

670

ESL FLASHCARDS

The Only
Flashcard
Collection
You'll Ever
Need!

“probably better than real objects!”

WHY FLASHCARDS?

Flashcards are a tremendously useful tool in the ESL classroom. They come in a variety of sizes and materials, and are very versatile, so versatile, in fact, they may be adapted to a wide range of activities and to suit any level or class size. Still, most ESL teachers don't exploit ESL flashcards to their full potential.

WHAT DO YOU GET?

Included in this package you get 600+ high resolution, poster quality flashcards that are ideal for printing. Please see the 'Flashcards' folder included in the archive you have downloaded from BusyTeacher.org.

The flashcards are organized into sets that cover such popular ESL topics as Advice, Animals, Faces, Food and Drink, Holidays, Nature, Objects, People, Sports, Transport, Travel, Verbs, and the Zodiac Signs.

IMPORTANT: Each card comes with a caption that may be shown to students or folded back to hide the word.

This manual has been made specifically for this set of cards. In the manual, we offer suggestions for several types of activities, and specific instructions on how to make the best use of your new set of ESL flashcards.

Do you find yourself wishing you had less class preparation time and more FREE time?

This set of flashcards is the answer you've been looking for! With these flashcards, you will no longer have to spend endless hours making, printing or coloring your own materials. The manual even gives you ideas and suggestions for activities. What more could you ask for?

CHAPTER 1: INTRODUCING NEW VOCABULARY WITH FLASHCARDS

Most ESL teachers use flashcards to introduce new vocabulary, but here are some more ways in which you can go beyond the mere "flashing" of the card to introduce new words. Whenever you are introducing a new set of words with flashcards, make sure you choose 5-8 words that are related or fall into the same category, but not more than ten.

1) Showing/Pointing

This classic technique can be used with any set of cards.

Teacher (T) shows students (S) a flashcard and says the word out loud. S repeat. T shows three more flashcards and S repeat each word.

T folds back the caption underneath the picture so S can't see it. T shows a "cow" and asks, *"Is this a cow?"*
S answer, *"Yes, it is."*

Repeat with each of the flashcards to obtain a yes answer for each.

T shows a "pig" and asks, *"Is this a pig?"*
S answer, *"No, it's not."*

T asks, *"What animal is this?"*
S answer, *"It's a cow."*
Repeat with each of the cards. Negative answer leads to key question.

T shows random flashcards and asks the key question, *"What animal is this?"*

2) Naming

Instead of simply showing the flashcard, the T sets the stage and defines a situation, item, or setting.

T (using "Places" flashcards):
"If you fall down, and you hurt a leg, foot, or arm, where do you go? To the hospital."
(T shows "hospital" flashcard).

Where do you go if your car needs gas? To the gas station
(T shows "gas station" flashcard)

Do you cut your own hair? (no)
You go to a hair salon.

(T shows "hair salon" flashcard)

3) Opposites

T (using "Faces" flashcards):
"Is he happy?"
(T shows "sad" face)
S say, *"No, he isn't."*
T says, *"He's sad."*

T (using "Animals" flashcards):
"Is a cheetah slow?"
(T shows "cheetah" card)
S say, *"No, it isn't."*
T says, *"It's fast!"*

T (using "Transport" flashcards):
"Is a chopper quiet?"
(T shows "chopper" card)
S say, *"No, it isn't."*
T says, *"It's loud!"*

4) Illustrated phrases

It is essential for students to learn words in context, and flashcards are a great way to provide students with this context.

Say the topic to be covered is "home improvement" – you'll need to use the "Tools" cards. T starts by introducing the setting.

"Mr. Thompson was very busy around the house last weekend. He used his rake (T shows "rake") and gathered all of the leaves onto one big pile. Next, he shoveled (T shows "shovel") the leaves onto his wheelbarrow (T shows "wheelbarrow"). Finally, with his weed wacker (T shows "weed wacker") he trimmed the yard."

T repeats the "story" but pauses after showing each card so S have a chance to say each word. T repeats story one final time, but this time with the captions folded back so students can't read the words.

CHAPTER 2: PRACTICE ACTIVITIES AND GAMES WITH FLASHCARDS

Games you play with flashcards are fun for students, but also fabulous ways to review the vocabulary they've learned. Most of these games can be played with any sub-set of cards, though we offer some suggestions for each. Most of these may also be adapted to different ages or levels.

