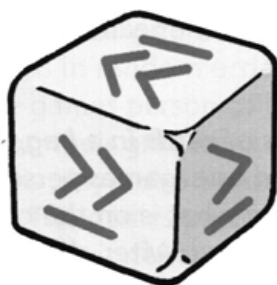


Activities & Games for using the Mini Flashcards and Picture Pages

The following are core activities and games that can be used with any of the Mini Flashcards in the series as well as the Picture Pages in this book. They can be used on their own or in a variety of combinations to support work at different stages of the teaching syllabus, and with students of differing ages, abilities and language levels. During any one lesson the teacher could also give different pairs or groups different language games or activities or cards, depending on their ability levels and the teaching aims.

The activities and games can be used within any part of a lesson in order to present or consolidate the language being taught at the time, or to develop, re-use or recycle previously taught language. Then, unit by unit, there are topic-specific activities and games to further develop the theme and any extra related language. There is an emphasis on speaking skills throughout.



Dice & Spinners

The topics and activities can be enhanced and extended even further with dice for language, numbers, colour, tenses and mood. See page 80 a list of available dice, plus photocopiable templates to make spinners if you don't have dice, and for lots of ideas for using them with the cards or photocopied picture handouts.

1. Collect

Groups of 4

Learners spread the cards out on the desks, picture side up. The learners then take it in turns to choose a card, hold it up for all to see and try to name it. If they name it correctly, they keep the card. If they are wrong, they put the card back. When all the cards have been collected, the player with the most cards is the winner.

2. Can You Name It?

Pairwork or group work

Learners fan out some cards picture side up, for their partner or the next player in the group to choose and name. If s/he is right they win the card. If they are wrong, the card is put back into the pack. At the end of activity, the winner is the one with the most cards.

3. My Turn

Pairwork or group work

Place the cards in one pile in the middle of the table with the top card picture side up. Take it in turns to name the item on the top card. If you are wrong, the card goes to the bottom of the pack, if you are right you keep the card. The winner is the one with the most cards at the end of the game.

4. Snap

Pairwork or group work (groups of 4)

Learners are given two identical sets of topic cards. These should be well shuffled before they play. Both sets of cards should be combined and then shuffled again. All the cards should be dealt to all the learners in the pair or group. When it is a learner's turn to play, without looking at the card first, s/he takes a card from the top of their cards and puts it in a growing pile in the middle of the desk. If a card played is the same as the previous one, the first person to call out the name of the item wins all the cards in the pile. The winner is the learner with the most cards when everyone has played all their cards.

5. Guess the Card

Group work (groups of 4-6)

Place a small number of cards linked to a particular topic face down in a pile on the desk. Learners, in turn, try to say or guess what the next card is. If they are right, the card goes back at the bottom of the pile, but if they are wrong, they get the card. At the end of the game the learner with the fewest is the winner.

6. Glimpse

Group work

In a group of five, there are two teams of two and one 'games person'. The games person holds up a card for both teams to see but for one second only. The first player to name the item shown wins the card for their team. When the game is over, the team with the most cards wins.

7. Guess What's Coming

Group work. Players will need themed collections of cards in a bag, box or envelope.

In a group of five, there are two teams of two and one 'games person'. The games person starts to show the cards, and everyone should try and say what is on the card as quickly as they can. If they are correct and the first to call, they keep the card. After about 4-5 cards the games person asks 'What's coming next?' and the other players have to each guess what the next card is. The person who guesses correctly gets the card. If nobody guesses correctly the games person keeps the card. At the end of the game, see who has won - it could be one of the players or the games person. Take it in turns to be the games person.

Variation: Play this game like My Turn (above), but if you are wrong, you put the card, picture up, in front of you. At the end of the game, if you still have cards, you try again, in turn, to give the right answer and so get rid of your cards. The player with the most cards still is the loser.

8. Line Solitaire

Working alone or in pairs working together

This can be useful as an activity for learners once they have finished one activity and are waiting for their colleagues to finish. It can also be useful for learners of different abilities to play, as the teacher can sort the cards into different levels of difficulty. The learner lays out some cards in a line (these can be a mixture of topic cards or just one topic card - it's up to the teacher). The

learner tries to name the first picture, then turns the card over and checks if s/he is right. If they get it right, they carry on (with the card picture side down). If they get one wrong, then they try and learn it. Then they turn all the cards back over (picture side up), and start again. The aim is for the student to get a long run of cards without any mistakes. This game could also be played in pairs, groups or teams, where the learning is a shared activity.

