

ENGLISH

VERONICA GILHOOLY

FUN WITH FLASHCARDS

150+ ideas for using flashcards
in the classroom



A resource book with printable
flashcards activities

© 2012 LEARNMORE PROJECTS

VERONICA GILHOOLY

Fun with Flashcards

150+ IDEAS FOR USING
FLASHCARDS IN THE CLASSROOM

Fun with Flashcards. 150+ ideas for using flashcards in the classroom

This book is also available in Swedish.

Written by Veronica Gelfgren

Illustrations: Petra Karin Bergström and Annette Hansen

Proofreading: Kim Theakston

Editing: Marja-Liisa Helenius

Material coordination: Bianca Biro

Graphic Design and Layout: Alin Holda and Learnmore Projects

PUBLISHED WITH SUPPORT FROM SVENSKA KULTURFONDEN

OTHER MATERIAL IN THE LEARNWELL SERIES:

Dagbok skriven av en elev i svenska. Written by Bianca Biro and Veronica Gelfgren

Vocabulary and picture prompts for language teaching - book 1 and 2. Written by Veronica Gelfgren

LEARNWELL CARDS™

Vocabulary cards. Mixed pictures

Vocabulary cards. Animals

Grammar cards. Prepositions of place (in, on, at)

Grammatikkort. Tidsuttryck

Grammatikkort. Oregelbundna verb i preteritum

ISBN 978-952-5733-09-9

© 2012 LEARNMORE PROJECTS. All rights reserved. Learnmore Projects allows teachers to download / copy and print worksheets in this book for classroom use.

Tel: +358 50 531 1453

E-mail: office@learnmera.com

www.learnmera.com

Index

Introduction	1
Vocabulary	5
Alphabet	87
Grammar	101
Associations, synonyms and opposites	150
Comprehension with flashcards	167
Differences	170
Mathematics	178
Money, numbers, time and currency	196
Pronunciation	209
The phonetic alphabet	216
Dictation	228
Discussion	237
Q&Q Cards	254
Role-Play	272
Bonus ideas	275
Empty flashcards	325

Introduction

This is a teacher's manual for using flashcards in the classroom. You will find here examples of how to use flashcards in teaching foreign languages and many other subjects. Examples and pictures are available in our material bank at <http://teachers.thelanguagemenu.com>

WHY SHOULD YOU USE FLASHCARDS?

Different students learn in different ways, and it is important to make use of visual teaching methods since studies show that the majority of students learn through visual means. Flashcards are clear and colourful, and they can have a positive effect on the visual learning process of the students.

Flashcards can be used for any subject, for example elementary or more advanced language training (vocabulary and grammar), mathematics, biology and geography.

Flashcards are easy-to-use and handy resources for teachers and they can be used on any class level. They are excellent for presenting vocabulary, drilling and repetition. For many students, using flashcards is a fun way to learn new vocabulary and grammar.

WHEN AND WHERE CAN YOU USE FLASHCARDS?

Flashcards function well in individual work, pair and group work. Students can ask each other questions and help using flashcards. They can use pictures to learn new vocabulary and expressions, then move on to simple pictures and word cards, and finally to exercises and activities using flashcards.

Flashcards are a quick and easy way to make use of visual means to help students learn and drill vocabulary. Both children and adults profit from flashcards in their learning process.

Flashcards can be dealt out to children who finish their assignments earlier, or to be used in groups. Children who can read can use flashcards with pictures and flashcards with words and combine them.

IN WHICH WAY CAN FLASHCARDS BE USED?

Flashcards can be printed with different backgrounds and frames, in different sizes and fonts. "Headline" cards can be made when dealing with different themes. You can laminate the cards to make them more durable.

When new vocabulary is presented in class, new sets of cards can easily be made each week, and kept in a "word box" where they are accessible for exercises and revision when needed.

Flashcards can also be made with magnetic paper or tape on the backside. In this way, they can be attached to metal surfaces in the classroom or conference room.

WHAT YOU NEED TO MAKE THE CARDS

- Internet access, address: <http://eng.teachers.thelanguagemenu.com>, and printer
- A4 paper in different colours
- laminating machine
- laminating pockets
- scissors
- rubber bands
- magnetic paper or tape

AREAS OF APPLICATION

This e-book presents ideas and examples on how the flashcards can be used in 14 different areas of classroom instruction. The games can be combined with an example worksheet and can then be applied in many other areas. Use your imagination and get an extra “bounce” in the lessons.

In addition to the flashcards that are presented in this book, it is also possible to make a series of worksheets with the 18 different language tools available on our website <http://teachers.thelanguagemenu.com/>.

The teacher can include specific vocabulary in several different kinds of exercises, until the students master them.

LEXICON

Flashcards are invaluable for teachers who teach small children, school children and adults. Combine flashcards with words and flashcards with pictures and you have hundreds of different games and exercises done for your lessons. The varying methods allow students to stay focused instead of getting bored with repetitive drilling activities.

THE ALPHABET

The alphabet is an important learning area for pre-school children and for adult students whose first language does not have the Latin alphabet or Latin symbols. Use different methods with pictures, words, or only with letters or phonetic letters to find the most appropriate way for your students to learn them.

PRONUNCIATION

Pronunciation cards are very useful because students can practice words and pronunciation in several ways while learning to communicate effortlessly.

GRAMMAR

Teaching grammar does not always have to be about theory, translations, written exercises and fill in the gaps exercises. By using grammar flashcard games, you can combine grammar theory while doing the exercises orally, and the students learn to communicate at the same time.

