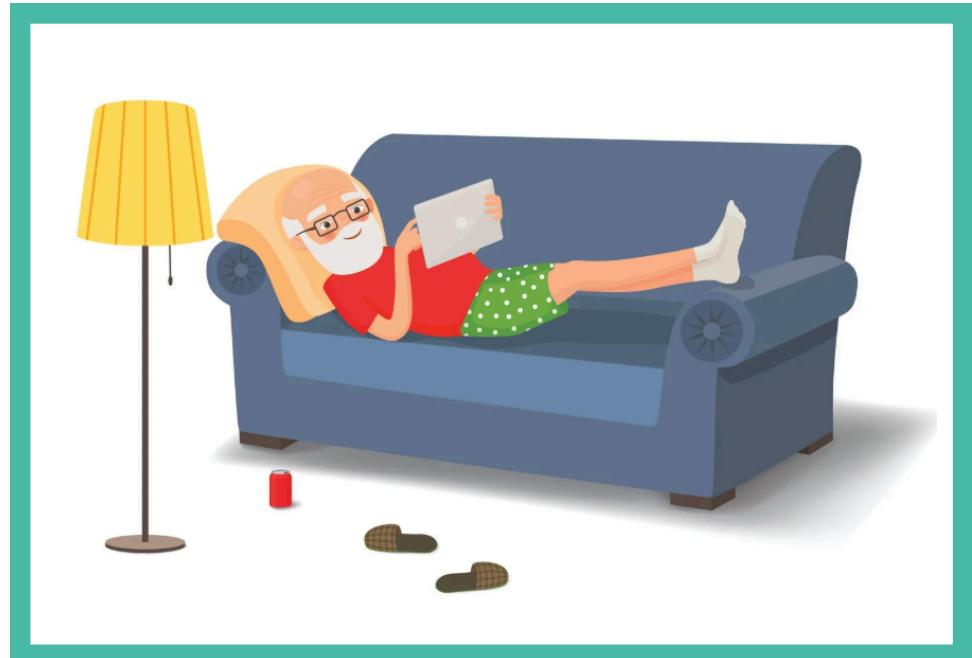
I write at home.

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.

