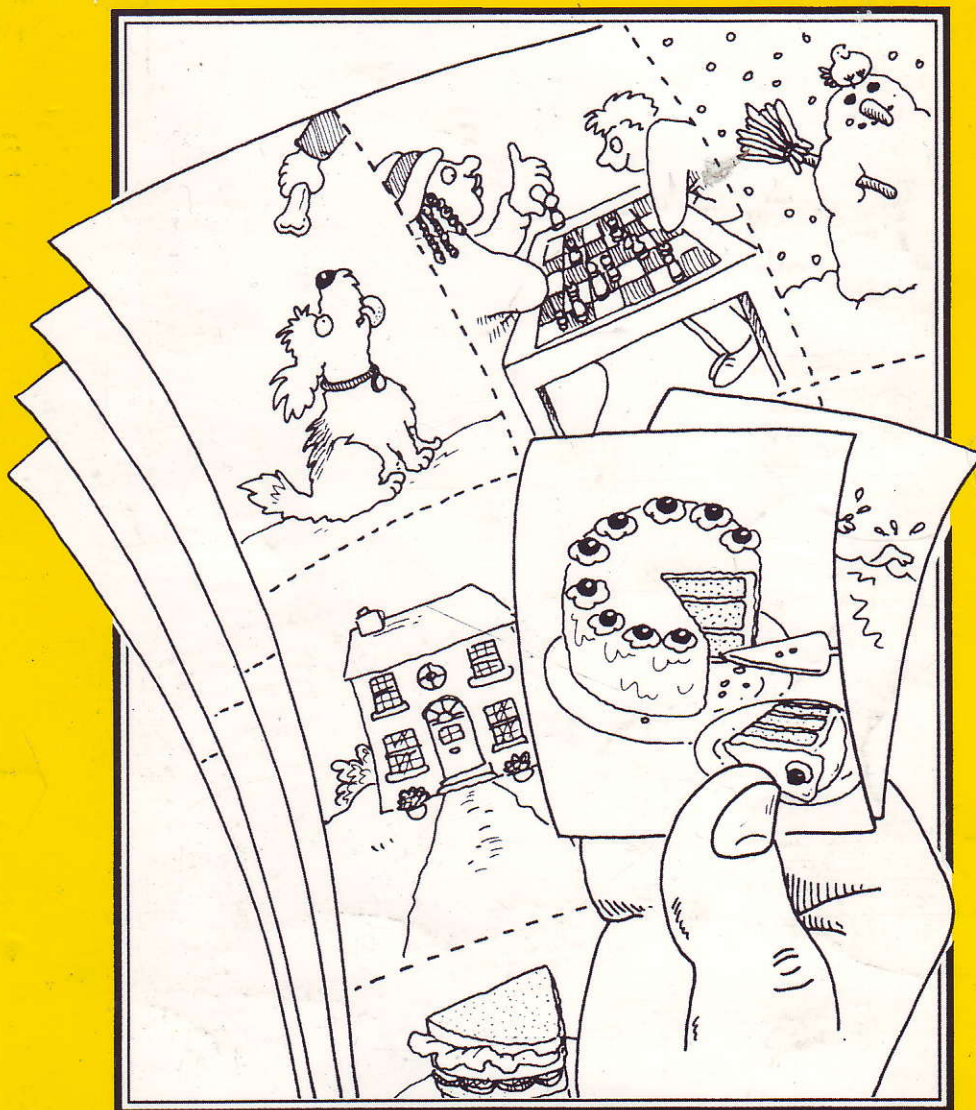


Miniflashcards

Language Games



Picture Bank

Susan Thomas

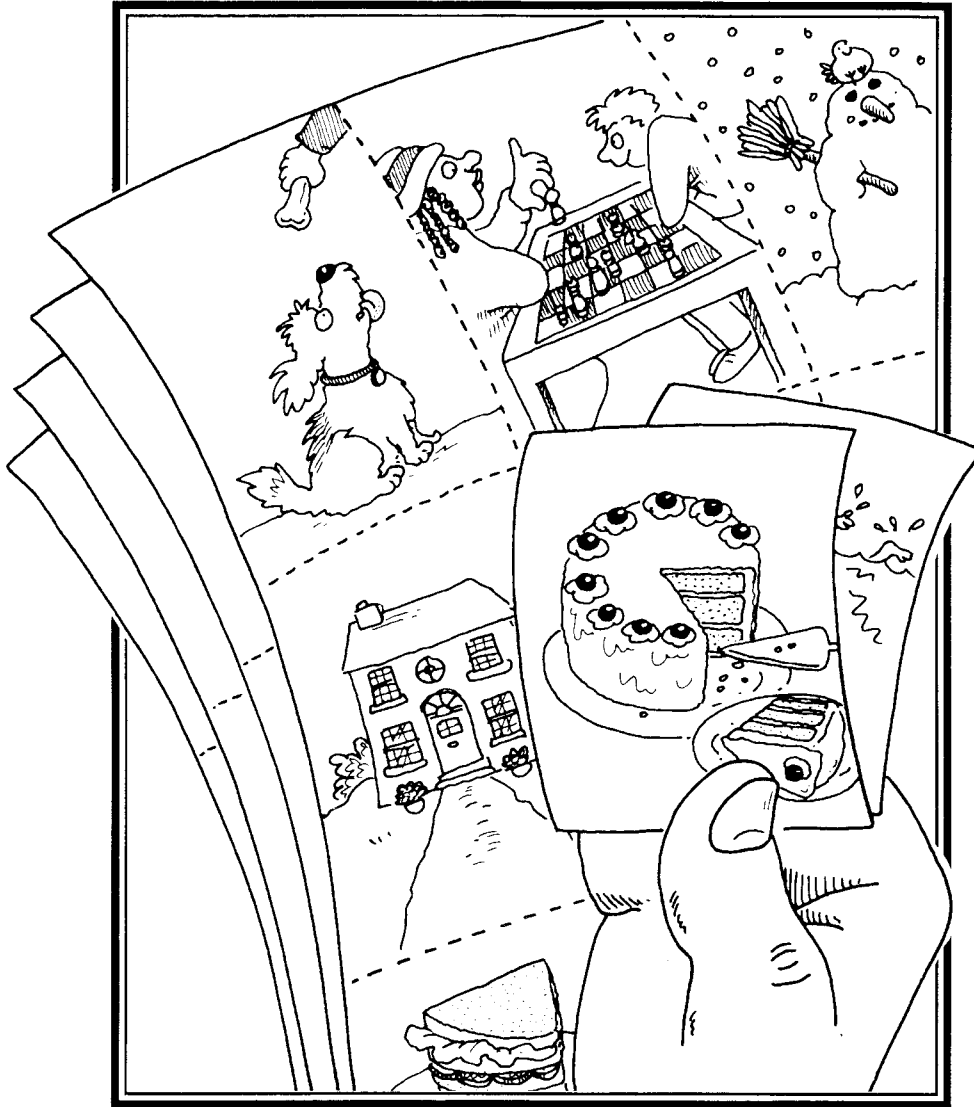


LONGMAN

ner

Mini flashcards

Language Games



Picture Bank

Susan Thomas

Photocopiable Series

Addison Wesley Longman Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world

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1 Introduction:

Miniflashcards and effective language learning

Rationale

As learners, we make use of all our senses: sight, sound, touch, even taste and smell. And we learn in many different ways: by listening to what people tell us, by watching what they do, by copying them, by experimenting and finding things out for ourselves, and, above all, by practising various skills. Our learning can be passive (listening, reading, observing, etc.), it can be active (copying, experimenting, repeating, etc.), it can be individual (learning by oneself) or interactive (learning with and from others). Often it is a combination of these.

As learners, we find that we have strengths and weaknesses, and as a result of these we develop preferred ways of learning. Traditionally, language learning in school has emphasised aural input and text-based learning, but these are not necessarily the best or only ways for all students to learn. Awareness of the value of other modes of learning is leading teachers to attempt to broaden their approach so as to cater for a wider range of learning needs and preferences. Only in this way, we are discovering, can teaching and learning become more effective.

Miniflashcards are visual and tactile materials which help modern language teachers to provide opportunities for learning which are more multisensory in their appeal and which, because of their flexibility, can be used to meet a wider range of learning needs than textbooks on their own can provide.

The emphasis on games-type activities is deliberate, since the acquisition of foreign language skills is as much practical as it is academic, and it is only through frequent practice that the learner can become sufficiently familiar with the language presented to be confident enough to use it for him/herself. Constant repetition, however, can be demotivating. By incorporating new vocabulary and grammatical structures into game-like situations in which the elements appear in randomised and enjoyable combinations, learners' involvement in the learning process can be engaged more effectively and sustained for longer than is often the case with textbook exercises. Game situations, if designed with learning goals clearly in mind, can provide stimulating and challenging work which can support those with learning difficulties and promote the learning of our most gifted students.

Ways Miniflashcards can be used to promote effective learning:

Supporting multisensory approaches with materials which are

- tactile
- visual
- designed for active use

Making language visible by providing visual prompts and manipulable structures for

- vocabulary learning
- patterns of language
- helping to build or reinforce concepts
- making sequences and relationships between words more explicit
- encouraging the transfer of language skills across topic areas

Supporting differentiation: Providing challenges appropriate for classes of all abilities and mixed abilities

- flexible materials support hundreds of differentiated activities
- interest is maintained for longer, so learning is more secure
- activities can be as simple or as demanding as the teacher wishes
- materials support acquisition of complex grammar points as well as simple vocabulary
- materials can be used in ways which stimulate creative use of language acquired
- materials lend themselves both to self-monitoring and to teacher assessment

Supporting independent learning

- games and activities engage and motivate learners to work with minimal teacher intervention
- materials facilitate self-monitoring and encourage learners to achieve mastery
- activities using the materials can be devised by learners themselves
- visuals can be used to provide on-going support for learners encountering difficulties

Supporting co-operative learning

- provides a purpose for group work
- facilitates social aspects of learning together, e.g., turn taking
- provides context for learning with and from peers

Building confidence

- activities involve learners in ways which they can manage with ease
- flexible materials provide as much varied practice as is required
- non-threatening contexts (success or failure turns on luck as well as skill, encouraging risk-taking, protecting self-esteem and allowing learning to continue)
- through self-monitoring the learner becomes aware of the effectiveness – or otherwise – of her/his own learning, and so can continue until confident

Motivating

- games are fun
- working with others is fun
- more senses are engaged
- provides reasons for speaking, reading, listening, writing *now*
- practice → confidence → success → motivation

Promoting creativity

- materials can provide the starting point or springboard for further linguistic development
- pictures and groups or sequences of pictures can trigger learners' own ideas and language, whereas text can have the effect of restricting learners to the 'given' language
- creative activities can easily be devised using the same materials used for games or practice activities
- activities using the materials can be devised by learners themselves
- by using the target language while involved in games or activities, learners are using it 'for real'
- learners are encouraged to adapt language for use in new and unpredictable situations

Making efficient use of resources, by providing materials which are flexible, cost effective and timesaving

- the materials can be used by learners in any class, at any age or level, including adults
- they can be used with whole class, groups or individuals
- the materials can support activities at various stages of the language programme, e.g., presentation, practice, diagnosis, assessment, revision, reference
- the same elements can be combined in many different ways to support almost any topic
- they can be used to support language learning in any language, or in a range of languages
- many of the games materials are ready made, easily portable and ready to be used anywhere
- the photocopiable materials can be cut up, enlarged, coloured, etc. to suit individual learning needs
- templates are provided for adding further items to suit the class or individual learners
- many ideas for simple games and activities are provided

2 Encouraging creative use of language

Games can be an effective way of motivating learners to practise basic vocabulary and structures to the point where they can use them confidently. Some of the games described in this book go further than this, encouraging learners to combine elements of language they have already acquired to produce new forms of the language to suit new situations.

The materials supplied in this *Miniflashcards* pack can be used in many other ways to support the creative use of language. A few examples are given below.

DIFFERENTIATION - USING PICTURES WITHIN GAMES

Name an item

Give a simple description of an item

Say what's happening in the picture

Say what you think a person's saying

Say what you think a person's thinking

Imagine a conversation between 2 people

Say what happened before or after the picture

MIX AND MATCH - COMBINING WITH OTHER PROMPTS

Make a question

Tell a story

Make a sentence about the picture where you

ask for information

complain about something

Give the correct part of a verb to match the pronoun

Say how you feel or if you like or dislike something

Give a command

Ask a question

Make a negative

Say something in the past, present, future

Say something with a number in it
(e.g. for counting, prices, times of the day)

Say what colour something is

3 Suggestions for using the materials

This book contains the copymasters to accompany *Miniflashcards*. However, the book can also be used as a freestanding photocopiable resource.

The Materials

- 8 sets of playing cards and/or copymasters:
Food and Drink; Leisure; Travel; Weather and Calendar; People and Jobs; Vital Verbs; Happy Holidays; Round the Town
- 9 spinners:
Question; Pronoun; Colour 1; Colour 2; Tenses; Mood/Faces; 10-section; 12-section; 20-section

How to prepare the photocopiable resources

The copymasters can be prepared in a variety of ways to suit the needs and learning preferences of your classes.

- They can be photocopied onto paper, for use as handouts or worksheets.
- They can be enlarged, for display or for making flashcards.
- They can be copied onto card, perhaps enlarged, and then cut to make individual cards for games and activities.
- Text can be added beneath pictures or on the backs of cards.
- For maximum durability, visuals can be copied onto paper, glued onto thick card and covered with plastic.
- They can be photocopied onto acetate to create transparencies for use on the OHP.
- Once copied, visuals can be combined or grouped to make display materials, or used to compile a picture dictionary or topic reference book.
- Blank masters can be used to create new sets of visuals, to make matching text cards and new games.

Using the visuals

The visuals can be used to support classroom work in a number of different ways. For example, a visual can

- be used to introduce a new word or phrase;
- serve as a prompt for the production of the spoken word or phrase in a practice or review exercise;
- serve as a reminder of the meaning of the associated written word or phrase;
- provide the starting point for introducing or revising related vocabulary;
- be used in combination with one or more other prompts to illustrate a structure;
- provide one of a series of examples to practise a teaching point;
- be used in conjunction with a die or spinner to provide randomised prompts for practice or assessment.

Some of these functions will be more appropriate than others at different stages in the teaching programme.

Presentation

The teacher introduces new vocabulary and phrases, referring to the visuals prepared for the OHP or as flashcards. Provide plenty of opportunity for the language to be heard and practised unobtrusively before anyone is called on to perform alone. 'Chorus work' and repetition is useful at this stage. Encourage learners to experiment with their voices, repeating the new words and expressions emphatically, softly, angrily, questioningly, etc. This helps to avoid monotony and encourages learners to get used to experimenting with intonation as well as pronunciation.

Learners who are good at processing sound input will quickly begin to associate visuals and sound and be able to reproduce the sounds accurately; others will find it helpful to be able to see the written words as well, so introduction of the written form should not be too long delayed. This is the stage at which to draw attention to the important phonetic aspects of the written word, so that learners will be able to work out the correct pronunciation for themselves, if at a later stage they need to refer back to the items being presented now.

Practice activities and games

Once the learners have become sufficiently familiar with the new elements to be reasonably sure of pronouncing them correctly, individual or group activities and games can be set up. These activities will help the learners to improve their familiarity with the new language and begin to transfer it to long-term memory. At this stage they should be encouraged to ask for confirmation of any vocabulary or pronunciation they may find they have forgotten or are not sure of.

Section 5 offers suggestions for activities and games which can be used with any of the visuals in this book to achieve a range of learning outcomes. Section 7 offers suggestions specifically related to particular sets of visuals in this book.

Most of the activities suggested in Sections 5, 6 and 7 are based on traditional games and will be familiar. Younger learners are usually very good at making up their own variations of these games. The important thing is that they are actively using the language in a practical, meaningful way, and also having fun. Although some games can be noisy or boisterous, the effort learners bring to them can be considerable. Adults usually respond just as positively as younger learners; using language in the context of a game can help them to overcome initial shyness about using the language 'in public'.

For extended practice, learners can be directed to move round the room at timed intervals, changing partners or groups repeatedly. In some of the games, success relies on good co-operation between players. Other games are very competitive. Here the teacher may wish to give some thought on how best to involve the weaker student. The competitive games can be made into exciting team events, with a time element being introduced, or with students rushing out to the front with the correct card(s). However, these need to be played in a hazard free area!

Most games will last between 5 and 15 minutes; writing games can take longer. Time should also be allowed for debriefing. Students can discuss any difficulties they encountered, the effectiveness of the activity, and how it could be varied, amended or extended to fit their own needs/interests/experience.

Using the target language

The games should be played using the target language. A player who failed to use the target language might be required to go back to the beginning of the game and start again. Learners will need to be taught appropriate language to use before embarking on the activities.

Self-assessment as part of learning

Activities and games based on cards are particularly useful for helping learners to become aware of techniques for monitoring their own progress. It is easy to test yourself, or a partner, by counting the number of cards correctly identified in the target language. These cards can then be discarded temporarily while the less well known cards are reworked, bringing all cards together for a further test afterwards.