This is a modern technique that has become more common during language training lessons for adults, where students often are more concerned about their communication skills than their written skills.

DISCUSSION

An important part of everyday life and communication is being able to ask questions, give answers, express opinions and provide descriptions. The discussion cards are used to spark conversations, such as how to get acquainted with each other or talk about news and current events. Your students learn to use their imagination to form long sentences and engage in conversation. It will be easier for students to learn new words that are connected to specific topics when introduced to them on flashcards with keywords and/or pictures, and



to pick up a topic of discussions with the help of keywords.

Debate cards can be used in classes with older students to liven up the conversation by dividing students in groups of pros and cons.

QUIZ CARDS

Instead of only written tests, quiz cards can be used to vary the methods used to test students' skills, making the test itself into a fun game. Quizzes that are suitable for your students can be compiled on various subjects and themes and for different levels. For students at lower levels, quizzes may also include multiple choice questions.

Instead of simply testing the students' knowledge, try using the cards in this way! It can give your students a different perspective and stimulate discussion around a theme. Individuals have the ability to learn while listening to the other students' comments about the theme.

ROLE PLAY

You can encourage the students to learn in a fun way with the help of role-play cards. The students can use their existing vocabulary and learn new words in a foreign language. Role-play cards can also provide support in developing imagination and improvisation. These flashcards can be informative; improve communication skills, and they can be used as a supplement when teaching the cultural aspect of the language, such as manners and customer service in different countries.

FLASHCARDS WITH ASSOCIATIONS, SYNONYMS AND OPPOSITES

Teachers can use flashcards with associations, synonyms and opposites to enrich the students' vocabulary. These games develop both vocabulary and language fluency. In these games, students are encouraged to independently develop their vocabulary – it is faster and more stimulating than having the teacher explain the word.

LANGUAGE COMPREHENSION

Flashcards can be valuable in activities related to language comprehension and listening, but this requires a little more preparation by the teacher. Keywords are good to remember, and they should be used to strengthen the immediate language understanding in an auditory task.

FLASHCARDS – DIFFERENCES

These flashcards include activities with the purpose of learning the myriad of language differences that exist between native speakers of the same language coming from different countries (e.g. U.S. English and British English, Standard Swedish and Finnish Swedish).

FLASHCARDS FOR DICTATION AND READING

The purpose of the dictation cards is to make it easier for students to learn spelling by reading the cards first. Ready-made cards with texts can be a great way to prepare for lessons. Make about 10 sets of cards for each unit, laminate them – and you have complete sets of dictation cards for several years to come. Preparing durable flashcards can therefore also shorten the lesson preparation time for teachers.

Text cards can be a great tool for both teachers and students. You will notice that it is easy to learn with text cards. They are designed to make reading easier – phonetics, pronunciation, character recognition, grammar, etc. Text cards might make it easier for the teacher to assess



if the student has really learned the topic taught in class.

FLASHCARD WITH MATHEMATICS

Math cards can be used for addition, subtraction, division, multiplication, etc. Sometimes it is easier to learn with flashcards than in any other manner during the lesson. When the teacher presents the rules of mathematics, students can practice with flashcards. Why not also make flashcards with the rules and give them to the students? Use the cards for repetition of the previous lesson. You get immediate feedback on how well the class learned the topic, and you can focus on the next steps in instruction.

FLASHCARDS WITH NUMBERS, MONEY AND TIME

It is important for everyone to know the numbers, the ordinals, dates and the time. It can be difficult for adults learning a new language and for young children to master these. The various exercises and games with these cards make learning fun.

FLASHCARDS IN FOREIGN LANGUAGES

Language teachers may come to realize that flashcards with pictures and flashcards with words are priceless when new vocabulary is presented. In the case of immersion, this is the easiest and fastest learning method. If you use both the students' first language and target language, bilingual flashcards can be very helpful. In addition to flashcards, you can also make bilingual worksheets (<http://teachers.thelanguagemenu.com>) to enhance the learning process.





VOCABULARY

1. RHYMES AND LINES FLASHCARDS

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary / learn a song
Group size: 2+
Preparation time: 10-15 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards, CD and a CD player
Material example: "Incy Wincy Spider" flashcards with pictures

Description: Present songs and stories with key vocabulary and pictures using flashcards and encourage your learners to interact both verbally and non-verbally through actions, mime and repetition. Play or sing the song, show the flashcard pictures as they are mentioned in the song or story. Let the students sing it again, this time you only show the cards.

2. VOCABULARY INTRODUCTION

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Introduce each vocabulary item with the flashcards and ask the students to explain/describe additional details (e.g. explain what an elephant looks like, how it moves, what sound it makes).



3. ANIMALS AND MORE

Discipline: language classes / basic vocabulary

Grade levels: intermediate / adult language education

Objectives: to learn more animal related vocabulary

Group size: 2+

Preparation time: 10-15 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards and word flashcards

Material example: Animal picture flashcards and word flashcards with the female, male and baby names of the animals.

Description: Use the animal picture flashcards to introduce the vocabulary, and add the word-cards to the game. Let the students match the correct words with the correct picture first, and then remove the word-cards and drill the vocabulary by showing an animal and asking students for the name of the female, male, babies, living area and group.

4. FIND THE PICTURE

Discipline: language classes / basic vocabulary

Grade levels: children

Objectives: to learn vocabulary

Group size: 2+

Preparation time: 10 minutes

Teaching duration: 10-15 minutes to make, print and laminate the cards

Material needed: Picture flashcards

Material example: Mixed picture vocabulary flashcards

Description: Place the flashcards around the classroom (on the wall, door, window, chairs, floor) and ask your students to point to, or go up to the correct flashcard when they hear it.



