

Flashcard Activities



Activity WA

Objective: Review vocabulary related to school objects.

Additional Material: adhesive tape.

Write the letters of the word *classroom* scrambled on the board. Ask students to help you put them in order to form a word. When they have unscrambled the word, elicit some items that can be found in a classroom. Next, start showing one *School Objects* Flashcard at a time and elicit the name of each object. Use some adhesive tape to stick the flashcards onto the board as students say the names of the objects they show. Write the names under the corresponding flashcards as well. Once all the flashcards are on the board, you can erase the words and have volunteers rewrite them. After that, you may rearrange the flashcards, placing them above the wrong words. Next, invite students to place the flashcards above the correct words.

Activity WB

Objective: Review vocabulary related to school objects.

Additional Material: adhesive tape.

Stick the *School Objects* Flashcards in a column onto the right-hand side of the board. On the left-hand side of the board, write the following incomplete words in a different order that the flashcards':

ru _ _ _ , ch _ _ _ , de _ _ _ ,
s _ _ choo _ _ _ , cr _ y _ n , c _ mp _ _ _ r ,
pen _ _ _ ca _ e , _ _ o _ k , _ e _ ci _

Ask students to copy and complete the words in their notebooks. Next, invite some volunteers to complete the words on the board. Finally, invite different students to match the words with the flashcards.

Activity 1A

Objective: Learn vocabulary related to school subjects.

Additional Material: a sheet of card paper.

Cover one of the *School Subjects* Flashcards with a sheet of card paper and show it to students. Gradually uncover the picture on the flashcard, so that students can guess which school subject it illustrates. If you want to make the activity more exciting, organise the class into two or three groups and grant a point to the group that guesses the school subject before the other(s). Follow the same procedure with all of the flashcards.

Activity 1B

Objective: Review vocabulary related to school subjects.

Play a guessing game. Display the *School Subjects* Flashcards and explain to students that you are going to say some clues related to each subject and that they should guess which one you are referring to. Ask students to register their answers in their notebooks. Read the sentences aloud and give them enough time to write:

1. *In this class, we learn about the language and culture of another country.* (English)
2. *This class helps you do additions and other calculations.* (maths)
3. *In this class, we can do experiments and learn about animals, plants, solids, liquids, etc.* (science)
4. *In this class, we learn about countries around the world, mountains, rivers, oceans, maps, etc.* (geography)
5. *If you like drawing and painting pictures, you like this class.* (art)
6. *This class keeps you fit and healthy because you exercise.* (PE)
7. *In this class, you use a special machine to connect to the Internet.* (IT)
8. *You can learn to sing or play an instrument in this class.* (music)

Finally, you can have students do something similar in pairs, but instead of saying sentences about each subject, they could say key words or any related ideas. For example, if the subject is maths, they could say the word *numbers*.



Activity 2A

Objective: Learn vocabulary related to daily routines and telling the time.

Draw three clocks on the board showing an hour before school starts, half an hour before school starts and fifteen minutes before school starts. For example, if students' classes start at 8:00, draw a clock showing 7:00, another showing 7:30 and the last one showing 7:45. Ask students what they are doing at each of these times. If students mention any of the actions in the *Daily Activities* Flashcards, show them the corresponding flashcards. Next, show students the flashcards whose activities were not mentioned. Display the words first and invite students to mime the actions. Ask them at what time they do each activity. When you have presented all of the flashcards, work on the group repetition of the activities.

Activity 2B

Objective: Review vocabulary related to daily routines and telling the time.

Additional Materials: a big toy clock (optional); a soft ball.

Display the *Daily Activities* Flashcards for reference. If you have a toy clock, show it to students and ask them: *What time is it?* If you do not have a toy clock, draw a clock on the board and draw its hands. After students answer, ask one of them: *(Rose,) what do you do at (the time shown in the clock)?* Then move the clock's hands and ask students again. Follow the same procedure for a few more rounds. Next, have students stand up in a circle. Move the clock's hands and throw the soft ball to a student. Ask him or her: *What time is it? What do you do at (the time shown in the clock)?* After the student answers, tell him or her to throw the ball to a classmate and ask the same questions. Keep the game going until all students participate at least once.



