

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 3.

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 clothes (*cap, dress, jeans, etc.*) ask students if they know other words related to clothing items. 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

ACTIVITY 1: *Say the word*

Divide the class into two teams. Hold up one of the flashcards and ask *What's this?* The first child to raise his / her hand and answer correctly gets a point for his / her team. The first team to score ten points is the winner. After saying the word, the student may get 2 extra points for spelling the word correctly.

ACTIVITY 2: *Let's play Bingo!*

Prepare some bingo cards using some words you want to revise with the class. All the bingo cards should contain different words. Each player needs a different bingo card. Give each player a pile of bingo chips to cover the squares on their bingo cards (children can also use coins, beans or paper balls). Choose a player to be the 'caller' -someone who reads out the words- and have him / her read out a word: the caller should grab a word flashcard at random, without looking, and read it aloud. Students place a chip on their cards if they have that word on their bingo cards. A student shouts *Bingo!* when he / she has covered all the squares on their bingo card. If more than one player shouts *Bingo*, all of those players win the game.

ACTIVITY 3: *Find the pair*

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

ACTIVITY 4: *Mime game*

Ask a volunteer 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. You may divide the class into two teams. The team with the most correct guesses is the winner.

ACTIVITY 5: *Pictionary*

Divide the class into different teams of at least four players each. Prepare a set of word cards for each group. Groups take turns to pick up a card. A student from each group draws the item on a piece of paper or on the board. The first team to guess the word gets one point. The team with the most points is the winner.

ACTIVITY 6: *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 blue?* B: *Yes, it is.* A: *It's a (cap)!* B: *That's right!* In pairs, children take turns asking and guessing.

ACTIVITY 7: *Spelling game*

Arrange the class into two or more groups, depending on the number of students. Have one student from each group go to the front of the classroom and show a flashcard to him / her. The student should spell the word corresponding to the picture. If he does this correctly, his / her group gets one point. Repeat the procedure with the rest of the students. At the end of the game, the group with the most points is the winner.

ACTIVITY 8: *Tic-tac-toe*

Have students play in two teams: Xs and Os. Draw a *tic-tac-toe* grid -containing nine squares arranged in threes- on the board. A learner 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 an X somewhere on the grid. The winner is the team that gets a line of three noughts or crosses in a horizontal, vertical or diagonal row.

ACTIVITY 9: *Words and pics*

Define the theme of the game –for example *farm animals, places in town, means of transport, feelings and moods, clothes, jobs and occupations*– and 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 *astronaut, athlete, dancer, doctor*, etc. under the heading. Then have students stick the corresponding flashcard next to each word.

ACTIVITY 10: *Chinese whispers*

Have children stand in two different lines (two teams) facing the board. Secretly show the last child in each line a word card. This child then repeats the word very quickly in a whisper to the next child in the line (no one else must hear). The game goes on until the last student says whatever they have heard in a loud voice and the first child reveals the real message. If the message is correct, the team scores a point. The team with the most points is the winner.

UNIT 1

basket
owl
snake
water

UNIT 2

buffalo
chicken
cow
duck
horse
pig
sheep
twenty-one
twenty-two
twenty-three
twenty-four
twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine
thirty

UNIT 3

happy
hungry
sad
scared
sick
tired

UNIT 4

cap
dress
jeans
shirt
shoes
shorts
skirt
socks
sweater
trainers
T-shirt

UNIT 5

astronaut
athlete
dancer
doctor
firefighter
police officer
scientist
vet

UNIT 6

bakery
bank
cinema
library
park
supermarket

UNIT 7

beach
boat
island
lighthouse
rocks
sand
sea
ship

UNIT 8

bike
bus
car
plane
train
underground
on foot