



Activities for Teachers and Students with the A2 Flyers Flashcards

Games

1. Making Pairs
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1. Making Pairs

The game follows the procedure of the traditional Pelmanism game, but in this version pairs/groups of learners are allowed to keep a written record of the cards as they are turned.

Can be played individually against the teacher, in pairs or groups of learners. It is also possible for a class to play against the teacher, on the board or on the floor.

You need one cut out set of vocabulary (pictures and words) you want to revise ('At the zoo', for example); one sheet of white paper and a pencil per pair/group of learners.

The goal of the game is to make as many pairs of picture/word cards as possible. The learners with most pairs win the game.

Can be adapted to all ages and levels.

Procedure

Cut out the cards and shuffle words and pictures. Lay them on the floor face down. Depending on the number of cards you're using, try to make a square or a rectangle of cards. Decide on the order of players. Learners turn two cards at a time and say the words out loud. If the cards match (picture and word), the player(s) keeps the pair and goes again. If the cards don't match, they are turned back face down and it's the next player/team's turn to play. If you are playing with groups/pairs of learners, you can let them have a white sheet of paper and a pencil, so they can draw a grid and keep a written record of the turned cards and their position. Make sure each group has a 'secretary' who is in charge of writing. The secretary can draw a grid as part of the game (or you can provide one once they have decided on the number of cards to be used) This will make the game much faster and learners won't have to memorize all the cards, but they will have to organize their notes and they will get more writing practice. Change secretaries each time you play, so all the students are given an opportunity to write. Maybe you can even organize a tournament!

This game can be included in a lesson plan as practice, a consolidation activity or revision of vocabulary. It can also be adapted to fit most classes.

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2. Bingo

Bingo is an all-time favourite for children of all ages. It can be played with a wide range of words as well as a limited one, with any number of players (minimum 2) and it's adaptable to most levels and skills. Is best played individually, but can be adapted for pairs/groups.

You need one Bingo sheet per player and a cut out set of the chosen vocabulary (either pictures or words). You can prepare the Bingo sheets in advance (with different groups of words each) or hand out to students an empty grid where they will write down their words (see Appendix).

The goal of the game is to cross out the words in your sheet as you hear them and shout 'BINGO!' when you have crossed out all the words on your sheet.

Can be adapted to all ages and levels.

Procedure

Before playing the game make sure you revise the vocabulary and display (or write) the words on the board. Bingo can be played right after introducing the new words or as revision of a large set of words. Using the picture bank, you can mix colours and numbers, for example.

Hand one Bingo sheet to each learner/player. If you have given them empty grids, they should write on their sheet 10 words out of the whole set you've taught (in this case this could be a group of number and colour words).

Pile the cards face down and turn one at a time. Read/say the word out loud. Players that have the word in their Bingo sheet can cross it out. Keep repeating these actions, one card at a time. When a player has crossed out all their words, they have to shout 'Bingo!' in order to win the game.

Can be adapted to all ages and levels.

3. What are they doing?

Using the set of 'Starters' picture bank cards, you can provide your students with a good opportunity for practicing the Present Continuous and having fun at the same time.

Can be played in pairs or with a large group of learners.

You need one set of Flyers action card pictures (selected from Flyers 'Flyers party' cards, for example) per pair of learners.

The goal is to mime the actions for another pair/learner to use the Present Continuous tense (e.g. 'Anna is singing').

Procedure

Separate the learners into pairs (groups of 3 are possible as well). Each pair/group receives one set of the 'Starters' cards that they shuffle and place in a pile between them. The first player takes one card and mimes the action displayed in it for their partner to guess. They have to use the Present Continuous tense in order to change turns. The teacher's role is to monitor and clarify any questions that learners may have.

It's possible to play this game at an earlier stage of teaching (while introducing the Present Continuous tense) with the whole class. Each student turns a card and mimes the action for the whole group. Possible follow-up: gap fill activity to complete the sentences with the actions. *Ex: 'Nick is ... (running)...'*

4. Stepping stones

'Stepping stones' is the type of game where learners get involved both physically and intellectually.

Can be played in pairs or with groups of learners. With larger groups, divide the class into two teams and name a learner in each team to actually walk the path of stepping stones. The others can stand aside and cheer, but the whole team should agree on answers to be given.

You need one or two sets of cards (pictures and words) and a coin to toss.

The goal is to cross the finish line first. This is done by correctly matching the picture cards on the floor (the 'stepping stones') to the displayed word cards.

Procedure

Select all the picture cards and display them on the floor, like stepping stones. It is important that the stepping stones are displayed in such a way on the floor that they clearly look like a path, but also give the learners the opportunity to choose between 2 or 3 cards to step on. The more cards you use, the easier it will be to do this – paths can separate into two routes and join back together again. Decide and show the learners where the start and finish lines are. The word cards are displayed face up on the board or on a table. All the learners must be able to see and reach them so they can all be involved in the process of choosing the correct card.

Each team names a learner to walk through the path - these two learners represent their team, but they don't work on their own. Then decide which team goes first. A coin is tossed in each turn to decide whether the team moves 1 or 2 steps forward- it replaces the dice and adds some extra challenge to the race. The words 'heads' and 'tails' will have to be taught previously. The first player moves and steps on a picture card. The team will have to pick the matching word, in order to make a pair. Ideally, the team will say the word and point at the card. If they say or choose the wrong word, they have to go back to the stepping stone where they were before their turn. Teams play alternately until one crosses the finish line and wins the game.

For an extra challenge, a time limit can be set: 30 seconds to choose the correct word card, for example. It is also important that the whole team participates in choosing the matching word card.

This game can also be adapted to fit different needs and levels: instead of making pairs of words, consider asking the learners to produce a sentence with the word they step on. Or you could replace the word cards on the board by sentences with gaps, so learners have to choose the correct sentence for their 'stone'.

5. Guess my word

Most learners enjoy guessing games. These are usually simple to set up and play and they can be adapted to all levels and ages.

Can be played in pairs or small groups.

You need one set of cards (pictures) per pair/group.

The goal is to score as many points as possible by guessing words, without asking for extra letters.

Procedure

Each pair/group is given one set of pictures, which they share between them and keep secret to the other players. On their turn, a player chooses a card and says the first letter of the word represented. The players from the other teams try to guess the word. The player who guesses the word first, gets the card. Each card/word is worth 3 points if only the first letter is revealed. If players need a second letter, they can only score two points. If they need a third letter they can only score one point. In the end, players do the maths to find out the winner in each group. With a large class it is possible to have a tournament.

Can be adapted to all ages and levels.

6. Crazy statements

This is a fun game which creates a word chain and also tests; learners' memory.

Can be played in pairs or with a class.

You need two sets of mixed word cards (different topics, such as 'Tomorrow is the Flyers exam day' and 'Autumn/Fall') The goal is to make correct, though crazy sentences using the given words.

Procedure

Choose two or three different topic word cards and shuffle them. When playing in pairs, two learners are given two piles of cards to share. When playing as a whole class, the teacher keeps all the cards in two separate piles and challenges a learner at a time. Player 1 (or the teacher) takes 1 card from each pile and shows them to Player 2, who has to produce a correct sentence that includes both words (e.g. 'The sun is shining on my supper!'). The crazier the sentences, the funnier the game! Player 2 then takes 1 card from each pile and shows them to the next player and so on.

Optional follow-up: learners choose 2 words, make a crazy sentence, write it down and illustrate it, to display in the classroom.

7. Appendix: Bingo card example – write the vocabulary words in the space below. Remember to make sure no card has exactly the same individual words.