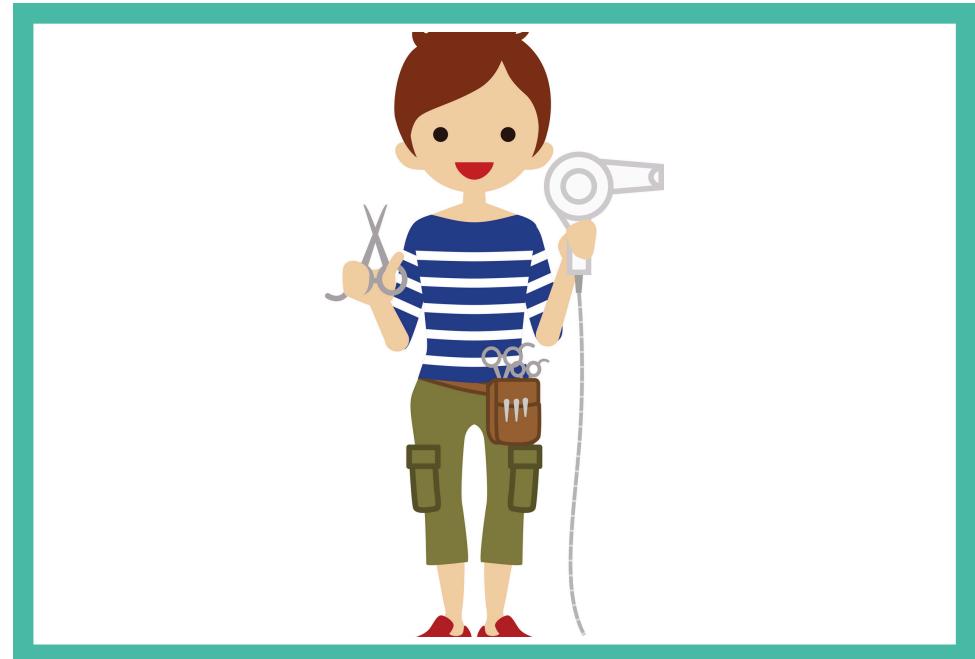
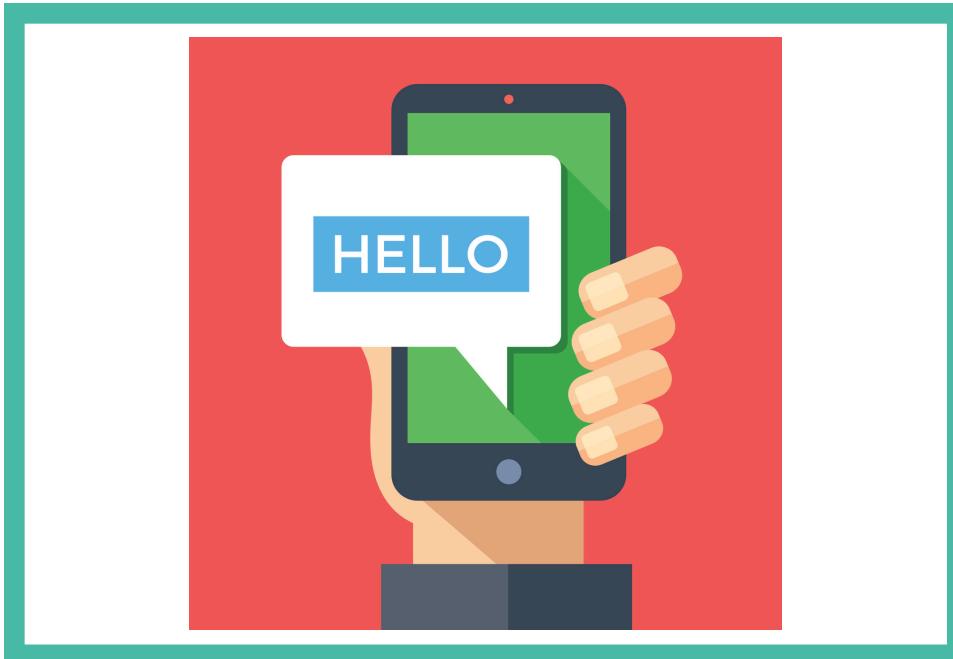
I relax after  
dinner.

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.