5. SHOW & TELL

Discipline: language classes / basic vocabulary

Grade levels: children / beginners

Objectives: to learn vocabulary

Group size: 2+

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Picture flashcards

Material example: Animal picture flashcards

Description: Give each of your students a set of flashcards and ask them to show you the correct card when they hear the item spoken. For example,

“Show me a cat!”

“Hands up if you’ve got a dog!”

“Stand up if you have the horse!”

This activity also works very well in teams with each team given an equal number of flashcards - the first team to show you the correct item scores one point!

6. STORY CARDS

Discipline: language classes / basic vocabulary

Grade levels: children / beginners / intermediate

Objectives: to learn vocabulary, imagination

Group size: 2+

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-20 minutes

Material needed: Picture flashcards

Material example: Mixed picture flashcards

Description: Place the cards on the table and ask the students to tell you a story connecting all the pictures.



7. VOCABULARY DRILL – VOCABULARY WITH PUNISHMENT

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Household items picture flashcards

Description: Use a set of cards to drill new words. If your student knows the word in the target language, give the students the card. If the student doesn't remember the word, put the card in the back of the pack to be shown again later. When the student has correctly identified all the words, choose a new category of cards. Your students will usually not want to see the same card more than twice, and will probably make a serious effort to remember the word on the second and third round, not to be "punished" again. For more advanced learners, you can use bilingual word cards in different categories.

8. VOCABULARY DRILL – CHANGING THE TONE

Discipline: language classes / basic vocabulary
Grade levels: children
Objectives: to learn vocabulary
Group size: 2+
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Choral drill the vocabulary on the flashcards, as a whole class, in teams or in small groups in turn. This can be fun for younger students when drilled in different ways. As you show your students the cards, say the words in different ways (slowly, loudly, high-pitched, softly, quietly) or in different voices (like a rhinoceros, tiger or a parrot).



9. VOCABULARY DRILL – REMOVE THE CARDS

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Household items picture flashcards

Description: Place five or six flashcards in a line on the board or on a table so that everyone can see them. Drill each item and then remove the last card. Drill again, up to and including the removed item. Remove another card. Continue in this way until all the flashcards have been removed and your students remember all the missing items!

10. ANIMAL SOUNDS

Discipline: language classes / basic vocabulary
Grade levels: children
Objectives: to learn vocabulary
Group size: 4 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Ask your students to pretend they are an animal, (e.g. a dog, a parrot, a horse or maybe a robot). Then show them the flashcards one by one. As you show a card you say an animal name. If you say the word that correctly matches the card, the students should repeat exactly what you say (sounding like an animal or a robot). However if you say the wrong word they should stay silent. For example:

- Teacher: (showing the cat card) A cat!
- Students: (pretending to be dogs, “bark out”) A cat!
- Teacher: (showing the fish flashcard) A rabbit!
- Students: (silence)



11. SHOUT VOCABULARY

Discipline: language classes / basic vocabulary
Grade levels: children
Objectives: to learn vocabulary
Group size: 4 to 20
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-20 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Show your students the flashcards one by one, placing each card behind the other. Tell them that when they see the word 'horse', for instance, they must shout "Stop! horse!" Continue with a different animal/item until they have correctly identified each word (or picture) on each card.

12. WHISPER AND RUN GAME

Discipline: language classes / basic vocabulary
Grade levels: children
Objectives: to learn vocabulary
Group size: 6 to 20
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Divide the students into two teams. Place your flashcards around the room. Ask the students to line up in two rows. Whisper a word to the two first students at the same time. Each student has to whisper the word to the next person in their row. When the last students in their team hear the word, they have to look around for the card, then run to pick it up and return it to their group. The group that brings back the card first gets one point. The student who was last in the line goes to the front of the line and is now first. Continue this game until all the cards have been brought back to the teams. The team with the most points wins.



13. RIGHT, RIGHT, LEFT & WRONG

Discipline: English language classes / basic vocabulary

Grade levels: children / beginners

Objectives: to learn vocabulary

Group size: 2+

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

Material example: Food picture flashcards

Description: To drill vocabulary and the difference between right and wrong and right and left, ask your students if they like the items on the flashcards. Your students can respond by putting up their left hand for 'yes', their right for 'no'. Alternatively, they could call out 'Yes, I do!' and 'No, I don't!' To get students to use the new vocabulary, ask them to reply in full sentences in the plural form of the item/word raising the correct hand as they reply: Yes, I do like bananas, No, I don't like spinach.

14. BINGO

Discipline: language classes / basic vocabulary

Grade levels: children / beginners

Objectives: to learn vocabulary

Group size: 2+

Preparation time: 10 minutes to make, print and laminate the cards, 20 minutes to make 20 different the bingo boards

Teaching duration: 15-20 minutes

Material needed: Picture flashcards

Material example: Animal bingo board and animal picture flashcards

Description: Give your students a bingo board, make several different ones with the bingo generator, by choosing one set of items first, and then shuffling the pictures, this way you can have as many different versions of the board as you have students. Place a complete set of flashcards into a box and pull them out one by one. The first player to cross off all the correct animals on their bingo card horizontally or vertically shouts "Bingo!"

