

IDEAS FOR USING FLASHCARDS AND WORD CARDS IN CLASS

BINGO

You can use this game to revise any vocabulary set. Show pupils the cards, then they secretly choose four of the words and write them down.

Say sentences using each of the revised words, e.g. for food: *I like eating kiwi for breakfast*. Pupils who have written the word *kiwi* cross it out. The first pupil to cross out all four of their words call out *Bingo!*

CAN I HAVE...?

Use a matching set of picture cards and word cards. This activity works best with vocabulary sets of nouns that pupils would want to borrow, buy or use (e.g. food, toys, sports equipment). Attach the cards to the board or display them on a table. Put the word cards in a pile face down on a table at the front of the class.

Ask two pupils to the front. One takes a card, for example the *skateboard* card, and uses the word on it to ask *Can I have a skateboard please?* The other pupil then collects the skateboard flashcard and hands it over, saying *Yes, of course. Here you are*. You can make this activity more challenging by removing some flashcards, so sometimes the pupil searching for it has to reply: *No, I'm sorry. I haven't got any skateboards*.

WHAT'S MISSING?

Attach picture cards to the board. Allow pupils a few minutes to look at them. Then ask pupils to close their eyes while you remove one or two cards. Pupils then open their eyes and answer the question *What's missing?*

DRAWING GAME

Choose a vocabulary item pupils know. Draw a picture on the board, line by line, pausing to ask each time *What am I drawing? Can you guess?* Pupils try to guess what the picture is before you finish it.

CHARADES

Distribute the printed picture cards - the reverse side only. Pupils can play in teams or in pairs. One team gets the reverse of the picture card (the one with the word only) and mimes the object, for example the team with the *penguin* card tries to walk like a penguin. The opposite team has to guess. You can play a variant where the guessing team asks questions about the object and the team with the card answer *yes* or *no*. You could also add an additional element of challenge and ask the guessing team to spell the word they guessed.

CORRECT MY MISTAKES

Show a flashcard to the students and make false sentences for them to correct, e.g. if a door is red, say 'It's a blue door'. Nominate individual pupils to correct the sentences.

DOES IT MATCH?

Use flashcards and matching word cards. Stick four flashcards on the board face down so pupils can't see the pictures. Give four pupils a word card each. Pupils stick these face up below the flashcards so they can be read. Point to the first word card and pupils read out the word. Turn over the flashcard above it. Ask the rest of the class 'Does it match? (Yes/No)'. When all word cards are turned over, pupils move them around so that they match the flashcards correctly. Repeat with other groups of pupils. See which group can guess the most flashcards.

PASS THE FLASHCARD

Distribute the flashcards to pupils in the class. Play some music and ask pupils to pass the flashcards round the class. Then stop the music. Pupils with flashcards or objects take turns to name, make a sentence about, or answer a question about the item on their flashcard.

Class survey

Class surveys can be used to compare a range of pupils' experiences, e.g. finding out how many pupils like or don't like different foods. Attach a flashcard to the board, e.g. chicken and use it to make a sentence or ask a question, e.g. I like chicken. / Do you like chicken? Count the number of hands up and write this number next to the flashcard of the chicken. Repeat with other food and drink flashcards. At the end of the activity, you can compare the numbers for each food and drink item to find out the most and least popular foods (How many children like chicken?) You may need to teach pupils numbers past 10 to conduct class survey activities.