Activity 3A

Objective: Learn vocabulary related to fruit and vegetables.

Explain that you are going to describe some vegetables or fruit and that students should guess what they are. When they guess each word or after too many attempts, display the corresponding *Fruit and Vegetables* Flashcard. Have students repeat its name. Some ideas are:

1. *It's big, green, white or purple. It has got leaves. It's round.* (cabbage)
2. *It's small and round. It's white or purple, too! It has got a strong smell and it makes you cry sometimes!* (onion)
3. *These are very small. They are green and round, but they are inside something long.* (peas)
4. *These vegetables are small. They are white or brown. Some look like a chef's hat!* (mushrooms)
5. *These vegetables can be yellow, red, orange or green. They look like bells.* (peppers)
6. *This vegetable is long. You can make juice with it. People say rabbits like this vegetable. It's orange and it has got green leaves.* (carrot)
7. *This is a fruit, but it's not sweet. It's sour. It's round and green. It's small.* (lime)
8. *This vegetable is yellow and has got lots of small grains. You can make a delicious snack with it!* (corn)

Activity 3B

Objective: Review vocabulary related to fruit and vegetables.

Stick the *Fruit and Vegetables* Flashcards onto the board showing the words, not the pictures. Organise the class into groups and secretly assign each group a different item. Tell students to write in their notebooks a list of characteristics of their fruit or vegetable. Remind them that they can refer to colour, shape, taste, smell, etc. When students are done, invite group representatives to read the descriptions to the class. The other students should guess which item is being described. Once they guess, turn over the flashcard to show the class the picture instead of the word. Check that the description they read matches the fruit or vegetable.



Activity 4A

Objective: Learn vocabulary related to tableware.

Ask students if they like sandwiches. Then tell them to imagine that they are eating one and mime how they eat it. Next, ask them to imagine that they are having an ice cream and mime the action as well. After that, ask students to imagine that they are eating soup. Ask them: *Can you eat soup with your hands?* They are expected to answer *no*. Display the *Tableware* Flashcards and ask students to pick the utensils they need to eat soup. Teach the corresponding words and work on repetition. Follow the same procedure with different foods. Some ideas are: *pasta, meat, orange juice, cereal, fruit salad* and *water*.

Activity 4B

Objective: Review vocabulary related to tableware.

Additional Materials: adhesive tape; sheets of paper (1 per student); crayons or coloured pencils; a sheet of construction paper (optional).

Stick the *Tableware* Flashcards onto the board with the words showing. Below each flashcard, have volunteers write a colour and a number between 1 and 10. Then distribute the sheets of paper. Tell students to draw the tableware items considering the information below each flashcard. Point at one of the flashcards and elicit what students should draw. For instance, if number 8 and the colour purple are under the *plate* flashcard, students should draw eight purple plates. After that, allow them enough time to draw all of the items. Finally, ask students to share their drawings in pairs or groups. You can also invite volunteers to draw the items on a sheet of construction paper.

Activity 5A

Objective: Learn vocabulary related to animals.

Additional Material: adhesive tape.

Invite a volunteer and show him or her one of the *Animals 1* Flashcards. Make sure no one else can see it but this student. Ask him or her to make a sound or a movement that relates to this animal, so that the class can guess what it is. Encourage the class to guess and call out the name of the animal. If they do not know what to call it in English, they can use their mother tongue. When the class have guessed, show them the picture and stick it onto the board. If necessary, introduce its name in English and work on the repetition of the new vocabulary. Follow the same procedure with other volunteers and flashcards until you have presented all of the animals. Finally, write the words below the flashcards by eliciting their spelling from students.

Activity 5B

Objective: Review vocabulary related to animals.

Organise the class into ten groups and give each group an *Animal 1* Flashcard. Ask students not to show their flashcard to other groups. Next, tell the groups to write three clues about their animals, making sure that they are not too obvious. They can include information about the animals' characteristics and abilities. They can also use adjectives. Encourage students to write complete sentences, such as: *I'm small. I have got a tail. I can fly.* When the groups are done, have them take turns reading their clues, so that the class can guess the name of the animal. When that happens, the group that read the clues can show their *Animal 1* Flashcard to the class.