Tip: You can make different kinds of bingo boards (either with pictures or with words) online at <http://teachers.thelanguagemenu.com/>



15. VOCABULARY NOUGHTS AND CROSSES

Discipline: language classes / basic vocabulary

Grade levels: children / beginners / adult language education

Objectives: to learn vocabulary

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards, 5 minutes to stick the magnet-tape on the back of each card

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

Material example: Numbered animals, fruit and vegetable picture flashcards

Description: Select 9 picture flashcards, and number them 1-9. Draw a 3x3 grid on the board, numbering the squares 1-9. Divide your learners into two teams, noughts (O) and crosses (X). In turn, each team chooses a number between 1 and 9. If noughts chooses square 5, for example, show them flashcard 5 and ask them what it is. If they can correctly identify the card, draw (O) in the square. Each team should try to choose squares that block the other from making three in a row, horizontally, vertically or diagonally.

16. CATEGORISING VOCABULARY

Discipline: language classes / vocabulary

Grade levels: children / beginners / intermediate / advanced / adult language education

Objectives: to learn vocabulary

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

Material example: Red and green fruits and vegetables, animal flashcards, household items

Description: Give each group a set of flashcards and ask the students to sort them into categories. For young children, a mix of different flashcards can be categorized into colours. For older children and adult students, use more difficult categories.

For example: Animal flashcards – sorted into four legs, two legs; those that can fly, those that can't. Food cards can be sorted into fruits, vegetables, sweet and sour, to be eaten cooked or raw. Household items can be sorted into wood, plastic, solvents and fabrics.



17. GUESS WHAT THIS IS

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-30 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Place a number of flashcards on the board. Describe one of the animals on the cards without saying its name, for example, "It's big.... It's got wings... It can't fly but it can run..." The team that guesses the correct animal wins a point.

18. GUESS WHAT THIS IS - WITH YOUR BACK TO THE BOARD

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary
Group size: 2 to 20
Preparation time: 10 minutes
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Ask half of your class to sit with their backs to the board, the other half facing them. Place a flashcard on the board. The students facing the board should describe the animal to their other half without saying what it is. The first player to guess the animal correctly wins a point.



19. FLASHCARD RACE – ON THE BOARD

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary, having some fun at the end of a class
Group size: 4 to 20
Preparation time: 10 minutes to make, print and laminate the cards, 5 minutes to adhere the magnet-tape on the back of each card
Teaching duration: 5-10 minutes
Material needed: Picture flashcards
Material example: Fruit picture flashcards

Description: Place the flashcards on the board. In teams, ask your students to line up a little distance away from the board, but facing it. Ask your students to run and touch the correct flashcard when they hear it. This is a fairly loud game with a lot of stomping around, but the students will have fun. Use this game near the end of the lesson to avoid adrenaline boosts during more “serious” teaching.

20. FLASHCARD RACE – AROUND THE ROOM

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary
Group size: 4 to 20
Preparation time: 10 minutes to make, print and laminate the cards, 5 minutes to stick double-sided tape to the back of each card
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Stick flashcards around the class. Say the name of one of the pictures and get the students to race to it. You can also add instructions to this game such as “hop to the strawberry” or “if you have yellow clothes, swim to the fish” etc.



21. SIMON SAYS WITH FLASHCARDS

Discipline: language classes / basic vocabulary

Grade levels: children / beginners

Objectives: to learn vocabulary

Group size: 2 to 20

Preparation time: 10 minutes to make, print and laminate the cards, 5 minutes to stick double-sided tape to the back of each cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

Material example: Mixed vocabulary picture flashcards

Description: Stick flashcards around the class. Instruct your students by saying “Simon says – go to the red flower.” The students should follow your instructions. If you leave out “Simon says” the students shouldn’t obey the instructions.

Example:

“Simon says – point to the yellow banana”. (The students point)

“Put your index finger on the picture of an umbrella.” (The students do nothing)

“Simon says – take three steps toward the bear.”(The students obey)

22. HIDE THE FLASHCARD

Discipline: language classes / basic vocabulary

Grade levels: children / beginners

Objectives: to learn vocabulary

Group size: 2 to 20

Preparation time: 10 minutes10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

Material example: Fruit picture flashcards

Description: Choose a student to go out of the classroom. Together with the rest of the students, decide on a hiding place for one flashcard. Ask the student to come back in and to find the card. The other students help by saying the word on the card (e.g. “pear, pear”) loudly when the student is near the card, and in a whispering voice when far away from the card.



23. VOCABULARY GAME

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards, a ball
Material example: Animal picture flashcards

Description: Give a flashcard of an animal to each student. Start the game by showing your own card and saying “I am a cat and I want to play with the dog” and throw a ball to the student with the picture of a dog. Then, the student with the dog has to react quickly and pass the ball to another player “I am a dog and I want to play with the horse”. When all the students have used their cards, deal out a new set of items and use different sentences. I am a chair and I want to be placed next to the window. I am a banana and I want to grow next to the raspberries...etc

24. HELLO

Discipline: language classes / basic vocabulary
Grade levels: children
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes 10 minutes to make, print and laminate the cards, 5 minutes to stick double-sided tape to the back of each card
Teaching duration: 20-30 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Put the flashcards in different places in the room or on the wall and greet them one after another (“Hello Mr Dog” to the dog picture). When the students have learned the vocabulary, start making deliberate errors for example; “Hello Mr Horse, how are you” while speaking to the cat. The students will want to correct you ‘No! That is Mr Cat, not Mr Horse!!