Teacher assessment

This can take place

- during a teacher controlled activity on the OHP.
- by observing individuals and groups at work.
- by joining in activities with an individual or group.
- in groups, using the foreign language assistant or more advanced learner who may be present.
- by providing individuals or groups with a worksheet to complete, based on the same visuals.

Such feedback provides the teacher with information for future reteaching or for planning future work.

Reference

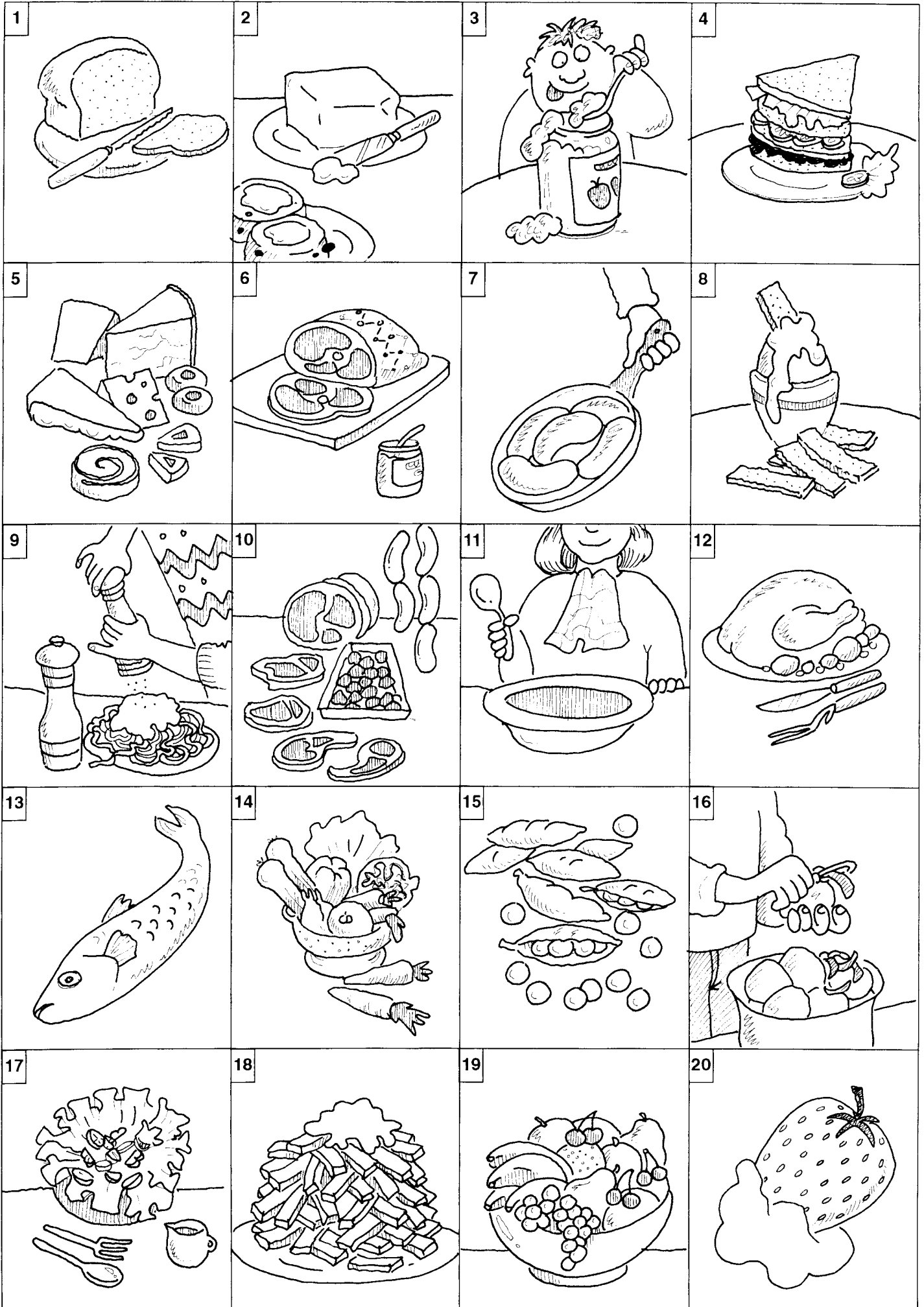
In all foreign language work, learners' confidence can be undermined by memory failure. The visuals can be used in a number of ways to provide on-going support for individuals or groups who may need it at a later stage in the programme. Learners are more likely to use language if they have the opportunity to refresh their memory quickly and unobtrusively.

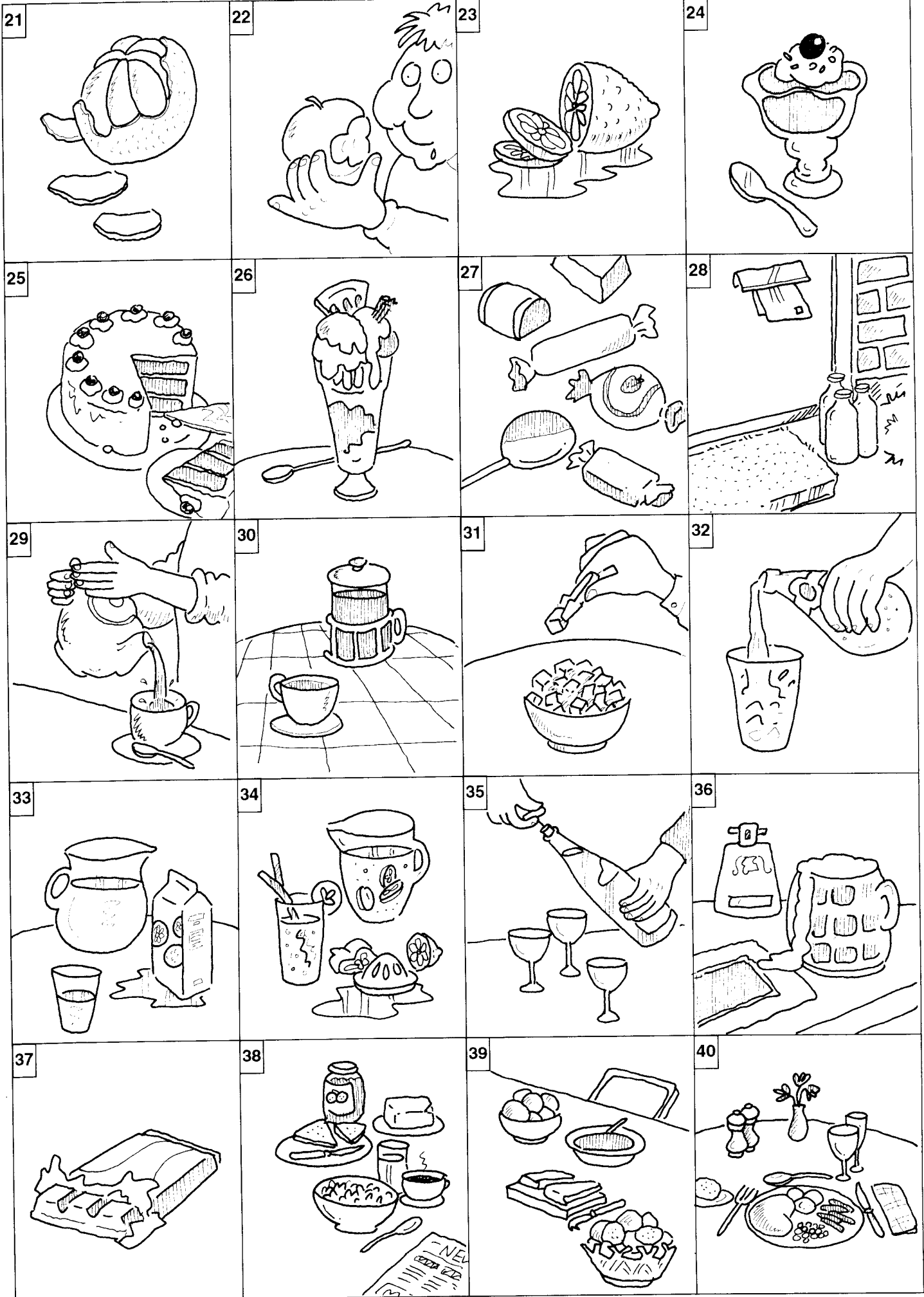
- Visual 'markers' make for ease of reference. For example:
- Visuals and text can be used to make permanent wall displays which can be glanced at as/when necessary.
- If learners have notebooks or binders, sheets of copymasters can be provided for their own use at a later stage. (Useful for homework and revision, too.)
- The visuals can be used by pupils to compile a scrap book or 'topic book' which can be consulted by learners at any future stage in the programme. If the items can also be recorded on a short tape, a 'multisensory reference book' can be created.

4 Picture bank and vocabulary lists

FOOD AND DRINK

1. bread
2. butter
3. jam
4. sandwich
5. cheese
6. ham
7. sausage
8. egg
9. salt and pepper
10. meat
11. soup
12. chicken
13. fish
14. vegetables
15. peas
16. potato
17. salad
18. chips
19. fruit
20. strawberry
21. orange
22. apple
23. lemon
24. dessert
25. cake
26. ice cream
27. sweets
28. milk
29. tea
30. coffee
31. sugar
32. mineral water
33. fruit juice
34. lemonade
35. wine
36. beer
37. chocolate
38. breakfast
39. lunch
40. dinner





LEISURE

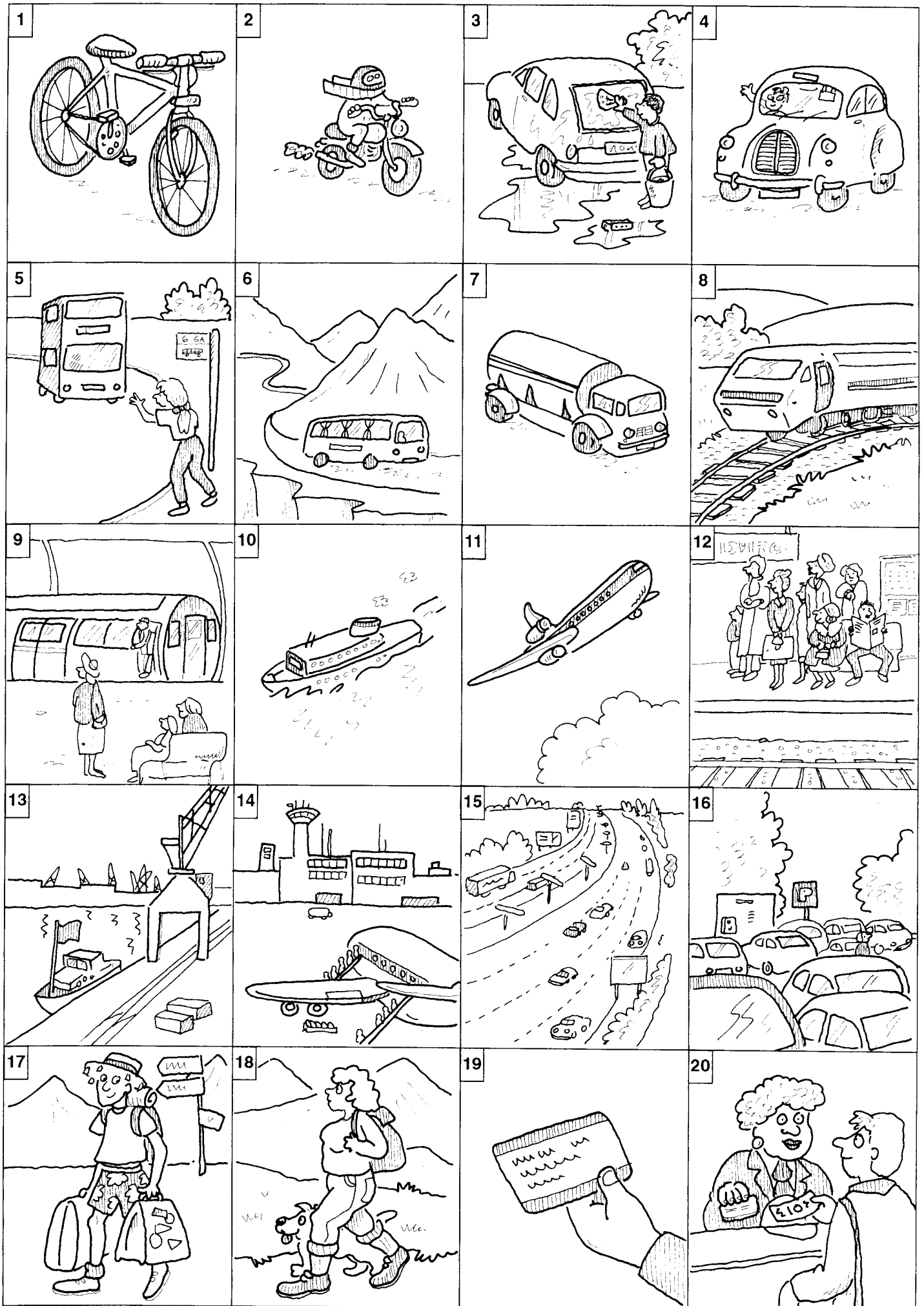
1. sport
2. swimming
3. cycling
4. football
5. tennis
6. athletics
7. gymnastics
8. fishing
9. winter sports
10. team
11. match
12. stadium
13. a walk
14. film
15. play
16. party
17. rock concert
18. pop star
19. CD
20. cards
21. chess
22. toy
23. photography
24. DIY
25. gardening
26. radio
27. television
28. video
29. computer
30. relaxation
31. newspaper
32. magazine
33. fashion
34. dog
35. cat
36. horse
37. rabbit
38. bird
39. fish
40. mouse

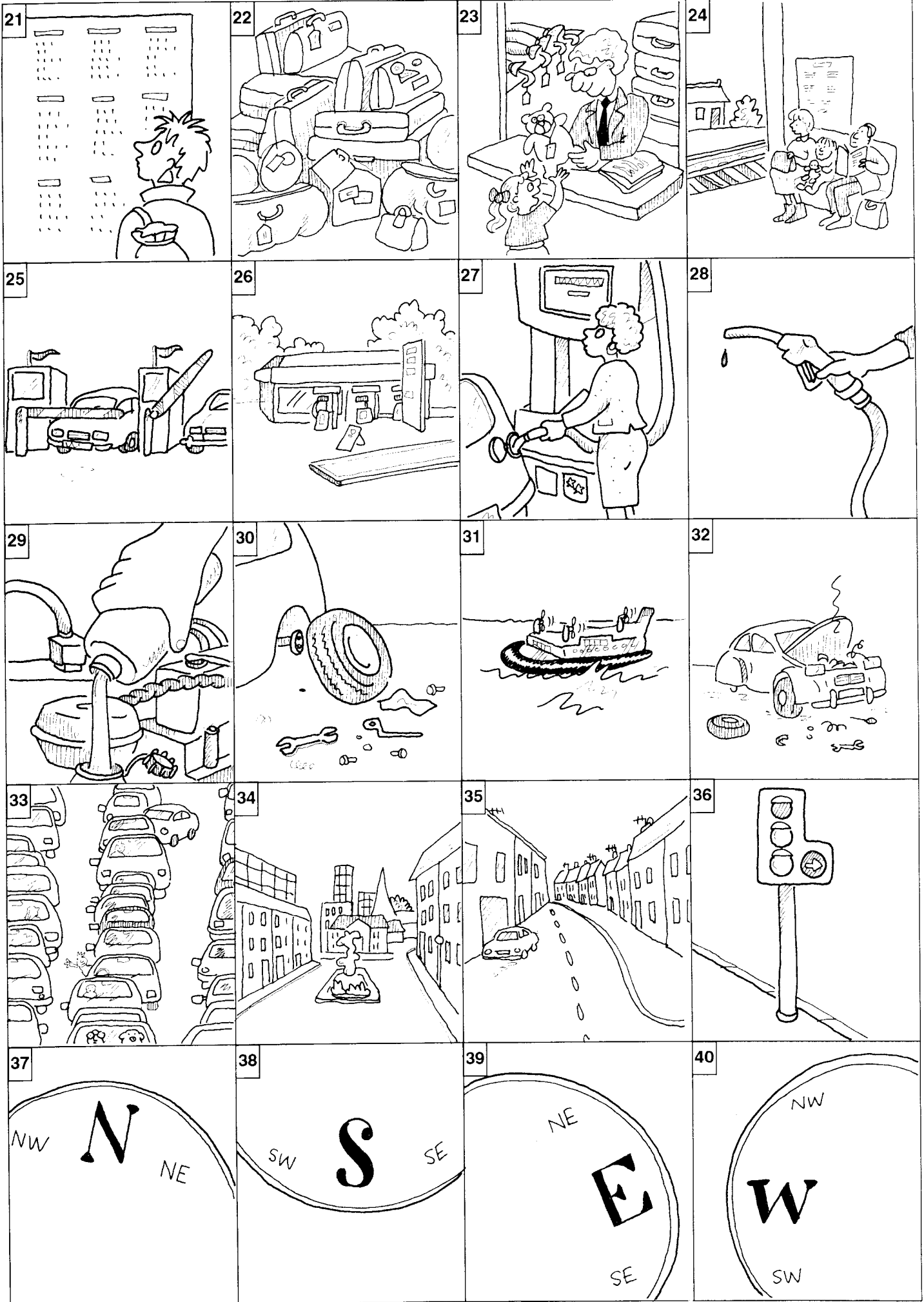




TRAVEL

1. bicycle
2. motorbike
3. car
4. taxi
5. bus
6. coach
7. lorry
8. train
9. underground
10. ferry
11. aeroplane
12. station
13. port
14. airport
15. motorway
16. car park
17. traveller
18. on foot
19. ticket
20. ticket office
21. timetable
22. luggage
23. lost property
24. waiting room
25. toll
26. petrol station
27. to fill with petrol
28. petrol
29. oil
30. tyre
31. hovercraft
32. breakdown
33. traffic jam
34. town centre
35. street
36. traffic lights
37. north
38. south
39. east
40. west