1) Where is/was the ...?

T places flashcards around the classroom: on the walls, under/on chairs or tables, inside books (but with the edges peeking out), etc. Review prepositions of place, plus any new vocabulary learned.

- Option 1: T asks, *"Where is the ...? S answer, "It's on/under/ next to the chair."*
- Option 2: T asks, *"Where is my pen?, and one S goes to where it is, picks up the card, brings it back to the teacher and says, "It was in your book."*
Don't forget to thank your student for kindly retrieving it for you!

2) Bingo

T hands out previously prepared Bingo Cards, or helps students make their own. T places the set of flashcards in a bag and draws one at a time. S that gets 5 in a row or a full card wins.

3) Examples for points

T writes several different point values on the board. T sticks flashcards over the points so S can't see how many points each have underneath. S uses a word in a sentence. If the sentence is correct, T removes the flashcard, thus revealing the number of points the S has won. Points are tallied for individual students or teams. S or team with the most points wins.

4) Slap that card!

T places cards on a table or sticks them onto the board with the captions folded back. T divides S into two teams. One S from each team stands in front of the board or table with their hands behind their backs. T says a word and the S who slaps it first gets the point. Each of the team members

takes their turn and points are tallied in the end.

5) Tic Tac Toe

T sticks the flashcards on the board in a 3 by 3 grid with the captions folded back. Teams take turns saying the word the flashcard illustrates. If they are correct, T removes the card and replaces it with a X or O. Teams play till one gets a Tic Tac Toe.

6) Pass the envelope

T places a set of flashcards inside an envelope or box. T plays some music and S pass the envelope around. T stops the music and the S who has the envelope must take one of the cards out and say the word it represents or use it correctly in a sentence. T plays the music and S continue passing around the envelope till all of the cards have been taken out.

7) What's missing?

T sticks 5-10 flashcards on the board, depending on the level of difficulty desired. S must study the board for a few seconds. T asks students to cover their eyes and removes one of the flashcards. The first S who remembers which one's missing gets a point. Start again by placing the card back onto the board and removing another one. For greater challenge T may require S to either supply a definition of the word or use it correctly in a sentence.

8) Odd one out

T sticks several flashcards onto the board of a particular set, for example, "Tools", with an extra card from another set, say "Clothes", mixed in. S have to say which card is the odd one out.

9) Jot it down!

T sticks 6 cards with the captions folded back going down vertically on one side of the board and another 6 cards in the same arrangement on the other side. S divide into two teams and line up in front of the board. S1 writes the first word next to the card, and passes the marker to his/her teammate who writes down the second word, and so on till all 6 words have been written down. If someone writes a word incorrectly, everything is erased, and they have to start over from the top. First

team that writes them all correctly wins.

10) Matching game

T places 6-10 flashcards vertically on one side of the board (with no captions showing). T writes the words that correspond to those cards vertically on the other side, but in a different order. Teams take turns matching a card to a word. The team that matches the most words correctly wins.

11) Board Game

Make your own simple board game or use any that has boxes your students may move along. You may set up different board games with 2-4 smaller groups. S must first choose something they can use as a marker, perhaps their own eraser or pencil sharpener. T places a set of flashcards at the center of the board. S take turns rolling the dice and moving the indicated number of steps. Once they land on a box they must take a flashcard from the pile and either name it, use it in a sentence, or ask a question with the word. If they use it correctly they get to stay on new their spot, but if they're wrong they must go back 3 steps.

You may also include "special" boxes in your board game like:

- A "free" box where they have to do nothing
- A "x3" box where they have to name the word that appears in flashcard, use it in a sentence AND ask a question
- A box that says, "ANSWER CORRECTLY AND MOVE AND EXTRA 3 STEPS FORWARD"
- A box that indicates that S must go back 3 steps instantly

12) Flashcard Basketball

T sets up a basket, box or bucket in the front of the class. S line up in two teams at the same distance from the basket. T shows S1 in Team 1 a flashcard and he/she must say what it is, use it in a sentence or ask a question with it. If S1 is correct, T gives him/her a ball and he/she has the opportunity to shoot for the basket for points. T continues with Team 2. Scores are tallied in the end.

13) Flashcard dash!