25. DAILY ACTIVITIES & QUESTIONS

Discipline: language classes / basic vocabulary

Grade levels: intermediate / advanced / adult language education

Objectives: to learn vocabulary

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 30-45 minutes

Material needed: Picture flashcards

Material example: Mixed picture flashcards

Description: Use one pack of vocabulary cards or mix several different ones together and make up questions involving one or more of the pictures. Example: A glass, a newspaper, a dog, a piece of cheese and a washing machine.

Example questions: How often do you use your washing machine? Where in the house is your washing machine? Do you wash your dog in the washing machine? Do you read a newspaper while you play with your dog? Does your dog eat cheese? Where do you keep your glasses? Which newspaper do you have delivered to your home? Do you have cheese in the washing machine? Does your dog drink from the glass? Can your dog read the newspaper?

For easier or more difficult lessons vary this exercise with tenses.

26. SNAP

Discipline: language classes / basic vocabulary

Grade levels: children / beginners / intermediate

Objectives: to learn vocabulary

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

Material example: Mixed picture flashcards

Description: Give each group of students a set of flashcards with two to four copies of each card. Ask the students to shuffle and deal out all the cards equally, face down. Each player now has a pile of cards. In turn, the players turn up a card, say what it is and place it in the middle of the table. If a player turns up a card which is the same as the previous one, the first player to say "Snap!" wins all the cards and folds them down in front of them. The game ends when one player has all the cards.



27. FLASHCARD MEMORY GAME

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Food picture flashcards

Description: Give each group of students a set of flashcards with two copies of each card. Spread the cards face down on the table. In turn, each player turns up two cards and says what they are. If they turn up the same cards, they keep the pair and have another go. If the cards are different, they replace them and the next player has a go. The player with the most pairs is the winner.

28. FLASHCARD MEMORY GAME – BLIND

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Picture flashcards

Description: Place the flashcards on the table. Ask your students to look at the cards and then to close their eyes. Remove one card from the table. Tell the students to open their eyes and tell you which card is missing. For older students and for more of a challenge, increase the number of cards that you remove! This exercise is excellent to use for teaching vocabulary of specific categories, at all levels.



29. FLASHCARD MEMORY GAME – BLIND IN WRITING

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes make, print and laminate the cards
Teaching duration: 15-20 minutes
Material needed: Picture flashcards or word flashcards
Material example: Categorised word flashcards

Description: Place the flashcards on the table. Ask your students to look at the cards for one minute and try to memorise all the items. The teacher turns all the cards face down and asks the students to write down all the items in their correct categories on the category worksheet provided. This is a good exercise for checking spelling after the game.

30. ODD ONE OUT

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards, 5 minutes to adhere the magnet-tape on the back of each card
Teaching duration: 15-30 minutes
Material needed: Picture flashcards, magnet-tape
Material example: Categories of animals with the odd one out

Description: Put some flashcards on the board. All the cards should be related to the same category, except for one. For example: horse, cat, dog, goose, gorilla (not found on a farm), cow, pig, chicken. Ask the students to find the odd one out and explain why it doesn't belong to that category.



31. CHARADES

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Picture flashcards
Material example: Mixed picture flashcards

Description: Give each student one card and ask the student to act out the illustration. The other students have to guess what it is.

32. ON THE BACK

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Choose a category and show the cards to the students. Place one card on each student's back and ask them go around looking at the other students' cards, to find out what their own card is by eliminating the other students cards. The first student to work out his or her card wins the game.



33. THE A-Z VOCABULARY CHAIN

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes
Teaching duration: 60 minutes+
Material needed: Picture flashcards
Material example: ABC mixed picture flashcards

Description: Place flashcards around the room. Choose one student to search for a card. Say aloud the first word, "apple". The student has to find the corresponding flash-card. When the flashcard has been found, say the second word, "banana". Now the second student has to first go to the picture of the apple and then find the picture of the banana. Choose another student and start the chain again 'apple, banana, coconut...'. This game will make learning new vocabulary and the alphabet at the same time fun for young students.

34. DOUBLE TROUBLE-FLASH

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 15 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Appliances picture flashcards

Description: A suggestion before the game: go through the new vocabulary by asking the students if they recognize the object in question. If no-one knows the answer, proceed to explain what these items are for and their correct name.

Make a triple set of picture flashcards (two sets for the students and one for yourself) for introduction of new vocabulary. Deal the cards out to your students. Call out one of the words, and the two students with the corresponding picture run to the corner of the classroom, where the first one to arrive gets to drop the card in a box. The second student has to keep the card and go back to the table again. The first person to get rid of all their cards wins the game.



35. SEARCHING FOR CARDS AND PRACTICING PREPOSITIONS AND PAST SIMPLE

Discipline: language classes / basic vocabulary and grammar
Grade levels: children / beginners / intermediate
Objectives: to learn vocabulary//prepositions/ simple past
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 15-30 minutes
Material needed: Picture flashcards
Material example: Clothing picture flashcards, worksheet

Description: Hide the cards around the room; on top of things, inside drawers, under books, attach some to the wall etc. Ask the students to look around for about 5-10 minutes, and to write down what they find and where they found it, using as many different prepositions and verbs as possible. Ask them to read out aloud their answers about what they found. Example: I found a pair of black gloves in the drawer, I saw a parrot on the bookshelf, I picked up a cat from the pencil-case. Award points for every correctly used verb and preposition.