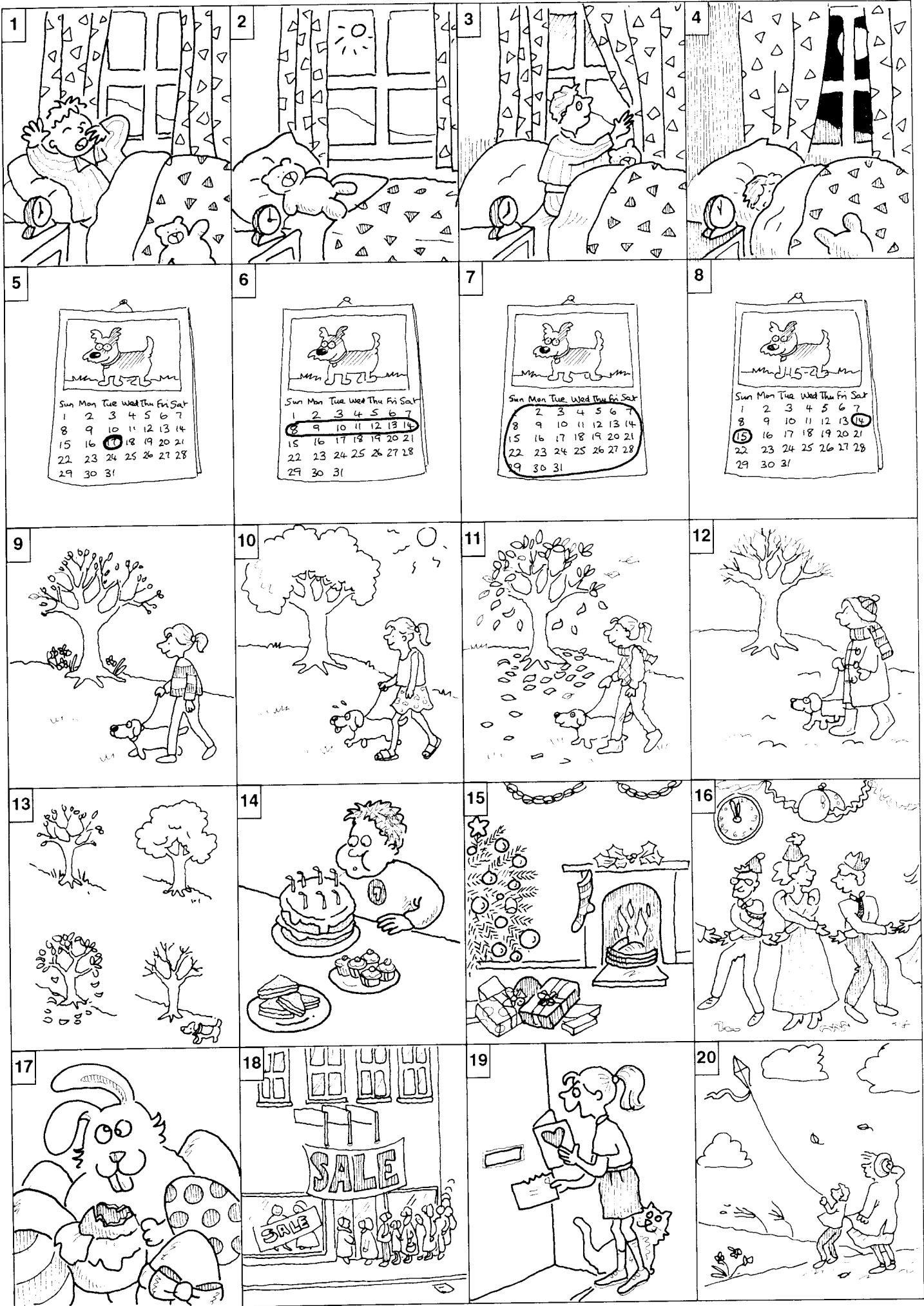


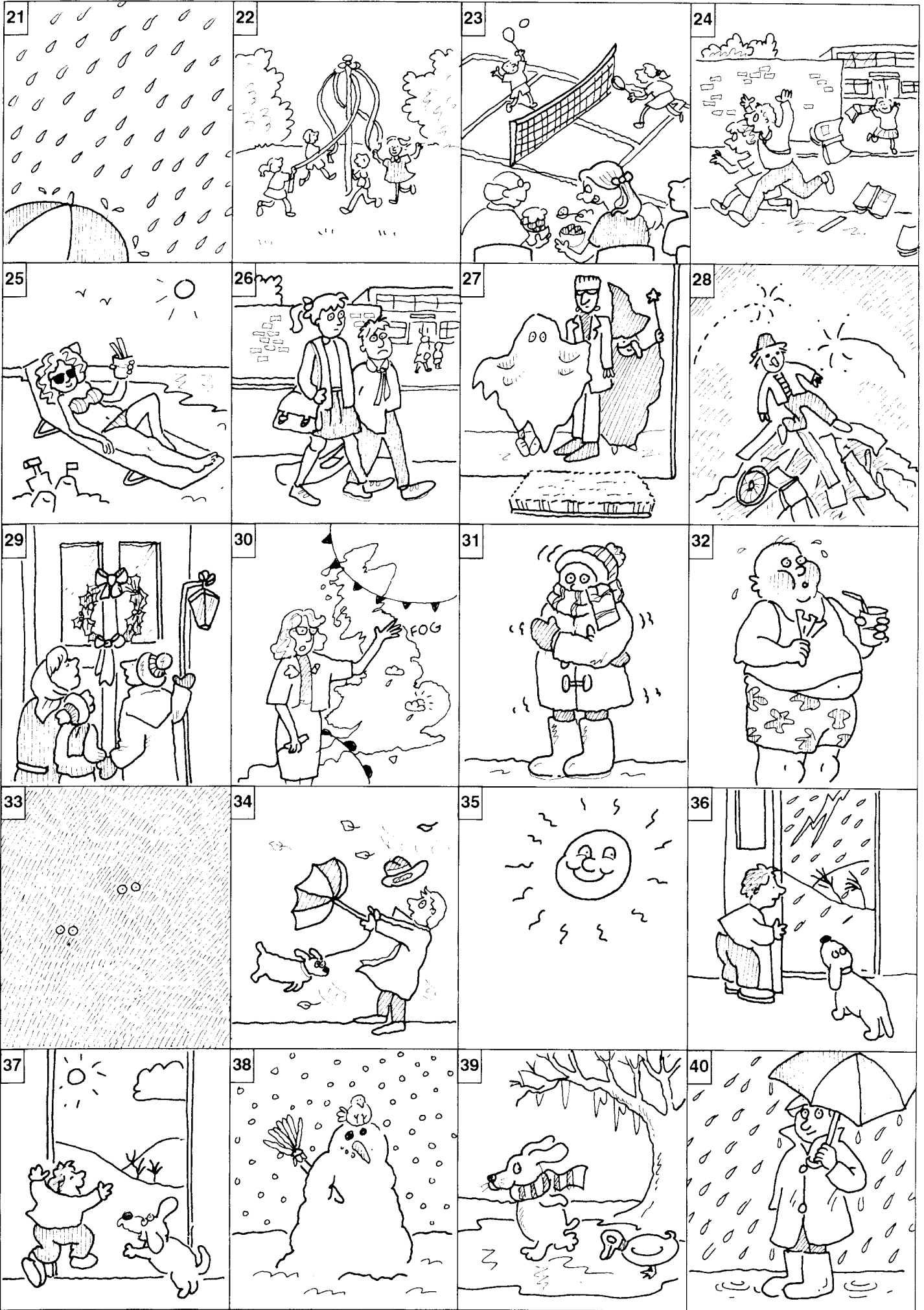


WEATHER AND CALENDAR*

- | | |
|--------------------|------------------------|
| 1. morning | 21. April |
| 2. afternoon | 22. May |
| 3. evening | 23. June |
| 4. night | 24. July |
| 5. day | 25. August |
| 6. week | 26. September |
| 7. month | 27. October |
| 8. weekend | 28. November |
| 9. spring | 29. December |
| 10. summer | 30. weather (forecast) |
| 11. autumn | 31. it's cold |
| 12. winter | 32. it's hot |
| 13. year | 33. it's foggy |
| 14. birthday | 34. it's windy |
| 15. Christmas | 35. it's sunny |
| 16. New Year's Eve | 36. it's bad weather |
| 17. Easter | 37. it's fine weather |
| 18. January | 38. it's snowing |
| 19. February | 39. it's freezing |
| 20. March | 40. it's raining |

*Please note that illustrations for seasons and months are related to weather and cultural traditions in Great Britain.

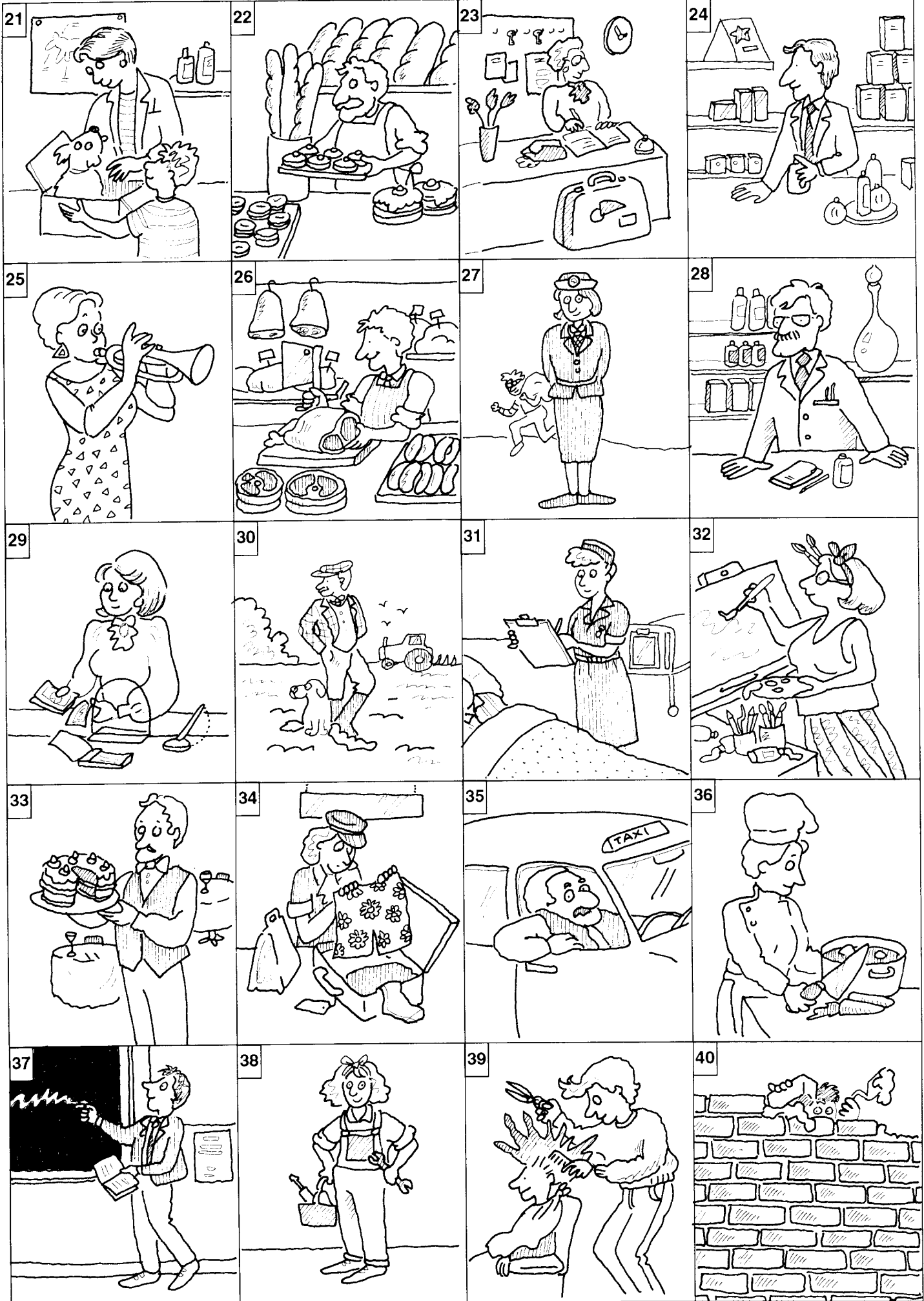




PEOPLE AND JOBS

1. woman
2. man
3. friend
4. girl/boyfriend
5. neighbour
6. retired person
7. househusband/wife
8. pupil
9. student
10. unemployed person
11. customer
12. tourist
13. computer programmer
14. postman/woman
15. engineer
16. doctor
17. dentist
18. flight attendant
19. fire officer
20. office worker
21. vet
22. baker
23. receptionist
24. shop assistant
25. musician
26. butcher
27. policeman/woman
28. chemist
29. bank clerk
30. farmer
31. nurse
32. artist
33. waiter/ress
34. customs officer
35. driver
36. cook
37. teacher
38. mechanic
39. hairdresser
40. bricklayer

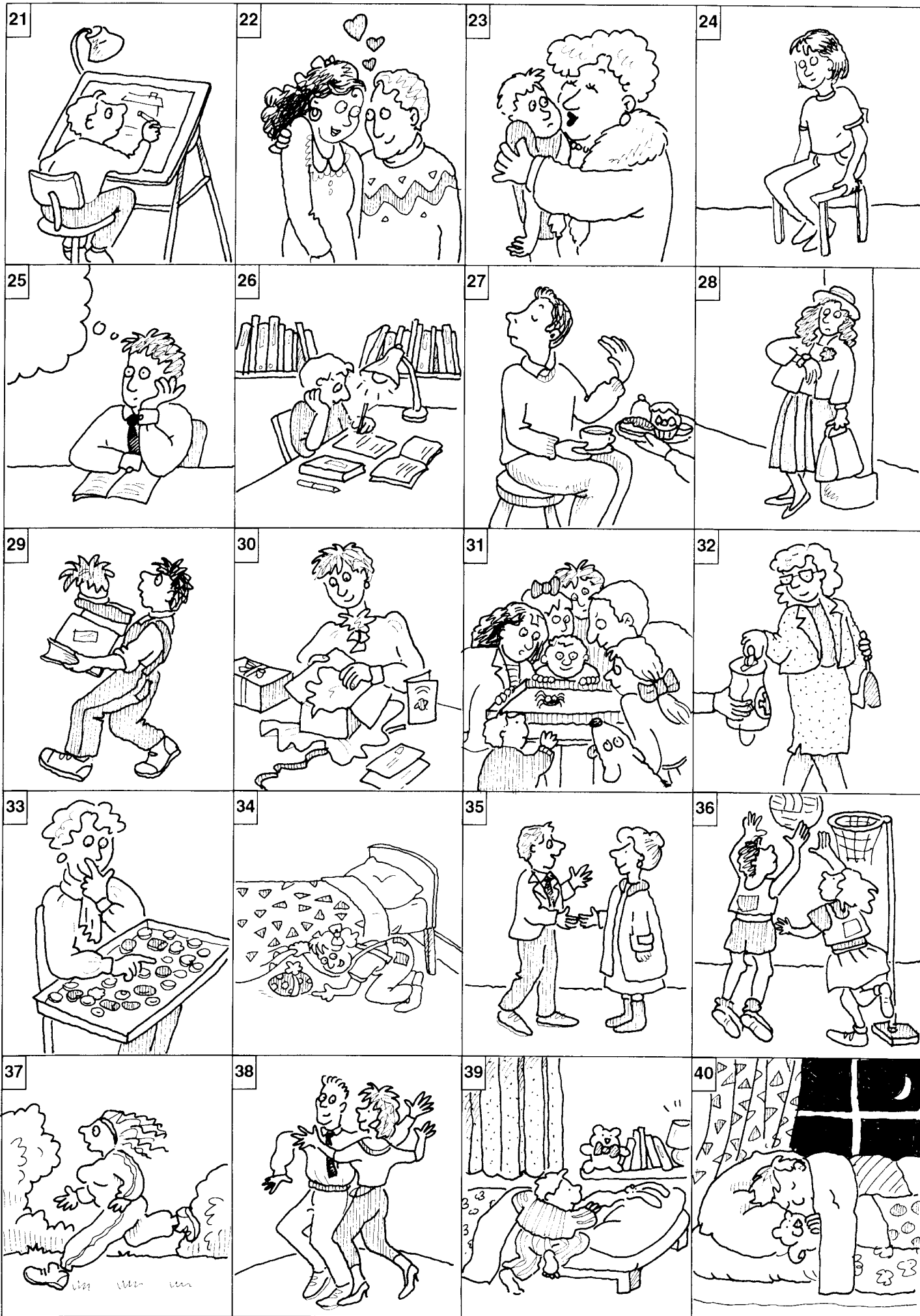




VITAL VERBS

1. get up
2. wash
3. get dressed
4. prepare (meal)
5. eat
6. drink
7. go in
8. go out
9. go up
10. go down
11. speak
12. listen
13. push
14. pull
15. buy
16. sell
17. arrive
18. depart
19. read
20. write
21. draw
22. love
23. kiss
24. sit down
25. think
26. study
27. refuse
28. wait
29. carry
30. open
31. look at
32. give
33. choose
34. find
35. meet
36. play
37. run
38. dance
39. go to bed
40. sleep

