Orbit 2
FLASHCARDS

FLASHCARDS ACTIVITY BOOKLET

The *Orbit* series offers an extra tool to help young learners acquire new words in a fast, easy and fun way. There is a set of 67 flashcards available for *Orbit* level 2.

Flashcards are part of what we call visual aids: they illustrate vocabulary items previously presented in the unit.

It is very important for students to relate the vocabulary to the images that represent them, so that sound, text and meaning are learnt together. Every time a student hears a certain word, the image corresponding to it will appear in his / her mind.

Flashcards are great facilitators in the teaching-learning process of a foreign language, since they can help in the introduction, practice and consolidation of the vocabulary, helping to review, correct and evaluate the concepts studied.
In addition, they enrich game dynamics and conversation lessons because they are versatile and easy to use.

Both picture flashcards and word cards can be easily downloaded and printed from the Richmond website.

We have prepared some suggestions for using flashcards:

- Show a flashcard and say the word that corresponds to the picture. Have students repeat it.
- Show a flashcard and ask students *How do you say this in English?* If nobody knows the answer, say the corresponding word and suggest that students repeat it.
- After displaying all the flashcards, show the first picture flashcard again, without saying the corresponding word. Some students will say this word, which will motivate their classmates to try to remember the following.
- To review previously learnt vocabulary, you can promote games and competitions with the use of flashcards.
- To explore each flashcard, you can ask students about the name of the object / concept in question or about the context in which that object / concept is inserted. For example, if the flashcard refers to weather conditions (*sunny, hot, cold, windy,* etc.) ask students if they know other words related to the weather. Then, show them the corresponding flashcards to confirm their answers.
- Leave the flashcards in a place visible to all to allow students to internalise the vocabulary more easily. To do this, in a corner of the classroom (which can be called the *English Corner*), make a nylon or string line and fasten the flashcards with clothespins or clips.
- It is also possible to create other flashcards. You can make flashcards –or ask students to produce them- according to the specific vocabulary items you wish to work on.

We hope this material will further enrich your work!

THE RICHMOND TEAM

SUGGESTED ACTIVITIES

ACTIVITY 1: *Find the pair*

Place some picture flashacards and their corresponding word cards on a table. Then mix up the flashcards and place them face down. Have students work in pairs: they take turns to turn over any two flashcards until they find a pair: word and picture. If the two flashcards match, the student should keep them. If they do not match, the child should turn them back over. The student who has kept more flashcards is the winner.

ACTIVITY 2: *Guess the number*

Write and number on the board all the words that will be displayed. Then, show a flashcard and say the word that corresponds to that picture. Students should repeat the word and say its number.

ACTIVITY 3: *Give information*

Introduce new lexical items by showing the corresponding picture flashcards as the words are mentioned. For example, if the subject is food, you might say *There are many kinds of food, for example fish* (show flashcard), *chicken* (show flashcard), *steak* (show flashcard), etc. *My favorite food is fish* (show flashcard) *because it is very tasty.* Ask a volunteer to come to the front and hold the picture flashcards as you mention the words.

ACTIVITY 4: *Make a sentence*

Show the flashcards related to the topic you are working on and ask students to make a sentence using the correct vocabulary items. For example, show the flashcard corresponding to the word *fish* and a student should say: *I like fish.* Or *I do not like fish.*

ACTIVITY 5: *What's missing?*

Ask students to sit in a circle on the floor and place the flashcards in the centre of the circle or frame. Then choose a student to stay outside the classroom for a while. Remove one of the flashcards and hide it. The student who was out of the room returns and tries to guess which flashcard is missing. If he / she is right, he / she chooses the next classmate to leave the room.

ACTIVITY 6: *Let's play charades!*

Divide the class into two teams. Ask a volunteer from one of the groups to go to the front of the classroom and show him / her a flashcard. He / she should mime the word so that his / her classmates guess which flashcard he / she is referring to. The team with the most correct guesses is the winner.

ACTIVITY 7: *Secret flashcard*

Stick some flashcards on the board and secretly choose one. Encourage children to ask you questions in order to guess: A: *Is it big?* B*: No, it isn't.* A*: Is it round?* B*: Yes, it is.* A*: It's a coin!* In pairs, children take turns asking and guessing.

ACTIVITY 8: *Noughts and crosses*

Have students play in two teams: Xs and Os. Draw a *Noughts and Crosses* grid –containing nine squares arranged in threes on the board. A student from team X holds up a flashcard and a child from team O names the object. If the child does this correctly, he / she places an O in a square he / she chooses. If not, team X writes and X somewhere on the grid. The winner is the team that gets a line of three noughts or crosses in either a horizontal, vertical or diagonal row.

ACTIVITY 9: *Themes*

Define the theme of the game, for example: *insects, animals, the seasons, the weather, jobs and occupations, games you play.* Then, prepare a table with as many columns as there are lexical items to be worked on. If the theme is *jobs and occupations*, you can stick the word cards *cleaner, librarian, secretary, student* and *teacher* on the board under the heading *Jobs*. Then have students stick the corresponding flashcard next to each word card.

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GLOSSARY

UNIT 1

cold
hot
rainy
sunny
windy
night / day
autumn
spring
summer
winter

UNIT 2

ant
bee
butterfly
caterpillar
firefly
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

UNIT 3

balloon
cake
candle
chest
popcorn
present
table
in
on
under

UNIT 4

cleaner
librarian
secretary
student
teacher

UNIT 5

bird
elephant
flamingo
giraffe
hippo
lion
zebra

UNIT 6

coins
comic books
drawings
rocks
shells
stickers

UNIT 7

dance and freeze
mime
jump the rope
play hide-and-seek
play hopscotch

UNIT 8

chicken
fish
fruit salad
pasta
pudding
salad
steak
watermelon

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