36. INVISIBLE FLASHCARDS

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Mixed picture flashcards

Description: This activity highlights the impact of visual aids. It proves that the images “stick” in students’ minds. Attach flashcards to the board and draw a grid around them. Use a pen or a pointer to drill the words. Always point to the flashcard you are drilling. Gradually remove the flashcards but continue to drill and point to the grid where the flashcard was. Students should be able to remember and continue as if the flashcards were still there. When all the words have been removed from the board, give the students the cards and ask them to write the word in the correct place on the grid.



37. FACE DOWN EXPLANATIONS

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary/ asking questions
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Mixed picture flashcards

Description: Show a set of flashcards to the students and spread out the cards on a table. Turn all the cards face down then point to one of the cards and ask one student what it is. If the answer is correct, the student gets the card and another go. When an answer is wrong choose another student to have a go. For more advanced students, use different questions like what is this made of, to which category does this animal belong, where would you find this etc.

38. STEALING FLASHCARDS

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary / asking questions
Group size: 4 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Fruit picture flashcards

Description: Hold up the flashcards of the vocabulary you have introduced. The students should ask for the item on the card. Example: "I would like to have an apple. Could I have the banana, please?" The cards are then distributed around the class. One student is given the task of remembering who has which card and they can then steal them back by asking for them. Example: "Do you have an apple? Are you holding the banana?"

This game helps the students remember vocabulary as well as practicing questions and making requests. The game ends when one person has all the cards.



39. GO FISH

Discipline: language classes / basic vocabulary

Grade levels: children / beginners / intermediate

Objectives: to learn vocabulary related to specific topics

Group size: 2 to 10

Preparation time: 10-20 minutes to make, print and laminate the cards

Teaching duration: 15-30 minutes

Material needed: Picture flashcards and word flashcards

Material example: Animal picture flashcards and word cards related to animals

Description: Use picture flashcards and word cards together to teach and categorize vocabulary related to animals/plants/ or any other category. For an animal example: make a set of picture cards with pictures of a pig, a horse, a cow etc. Also make a set of word cards with the words; snout, sty, pig's tail, cloven hoof, stallion, mare, foal, mane, stable, hoof, bull, calf, horns, barn...etc.

Let the students play "go fish" with the sets. The students should ask "do you have anything related to a pig?" The other student then gives the cards related to the pig. If the set is complete, the student puts down the set. If the student who has been asked the question doesn't have any words related to that area, he or she says "go fish". The student who has collected most of the correct sets wins.

Items examples:

beach=wave, crab, suntan-lotion, jellyfish, towel

kitchen=spoon, sieve, cookbook, mug, plate

computer=keyboard, mouse-pad, screen

farm=barn, hay, pitchfork, tractor

For more categories, log on to:

<http://eng.teachers.thelanguagemenu.com/material/Teachingmaterial>



40. PICTURE & WORD MEMORY

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards and word flashcards
Material example: Profession picture cards and profession word cards

Description: Give each group of students a set of flashcards, one set with pictures and one set with words. Spread the cards out on the table face down. In turn, each player turns up two cards and tries to find the corresponding picture and word. If they find the correct cards, they keep the pair and have another go. If the cards don't match, they replace them and the next player has a go. The player with the most pairs is the winner.

41. REVEAL THE WORD

Discipline: language classes / basic vocabulary
Grade levels: children
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards or word flashcards
Material example: Fruit picture flashcards

Description: Cover the flashcard or word card with a piece of card and slowly reveal it. Students try to guess which one it is. Once the card is shown, chorally drill the word with the group using different intonation. You can also flip the card over very quickly so the students just get a quick glimpse of the word. Repeat until they have guessed the word.



42. PICTURE & WORD DOMINO

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture and word domino flashcards
Material example: Shapes picture flashcards and shapes word flashcards

Description: Make a set of pictures and a set of word flashcards. Deal the cards to the students and ask them to match the pictures to the words. One player starts with one card facing up. The next player looks at his/her cards and adds either the picture next to the descriptive word or the word for the picture on the table. If the student does not have any corresponding cards, the student loses his/her turn, and the next student continues. The player who has finished all his or her cards, is the winner.

43. MEMORIZING THE WORD-SERIES GAME

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Mixed picture flashcards

Description: Choose categories of vocabulary flashcards and put them on the blackboard. Then point to a series of ten cards very quickly. The students have to pay attention and try to memorize the flashcards and the right order. Ask the students to say the ten words in the right order.



44. FISHING FOR PAIRS

Discipline: language classes / basic vocabulary
Grade levels: intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards
Material example: Accessories picture flashcards

Description: Place a set of paired picture cards without text on the table for the students to see, then gather them up and deal out five cards to each student. In turns the students ask each other questions about their cards, to try to match up the pairs. The questions should be about describing an action used with the item, and the person with the appropriate card replies with the answer and gives them the card.

Example: You wear this on your hand. It can be made of gold. It is a piece of jewellery.

Answer: ring

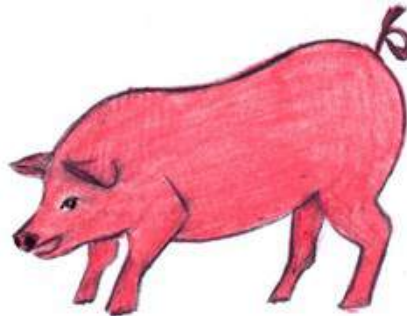
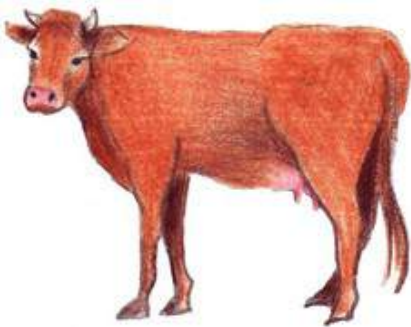
45. ANIMAL & TEXT MATCH FLASH

Discipline: language classes / basic vocabulary
Grade levels: beginners/ intermediate / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards and text flashcards
Material example: Animal picture flashcards and animal sentence flashcards

Description: Give sets of text cards and picture cards to the students. Ask them to match the correct sentence with the picture. Let the students move around freely in class using the target language when asking questions from each other.