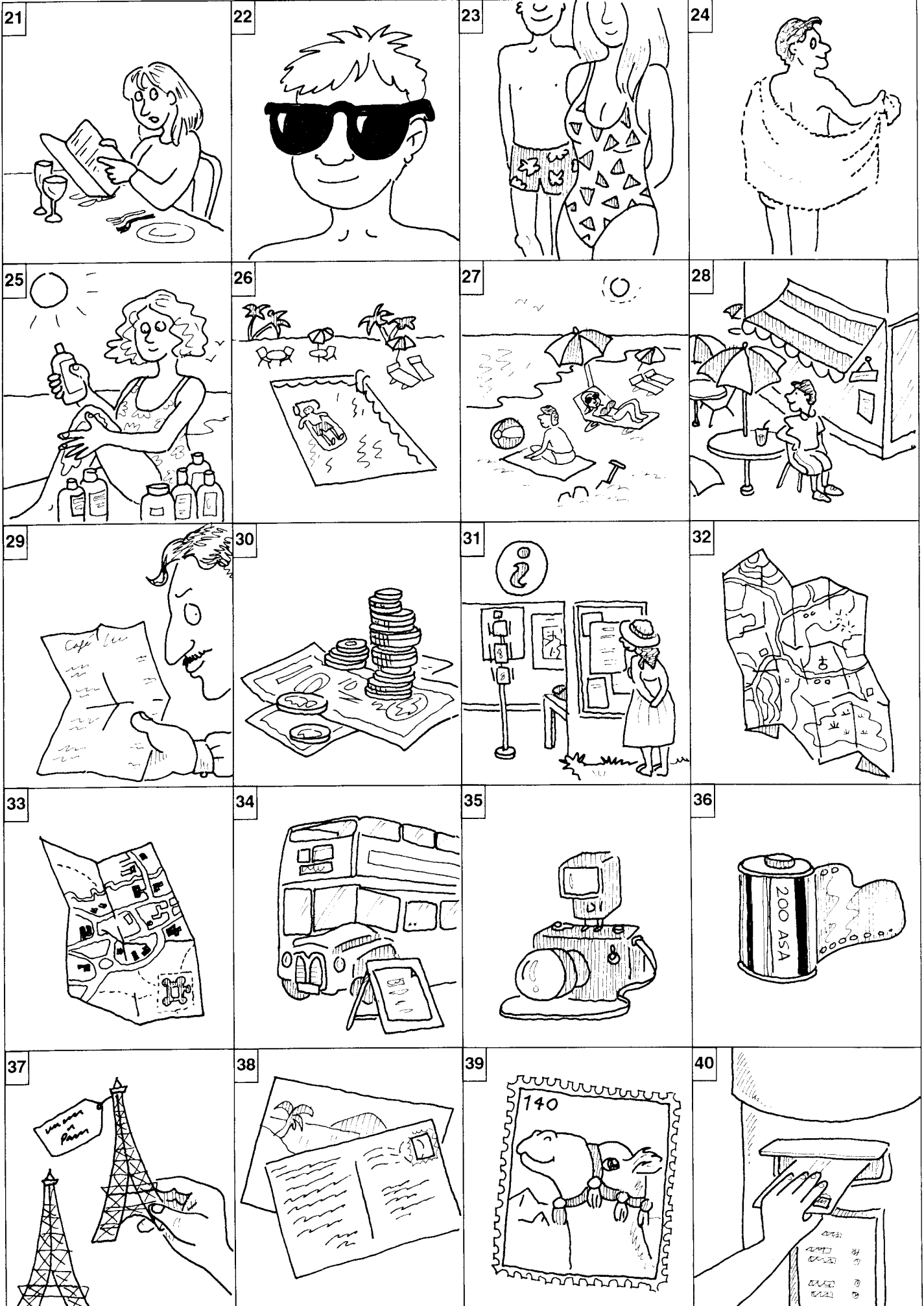




HAPPY HOLIDAYS

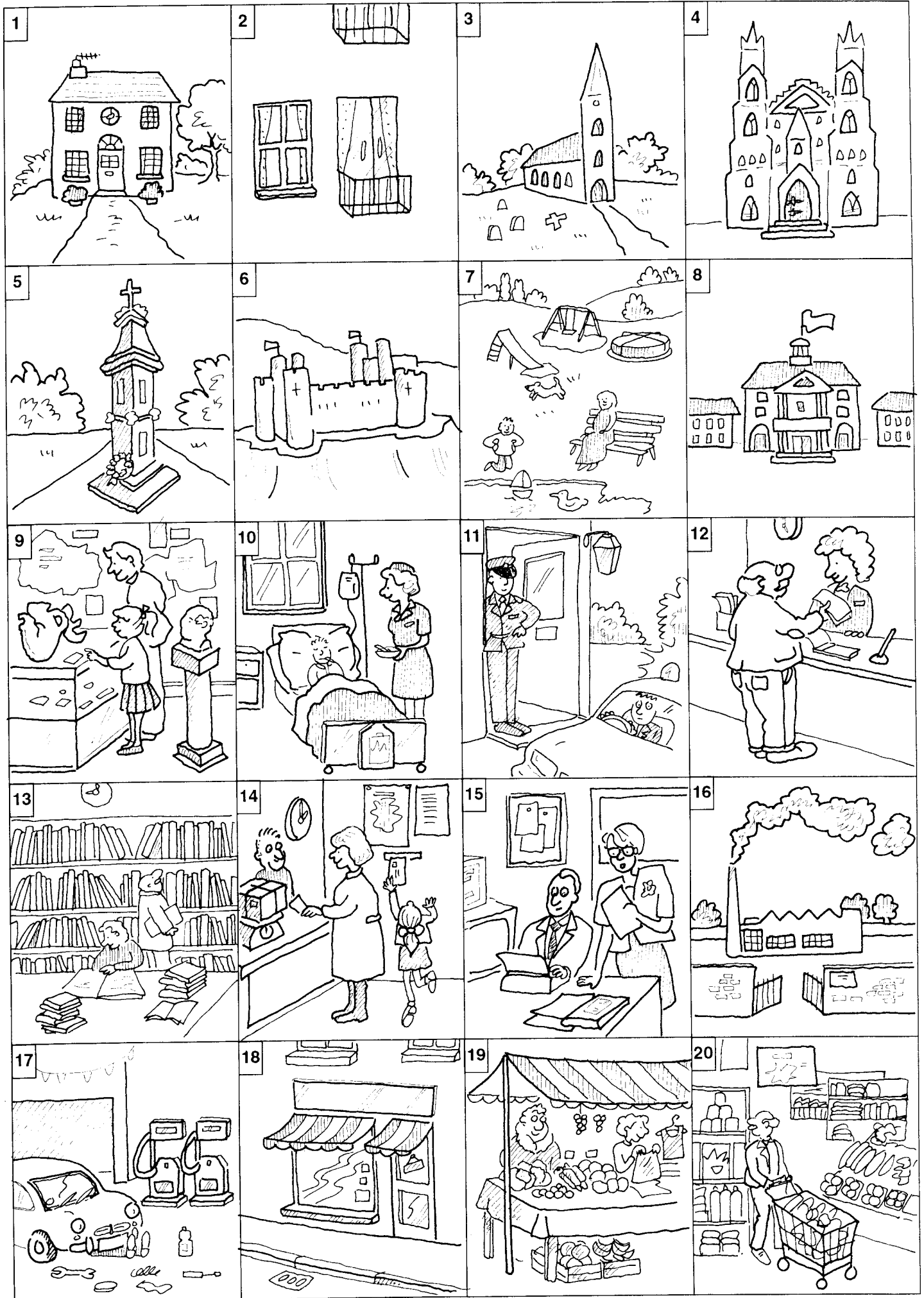
1. camp site
2. tent
3. youth hostel
4. rucksack
5. hotel
6. hotel reception
7. single room
8. double room
9. bath(room)
10. shower
11. toilet
12. balcony
13. view
14. passport
15. key
16. suitcase
17. lift
18. breakfast
19. bar
20. restaurant
21. menu
22. sunglasses
23. trunks/swimsuit
24. towel
25. suntan lotion
26. swimming pool
27. beach
28. café
29. bill
30. money
31. tourist office
32. map
33. town plan
34. excursion
35. camera
36. film
37. souvenir
38. postcard
39. stamp
40. letterbox

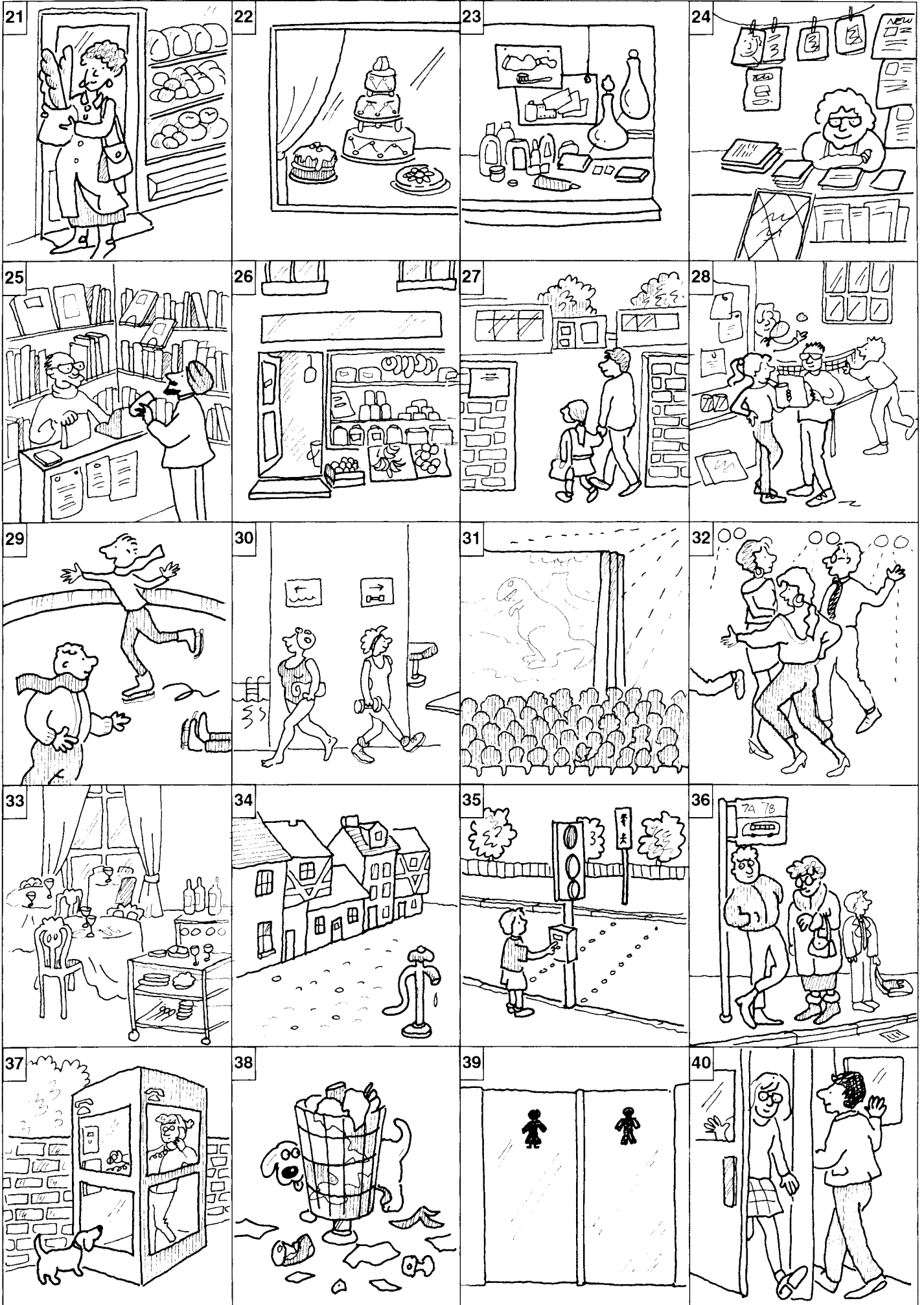




ROUND THE TOWN

- | | |
|--------------------|-------------------------|
| 1. house | 21. baker's |
| 2. flat | 22. cake shop |
| 3. church | 23. chemist's |
| 4. cathedral | 24. newsstand |
| 5. monument | 25. bookshop |
| 6. castle | 26. corner shop |
| 7. park | 27. school |
| 8. town hall | 28. youth club |
| 9. museum | 29. ice rink |
| 10. hospital | 30. leisure centre |
| 11. police station | 31. cinema |
| 12. bank | 32. disco |
| 13. library | 33. restaurant |
| 14. post office | 34. old town |
| 15. office | 35. pedestrian crossing |
| 16. factory | 36. bus stop |
| 17. garage | 37. phone box |
| 18. shop | 38. litter bin |
| 19. market | 39. toilets |
| 20. supermarket | 40. entrance/exit |





1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

1	2	3
4	5	6
7	8	9
10	11	12

5 Suggestions for activities and games

The resources supplied in this kit can be used singly or in a variety of combinations to support work at different stages of the teaching programme and with students of differing abilities and needs. For example:

Visuals can be used

- with the whole class, to introduce vocabulary and concepts;
- with individual students or groups, to practise or revise discrete items of vocabulary (words, phrases or sentences);
- in combination in many different ways to illustrate relationships between items of vocabulary;
- to introduce an element of randomness to learning activities by shuffling groups of cards;
- as single cards or groups of cards as a starting point for using language creatively.

Spinners can be used alone or in combination with cards to enhance the element of unpredictability which can improve motivation to learn.

Function cards can be used in conjunction with visuals to encourage the transfer of learning from one situation to another.

Board games made by the teacher involving the use of visuals and spinners can be used to set up activities which can be quite simple or very demanding.

Novel activities can be set up to fulfil a specific learning need which the teacher has identified, or familiar games formats can be used.

Using visuals with the OHP

The OHP is particularly useful for introducing new vocabulary, but it can also be used for whole class work at various stages throughout the teaching programme. For example, it can be used to display visuals for:

- ensuring that students understand the concepts underpinning the work you are planning for them to do (particularly useful where there are students with special educational needs);
- reviewing vocabulary previously learned, in order to link it to new vocabulary you are about to introduce;
- presenting new vocabulary;
- teacher-led practice of new vocabulary;
- assessing whether new vocabulary has been well-enough learned for the class to proceed to group work;
- playing games in which the whole class can join;
- demonstrating an activity or game which learners are about to carry out in groups;
- inviting suggestions from students as to how language items they have already learned could be used in a variety of situations;
- triggering activities requiring students to make creative use of the language they have learned;
- organising feedback about an activity;
- assessing the quality of learning which has taken place during group work, or over a period of time;
- revising vocabulary learned at an earlier stage in the programme.

OHP activities

- Move picture items on the OHP slowly into focus for learners to name.
- Flash pictures up quickly. If the item is not named, repeat more slowly.

- Reveal sections of picture items bit by bit for learners to name.
- Cut pictures into sections and place on the OHP one by one, either right way up or upside down. Ask learners to name the item and give directions for the rearrangement of the sections into one picture.
- Cut out silhouettes of those items with clear outlines for the learners to name.
- Cut shaped holes in cardboard and move over the OHP for 'Through the keyhole' guessing games.
- Colour in pictures following learners' instructions.
- Put on overlays for e.g., prices of food.
- Play simple games e.g., What's Shown on the Card?, Noughts and Crosses, Kim's Game, True or False, or Guessing Game.

Using visuals for activities and games

Sets of visuals can be used as props for many language learning activities as well as serving as 'game pieces' in a number of well-known game formats.

Many of the activities and games suggested below can be used for consolidating recent learning, and for helping students to monitor the effectiveness of their learning. Some will stimulate creative use of the language which has already been learned. They will variously encourage memorisation, speaking, listening, reading or writing, and sometimes combinations of these.

It is worth remembering that a single visual or set of visuals can be used in many different ways to achieve different learning outcomes. Notes in square brackets after each title will suggest likely outcomes, but teachers will have their own ideas to add to these.