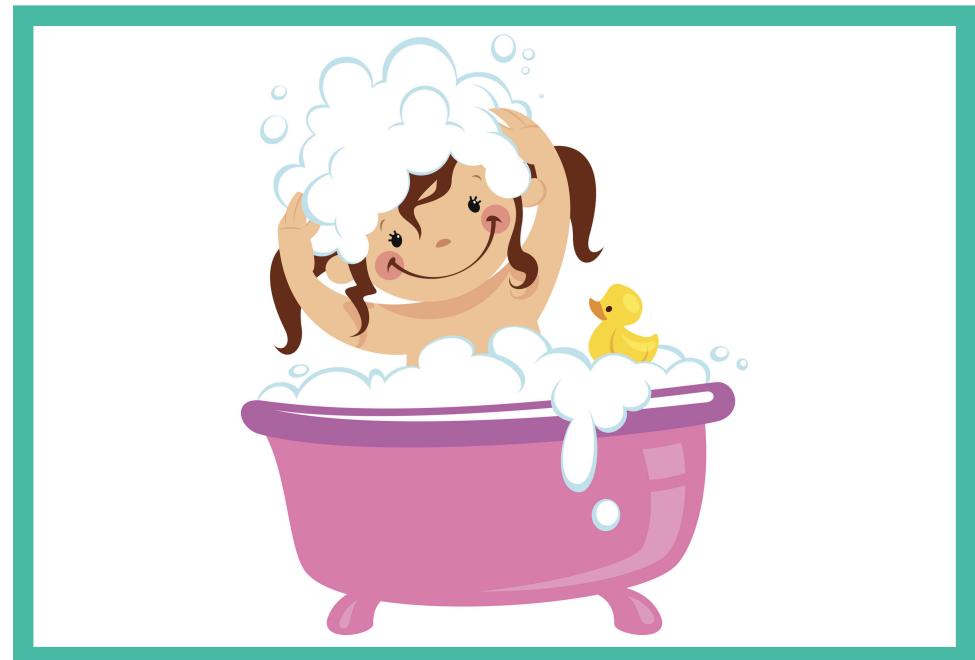
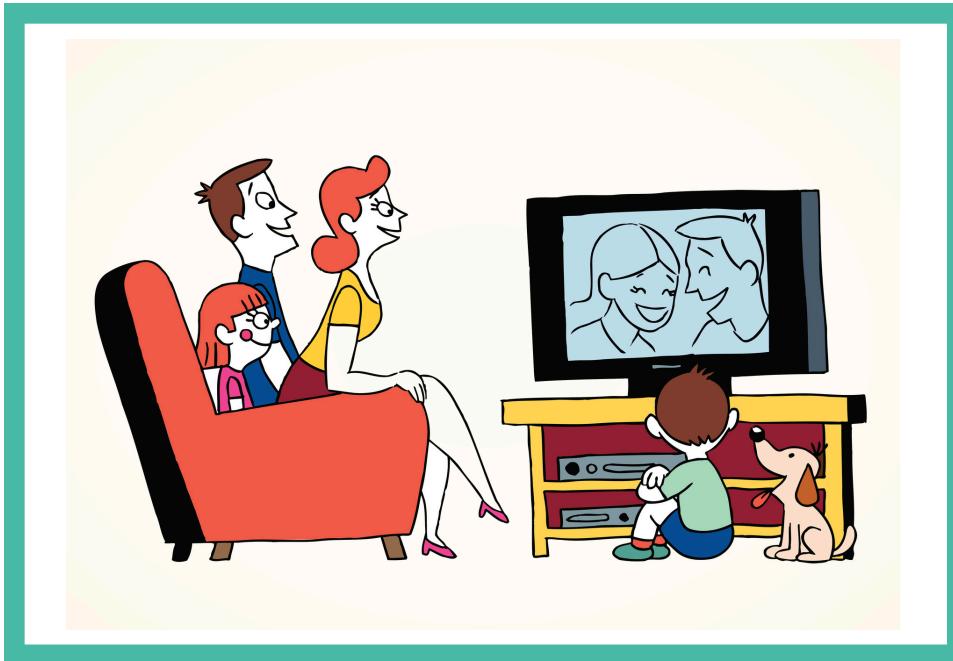
I get a haircut  
every month.

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.

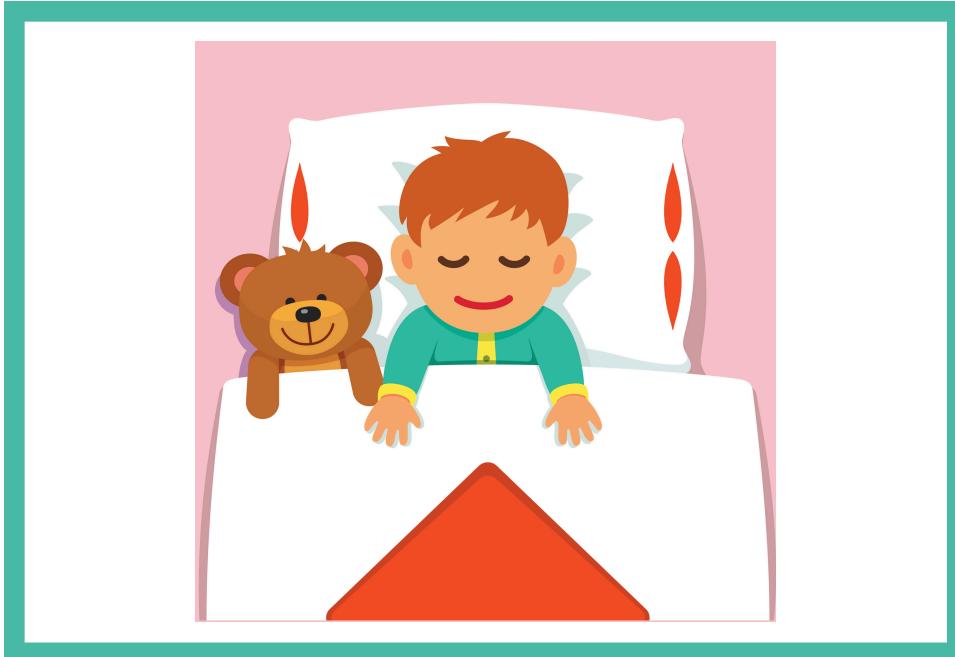
I feed the dog  
every day.