Example: The student with the sentence "The hummingbird perched on a branch and sang" has to find the student with the picture of a hummingbird.

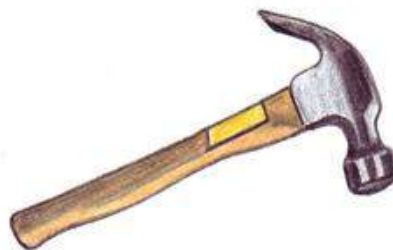
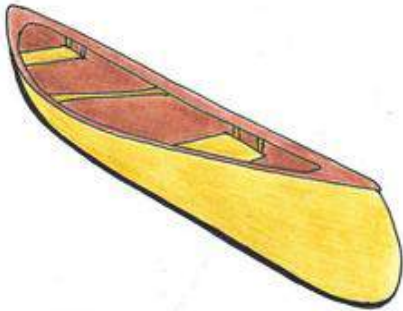
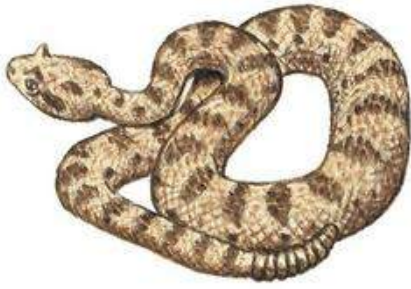


