



Flashcard Activities



Welcome Unit – Hello!

Activity WA

Objective: True or False Game! school objects.

Have students sit in a circle. Hold up the *schoolbag* flashcard and say the name of the school object. (schoolbag) Students repeat the word chorally. Pass the flashcard to the student on your left for them to repeat the name of the object and, pass it to the next student. You may want to do this with four or five students and then move on to presenting a new school object using a different flashcard. After all the school objects have been presented, place the flashcards on the board, point at them in random order and have students name the object. You can find the *School Objects* Flashcards and the pronunciation of the words on the platform.

Activity WB

Objective: Review of the school objects.

Preparation: Cover the word on the back of each flashcard with a piece of paper.

Place the flashcards on the floor with the picture-side down. Divide the class into two teams and ask them to sit on opposite sides of the flashcards. Students from both teams will take turns saying a school object and turning over the flashcard that they think shows the picture of this object. If they are right, they keep the flashcard. If they are wrong, they leave it in its original place. The winner will be the team with the most flashcards at the end of the game.

Unit 1 – My Friends

Activity 1A

Objective: Learn numbers from 1 to 10.

Invite ten students to the front of the class and have them stand in a line facing the class. Give each student a random flashcard. They should hold the flashcards showing the number to the class. Ask volunteers to come to the front, one at a time, and show each student with a flashcard where their place in the line is, so that they end up holding the numbers from one to ten in order. Then say the numbers one by one. Next, each student in the line holds their flashcard up high and says the corresponding number. The rest of the class should stand up and show the number with their fingers. Remember that you can find the *Numbers 1–10* Flashcards on the platform.

Activity 1B

Objective: Learn to write numbers from 1 to 10.

Place the *Numbers 1–10* Flashcards in random order on the board so that students can see the written form of the numbers. Read the words and have students show the correct number of fingers. Then invite volunteers to come to the board, one at a time, to order the flashcards and say the corresponding number.

Activity 1C

Objective: Learn names of colours.

Materials: cards with colour circles (red, blue, green, yellow, black, white, brown orange) with the colour names on the back, white paper (1 sheet per student), crayons (several of each colour on the colour cards).

Display the colour cards that you have prepared on the classroom walls. Form groups of three or four students and have each group stand next to a colour card. Give each student a sheet of paper and a crayon that corresponds to the colour of their group's colour card. Ask students to each draw a school object using only this colour. Then have volunteers ask members of the other groups about the colour of their drawings: *What colour is the (pencil case)? It's (blue).* Collect the drawings for future use.

Activity 1D

Objective: Review colours.

Place the colour cards on the classroom walls with the word facing the class. Shuffle students' drawings from the previous activity and put them on your desk. Ask volunteers to pick a drawing, identify the colour and place it next to the corresponding colour card. Finally, have volunteers say: *This is a (blue) (notebook).*

Activity 1E

Objective: Review school objects.

Place the *School Objects* Flashcards on the board, showing the images. You can divide the class into two teams and have them form two lines. Call out a word and have the first student from each team race to slap the correct image on the board. The first student to slap the correct image wins a point for their team.



Activity 1F

Objective: Review the alphabet.

Place the *Letters Flashcards* on the board in random order so that the small letters are facing the class. Invite volunteers to come to the board and arrange the letters in alphabetical order. You can say each letter out loud every time it is placed in its corresponding place. Remember that you can find the song on the platform and have students sing along.

Activity 1G

Objective: Listen and identify letter sounds in CVC patterns.

Place the flashcards on the board in random order so that the small letters are facing the class. Have students listen to the sounds you make: *h-h-h.../a-a-a.../t-t-t*. Then ask a volunteer to come to the front and form the word as you make the sounds again: *h-h-h.../a-a-a.../t-t-t*. Once the word has been formed, have the class say it. Use the same procedure for the words *cat*, *rat* and *mat*.

Activity 1H

Objective: Review introducing others.

Place the following flashcards: *K*, *2*, *7* on the board. Also place the green colour card on the board. Introduce a person according to this model: *This is my friend. Her name is Kate.* (Point to *K*.) *She is in Year 2.* (Point to number *2*.) *She's 7 years old.* (Point to number *7*.) *Her favourite colour is green.* (Point to colour green.) Place the *1* and *6* flashcards on the board and invite a volunteer to pick a letter and a colour. Guide him or her to introduce this person. Repeat the activity with two more volunteers.

Activity 1I

Objective: Learn how to use capital letters and end punctuation.