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*!)

## 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

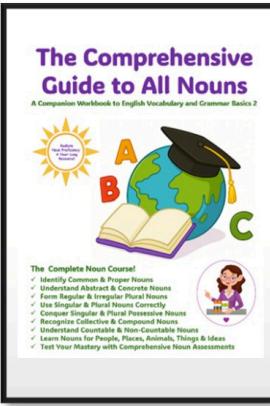
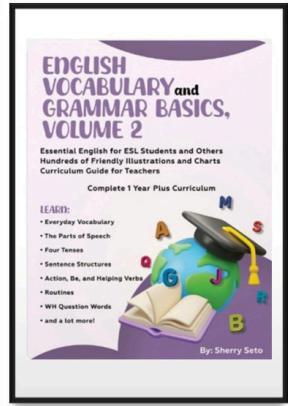
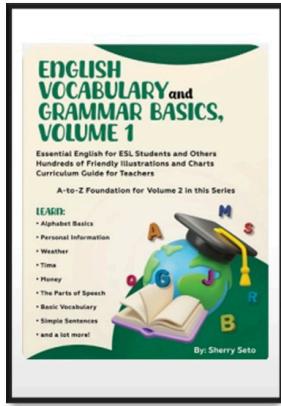
- The teacher sets the pronoun and tense.
- Learners select or say the correct sentence.
- All sentences are correct only if tense + pronoun match the instructions.

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.

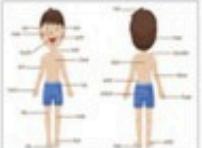
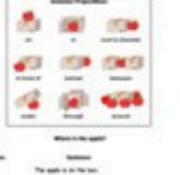
### Both Volumes Feature:

- 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

<b>Unit 1 Alphabet Basics</b> <b>Letters and Sounds</b>  <p>Letters &amp; Sounds: Study the examples. Fill in your answers.</p> <p>1. What is a vowel? My name is <b>Grace</b>. Grace starts with a <b>vowel</b>.</p> <p>2. What is your surname? My last name is <b>Smith</b>. Smith starts with a <b>consonant</b>.</p> <p>3. What is your phone number? My phone number is <b>123-4567</b>.</p> <p>4. What is your address? My address is <b>123 Main Street, New York, NY 10001</b>.</p> <p>5. What is your name? My name is <b>Grace Smith</b>.</p> <p>6. What is your first name? My first name is <b>Grace</b>.</p> <p>7. What is your last name? My last name is <b>Smith</b>.</p>	<b>Unit 1 Personal Information</b> <b>Name, Address, Phone Numbers, and Blood Address</b> <p>Letters &amp; Sounds: Study the examples. Fill in your answers.</p> <p>1. What is your name? My name is <b>Grace A. Smith</b>. Grace starts with a <b>vowel</b>.</p> <p>2. What is your address? My address is <b>123 Main Street, New York, NY 10001</b>.</p> <p>3. What is your phone number? My phone number is <b>123-4567</b>.</p> <p>4. What is your email address? My email address is <b>grace.smith@example.com</b>.</p> <p>5. What is your blood type? My blood type is <b>O+</b>.</p>	<b>Unit 1 Personal Information</b> <b>Hobbies and Hobbies</b>  <p>Hobbies &amp; Hobbies: Study the examples. Fill in your answers.</p> <p>1. What is your hobby? My hobby is <b>Reading</b>.</p> <p>2. What is your hobby? My hobby is <b>Swimming</b>.</p> <p>3. What is your hobby? My hobby is <b>Cooking</b>.</p> <p>4. What is your hobby? My hobby is <b>Painting</b>.</p> <p>5. What is your hobby? My hobby is <b>Reading</b>.</p> <p>6. What is your hobby? My hobby is <b>Swimming</b>.</p> <p>7. What is your hobby? My hobby is <b>Cooking</b>.</p> <p>8. What is your hobby? My hobby is <b>Painting</b>.</p> <p>9. What is your hobby? My hobby is <b>Reading</b>.</p> <p>10. What is your hobby? My hobby is <b>Swimming</b>.</p>	<b>Unit 1 Objects</b> <b>Household Objects</b>  <p>Household Objects: Study the objects. Fill in the boxes.</p> <p>1. _____ is a _____.</p> <p>2. _____ is a _____.</p> <p>3. _____ is a _____.</p> <p>4. _____ is a _____.</p> <p>5. _____ is a _____.</p> <p>6. _____ is a _____.</p> <p>7. _____ is a _____.</p> <p>8. _____ is a _____.</p> <p>9. _____ is a _____.</p> <p>10. _____ is a _____.</p>	<b>Unit 1 Objects</b> <b>Household Objects</b>  <p>Household Objects: Study the objects. Fill in the boxes.</p> <p>1. _____ is a _____.</p> <p>2. _____ is a _____.</p> <p>3. _____ is a _____.</p> <p>4. _____ is a _____.</p> <p>5. _____ is a _____.</p> <p>6. _____ is a _____.</p> <p>7. _____ is a _____.</p> <p>8. _____ is a _____.</p> <p>9. _____ is a _____.</p> <p>10. _____ is a _____.</p>	<b>Unit 2 Pictures and the Weather</b> <b>Seasons and Weather</b>  <p>Seasons &amp; Weather: Study the objects. Fill in the boxes.</p> <p>1. _____ is in the _____.</p> <p>2. _____ is in the _____.</p> <p>3. _____ is in the _____.</p> <p>4. _____ is in the _____.</p> <p>5. _____ is in the _____.</p> <p>6. _____ is in the _____.</p> <p>7. _____ is in the _____.</p> <p>8. _____ is in the _____.</p> <p>9. _____ is in the _____.</p> <p>10. _____ is in the _____.</p>																																																																																																														