Activity 6A

Objective: Learn vocabulary related to wild animals.

Draw parts of the animals on the *Animals 2* Flashcards on the board, so that students can guess what they are. Start by drawing the trunk of an elephant. When students guess the animal, show them the corresponding flashcard and work on the repetition of the animal's name. Keep the flashcard displayed for reference. Follow the same procedure with the other animals on the flashcards. Once all the flashcards are displayed, point at each of them randomly and encourage students to say the animal's name. You can wrap up the activity by asking students some questions: *Which animal is your favourite? Which one is cute? Which one is funny? Which one is smart? Which one is strong?*

Activity 6B

Objective: Review vocabulary related to wild animals and categorise them according to where they live.

Show students the *Animals 2* Flashcards and elicit the animals' names. Leave the flashcards displayed for reference. Then draw a Venn Diagram on the board with one circle labeled *land* and the other labeled *water*. Make sure the intersection is big enough to write a few animals' names. Show students one of the flashcards, such as the *elephant*, and elicit where an elephant lives. (on land) Write *elephant* inside the circle labeled *land*. Follow the same procedure with the other animals on the flashcards. One alternative is to organise students into pairs and have them complete the diagram in their notebooks. After that, check the activity with the whole class, inviting volunteers to write the names of the animals in the circles on the board. (land—elephant, giraffe, polar bear, zebra; land and water—crocodile, hippo, penguin; water—dolphin, jellyfish, whale)



Activity 7A

Objective: Learn vocabulary related to physical exercise.

Additional Material: adhesive tape.

Play *Mime Game*. Invite a volunteer and show him or her one of the *Exercise Flashcards*. Then have him or her mime the sport or activity on it. Ask the other students: *What is he/she doing?* It is OK if they do not know how to answer the question in English at this point. Once students have guessed, show them the flashcard and work on the repetition of the word on it. Encourage students to say complete sentences, such as: *He/She is playing badminton*. Continue playing until you have presented the words on all of the flashcards. After that, elicit the correct spelling of the words and write them on the board. You may also shuffle the flashcards and invite volunteers to stick them under the corresponding words on the board.

Activity 7B

Objective: Review vocabulary related to physical exercise.

Additional Materials: cards with the scrambled words from the *Exercise Flashcards* (one per student); sheets of paper (1 per student).

Distribute the cards and the sheets of paper. Tell students to unscramble the word on their card and write it on the sheet of paper. Add that they should make a drawing to illustrate the word. Allow enough time for them to do the activity. When students have finished writing and drawing, check the activity as a class. Display one of the *Exercise Flashcards*. Ask the students who illustrated that word to stand up and show their drawings to the class. Work on the repetition of the word. Then elicit the spelling of the word and write it on the board. Tell students to check that they have written it correctly. Follow the same procedure with all of the flashcards.

Activity 8A

Objective: Learn vocabulary related to swimming.

Additional Material: adhesive tape.

Stick the *Swimming Flashcards* to the walls of the classroom. Then play *I Spy*, saying sentences such as: *I spy with my little eye something red/yellow/long/small/big*. As you say each sentence, encourage students to identify the picture you are thinking of and point at it. If they are right, take the flashcard and stick it to the board. Then introduce the word and encourage students to repeat it. Continue playing until you have presented the words on all of the flashcards. After that, elicit the correct spelling of the words and write them on the board. Ask students where they can see these objects. (in or around a swimming pool)

Activity 8B

Objective: Review vocabulary related to swimming.

Preparation: cover the word(s) on each *Swimming Flashcard*.

Play *Chinese Whispers*. Organise students into groups. Then ask them to stand in lines facing the board. Put a Flashcard on the floor at the end of each line. The pictures should be facing down. Make sure you have covered the word(s) on the back of each flashcard so that students cannot read them. Then explain that the last student in each line should pick up the flashcard to see the picture. Then he or she should whisper the corresponding word to the classmate standing in front of him or her. Students should continue whispering the word to the classmate in front of them until the first student in the line hears the word. Then he or she should write it quickly on the board and move on to the end of the line. The winner is the group that finishes first and spells the words correctly.