T scatters flashcards throughout the classroom. S are split into two teams. T calls out a flashcard and one S from each team has to try to find it first and bring it back to the teacher. If two students from different teams grab the card at the same time, they play a quick game of “Rock, paper, scissors” to see who gets it. The team that collects the most cards wins.

GAMES WITH 2 SETS OF FLASHCARDS:

For these games, you'll need two identical sets of flashcards.

1) Go Fish - Have you got a ...?

To review a specific set of vocabulary, say “Food and Drink”, prepare two sets of flashcards and shuffle your “deck” of cards. Depending on the size of the group (this game is ideal for small groups of 4-6 students), deal each student 3 or 4 cards. Place the remaining cards in discard pile.

S1 asks a classmate if they have a card that matches one of their own: “Have you got a sandwich?”

S2 must reply either: “Yes, I do” (and hands over the card) or “No, I don't. Go fish.”

(and S1 takes a card from the discard pile).

Since the topic is food you may also have them ask each other, “Do you like grapes?”

If S2 has the card with grapes, he/she answers, “Yes, I do”, and hands it over, but if he/she doesn't, his/her answer should be, “No, I don't. Go fish!”

The S with the most pairs at the end of the game wins.

2) Concentration

Prepare two sets of flashcards and shuffle the cards. Place them face down on the table. S take turns turning over two cards at a time. If they find a match, they must correctly use the word in a sentence in order to keep the cards. If they can't use the word correctly in sentence, T returns the cards to the table. The S who has the most pairs of cards at the end of the game wins.

CHAPTER 3: STORY-TELLING ACTIVITIES WITH FLASHCARDS

Don't have a storybook on hand? Use flashcards to illustrate any story, or have students create their own. These are great activities to try with beginners or very young learners.

1) What's the order?

T tells a story that includes the words that appear in the flashcards. S put the flashcards in the order in which they appeared in the story.

2) I'm going on a picnic and I'm taking...

T prepares the “Food and Drinks” set of cards and shuffles the pile. T takes one card from the pile and says, “I'm going on a picnic and I'm taking an apple.”

S1 takes another card and has to add his own card to the previous by saying, “I'm going on a picnic and I'm taking an apple and a pear.”

And so on, till one student makes a mistake.

3) Fill in the blanks

T tells a story and uses specific flashcards to illustrate it, very much like children's storybooks where some words in the text are replaced by small images. For example,

“Once upon a time, there was a princess (T shows ‘princess’ card) who lived in a big castle (T shows ‘castle’ card) with the king (T shows ‘king’ card) and the queen (T shows ‘queen’ card). One day she lost her crown (T shows ‘crown’ card) and...”

When T is done telling the story, T starts again, but this time showing the flashcards with the captions folded back. T shows the card, pauses, and S must supply the right word to complete the story at each pause.

4) One word at a time

T displays a set of flashcards – either on a table, on the floor, or by sticking them onto the board for everyone to see. The goal is for everyone to create a story together one word at a time. T starts and goes around the

room. The S who manages to use one of the flashcards correctly within the story gets a point:

(with the “Food and Drinks” cards)

T: /

S1: *went*

S2: *to*

S3: *the*

S4: *supermarket*

S5: *to*

S6: *buy*

S7: *some*

S8: *apples.*

(S8 gets a point!)

And so on...

CHAPTER 4: SPEAKING ACTIVITIES WITH FLASHCARDS

Flashcards are tremendously useful in speaking activities or role plays, particularly when you lack the props or realia to create a more realistic setting. Want to get your students talking? Use any set of cards to present a discussion topic.

1) Discussion

You may use any of the sub-set of cards to spark a discussion. T displays several of the “Food” cards making sure to include both healthy and junk foods. S divide the cards into two groups – “healthy snacks” and “junk food” – by talking about each food, fruit or vegetable. T engages them in the discussion by asking questions:

Which are healthy foods? Why are fruits and vegetables healthy snacks? Why are chips not healthy?

2) Let's go shopping!