Part 1

Place the cutouts of a boy and a girl on the board and form their names using the *Letters Flashcards*: *Tom*, *Pat*. Then put flashcard *six* next to the boy (showing the word side) and *seven* next to the girl. Repeat for colours *green* (boy) and *blue* (girl). Point to the girl and ask: *What's her name?* (Pat) *How old is she?* (7) *What's her favourite colour?* (blue) Invite a volunteer to talk about the girl using the prompts on the board: *Her name's Pat. She is 7 (years old). Her favourite colour is blue.* Repeat each sentence for the class to echo. Continue with the cutout of the boy in the same way.

Part 2

Place the *Letters* and *Numbers 1-10 Flashcards* on the board. Form the sentence: *Tom is six*. Circle the capital letter and elicit why we use it in this sentence. (Because it is the first letter of a name and because it is the beginning of a sentence.) Circle the period and ask: *When do we use a period?* (At the end of a sentence.) Mix all the flashcards and place them randomly on the board. Invite two volunteers to come to the front, one at a time, to form the sentences: *Tom is six. Pat is seven.* You may continue with other letters and numbers to form more sentences. You can also write parts of sentences and have volunteers complete them using the word side of the colour cards, for example: *Her favourite colour is (yellow).*





Activity 2A

Objective: Learn adjectives to describe people.

Place the *Adjectives* Flashcards on the classroom walls in random order, showing the pictures. Write the word *adjectives*. Say and mime an example. (You can stand on your toes to mime *tall*.) Draw students' attention to the flashcard of a tall bee (Dan's mum), take it off the wall and place it on the board. Mime and say the adjective for students to echo. Write the word below the picture, and encourage students to say the adjective one more time as you point to the flashcard. Then say: *Look and find the opposite of tall*. Mime *short* to guide students. Have a student place the corresponding flashcard on the board next to the word *tall*. Write *short* below the picture, model the pronunciation and have students repeat. You should follow the same procedure with the other pairs of adjectives with the opposite meanings. Once all the flashcards have been placed on the board, point to them in random order and have students say the adjective and its opposite. You can find the *Adjectives* Flashcards and the pronunciation of the words on the platform.

Activity 2B

Objective: Review adjectives to describe people.

Put the flashcards on your desk. Form two teams. Explain that a student from one team will choose a flashcard and put it on the board. A student from the other team will pick a flashcard with the opposite meaning and place it next to it. If it is correct, have the class say both words. (young-old) Continue with the remaining flashcards.

Activity 3A

Objective: Learn some prepositions of place.

Preparation: Write each preposition on a separate white card before the class starts.

Have a volunteer find the flashcard with the preposition *in* and hold it up. Point to the flashcard and say: *Dan is in the box*. Say: *in* and have the class repeat after you. Continue with the remaining prepositions with different volunteers. Then place the *Prepositions* Flashcards and the word cards in different places on the board. Say a preposition and invite a volunteer to go to the front and touch the corresponding flashcard. Then have the student match the picture on the flashcard with the corresponding word. Continue with different volunteers until all pictures are matched with the words. Finally, point to the flashcards in random order and have students say the prepositions. Remember that you can find the *Prepositions* Flashcards and the pronunciation of the words on the platform.

Activity 3B

Objective: Review prepositions of place.

Place the flashcards on the board. Form two teams and invite one volunteer from each team to come to the front. Explain that you are going to call out a preposition for the students to slap the corresponding flashcard. The first student to slap it gets a point for their team. Continue the game until all of the students in each team have participated.



Unit 4 – My Bedroom

Activity 4A

Objective: Learn names of furniture items.

Place all the *Furniture* Flashcards on the classroom walls. Hold up the *bedroom* flashcard and say: *This is a bedroom. What can you do there?* Elicit words or ask students to mime activities, such as sleeping, doing homework, listening to music, etc. Then turn the flashcard to show the word *bedroom*, say the word and have students echo. Next, describe pieces of furniture that belong in a bedroom for students to point to the corresponding flashcard: *I sleep in it.* You can mime the action if necessary. Students point to the corresponding flashcard. (bed) Say the word and have the class repeat it. You should do the same with the remaining furniture items. Possible descriptions are: *I have got all my favourite books in it.* (bookcase) *I use it to read at night.* (lamp) *I do my homework on it.* (desk) *I look out of it.* (window), etc. To increase the level of difficulty, invite volunteers to turn the flashcards over and place them on the board again, showing the words instead of the pictures. Invite a volunteer to point to a word, say it and then mime the related action. The volunteer can also say a sentence using the word. Continue with other volunteers.

Activity 4B

Objective: Review names of the furniture items.

Students stand in a circle. Ask a pair of volunteers standing next to each other to be the first ones to compete. Hold up a flashcard. The student who says the name of the object first moves on to compete against the classmate standing on the other side. The goal is to get all the way around the circle. If you have a large group, you can form three or four circles and have the winner of each circle compete against each other at the end.

Unit 5 – On the Farm

Activity 5A

Objectives: Learn the names of the food items.