INSTRUCTIONS FOR ACTIVITIES AND GAMES

What's Shown on the Card? [memorising, consolidating learning]

Needed: 20+ playing cards/photocopies with text on the back, or checklist of text. The following sequence of activities progresses from less to more demanding.

- **Picture Spread.** Spread the cards picture up over the table. Take it in turns to choose an item and name it. If you are right, take the card. If you are wrong, put the card back. The player with the most cards at the end of the game wins. (Offers free choice of seen cards.)
- **Guess the Card.** Place a small pile of cards face down. Players in turn guess which one is on the top. (Choice of unseen cards. Winning based more on luck than knowledge. No time pressure.)

Variation 1: Guess What's Coming. Produce cards on a theme out of a bag, box, pocket, etc.

Variation 2: Guess What Card I've Got. Guess the card a player has in his/her hand.

- **Pick a Card.** Fan out some cards for another player to choose and name. If s/he is wrong, the card is put back into the pack. (Choice of unseen cards.)
- **Take That Card.** Place the cards in the middle of the table. 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. (No choice of card.)
- **Quick Flash.** The quiz person holds up a card for one second only. The first player to name the item shown wins the card. (No choice of card. Competitive. Time pressure.)

Variation: As in Take that Card, 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 lose your cards. The last player with a card loses.

(Note: This concept of retaining the card until the item of vocabulary is learnt can be applied to a number of games.)

Line Solitaire [memorising, consolidating recent learning, revising, monitoring]

Lay out some cards in a line. Name the first item; then turn the card over and check the answer. If you get it right, you carry on. If you get one wrong, then you try and learn it. Then turn all the cards back over, and start again. The aim is to find your longest run without any mistakes. From time to time you

can shuffle the cards. (You can also play this in pairs or teams.)

Variation 1: Lay the cards out in say, rows of six, or in diamond or pyramid shapes and see how many rows you can get right.

Variation 2: Lay the cards in a square 6 x 6. You have to try to get from one corner to another by guessing correct cards. The aim is to reach the other corner in the smallest number of moves.

A Question of Languages [monitoring]

Divide some cards into three piles according to whether you think the words are Easy, Medium or Difficult.

Then take it in turns to choose a card to guess. The easy cards are worth one point, the medium two, and the difficult three. The learner with the most points wins.

Note: This game can be played only once with the same group of learners!

Noughts and Crosses [consolidating recent learning, revising, monitoring]

Needed: 9 cards

Lay out the cards 3 x 3 on the table. Take it in turns to name an item. If you are right, turn the card over, or place a coloured counter on it. The next player names an item. If s/he is correct, the card is turned over and placed sideways or a different coloured counter is placed on it. Three cards in a row wins the game.

3 in a Row [creative use of language]

Needed: Any page of 20 pictures

Choose a picture square and name an item in it, or say something about the picture. If you are right, put a counter on the square. The first player to get three counters in a row wins.

Variation: 20-Section Spinner Game. Use a 20-section spinner. Proceed as above, but spin first to pinpoint a square.

I Spy... [consolidating recent learning, revising]

Spread out some cards over the table. Call out the beginning letter of an item for the other players to find. If someone points to the correct card and names it, they keep it and become the next quiz person.

Kim's Game [consolidating recent learning, revising]

Spread out some cards over the table. One player removes a card while the others turn away. The others then look at the cards. The first player to name the missing item wins a point.

Lost Property

Place some cards in the middle of the table. You take a card, look at it for 10 seconds and then describe to the others something that you have lost. The description should cover colour, pattern, shape, size, etc. The other players judge whether the description is good enough to get the item back.

Bingo [consolidating recent learning, revising, listening]

Choose 8 items from the 20 on a picture board and put a cross in one corner of each of the 8 squares. The quiz person calls out the 20 items in any order. If you have marked one of the items called out, you put a counter on the square. The first player to cover all their marked squares calls out an agreed word.

Variation 1: The quiz person uses the 20-section spinner to select the items called.

Variation 2: Memory Bingo. Spread out some cards on the table. Then put the cards away and write down any ten that you can remember. Then the dealer shuffles the cards, and turns them over one by one. Check off the cards against the items on your list. The first player with 10 correctly spelt words (or with an agreed number of errors) wins.

Forfeits [consolidating recent learning, revising]

Needed: 40 cards of Mixed Titles. Decide which cards attract a forfeit. For example, picture cards containing a child = 1 forfeit; a food item = 2 forfeits; an animal = 3 forfeits.

Deal out the cards. Take it in turns to put a card, picture up, on the table. If you play a forfeit card, then you must say what it is, then ask the other player to give you his/her cards. For example: *Cake – give me 2 cards please.*

The other player puts 2 cards on the pile which you then take. The player who gets all the cards wins.

Variation: Include cards relating to the current topic. These attract the highest forfeit.

Catch! [consolidating recent learning, revising]

The cards are spread out on a table and the vocabulary checked before the cards are put away. You sit round in a circle. A soft ball is thrown between you. Every time the ball is caught, an item of vocabulary from the cards must be produced within a few seconds, or you are out.

Note: Some other common game time-limiting devices are: Before a feather/balloon/tissue drops to the ground. Before a plate/top stops spinning.

Charades [consolidating recent learning, revising]

The first player takes a card and mimes the item for others to guess. The first to guess correctly takes the next card.

Happy Families [consolidating recent learning, revising]

Needed: 4 identical sets of cards

Shuffle the cards and deal them out. The aim is to collect sets of items. If, for example, you already have two churches in your hand, you ask another player: *Have you got a church?* If s/he has, s/he gives you the card in return for one you wish to discard. The first player to collect complete sets of 4 wins.

Variation: Prepare sets of cards containing 'families' of four related items, e.g., 4 items of food, 4 sports, 4 modes of transport etc. Include a checklist of items for players.

Snap [consolidating recent learning, revising]

Needed: 4 sets of cards from current topic or previous ones

Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to call out the name of the item gets the card.

Odd One Out [consolidating recent learning, revising]

Needed: Several sets of cards in themes or topics

Prepare cards in sets of 4 containing three of the same theme or topic, one not. Players name the odd one out.

Matching Pairs [consolidating recent learning, revising]

Needed: 2 sets of picture cards

Shuffle the cards and spread them out face down. 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 and the next player tries.

Variation: [reading, consolidating recent learning, revising]

Needed: 2 sets of cards with vocabulary on the back

Spread out one set of cards picture up and the other set word up. Point to a card in set 1 and a card in set 2, then turn one of them over to see if they match. If they do, and if you can name them correctly, you keep them. If not, you turn the cards back over. The player with the most 'pairs' wins.

Dominoes [consolidating recent learning, reading]

Needed: Prepare dominoes, each with a picture on one half and a word on the other half, using the blank squares templates.

Give each player 4 or 5 dominoes, placing one face up and the remainder face down on the table. Players take it in turns to match a picture to a word and vice versa. If they can't make a match, they draw from the pool until they can. The object is to be first to run out of dominoes.

Snakes and Ladders [consolidating recent learning, revising]

Needed: A picture board with 3 snakes and 3 ladders drawn on it, connecting different squares.

Renumber the squares on the picture board so that number 1 is in the bottom left-hand corner and number 20 is in the top right-hand corner. Each player has a counter which s/he places on square 1. Take it in turns to throw a die or twirl a spinner. Move the counter forward the number of squares shown. If

you land on a square at the bottom of a ladder, go up. If the square is on the mouth of a snake, go down. The winner is the first to reach square 20.

I Went to Market [consolidating recent learning, revising]

Spread some suitable cards out on the table. One player starts a sentence. The next player repeats the sentence and adds an item. For example:

I went to market and bought...a cake...and some milk...

On my walk I passed the church...the supermarket...the school...

Guessing Game [creative use of language]

Needed: Set of cards related to current topic

The first player thinks of one of the cards and says something about it e.g., describes it, or says how it is used. The other players try to guess which one s/he is thinking of.

Example: *Holidays: It's made of metal. You put letters and postcards in it. (Letter box)*

True or False [listening]

The teacher, or a learner, points to a picture and says something about it. The first player to call *True* or *False* correctly wins a point.

Variation 1: [speaking]

As above, but the caller repeats the sentence if true, corrects it if false.

Variation 2: [listening]

The teacher or learner reads out a list of statements. The players jot down which are *True* and which are *False*. Check answers at the end.

Definitions [consolidating recent learning, speaking]

Take a card and try to define what is shown. If the definition is correct, you keep the card. Example: *Café—a place where you can sit down and have a drink or snack.*

Variation 1: One player produces a nonsense definition and the next player has to correct it.

Variation 2: One player produces a nonsense sentence about the picture: *The teacher is writing on the window.* The other players have to change what is wrong and give the sentence correctly. One point each for the player who says the nonsense sentence and the one who puts it right.

Twenty Questions (Animal, Vegetable, Mineral) [creative use of language, revising question structures]

Needed: Mixed set of cards

Lay out some cards on a table. The first player secretly chooses an item and writes it down. Other players ask 5-20 questions (depending on the pictures) to find out which card has been chosen. The first player may answer only *Yes* or *No*.

Example: *Is it a person? Is it a thing? Do you eat it? Is it made of plastic?*

Variation: *Yes* or *No*

Each player in turn takes a card and displays it to the group. The others fire questions based on the card. The player may answer only with *Yes* or *No*. A time limit or a maximum number of questions can be set. One point for the player who survives. One point for the player who catches her/him out.

Shopping Spree [creative use of language]

Needed: Cards representing items in a shop (e.g., food and drink); stickers or labels with prices

Players request items from the 'stallholder'. *A: Good morning, may I help you? B: Yes, may I have an ice cream please? A: Of course, what flavour would you like?*

And so on. Players work in twos and see how long they can make the dialogue last. 1 point for each 20 seconds.

Variation: Players complain about something they have bought, or ask for goods to be exchanged.

Connections [creative use of language]

Point to any two cards and make a connection between them.

Round the Town: *These are shops. You can buy food in them.*

Variation: Describe some difference between the cards, or make a comparison between them.

Battleship Buddies [speaking, listening]

Needed: 2 identical sets of 9 cards for each pair of players

The first player lays out 9 cards in a 3 x 3 grid behind a book so the partner cannot see them. The player describes the cards and says where they are. The other player has to put his/her pictures in the right place in a similar grid. For example, Holidays/Travel:

The postcard is on the top shelf. Put the souvenir on the middle shelf between the camera and the ticket.

Variation: Draw pictures in the grid instead of using cards.

Give and Receive Instructions [creative use of language, speaking, listening]

Using vocabulary from the cards, give instructions to others to draw something. At the end compare results. For example: *Draw a town square with a church, castle, café, and 3 cars.*

The Colouring Game [creative use of language, speaking, listening]

Needed: One picture – a copy for each learner

One player colours in a Copymaster picture, holding it so others cannot see it. S/he then gives instructions telling the other players how to colour in their drawings. (They hide their drawings and pencils from each other.) Players then compare results. The first player comments on their work.

Variation: Pairs of players use pairs of pictures. Procedure as above.

Spot the Difference [creative use of language, speaking, listening]

Needed: 2 enlarged copies of a picture

Change your picture by deleting or drawing in some items. The other player asks you questions to work out what the changes are.

Countdown [creative use of language]

A player is dealt a card and has to talk on the subject of the picture. One point if the player can keep going for 20 seconds, 2 points for 40 seconds, 3 points for one minute.

They Said/You Said [consolidation of recent learning, memorising]

Role play game show with teacher or a learner as compère.

Example: *We asked 25 people to name a job (a sport, a food, etc.) Name 5 now...*

You said *doctor, teacher, dentist, shop assistant, builder.*

They said *mechanic, fire officer, doctor, teacher, hairdresser.* (Prepare this information in advance by polling the entire class or by inventing it.) *You win two points.*

Simon Says [listening]

Divide the class into two teams. Give each team a set of cards, one card being dealt to each team member. The teacher or learner then calls out a request for a particular card using a special phrase which signifies whether or not the learner with the card should hold it up (or run to the front with it). The phrases can be changed each time it is played. The team with the most correct actions wins. Possible phrases:

I want/don't want...

Show me/don't show me...

Give me/don't give...

Put/don't put the card on your head/up your sleeve.

It's a good/bad idea to give me...

Hold the card in your left/right hand.

Take it to the front/back of the room.

Put the card on/under/behind the table.

Story Time (1) [creative use of language, writing]

Needed: Cards of mixed titles

Deal out to each player a small number of cards from different titles. Each player writes down a short story using vocabulary/ideas from all the cards. Time limit: 10/15 minutes. Each player then reads out her/his story.

Variation 1: One player starts the story; others add one sentence each.

Variation 2: This activity can also be used for homework, with stories recorded on cassettes for playback to the group.

Story Time (2) [creative use of language, writing]

Learners are asked to write a short story and to illustrate it by cutting out and colouring in some pictures.

Two's Company [creative, speaking]

Needed: Set of mixed cards from different topics

Divide the cards into two piles. Place them face down on the table. Each player in turn takes one card from each pile and makes up one sentence which must combine vocabulary ideas from the two cards (no *ands* allowed).

Variation 1: More piles could be used, or piles could be arranged so that, for example, one pile contained people, another verbs, another objects.

Variation 2: Make up conversations prompted by any pictures with people in them.

DIY Matching Pairs [creative, writing, reading]

Needed: Sets of pictures – a different set for each group

Each group writes on slips of paper a sentence about each of their pictures. Sentences are then mixed up. Groups move on to another table where they have to match up the pictures and sentences.

Variations: Many are possible. For example, matching up picture and: statement, description, definition, question, context, dialogue, thought, opinion, text for postcard home, dream, memory, 2-line poem, comment on social or political issue, newspaper headline, cartoon caption.

Other word and spelling games

The Vocabulary Lists provided can be used for making up games such as Definitions, Odd One Out, Word Search, Spelling Bees, Short Words from Long Words, Crosswords, Chinese Whispers, etc.

Making your own games

Blank masters are provided of:

- 12-square boards
- 20-square boards

These can be used to adapt the existing boards, by changing pictures or adding text as appropriate. They can also be used to create games such as Dominoes, Matching Pairs, or Snakes and Ladders.

6 Using and adding spinners

Language spinners can be used on their own, or in combination with dice or other visual materials to add a further enjoyable dimension to the learning experience. Spinners included in this book are:

- Question and Pronoun (English Version)
- Tenses
- Colour x 2
- Mood
- 10-, 12- and 20-section Number Spinners

Blank spinners of different shapes and sizes are also provided for teachers to create their own language versions, and amended or additional prompts.

How to prepare

- Photocopy the spinners onto thin card, or photocopy onto paper and glue this onto thicker card. Make a hole in the middle, and push through a section of a thickish drinking straw, a long matchstick, or a toothpick. Secure with rubber bands or adhesive around the straw on both sides of the spinner.
- Blank spinners are provided so that the materials can be easily adapted. For example, teachers can photocopy and duplicate selected items and paste them up to create additional materials appropriate to particular groups. Learners can be asked to adapt the games and make up new ones as an exercise.
- It is also possible to use small cards as an alternative to dice or spinners.

Independent learning

A learner can use the sections of the spinner to check that s/he knows the language indicated by the prompts, and can then test her/himself by twirling the spinner to ensure that the items can still be remembered in random order. Obvious examples are *numbers, colours, likes and dislikes*.

Group work – suggested activities

- On its own. Free choice.
Choose one item on the spinner for repeated practice. You each in turn say something appropriate to the prompt. If you cannot say anything, or are wrong, you drop out.
Variation 1: You each in turn have a free spin and say something appropriate to the prompt.
Variation 2: You each have three lives, i.e., you can drop out three times before you have to quit.
Variation 3: The first player to respond appropriately to the prompt wins the point.
- On its own. Situation or context supplied.
A situation is supplied or agreed upon. E.g., *making a journey, at the leisure centre, in town, on holiday*. The response given must relate to the context.
- Combined with other spinners.
Some of the more obvious combinations are below, but with a bit of imagination all combinations can be used. Examples:
Colour and Number: *16 red apples*
Tenses and Pronoun: *He arrived late. I arrived on time.*
Question and Pronoun: *Why is he late? Where did you put the cards?*
- As an extra prompt combined with picture card games.
Cards can be used to indicate the context in which sentences indicated by the spinner should be generated, for example: *Questions about Leisure, Colours of Food, Feelings about Jobs* within a game e.g., *3 in a Row*.

- As a prompt to generate complex sentences.
Stacks of cards and a selection of spinners can be used to generate quite complex sentences.
*E.g., Questions spinner + Pronoun spinner + Tenses spinner + Leisure cards can give:
When do you go swimming? Why is she working on the computer? Where did you play football?*
Sentences generated could be written down for later checking with the teacher.