<b>Unit 2 Money</b> <b>Money and Symbols</b>  <p>Money &amp; Symbols: Study the symbols. Fill in the boxes.</p> <p>1. This is a <b>cent</b>.</p> <p>2. This is a <b>dollar</b>.</p> <p>3. This is a <b>pound</b>.</p> <p>4. This is a <b>euro</b>.</p> <p>5. This is a <b>yen</b>.</p> <p>6. This is a <b>centavo</b>.</p> <p>7. This is a <b>peso</b>.</p> <p>8. This is a <b>rupee</b>.</p> <p>9. This is a <b>lei</b>.</p> <p>10. This is a <b>lei</b>.</p>	<b>Unit 2 Money</b> <b>Counting Money</b>  <p>Counting Money: Count the money. Fill in the boxes with the numbers example. Fill in the boxes with the numbers example.</p> <p>1. _____ dollars.</p> <p>2. _____ dollars.</p> <p>3. _____ dollars.</p> <p>4. _____ dollars.</p> <p>5. _____ dollars.</p> <p>6. _____ dollars.</p> <p>7. _____ dollars.</p> <p>8. _____ dollars.</p> <p>9. _____ dollars.</p> <p>10. _____ dollars.</p>	<b>Unit 2 My Body</b>  <p>My Body: Study the diagram. Fill in the boxes with the numbers example. Fill in the boxes with the numbers example.</p> <p>1. _____ shoulder.</p> <p>2. _____ shoulder.</p> <p>3. _____ shoulder.</p> <p>4. _____ shoulder.</p> <p>5. _____ shoulder.</p> <p>6. _____ shoulder.</p> <p>7. _____ shoulder.</p> <p>8. _____ shoulder.</p> <p>9. _____ shoulder.</p> <p>10. _____ shoulder.</p>	<b>Unit 2 Prepositional Phrases and Verbs</b> <b>Verbs</b>  <p>Prepositional Phrases and Verbs: Study the examples. Fill in the boxes.</p> <p>1. They walk <b>on</b> earth.</p> <p>2. He takes a <b>shower</b>.</p> <p>3. He brushes <b>his teeth</b>.</p> <p>4. He gets <b>dressed</b>.</p> <p>5. He eats <b>breakfast</b> every day.</p> <p>6. The person above shows the basic body parts.</p> <p>7. Name: <b>George</b> is <b>in</b> a <b>room</b>. <b>George</b> is <b>near</b> <b>the chair</b>. <b>George</b> is <b>near</b> <b>the table</b>.</p> <p>8. Use the word <b>near</b> for <b>preposition</b>. Use the word <b>near</b> for <b>verb</b> (near <b>the chair</b>). Use the word <b>near</b> for <b>preposition</b>. Use the word <b>near</b> for <b>verb</b> (near <b>the chair</b>).</p> <p>9. George <b>is</b> <b>near</b> <b>the chair</b>.</p> <p>10. The person above shows the basic body parts.</p>	<b>Unit 2 Prepositional Phrases and Verbs</b> <b>Verbs</b>  <p>Prepositional Phrases and Verbs: Study the examples. Fill in the boxes.</p> <p>1. Where is <b>the ball</b>?</p> <p>2. The <b>ball</b> is <b>in</b> <b>the room</b>.</p> <p>3. Where is <b>the ball</b>?</p> <p>4. The <b>ball</b> is <b>in</b> <b>the chair</b>.</p> <p>5. Where is <b>the ball</b>?</p> <p>6. The <b>ball</b> is <b>on</b> <b>the chair</b>.</p> <p>7. Where is <b>the ball</b>?</p> <p>8. The <b>ball</b> is <b>under</b> <b>the chair</b>.</p> <p>9. Where is <b>the ball</b>?</p> <p>10. The <b>ball</b> is <b>under</b> <b>the chair</b>.</p>	<b>Unit 3 Prepositional Phrases and Verbs</b> <b>Verbs</b>  <p>Prepositional Phrases and Verbs: Study the examples. Fill in the boxes.</p> <p>1. <b>He</b> <b>is</b> <b>under</b> <b>the table</b>.</p> <p>2. <b>He</b> <b>is</b> <b>near</b> <b>the chair</b>.</p> <p>3. <b>He</b> <b>is</b> <b>near</b> <b>the table</b>.</p> <p>4. <b>He</b> <b>is</b> <b>near</b> <b>the chair</b>.</p> <p>5. <b>He</b> <b>is</b> <b>near</b> <b>the table</b>.</p> <p>6. <b>He</b> <b>is</b> <b>near</b> <b>the chair</b>.</p> <p>7. <b>He</b> <b>is</b> <b>near</b> <b>the table</b>.</p> <p>8. <b>He</b> <b>is</b> <b>near</b> <b>the chair</b>.</p> <p>9. <b>He</b> <b>is</b> <b>near</b> <b>the table</b>.</p> <p>10. <b>He</b> <b>is</b> <b>near</b> <b>the chair</b>.</p>																																																																																																														
<b>Unit 3 Places and Locations</b> <b>Places and Locations</b>  <p>Places &amp; Locations: Tell about what you see in a picture. If possible, use a verb. If not, use a noun.</p> <p>1. <b>It's</b> a <b>house</b>.</p> <p>2. <b>It's</b> a <b>house</b>.</p> <p>3. <b>It's</b> a <b>house</b>.</p> <p>4. <b>It's</b> a <b>house</b>.</p> <p>5. <b>It's</b> a <b>house</b>.</p> <p>6. <b>It's</b> a <b>house</b>.</p> <p>7. <b>It's</b> a <b>house</b>.</p> <p>8. <b>It's</b> a <b>house</b>.</p> <p>9. <b>It's</b> a <b>house</b>.</p> <p>10. <b>It's</b> a <b>house</b>.</p>	<b>Unit 3 Weather</b> <b>Weather Words</b>  <p>Weather Words: Study the words. Fill in the boxes.</p> <p>1. It's <b>sunny</b>.</p> <p>2. It's <b>rainy</b>.</p> <p>3. It's <b>cloudy</b>.</p> <p>4. It's <b>rainy</b>.</p> <p>5. It's <b>cloudy</b>.</p> <p>6. It's <b>sunny</b>.</p> <p>7. It's <b>rainy</b>.</p> <p>8. It's <b>cloudy</b>.</p> <p>9. It's <b>sunny</b>.</p> <p>10. It's <b>rainy</b>.