Preparation: Make signs of *thumbs up* and *thumbs down* on two separate sheets of paper.

Show students the flashcard of the carrot. Say: *carrot* and have students echo. Turn the flashcard over and show the word *carrot*. Ask a volunteer to spell it. Then place the flashcard on the board showing the picture. Repeat for the remaining words. Next, invite a volunteer to come to the board. Say the food item and have him or her point to the correct flashcard. If the student cannot remember the word, you can help him or her by giving clues: *It is long and orange. Rabbits like to eat it.* (carrot) Then tell the student to choose a thumbs up or thumbs down sign and say: *(I like) (don't like) (carrots).* Continue in the same way until all the food items have been mentioned. Students can find the *Food* Flashcards and listen to the pronunciation of the words on the platform.

Activity 5B

Objective: Review the names of the food items.

Divide the class into two teams and have them form one circle. A volunteer from each team should stand facing each other in the centre of the circle. Attach a flashcard, picture side up, to the back of each player and ask them to put their hands behind their backs. Say: *Go!* and have the players move around inside the circle trying to see what flashcard is on their classmate's back. The players are not allowed to touch each other or use their hands. The first player to name the food item on their classmate's flashcard scores a point for their team. Then two new players enter the centre of the circle and the game continues with the new flashcards. If you have a large group, you may form two or three circles and have the winner of each compete against each other at the end.

Activity 6A

Objective: Learn the parts of the body.

Place the *Body Parts* Flashcards on the board in random order showing the pictures. Ask students to stand up. Point to each flashcard, say the word and have students touch the corresponding part of their body and repeat the word. You can then do it again faster and in a different order. The student who touches the wrong part of their body sits down. Then tell students to stand up with their eyes closed. Say the words for students to touch the corresponding body parts. If there is time, turn over the flashcards to show the words, not pictures. Invite a volunteer to point to a word, say it and ask their classmates to touch the corresponding body part. Continue with other volunteers.

Remind students that they can review the words and their pronunciation on the platform.

Activity 6B

Objective: Review parts of the body.

Arrange students' chairs in a circle (minus one chair). Ask students to sit on the chairs. The student without a chair stands in the middle of the circle. Give each student sitting on a chair a flashcard. Say: *arms, legs*. The two students who have those flashcards should swap places. The student in the middle should try to sit on one of the chairs while the students are swapping places. If they manage to sit down, the game continues with the new students in the middle of the circle and two different parts of the body.

Activity 7A

Objective: Learn names of clothes.

Write the word *clothes* on the board. You could point at the clothes you are wearing to make sure that students understand its meaning. Place the flashcards on the board. Present the names of clothing items by showing each flashcard and saying the name of the item. Students repeat chorally. Then turn the flashcards over to show the words. Read each word aloud and have students echo. You can ask volunteers to draw a picture of the clothing item on the board, underneath each word. Then write on the board: *Today I'm wearing...*. Finish the sentence orally to describe what you are wearing. Finally, invite volunteers to use the sentence beginning on the board to talk about the clothes they are wearing. Remember that you can find the *Clothes* Flashcards and the pronunciation of each new word on the platform.

Activity 7B

Objective: Review names of clothes.

Place the *Clothes* Flashcards on the board showing the pictures. Divide the class into two or four teams depending on the size of the class. Have each team sit in a line facing the board. The first student in each line sits near the board and the last student should be near the back of the class. Go to the back of the class and whisper the name of a clothing item to the last students in each line. They should then whisper the word to the student in front of them. Then the next student should whisper the word to the student in front of them and so on, until the word has reached the first student in each line. Next, the first student should run to the board, snap up the correct flashcard and put it on your desk. The first student to do it correctly gets a point for their team. The student at the front of each line moves to the back and the game continues in the same way.



Activity 8A

Objective: Learn numbers from 11 to 20.

Place the *Numbers 11–20 Flashcards* on the board in random order showing the numerals. Ask different volunteers to order the numbers on the board. Say the numbers, one at a time, for students to repeat chorally as you point to them.

If you wish, you can:

- have students close their eyes while you remove numbers and then have students open their eyes and say which numbers are missing.
- have students repeat just the odd or even numbers.
- have students count down from twenty.

Finally, students turn the flashcards over to show the number words. Say *one* and have students draw the numeral in the air with their fingers. You can also ask a volunteer to come to the front and write the numeral under the corresponding word. Remind students that they can practise the pronunciation of the numbers online.

Activity 8B

Objective: Review numbers from 11 to 20.

Show students the numerals, one by one, and have them stand up one by one counting until they get to this number. For example, show number 11 and have students count from one to eleven standing up one by one. Then they sit down again. Show another numeral and have them count, beginning with a different volunteer. Continue until all the numbers have been reviewed.