QUESTION SPINNER

- On its own. In the Spotlight.
Players twirl the spinner and ask each other questions beginning with the word shown. Examples:
*Where are you? What's your name? Why are you here? How old are you? Where do you live?
What's your favourite TV programme?* You may answer truthfully or lie outrageously.
- On its own. Situation or context supplied.
Example: Excursions. *Where/when did you go? Who did you go with?*
- Combined with other spinners. Example: Pronoun spinner.
- Combined with cards.
Place the cards in the middle of the table. Take a card, twirl the spinner and make up a question. The next player has to answer it. One point each.
Examples: *What's this? It's a ticket. Where's the camera? Who's playing tennis today?*
Variation: A card is taken from the pack. You each in turn twirl the spinner and ask a question about the card. Play continues until no more reasonable questions seem possible. One point per question.
- Combined with some other prompt.
TV interview: You each write down on a piece of paper the name of someone famous, fold the paper up, and put it in the middle of the table. The first player takes a paper and pretends to be that personality. The other players twirl the spinner and ask questions accordingly.

PRONOUN SPINNER

- On its own.
Examples: *I'm early. You're late. He's wearing a blue shirt.*
- On its own. Situation or context supplied.
Example: Transport. *I get to school/college by bus. You catch the train.*
- Combined with other spinners.
Example: Mood Spinner. *I'm fed up. They're happy.*
- Combined with picture cards.
Example: On Holiday. *They're staying in a hotel. You're camping. I'm staying in a youth hostel.*
Note: When Pronoun Spinners are combined with picture prompts it can be agreed in advance that either:
The player uses the prompts creatively, and assumes that numbers and genders will match OR The player can have his turn ONLY if the number and gender match. If not, the turn goes to the next player.
- Change the person. Place the cards on the table. Take a card, and make a sentence about it. The next player twirls the spinner, and changes the person accordingly. If the pronoun is the same, then the sentence is repeated. One point for each player. (This game can produce some unusual sentences.)
Example: *He is behind the door. We are behind the door.*
- Vital Verbs Cards: The Pronoun Spinner is particularly useful with the Vital Verbs Cards
– see Section 7 for suggested activities.

COLOUR SPINNER

Colour spinners can be made using either a blank spinner, colouring in each segment entirely, or using the spinner with blobs which reduces colouring time! Suggested colours:

Spinner A: Red, green, blue, yellow, purple, white

Spinner B: Orange, pink, brown, grey, gold, black

- On its own.
Examples: *Red, green, blue. Green grass, white paper. That table is brown.*
Note: Good for practising adjectival agreements where appropriate.
- On its own. Situation or context supplied.
Example: Holidays. *Blue sky, grey sky, blue sea, yellow sand, white hotel.*
- Combined with other spinners.
Example: Number. *10 green bottles, 2 green eyes, 4 black tyres.*
Example: The other Colour spinner. *Yellow + black = a bee, a rugby shirt.*
- Combined with picture cards.
Example: Food. *Lemons are yellow. Strawberries are red.*

MOOD SPINNER

This spinner can prompt feelings, opinions, likes and dislikes.

- On its own.
It can be used on its own to develop learners' ability to express feelings generally.
Examples: *Happy, sad, angry. I like/hate this lesson. I don't mind Maths. I love ice cream.*
- On its own. Situation or context supplied.
Example: TV programmes. *I quite like documentaries. I hate cartoons.*
- Combined with other spinners.
Example: Question Spinner. *Why are you so fed up? What makes you happy?*
- Combined with picture cards.
Example: Jobs. *I'd hate to be a doctor. That shop assistant was really helpful.*

TENSES etc. SPINNER

The first 3 of these prompts are based on video controls.

- > (play) a present tense should be used
- >> (fast forward) a future tense should be used
- << (rewind) a past tense should be used
- X (negative) include a negative in the sentence formed
- ? (question) the sentence should ask a question
- ! (command) the sentence should express a command or suggestion

- On its own.
Examples: *I arrived at 7.30. The lesson will finish at 9.00. Close that door!*
- On its own. Situation or context supplied.
Example: 'Good'. *That's good. Be good! We will be good. They were not very good. Were you good?*
- Combined with other spinners.
Example: Mood Spinner. *Cheer up! Don't be sad! He was absolutely furious.*
- Combined with picture cards.
Example: Holidays. *He used to go to camping. I'll meet you in the bar. Take the cases to the room!*
Sentences generated could be written down for checking later.
- Vital Verbs Cards: The Tenses Spinner is particularly useful with the Vital Verbs Cards – see Section 7 for suggested activities.

NUMBER SPINNERS: 10-, 12-, AND 20-SECTIONS

The numbers for these spinners can be filled in in sequence or at random. See 20-Section Spinner example.

- On its own.
Twirl a spinner and ask: *What number is this?*
The next player must reply correctly. If s/he cannot then s/he must drop out. The last one in is the winner.

Higher or Lower: This game is based on the TV Card Game. Twirl the spinner, say the number, and say e.g., *It's 10. (Will the next one be) higher or lower (more or less)?*
The next player replies *Higher* or *Lower*, twirls the spinner and says:
17 – that's higher, I win one point. Or 4 – that's lower, I lose a point.

Number Bingo: Learners jot down 8 numbers from 1 – 20 in words or numbers. One person twirls a 20-section spinner and calls out the number. The first person to have all the numbers wins.
- On its own. Situation or context supplied.
Example 1: Prices. Twirl the spinner and you get a twelve. Suggest something that:
Costs 12p, costs £1.20, costs £12.00, costs £120.00 and so on.

Example 2: Measurements. Suggest things that:
Are 12 inches/feet/metres/miles long/high/wide/round/square, etc.
Weigh 12 grams/oz/kilos/tons
Contain 12 mls/litres/gallons of liquid
Travel at 12 miles an hour

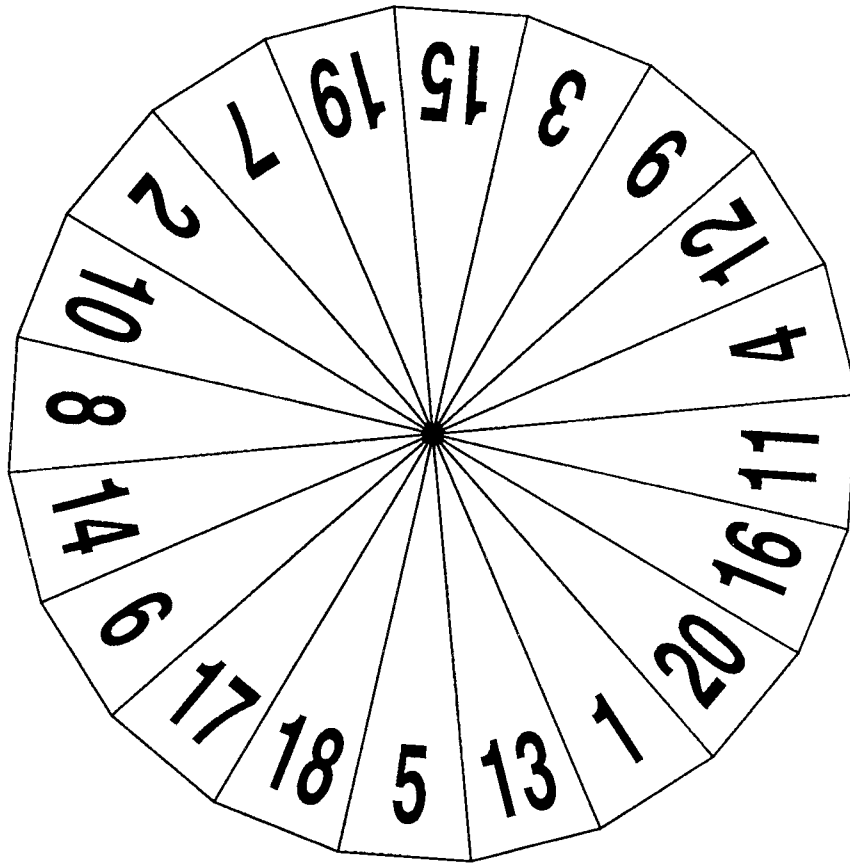
Example 3: Myself. Players describe themselves:
I'm 12 years old. My birthday is the 12th....I live at number 12.../ on the 12th floor...
I earn £12 per week. I can run 100 metres in 12 seconds. I can go round the world in 12 days.
The statements need not be true. The more outrageous, the more fun!
- Combined with other spinners.
Example: Other Number Spinners. Sums: You twirl two spinners and ask: *What's 18 + 3 ?*
What's 16 – 13 ?
The next player must answer correctly to gain a point.
- Combined with picture cards.
Example: Travel. *2 tickets. 3 buses. The coach journey lasts 3 hours.*
- Combined with some other prompt.
Example: Supply a copy of the current Top Twenty songs. The players ask each other:
What song is at Number 19? Number 19 is...
- My Martian is... Each group twirls a spinner to prompt a description of a Martian. Example:
My Martian has...7 eyes, 3 ears. Is 3 centimetres tall, 5 centimetres wide.
My Martian's nose is 11 centimetres long and so on.

Each player then does a quick sketch of what her/his Martian might look like. The results are then compared.

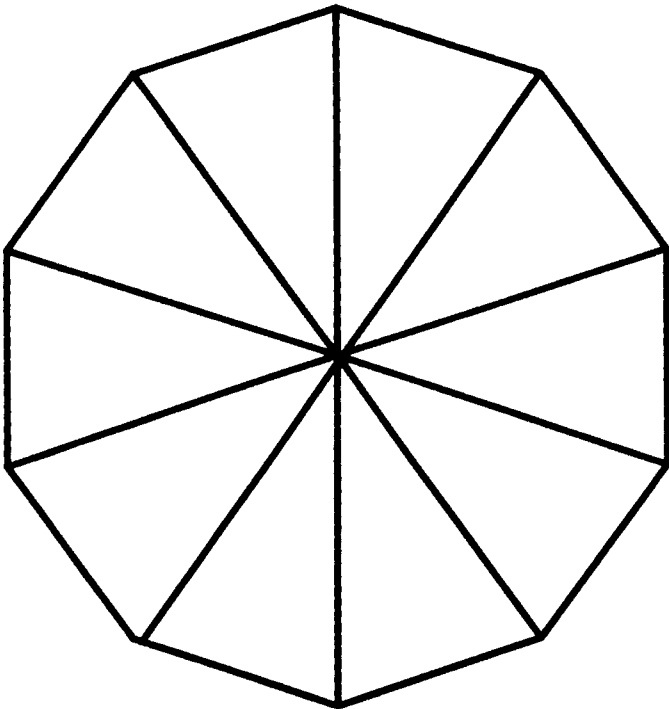
Variation: Prompt descriptions for The Island of Atlantis or Count Dracula's Castle.
- What time is it?
Example: You twirl a 12-section spinner and ask: *What do (did, will) you do at 9 am?*
The next player replies accordingly.

Variation 1: Players imagine they are a friend, relative, filmstar, etc.

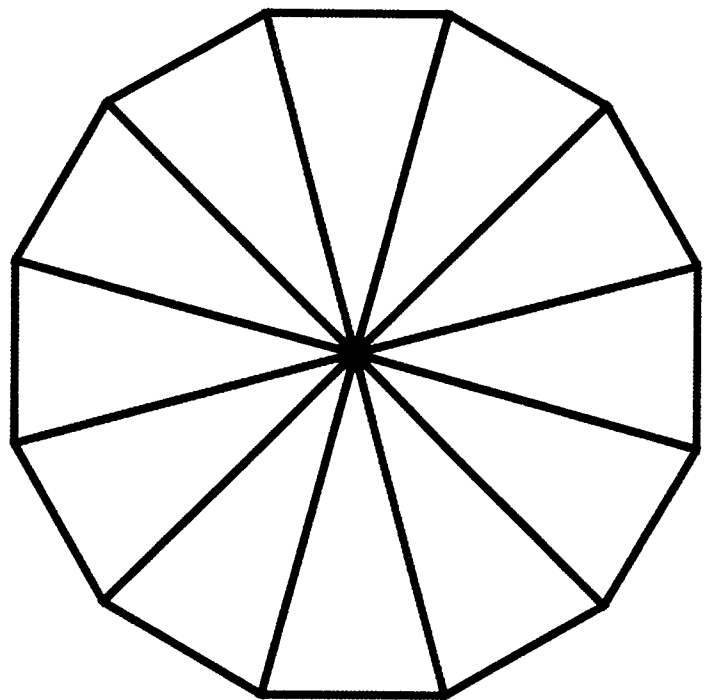
Variation 2: Players ask what time the bus goes/arrives, shops open/shut, performances start/finish, etc.



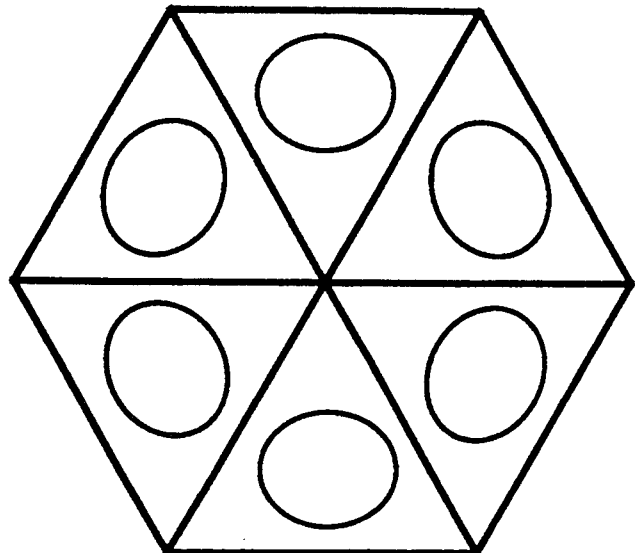
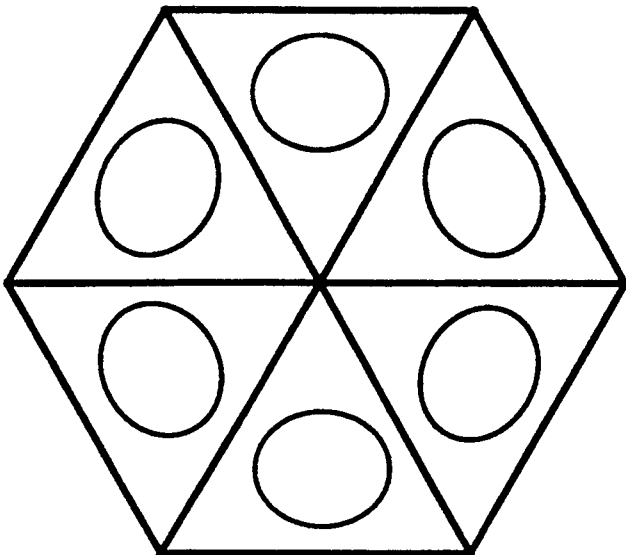
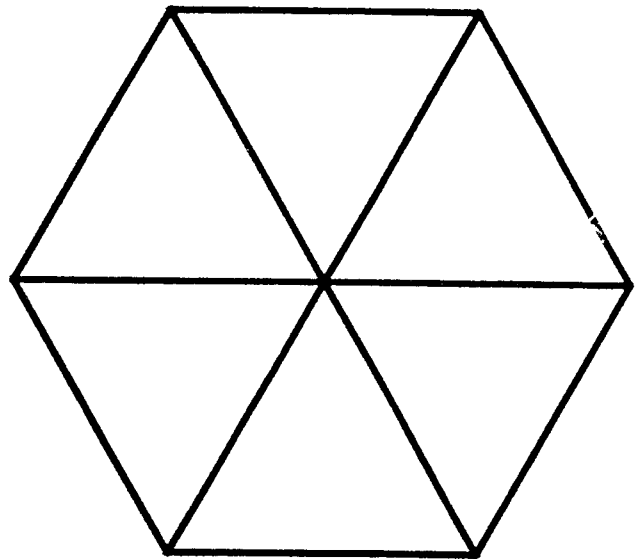
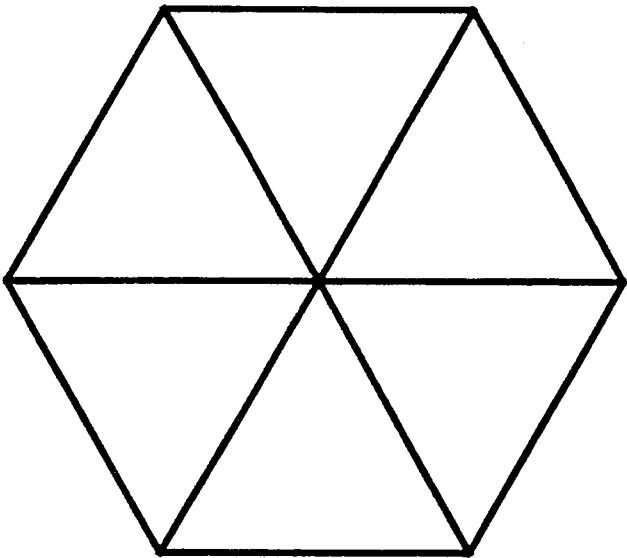
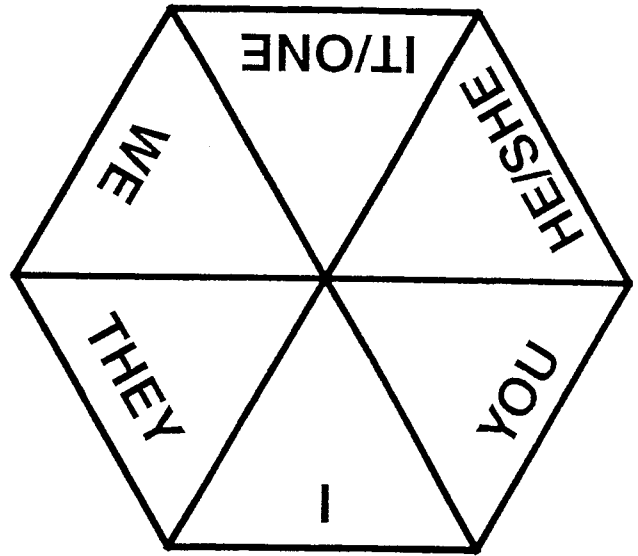
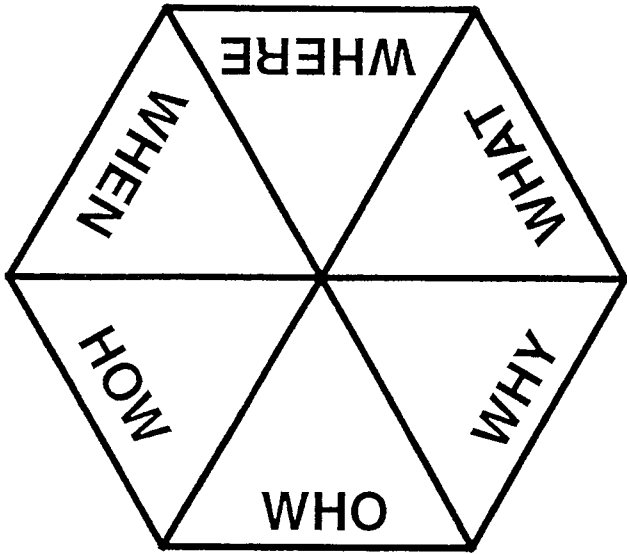
20-section number spinner