T displays the clothes flashcards as if they were items on display in a shop. S role play a shopping situation by taking turns buying and selling items. T may guide them with specific questions they have to use (*May I help you? What color/what size would you like? How much is it? Etc.*)

3) Flashcards with a purpose

T displays the set of “Office” flashcards. S take turns expressing the purpose of each item:

S1: *We use a calculator to add, subtract, multiply, or divide numbers.*

S2: *We use a scanner to scan documents or images, so that we can store them in a computer or send them to another person.*

S3: *We use a paper clip to hold several sheets of paper together.*

4) Describe the suspect

T chooses 6-10 of the "Faces" cards. T takes a student aside and tells him/her that they have just witnessed a robbery, and that this is what the robber looked like. T shows S1 one of the faces and tells S1 not to reveal which one it is. T places the "suspect" together with the other "faces" in a line up. The remaining S in the class are detectives/police officers who must ask S1 questions to figure out which of the faces corresponds to the robber. S2: *Did he have a beard?* S3: *Was he wearing glasses?* Etc.

CHAPTER 5: ACTIVITIES FOR SPECIAL SETS OF FLASHCARDS

Is there a sub-set of cards you'd love to use? See some vocabulary you'd love to teach, but don't know how to do it? Here are specific suggestions for each of the topics/areas we've included in this super set of ESL flashcards:

ADVICE CARDS

1) Good or bad advice?

T shows students advice cards and leads discussion on which are good pieces of advice and which are bad.

Which piece of advice would you give a friend? Why?

S1: *Don't eat meat. I think it's wrong to eat animals.*

S2: *Talk during movies is bad advice. It's impolite and rude.*

2) Using should

T sticks several of the advice cards on the board. T hands S1 a previously prepared problem card, whose solution might be on the board.

S1: *I broke my mom's favorite vase and I hid it from her. I don't know what to say to her.*

S2 (Chooses what might be good

advice in this case): *You should BE HONEST. Tell her you broke it and that it was an accident.*

Variation to practice "should / shouldn't / must / mustn't":

T shows a card and S must complete it by using "should/shouldn't/must/mustn't" (optional: say why!)

T shows card: *"Use bad language"*

S1: *You mustn't use bad language. (Because it's rude.)*

T shows card: *"Tell your boss what you really think"*

S2: *You should tell your boss what you really think. (He'll appreciate your honesty.)*

3) What's your problem?

T presents the pieces of advice and S must imagine the sorts of problems they would be good advice for. T shows card that says "Grow a moustache".

S1: *I'm bored with the way I look and I need a different look.*

T shows the "Marry for money" card". S2 says, *"I don't want to work after I finish college. How am I going to support myself?"*

Make sure students understand most of these pieces of advice are meant to be humorous and should not be taken as "real" advice.

ANIMAL CARDS

1) Mystery animal

T sticks an animal card onto each student's back. S walk around the classroom and ask each other yes/no questions till they guess what animal they are. First S who guesses correctly wins!

2) Old Mac Donald Had a Farm – Animal sounds

T teaches S the song through the use of flashcards.

*Old MacDonald had a farm
Ee-yi-ee-i-oh
And on this farm there was a dog
Ee-yi-ee-i-oh
With a woof woof here
And a woof woof there
Here a woof
There a woof
Everywhere a woof woof
Old MacDonald had a farm
Ee-yi-ee-i-oh...*

T continues with cat/meow, sheep/baa, horse/neigh, duck/quack, cow / moo, pig/oink, or others, illustrating the song with the animal flashcards. After the song, complete the activity with a matching game. T sticks animal flashcards onto the board and writes the animal sounds scattered throughout. S match the sound to the animal.

FACES

Guess who?

Teacher sticks flashcards onto the board and writes a letter next to each. T says,

"Number 1: Who has long, dark hair and a ponytail?"

"Number 2: Who has short, curly hair and looks scared?"

"Number 3: Who has short, blond hair, freckles and looks happy?"

etc. S write the corresponding letter for each number.

FOOD AND DRINKS

1) Where are the ...?

Review food and drinks AND practice location. T draws the inside of a big refrigerator on the board, complete with shelves. T gives S a bag of "groceries" and asks them to put them in the fridge. T gives S tape to stick the cards in the "fridge", making sure they use the shelves.

T: *"Where are the bananas?"*

S1: *"They're next to the apples."*

T: *"Where are the cherries?"*

S2: *"They're between the grapes and the peppers."*

2) What would you like?

T is the waiter/waitress and takes an order from a group of students. T tells S whether he/she has any particular items, depending on the flashcards to be used (*I don't have any Sprite, but I do have Coke*). T goes to the "kitchen" (a corner of the classroom where the Food and Drinks cards have been laid out) and returns with their orders.