</p>	<b>Unit 3 Personal Possessions, His Her, and His Hers</b> <b>Personal Possessions</b>  <p>Personal Possessions: Study the chart. 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<b>Unit 4 Actions</b> <b>Action Words</b>  <p>Action Words: Write the actions or tell about the actions for words or short actions.</p> <p>1. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>2. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>3. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>4. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>5. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>6. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>7. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>8. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>9. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>10. <b>He</b> <b>is</b> <b>drinking</b>.</p>	<b>Unit 4 Actions</b> <b>Action Words</b>  <p>Action Words: Write the actions or tell about the actions for words or short actions.</p> <p>1. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>2. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>3. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>4. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>5. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>6. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>7. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>8. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>9. <b>He</b> <b>is</b> <b>drinking</b>.</p> <p>10. <b>He</b> <b>is</b> <b>drinking</b>.</p>	<b>Unit 4 Adjectives</b> <b>Adjectives</b>  <p>Adjectives: Write the adjectives that should describe each.</p> <p>1. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>2. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>3. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>4. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>5. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>6. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>7. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>8. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>9. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>10. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p>	<b>Unit 4 Adjectives</b> <b>Adjectives</b>  <p>Adjectives: Write the adjectives that should describe each.</p> <p>1. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>2. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>3. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>4. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>5. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>6. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>7. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>8. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>9. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p> <p>10. <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b>, <b>big</b></p>	<b>Unit 4 Descriptions</b> <b>Descriptions</b>  <p>Descriptions: Use the chart for a description or to describe something.</p> <p>1. <b>big</b> <b>apple</b></p> <p>2. <b>big</b> <b>apple</b></p> <p>3. <b>big</b> <b>apple</b></p> <p>4. <b>big</b> <b>apple</b></p> <p>5. <b>big</b> <b>apple</b></p> <p>6. <b>big</b> <b>apple</b></p> <p>7. <b>big</b> <b>apple</b></p> <p>8. <b>big</b> <b>apple</b></p> <p>9. <b>big</b> <b>apple</b></p> <p>10. <b>big</b> <b>apple</b></p>	<b>Unit 4 Descriptions</b> <b>Descriptions</b>  <p>Descriptions: Use the chart for a description or to describe something.</p> <p>1. <b>big</b> <b>apple</b></p> <p>2. <b>big</b> <b>apple</b></p> <p>3. <b>big</b> <b>apple</b></p> <p>4. <b>big</b> <b>apple</b></p> <p>5. <b>big</b> <b>apple</b></p> <p>6. <b>big</b> <b>apple</b></p> <p>7. <b>big</b> <b>apple</b></p> <p>8. <b>big</b> <b>apple</b></p> <p>9. <b>big</b> <b>apple</b></p> <p>10. <b>big</b> 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## 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