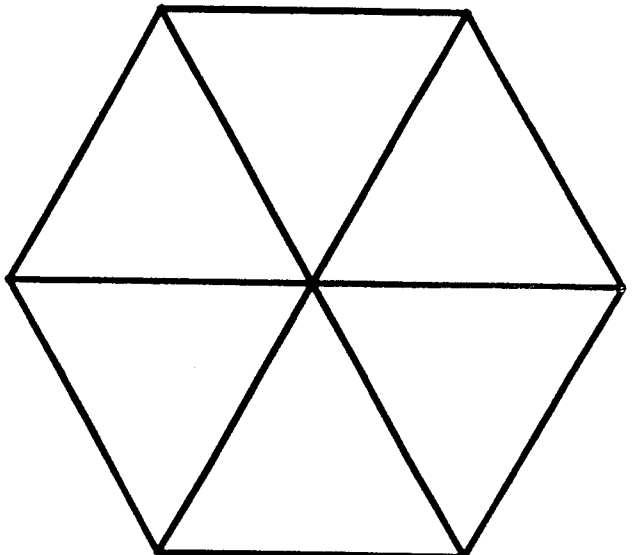
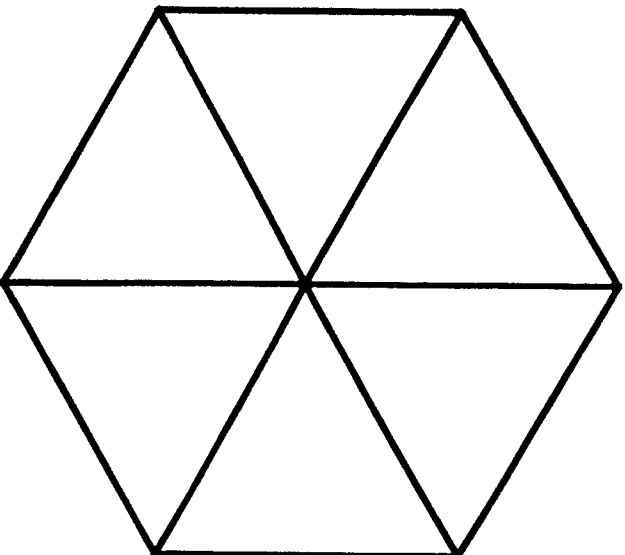
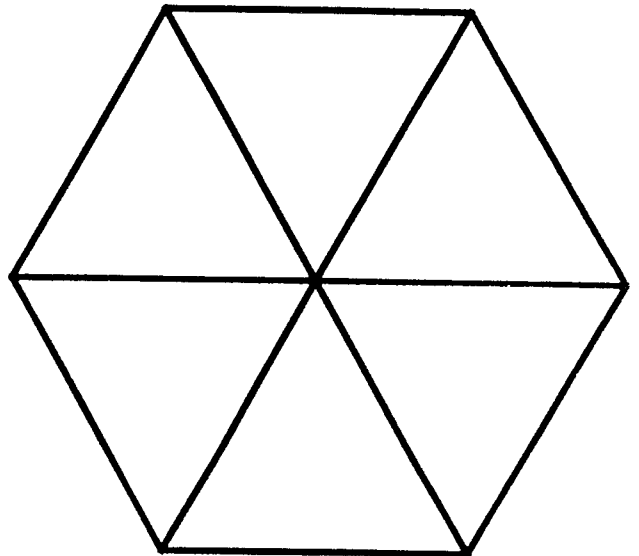
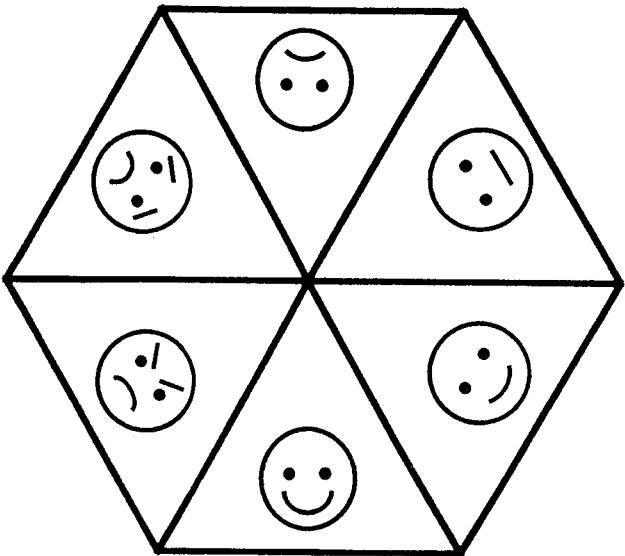
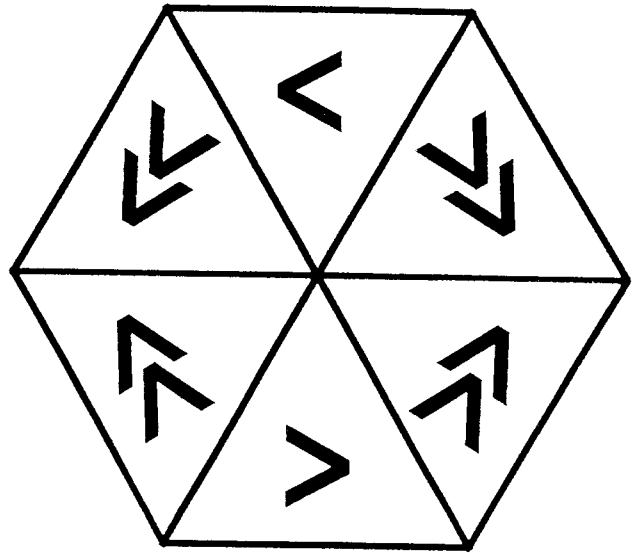
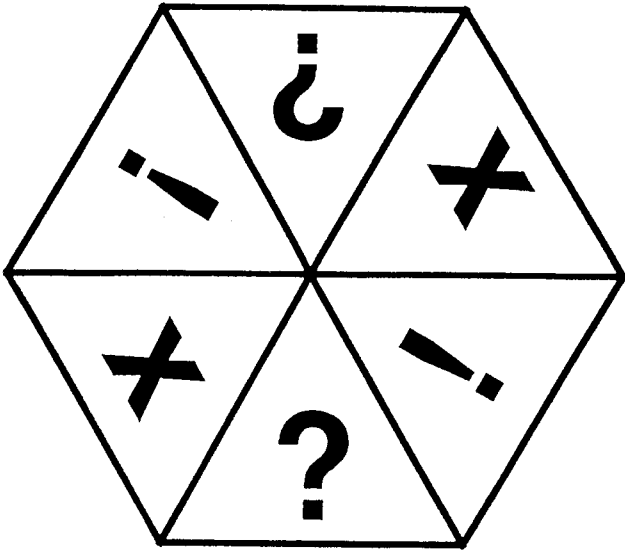


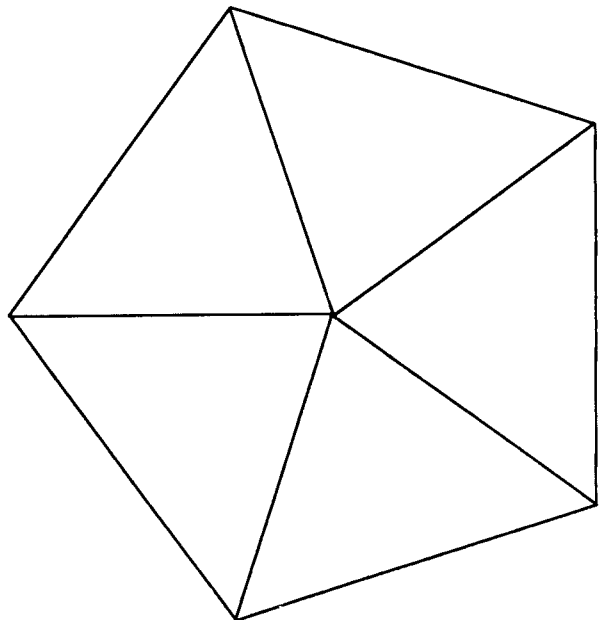
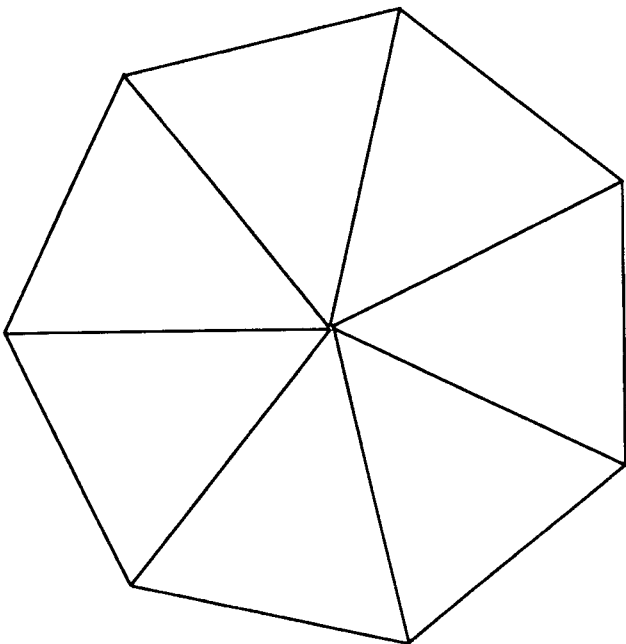
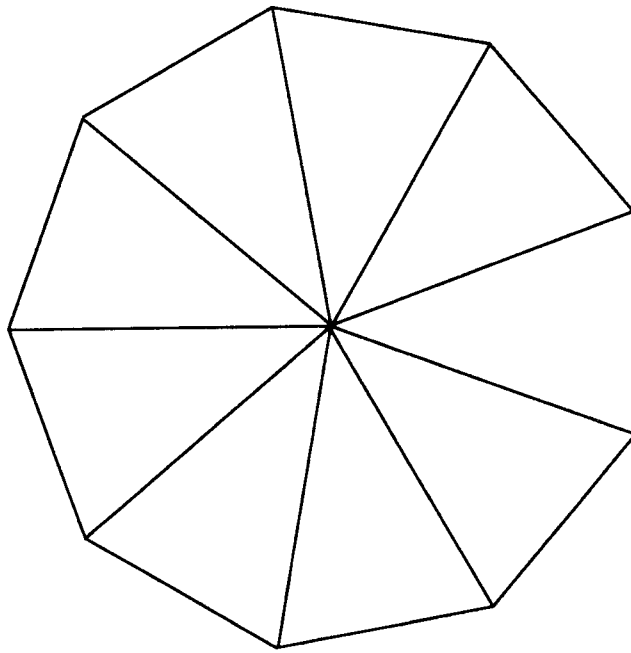
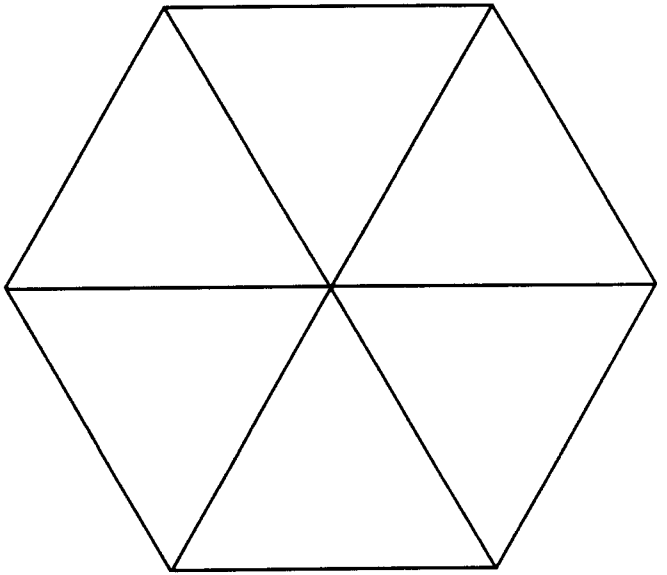
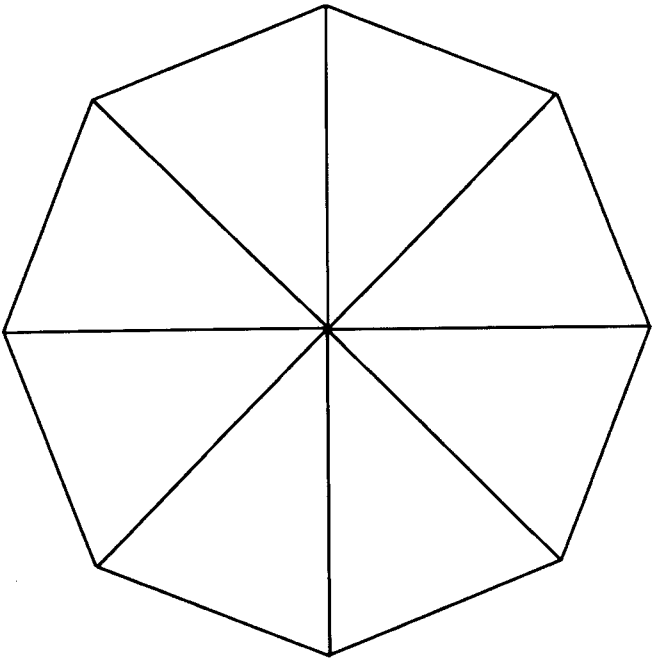
10-section number spinner



12-section number spinner







7 Resource-specific activities

FOOD AND DRINK

Suggested language:

- As in vocabulary list.
- Subsets: *fruit, vegetables, drinks.*
- Other items in the pictures: *cup, saucer, tablecloth, spoon.*
- Related vocabulary: *fresh, hot, cold, delicious.*
- Dialogue at the market. Example:
I'd like an ice cream, please.
Yes, of course – chocolate or vanilla?
Vanilla.
Here you are. That'll be..., please.
- Dialogue at a café. Example:
I think I'll have some tea and a cake. What would you like?
I'm not very hungry. I'll just have a coffee.

Suggested activities: See section 5. Examples:

What's Shown on the Card?; Noughts and Crosses; 3 in a Row; Kim's Game; Bingo; I Spy; Odd One Out; Matching Pairs; They Said/You Said; Shopping Spree.

Overlays of Prices. Add overlay prices to OHTs or photocopies.

Battleship Buddies. Place food on the shelves of a fridge or cupboard.

I Went to Market. *I went to market and bought...some oranges...some cheese...some onions..., etc.*

Healthy Meals. Decide which foods are healthier than others. Deal 3 cards. If they make a healthy meal, you get a point.

Fun with Functions. Examples:

Ask about/state a preference, offer/accept something, make/reply to a request, pay a compliment, ask for information, apologise for something, make/reply to a complaint, persuade someone to do something, ask about/give the reason for something,

Additional activities:

Table Talk. Place selected cards in the middle of the table. Two players use them to prompt a dialogue. For example:

Would you like another sandwich? No, thank you. But could I have another piece of cake?
Yes, of course. Here you are. Thank you. It's delicious.

Menu Master. Spread out selected cards on the table. Suggest combinations or amounts of food to fit a given meal. For example, menus for:

*a low/high calorie meal, a balanced meal, a vegetarian meal, a breakfast/lunch/afternoon tea/supper
a cheap/expensive meal, a meal you like/hate, a meal for your worst enemy
a meal for 8 people (with quantities), a picnic meal*

Use a dictionary to find out extra food and drink items. One point per item on the menu.