9. Noughts and Crosses

Pairwork. *The learners will need 9 cards.*

In pairs, lay out the cards (mixed topics or one topic) 3 x 3 on the table. They take it in turns to name an item. When one learner is right they turn the card over, or place a coloured counter (or piece of paper) on it. Their partner then takes a turn to name an item. If s/he is correct, the card is turned over and a different coloured counter placed on it. The winner is the first learner with three cards in a row, just like noughts and crosses.

10. I Spy . . .

Pairwork or group work. *The learners will need 10 cards or more linked to one topic or mixed topics.*

The learners spread the cards out over the table. They decide who is to go first and this person gives the first letter or sound of a card for the other players to find. If someone points to the correct card and names it, they keep it and become the next person to call out the letter/sound. The winner is the player with the most cards at the end.

11. Kim's Game

Pairwork or group work

Spread out some cards over the table. One player removes a card while the others look away or close their eyes. The others then look at the cards. The first player to name the missing card wins. The card is returned and the game is then played again. The last winner is then the one who removes a card, while the others look away or close their eyes.

12. Language Bingo

Group work or whole class. *Choose 20 cards from a topic pack (or a handout from the 1-20 or 21-40 picture grids).*

In groups, one learner should be chosen to be the games person. All those playing need to draw a grid on a plain piece of paper with 8 boxes in it. Tell the group what the topic is for the game and the 20 words involved. Then they all choose 8 words/phrases from the word list and write each of these chosen 8 into their grid boxes. From the list or by picking cards, the games person calls out the 20 cards/words in random order but keeps the cards to one side (or marks the list or pictures handout). As the games person calls out the words/phrases, the learners have to listen and cross off any words on their grid which they hear. The first learner to cross off all 8 of their words shouts 'bingo!'. This player should tell the games person which words/phrases s/he has crossed out on their grid. The games person checks that each of these has been called out and, if so, declares this player the winner and a new game can be started. The winner of the last game becomes the games person. The game can be shortened by only using 12 pictures and the learners choose 8 or even 6 words/phrases.

13. Charades

The learners should be in two teams or groups. *They need a pile of cards from a specific topic or a mixture of topics.*

Each team should take it in turns to do the charade/mime in order to win points. The first learner from a team takes a card from any pack without anyone else seeing what they have, and then mimes what is on the card for their team. The other team watches and also tries to guess the answer (silently or whispering to each other!). If the charade team correctly guesses the word or phrase then they get a point. If the charade team does not correctly guess the word or phrase, then the other team can guess it. If they guess correctly it then they get the point, but if not, it is then their turn for the next charade. The team with the most points at the end of the playing time is the winning team.

14. Matching Pairs

Pairwork. Students will need 2 identical sets of picture cards (all 40 or just 20 from two identical packs). You will need to make sure your cards have the words hidden on the back (using small labels, sticky notes, etc, if you are using the colour cards).

Each pair shuffles the cards and spreads them all out picture side down on the desk. The first player turns over two cards. If they match, and if the player can name them correctly, s/he keeps them and tries again. If they do not match, or if s/he cannot name them correctly, the cards are turned back down in the same place they came from and the next player tries. The winner is the learner who, at the end of the game, has the most pairs of cards.

15. I Went to Market . . .

Pairwork or group work

Spread some appropriate cards out on the table (Eg. *food, clothes*). One learner starts a sentence and the next learner repeats the sentence from memory and adds an item. If a player can't remember a word, the other(s) can help by prompting him/her with their mini flashcard.

Eg.

Learner 1: *I went to market and bought . . . a cake . . .*

Learner 2: *I went to market and bought . . . a cake and some milk . . .*

Learner 3: *I went to market and bought . . . a cake, some milk . . . and a carrot.*

You can also play it with Round the Town cards:

Learner 1: *I went to the city and I saw a church*

Learner 2: *I went to the city and I saw a church and a supermarket*

Learner 3: *I went to the city and I saw a church, a supermarket and the station*

16. Guessing Game

Pairwork or group work. You will need a set of cards related to the current topic which all the learners see before the game starts.

The first learner to play thinks of one of the cards and says something about it by describing it. The other players try to guess which one s/he is thinking of.

Eg. Happy Holidays cards: *It's made of metal. You put letters and postcards in it.* (Answer: *postbox*). The first one to get the right card then takes over and describes another card.