Now, T divides the class into smaller groups with one S acting as the waiter/waitress for each group. All waiters and waitresses must share the "kitchen". If a waiter goes to the kitchen and sees that there is no more "Coke" (this card has already been taken by an

other waiter!), for example, he must return to the table and give them other options.

HOLIDAYS

Please see **Ch 3: Storytelling Activities with Flashcards for some great ideas**: in particular, we recommend **What's the order?**, **Fill in the blanks**, and **One word at a time**.

NATURE

hot, tornado, rainbow, cold, sunny, snowy, snow

1) What's the weather like today?

T asks students and sticks the corresponding flashcard on a corner of the board.

2) Fill in the gaps

T sticks Nature cards onto the board and hands out copies of a gap-filling exercise S must complete with the words that appear on the board. To make the exercise more challenging fold back the captions.

OBJECTS

T draws a big house on the board with separate sections for kitchen, bathroom, living room, and bedroom. T hands out several objects, 2-3 to each student, and has them take turns first saying what they have and where it goes in the house. S stick the cards in the right place.

- Variation: T has S race to the house in two teams and later sees which team placed the most cards correctly throughout the house. To make it more challenging add more locations like garage, backyard, office, etc.

PEOPLE

1) An Ordinary Day – Talking about habits and routines

T shows S different “people” and asks students, “*What is her/his day like?*”

Baby: sleeps most of the day, eats mashed foods, drinks from a bottle, doesn't walk, doesn't talk, etc.
Waiter: gets up early, goes to work,

has a lunch break, works till 5, goes home and watches TV, etc.

2) Who am I?

T sticks a “person” onto each of the students' backs. S walk around the classroom and ask each other yes/no questions till they figure out who they are. First student who correctly guesses his/her identity wins.

SPORTS

1) Mimicking

T gives S1 a sports card. S acts out the sport till his teammates guess what it is. Each team has three opportunities to guess what sport S1 is playing.

2) Guess the sport

T arranges 16 sports flashcards in a 4x4 grid on the board and writes the letters A to D next to each vertically and numbers 1 to 4 horizontally. T reads the description of a sport and S1 in Team 1 must say which sport T is describing:
T: *You must hit a target by using a bow an arrow.*
S1: *It's A3 - archery.*

TRANSPORT

1) What do you say?

T and S discuss some of the things you might say or hear in different modes of transport.

T: *Where might you hear, “Man overboard!”? (boat or yacht)*

Where might you hear, “All aboard!”? (train)

Where do you say, “Keep the change!”? (taxi)

T has the class act out role plays in different modes of transport.

2) How do you come to school?

T uses flashcards to teach students different mode of transport. T says, “*I come to school by bus.*” S take turns saying how they come to school, then, ask each other questions. Encourage S to be ridiculous.

S1: *Do you come to school by jet?*

S2: *No, I don't. I come to school by car.*

TRAVEL

T shows S some of the signs like, “No cell phones”, “No entry”, “No parking”, etc. and asks S where they might see signs like these. *Are they common in your country? What about foreign countries? Are they similar or different? How important do you think it is to respect these signs?*

VERBS

1) Charades

T gives a S a card and he/she must act out the action for his teammates to guess.

2) What can you do?

T uses Action Verb cards to give examples of what she can and can't do.
T: *I can run fast. I can't jump very high.*

S share what they can/can't do.

S1: *I can dance.*

S2: *I can carry a big box.*

T shows S1 a card and he/she must ask a classmate a question with can
S1: *Can you run to New York?*
S2: *No, I can't.*

3) What am I doing? – Present Continuous

T shows S the flashcards and teaches a variety of actions: run, walk, jump, etc. T carries out the actions and says, “*I'm running. I'm walking. I'm jumping.*”

T hands a card to S1. S1 carries out the action illustrated in the card and S2 must say what he/she is doing.

S2: *He's jumping.* Practice with all pronouns: I, you, we, they, etc.

ZODIAC CARDS

T tells students what his/her Zodiac sign is and shares some of the characteristics of the sign. T asks S to share what signs they are. T sticks all 12 Zodiac flashcards on the board together with a short description of each sign. S take turns matching a sign to its description. End with a discussion on whether they agree with the description of their sign or read this week's horoscope for each.