Survey. Favourite foods/drinks in the class. What people have for breakfast.

Mix and Match:

Food and Drink Cards and Mood Spinner

Food and Drink Cards and Number Spinner

LEISURE

Suggested language:

- As in vocabulary lists.
- Other items in the pictures:
Equipment – skis, tennis racquet, football
Clothing – shorts, T-shirt
- Related vocabulary:
Pets – fish tank, bird cage, dog kennel

Additional language:

What is it/are they? It's... They're...

What's s/he doing? S/he's playing football...

Do you have a dog? What are your hobbies?

What do/did you do at the weekend? What do you do after school?

What do you do on Mondays?

What's your favourite sport? What do you like/dislike about it?

What sport would you like/hate to play and why?

When do you play tennis? How much does a tennis racquet cost?

I'd like to join the leisure centre... Are there evening classes in...?

Would you like to go to the cinema with me?

I'd love to – what shall we go and see?

Suggested activities: See Section 5. Examples:

What's Shown on the Card?; Noughts and Crosses; 3 in a Row; Kim's Game; Bingo; Matching Pairs; True or False; Guessing Game; Charades; They Said/You Said.

I Went to Market.

At the sports club you can do swimming...tennis...gymnastics..., etc.

At the local evening classes you can do...dancing...DIY...film appreciation..., etc.

Battleship Buddies. Put pets in baskets at the vet's.

DIY Matching Pairs. Write descriptions on slips of paper of what you like/don't like about a leisure activity. The next group must match up the description with the activity.

Fun with Functions. Examples:

Ask for/give information, describe what someone's doing, make/reply to a request, give some instructions, give/accept an invitation, make an appointment, ask for/state a preference, report an event in the past, ask for/give permission to do something, express (dis)satisfaction, persuade someone to do something.

Additional activities:

Survey. Class pets; favourite sports/leisure activities; favourite music; favourite TV programmes.

Comparing Diaries. With a partner, go through a selection of cards, saying whether you like the activity illustrated. Put those you like in next week's diary.

Mix and Match:

Leisure and Weather Cards

Leisure and Mood Spinner

Leisure and Question Spinner

Leisure and Pronoun Spinner

Leisure and Tenses Spinner

TRAVEL

Suggested language:

- As in vocabulary lists.
- Other items in the pictures:
Wheel, screen, headlights, saddle
Platform, air terminal, quay
- Related vocabulary:
Arrival, departure, on time, late, delay

Additional language:

What is it/are they? It's... They're...

Do you have a bike/car?

What's your favourite car?

What's s/he doing? She's looking at the timetable...washing the car...

I'd like a new bike... Certainly...What kind of model/make...?

How much does this one cost?

How do you get to school/work?

How can I get to...?

What time does the next train leave for...? What time does it arrive?

Could I have a ticket to...?

I left my umbrella on the bus this morning...

Learners can add their own cards of less conventional modes of travel: *skateboard, unicycle, rollerblades...*

Suggested activities: See Section 5. Examples:

What's Shown on the Card?; Noughts and Crosses; 3 in a Row; Kim's Game; Bingo; Matching Pairs; True or False; Guessing Game; Charades.

Matching Pairs. Take 2 cards, one from travel and one from weather. Make a plausible sentence.

It's icy, foggy – take care when driving.

It's a lovely day – I expect there'll be traffic jams on the roads to the coast.

It's raining – can you give me a lift in your car?

DIY Matching Pairs 1. Write destinations on slips of paper (e.g., the nearest post office, the nearest large town, London, Calais, Tokyo; etc.) to match to modes of transport.

You could get there on foot or you could catch the bus.

You take the train to Dover, then catch the ferry.

DIY Matching Pairs 2. As above, but take 2 cards, one from destinations, and one from modes of travel. Get a point if they make a plausible match (e.g., *Tokyo – bicycle* may not get a point).

Battleship Buddies. Examples: *Put the taxi at the back, put the motorbike next to it. Put the car in front of the taxi.*

Fun with Functions. Examples: *Ask for/give information, ask for/state a preference, make a suggestion/complaint, express a worry/hope, describe what someone's doing, make/reply to a request, give some instructions, report an event in the past, ask for/give permission to do something, express (dis)satisfaction, persuade someone (not) to do something.*

Mix and Match:

Travel and Weather Cards

Travel and Mood Spinner

Travel and Question Spinner

Travel and Pronoun Spinner

Travel and Tenses Spinner

WEATHER AND CALENDAR

Suggested language:

- As in vocabulary lists.
- Other items in the pictures:
Calendar, clock, clothing
- Related vocabulary:
Dawn, dusk, twilight

Additional language:

What is it? It's...

What time of day/month/time of year is it?

What's your favourite time of day/month/season/weather...?

What's the weather like?

What do you wear when it's cold?

When's your birthday?

What do you do on your birthday/at Christmas/New Year/Easter?

What's s/he doing? She's looking at a Valentine's card – it must be February.

Suggested activities: See Section 5. Examples:

What's Shown on the Card?; Noughts and Crosses; 3 in a Row; Bingo; Matching Pairs; True or False; Guessing Game; Charades.

Give Us a Clue. Spread the cards out on the table. Make a sentence about a picture for other players to guess. Example:

In this month you send Valentine's cards.

DIY Matching Pairs 1. A written version of the above. On slips of paper, write what happens at different times of the year, for the next group to match to months, seasons or festivals.

DIY Matching Pairs 2. On slips of paper, write what happens during different weather conditions, for the next group to match to Weather Cards. Example:

It's difficult to see – foggy.

Fun with Functions. Examples:

Ask for/give/check information, make/reply to a request, give/accept an invitation, ask for/give a preference, make a prediction/express hope, give a warning, express disappointment.

Additional activities:

Weather report. Provide large photocopied maps of Europe or the World. One player gives a weather report for the region and the others place on their maps the appropriate weather symbol. They then compare their reports.

Mix and Match:

Weather/Calendar and Travel Cards

Weather/Calendar and Leisure Cards

Weather/Calendar and Mood Spinner

Weather/Calendar and Question Spinner

Weather/Calendar and Tenses Spinner

PEOPLE AND JOBS

Suggested language:

- As in vocabulary lists.
- Other items in the pictures:
Types of clothing: tunic, safety helmet, uniform, dungarees
Equipment: iron, computer, stethoscope, scissors, clipboard
- Related vocabulary:
Job, profession, career, training, conditions of employment

Additional language:

What job is this/does s/he do? It's...S/he's...

What does s/he do in this job?

This job is indoor/outdoor. In this job you work with people.

These cards offer many opportunities for language practice. Some suggestions are to describe:

- what the people are doing
- where they are likely to be
- what they are wearing/what they need to wear for work
- the things they use: *hairdresser – scissors; teacher – chalk*

Imagine:

- what they might be saying or thinking
- an average day/week at work
- problems at work and how they would deal with them

Learners could jot down their own ideas on the above before discussing the characters. They could then, if appropriate, relate the topic to their own experiences.

Suggested activities: See Section 5. Examples:

What's Shown on the Card?; A Question of Languages; Noughts and Crosses; 3 in a Row; I Spy; Kim's Game; Bingo; Matching Pairs; True or False; Guessing Game; Charades; Two's Company; They Said/You Said; Countdown.

I Went to Market. I went to the Job Centre and I saw the engineer and ...

Battleship Buddies. The doctor is between the student and the dentist.

Additional activities:

The Detectives. Lay out 15 cards on the table. You have been a witness to a robbery. You describe one of the characters on the cards to the others, the detectives. They have to guess who it is. One point for the one who describes and guesses. A point is lost for wrong guesses.

Job Descriptions. Take a card, concealing it from other players. List things that the person might do in his/her job. Example:

Waiter. Takes orders, brings food to table, prepares bill, takes money, clears table.

The others guess who it is. One point each for the one who describes and who guesses. Points are lost for wrong guesses.

Job Interview. Two players are dealt a card and have to apply for the job. The other players are the interviewing panel.

They can ask about such things as:

- qualifications/training/experience
- personality/health and physique
- how the applicant would get to work
- how much they know about the job
- what they think they would be doing
- why they want the job/how interested they are
- why they think they would be good at it
- why they should be offered the job
- how much they expect to be paid/the salary
- where they see themselves in 5/10/20 years' time

The applicants then have an opportunity to ask questions – about the training, the organisation, the hours, the pay, etc. The most impressive/plausible applicant gets the job.

Conversations. 2 players each take a card, then role play a conversation that might take place between the two of them. Examples:

Doctor treating bricklayer who has hurt her/his back, tourist with sunburn

Computer programmer advising chemist on choice of programme to hold list of patients and previous prescriptions

Complaint or argument at a garage: they haven't fixed the car properly.

What's My Line? As in 'Twenty Questions' but you take a card, do a mime to it, and then answer up to 10 questions from the others as to what the job is.

But what exactly do you do? Lay out selected People and Jobs and Vital Verbs Cards on the table. Pick out a pair and make a sentence. Example: *A waiter carries drinks.*

Mix and Match:

People and Jobs and Vital Verbs Cards

People and Jobs Cards and Mood Spinner

People and Jobs Cards and Question Spinner

VITAL VERBS

Suggested language:

- As in vocabulary lists.
- Other items in the pictures:
Clothing, physical characteristics

Suggested activities: See Section 5. Examples:

What's Shown on the Card? These simple activities can be combined with spinners as follows:

Pronoun Spinner: Learners twirl the spinner with selected cards to prompt the correct verb ending.

Note: When the Pronoun Spinner is combined with picture prompts it can be agreed in advance that EITHER the player uses the prompts creatively, and assumes that numbers and genders will match OR the player can have his/her turn ONLY if the number and gender match. If not, the turn goes to the next player.

Tenses Spinner: Learners twirl the spinner with selected cards to prompt the correct tense or form of the verb.

Question Spinner: Frame questions prompted by the combination of selected cards and spinner.

Note: With all of the above prompts, the spinners can be placed with one section showing, for repeated practice of the same item. Or more advanced learners can have a free throw.

Additional activities:

Line Solitaire; A Question of Languages; Noughts and Crosses; 3 in a Row; Bingo; Matching Pairs; True or False; Guessing Game; Charades.

DIY Matching Pairs 1. On slips of paper, write sentences using the verbs for the next group to match up.

DIY Matching Pairs 2. As above, but write sentences using groups of transitive or intransitive verbs.

Fun with Functions. Examples:

Ask for/give information, make/reply to a request, give/check some instructions, ask for/give an explanation, ask about/report something that happened in the past, ask for/give permission to do something, express hope, give a warning, express surprise/disappointment, forbid/encourage someone.

Mix and Match:

Verbs Cards and Pronoun Spinner

Verbs Cards and Question Spinner

Verbs Cards and Tenses Spinner

HAPPY HOLIDAYS

Suggested language:

- As in vocabulary lists.
- Other items in the pictures:
Clothing, belongings, details of buildings and places

Additional language:

What is it/are they? It's... They're...

What's it like...?

What can you see in this picture...?

What's s/he doing? S/he's...

Do you like...? What's your favourite...?

How much is...?

I'd like to book a room...

Single or double? How many adults/children? How many nights?

With bath or shower? With a balcony? With a sea view? Overlooking the pool?

Could I see your passport, please?

Is there a restaurant? Where's the bar/lift? Where's the beach/postbox?

I'd like to book an excursion...

Do you sell stamps/maps? How much is this postcard?

How was your holiday? What did you like about it? What didn't you like?

Where did you go? How did you get there? Who did you go with? Where did you stay? What was it like?

Suggested activities: See Section 5. Examples:

What's Shown on the Card?; A Question of Languages; Noughts and Crosses; 3 in a Row; I Spy; Kim's Game; Bingo; Matching Pairs; True or False; Guessing Game; Charades; Countdown; Story Time.

Two's Company. One of you is the hotel receptionist, another a guest. An appropriate selection of cards is dealt to the guest to prompt:

a booking by telephone

an information gathering conversation at the reception desk soon after arrival

a number of complaints that the guest has, concerning room, lift, restaurant, etc.

Lost Property. Report lost items to a relevant authority e.g., key, passport, camera, suitcase.

Happy Families. Collect a set of belongings as in the examples above.

Fun with Functions. Examples:

Ask for/give information, offer/accept something, describe what someone's doing, ask about/describe a place, ask about/state a preference, make/reply to a request, ask for/give an explanation, ask about/report something that happened in the past, ask for/give permission to do something, express hope, give a warning, give an apology, express surprise/disappointment, express satisfaction/dissatisfaction, make a complaint.

Additional activities:

Survey. Of real or imagined favourite holiday destinations and accommodation.

Mix and Match:

Holidays Cards and Mood Spinner

Holidays Cards and Question Spinner

Holidays Cards and Tenses Spinner

ROUND THE TOWN

Suggested language:

- As in vocabulary lists.
- Other items in the pictures
Roof, chimney, window, door, gate
Contents of rooms, shops, stores, stalls

Additional language:

What is it? It's...

Describe...

What can you see in this picture?

What is/are s/he/they doing?

What's s/he thinking/saying?

What happens in a hospital, bank, school...?

Is there a bank near here?

Please could you tell me how to get to the post office?

I'll meet you outside the bank...

I live near the castle, town centre...

Do you like where you live? Why/Why not?

Is there a leisure centre here? What can you do there?

How was your visit to the castle? What did you like/dislike about it?

Who did you go with? How much did it cost? When is it open?

Suggested activities: See Section 5. Examples:

What's Shown on the Card?; Line Solitaire; A Question of Languages; Noughts and Crosses; 3 in a Row; I Spy; Kim's Game; Bingo; Matching Pairs; True or False; Guessing Game; Charades; I Said/They Said; Countdown; Story Time.

Guessing Game. *In this place you can buy...*

Chain Games. (Variation of I Went to Market) *This morning I went and got some cash from the bank...visited my aunt in hospital...took a parcel to the post office...*

DIY Matching Pairs. On slips of paper write a sentence appropriate to a place for another group to match up. Example:

I had a game of table tennis. I bought some cereal. I took in my application for an office job.

Fun with Functions. Examples:

Ask for/give information, describe what someone's doing, ask about/describe a place, ask for/give directions, ask about/state a preference, make/reply to a request, ask for/give an explanation, ask about/report something that happened in the past, express hope, give a warning, express satisfaction/dissatisfaction, make a complaint, ask about/describe a project.

Mix and Match:

Round the Town and Food and Drink Cards

Round the Town and Leisure Cards

Round the Town and Job Cards

Round the Town Cards and Question Spinner

Round the Town Cards and Mood Spinner

8 Function cards: Encouraging transfer of language skills

Many language programmes are organised around topics. While this has many advantages for the learner, teachers sometimes find that learners tend to associate certain vocabulary and structures with certain topics and need to be given opportunities to discover how language they have already learned can be used in quite different situations. If learners are to develop fluency in the language, they must be aware, right from the beginning, that a little language can go a long way.

Using the materials in this pack, together with Function cards, learners can be provided with 'risk-free' situations in which to engage experimentally in the use of known language in new, and perhaps unfamiliar, contexts. In so doing, they will build up confidence in their ability to cope with the unpredictability of language in real life contexts.

The sample Function cards shown below will illustrate the potential of such an approach.

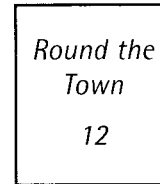
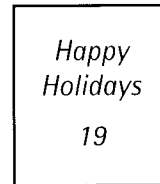
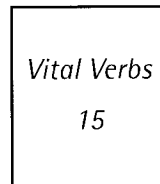
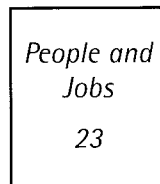
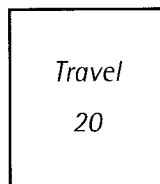
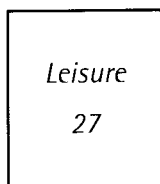
Using function cards

Example 1

Prepare a card bearing the instruction:

Ask for information

Select a set of cards or visuals which depict different situations in which a learner might want to ask for information. These might include, from this book:



Example 2

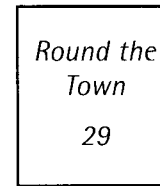
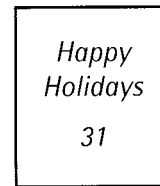
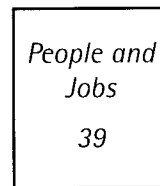
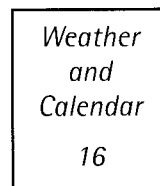
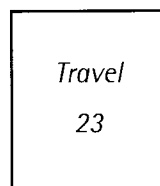
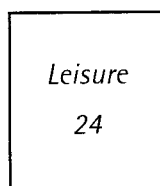
Prepare a card bearing the instruction:

Make a request

or

Ask for help

Select a set of cards or visuals which depict different situations in which a learner might want to do this. These might include, from this book:



A whole stack of Function cards reflecting situations in the current topic can be made up for use with visuals from former topics covered, or from new situations. Hundreds of permutations become possible using just a few cards.

1	2
3	4
5	6
7	8
9	10