17. True or False

Pairwork, group work, or as a whole class with the teacher, or a learner, pointing to a picture and saying something about it

The other players listen carefully and look at the picture and then the first player to say/shout 'true!' or 'false!' correctly wins a point. The winner is the learner, pair or group that has won the most points.

Variation 1: As above, but the caller repeats the sentence if true, or corrects it if it is false.

Variation 2: The teacher, or a learner, reads out a list of statements. The players jot down which are true and which are false. Check all the answers at the end.

18. Definitions

Pairwork or group work

One learner takes a card and tries to define (give an explanation about) what is shown on the card. The other learners can see the card. If the definition is correct, the person who defined it keeps the card. Winners are those with the most cards at the end of play. Eg. *Café – a place where you can sit down and have a drink or something to eat.*

Variation 1: a student produces a definition with some mistakes and the next player has to correct it.

Variation 2: a student produces a definition that is completely wrong for the picture and the other students have to try to change what is wrong and give the sentence correctly. One point is given to each player who puts the wrong sentence right.

19. Only a Minute!

Group work, or as a whole class with the teacher managing

A learner is given a card, and has to talk about what is on the card for as long as possible in English. If the learner can keep going for 20 seconds they get a point, for 40 seconds they get 2, and for one minute they get 3 points. They then choose another learner to get the next card. The winner is the student with the most points, or the group with the most points between them.

20. Two's Company

Pairwork or group work. You will need a set of cards from different topics.

Shuffle the cards and then divide them into two piles on the desk. Place them face down. Each player in turn takes one card from each pile and makes up one sentence, which must combine vocabulary ideas from both cards.

Variation 1: More piles of different topics could be used, or piles could be arranged so that, for example, one pile contained people, another verbs, another objects, another joining words/phrases, and so on, and the players start to play the game with more and more cards to be used together.

Variation 2: The learners can use the cards in their pair/group to create a story to explain what is happening in the pictures.

21. Group Sentence Swap

Group work. You will need 2 sets of pictures—a different set for each group.

Each member of each group writes a sentence on a slip of paper about their pictures. These sentences, as separate sentences on separate pieces of paper, should be mixed up. The groups then swap the cards and sentences with another group. Each group then has to match the sentences with the cards. The first group to finish the matching correctly wins.

22. Storyboard

This activity can be done in groups of four, and you will need cards of mixed topics. Allow plenty of time for this activity, or allow the learners to take part in it over more than one lesson.

Each learner in the group gets 3 cards from the top of a pack of cards. Each player then writes down a short story using vocabulary/ideas from all the cards. Each player then tells/reads out their story.

Variation 1: in groups of 3: each learner has one card each and one learner starts the story, with each player in the group continuing the story depending on what they have on their cards.

Variation 2: students can take their three cards home and for homework they can write out their story, record it and bring in the recording, or create a mime of the story to show their group/classmates.

23. Sounds Like . . .

This activity is a sorting activity played in groups of 5 or 6. Each group has a topic pack of cards.

Spread out all the cards, and each player chooses a sound/letter and then tries to collect all the topic cards with that beginning sound/letter. Once all the cards have been taken by members of the team, each member of the team says the words on the card they have collected. The rest of the team then checks to see if the cards collected are right and fit the sound/letter correctly.

24. Syllables

This activity is a sorting activity played in groups of 4. Each group has a topic pack of cards.

Spread out all the cards, and each player chooses a number of syllables—one, two, three or four, and then tries to collect all the topic cards with words of that number of syllables. Once all the cards have been taken by members of the team, each member of the team says the words on the cards they have collected, and the rest of the team checks to see if the cards collected are correct for the number of syllables.

25. Spelling Pairs

Pairwork

Each pair has a number of cards linked to a topic or a mixture of topics the class has covered so far in the year. Each partner takes a card (without letting their partner see what is on the card) and asks their partner to spell the word on the card. If they do so correctly, the 'speller' partner gets the card.

26. I Like/Don't Like . . .

Pairwork or group work. Topic cards, or a mixture of topic cards, are shared between the pair or group.

Each person takes a turn to turn one of their cards over and says either 'I like...' or 'I don't like' depending on their choice, Eg. *I like chocolate. I don't like chocolate; I like reading. I don't like reading.*

27. Opposites

Pairwork

Each partner must choose a card from the sets of verbs or prepositions and put it on the desk. The other partner has to find the opposite card and put it next to the first card. After the game is played the teacher asks all the pairs to let her/him know how many pairs of cards they managed to find and the pairs with the most pairs of cards win the activity.