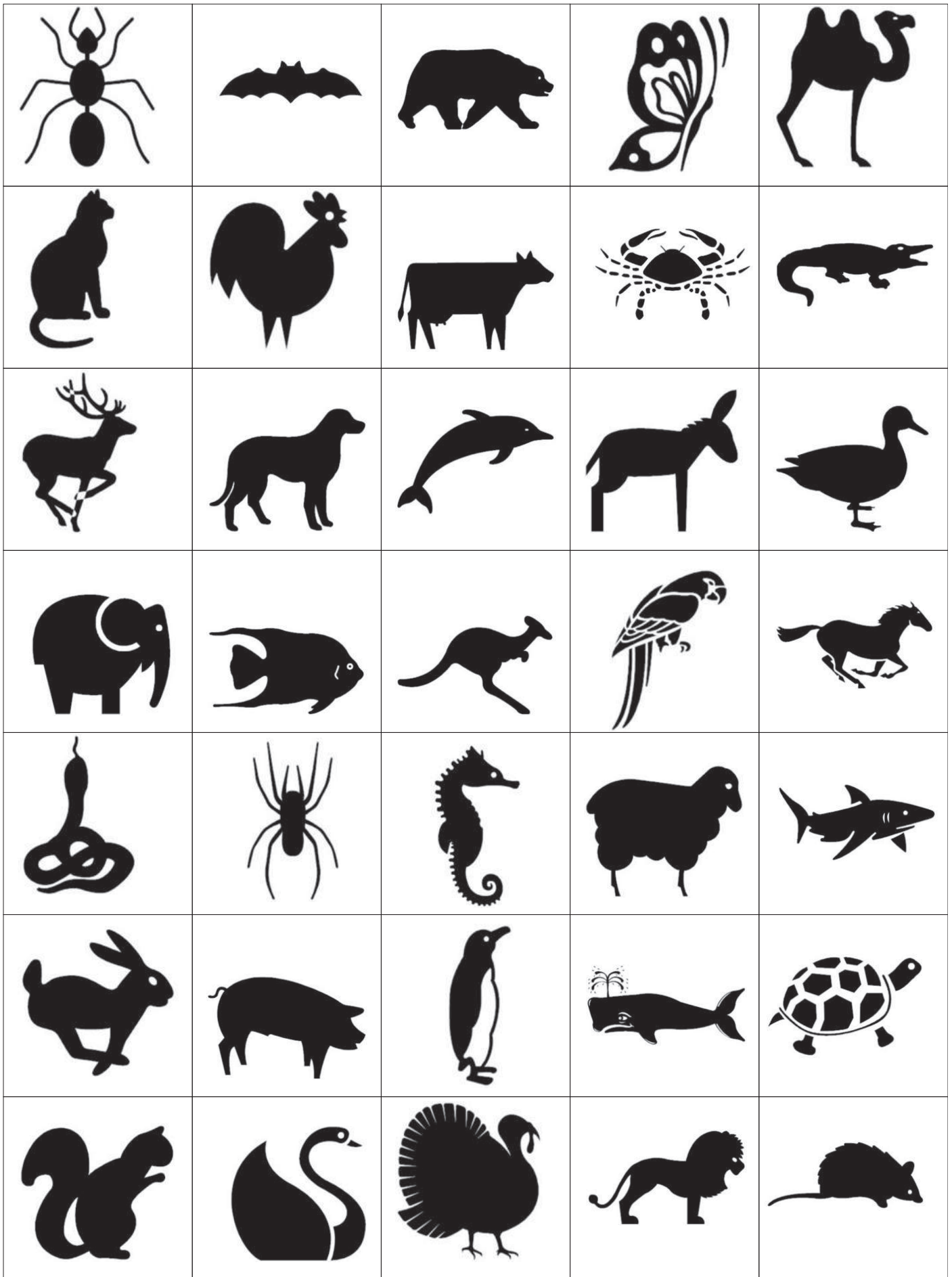


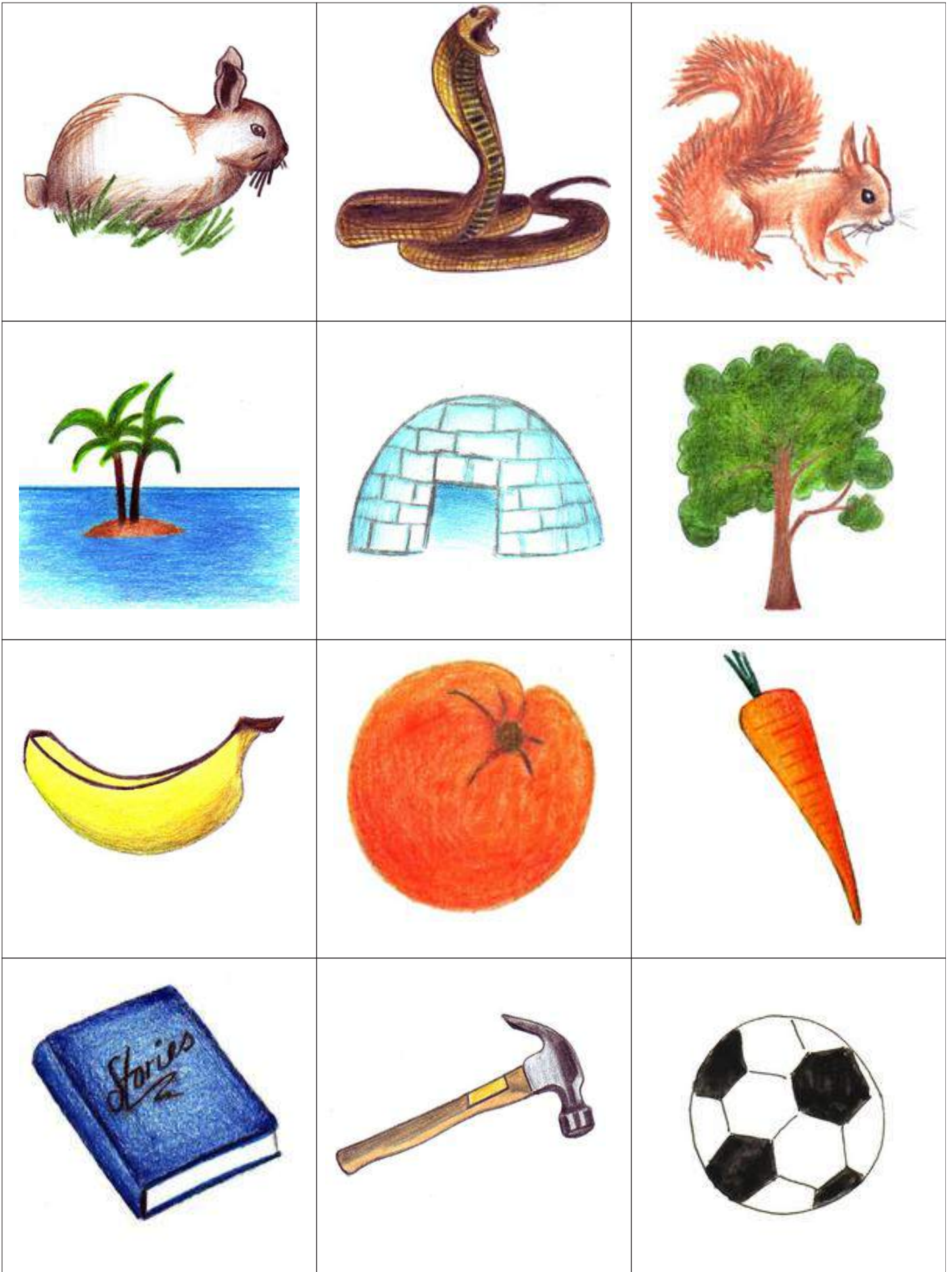


bear	camel	cat	hen
cow	crocodile	dog	duck
elk	elephant	frog	fox
giraffe	horse	kangaroo	lion
panda	polar bear	pig	parrot

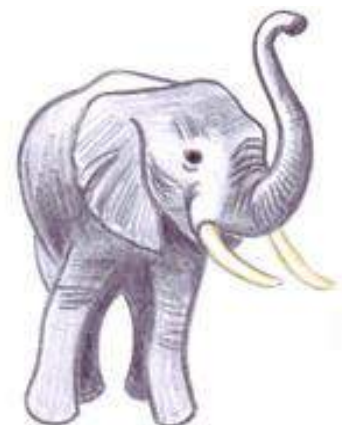
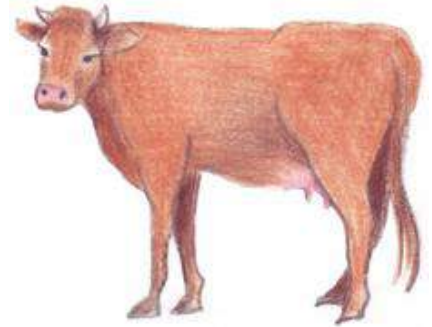
ram	ewe	lamb
rooster	hen	chick
stallion	mare	foal
bull	cow	calf
boar	sow	piglet



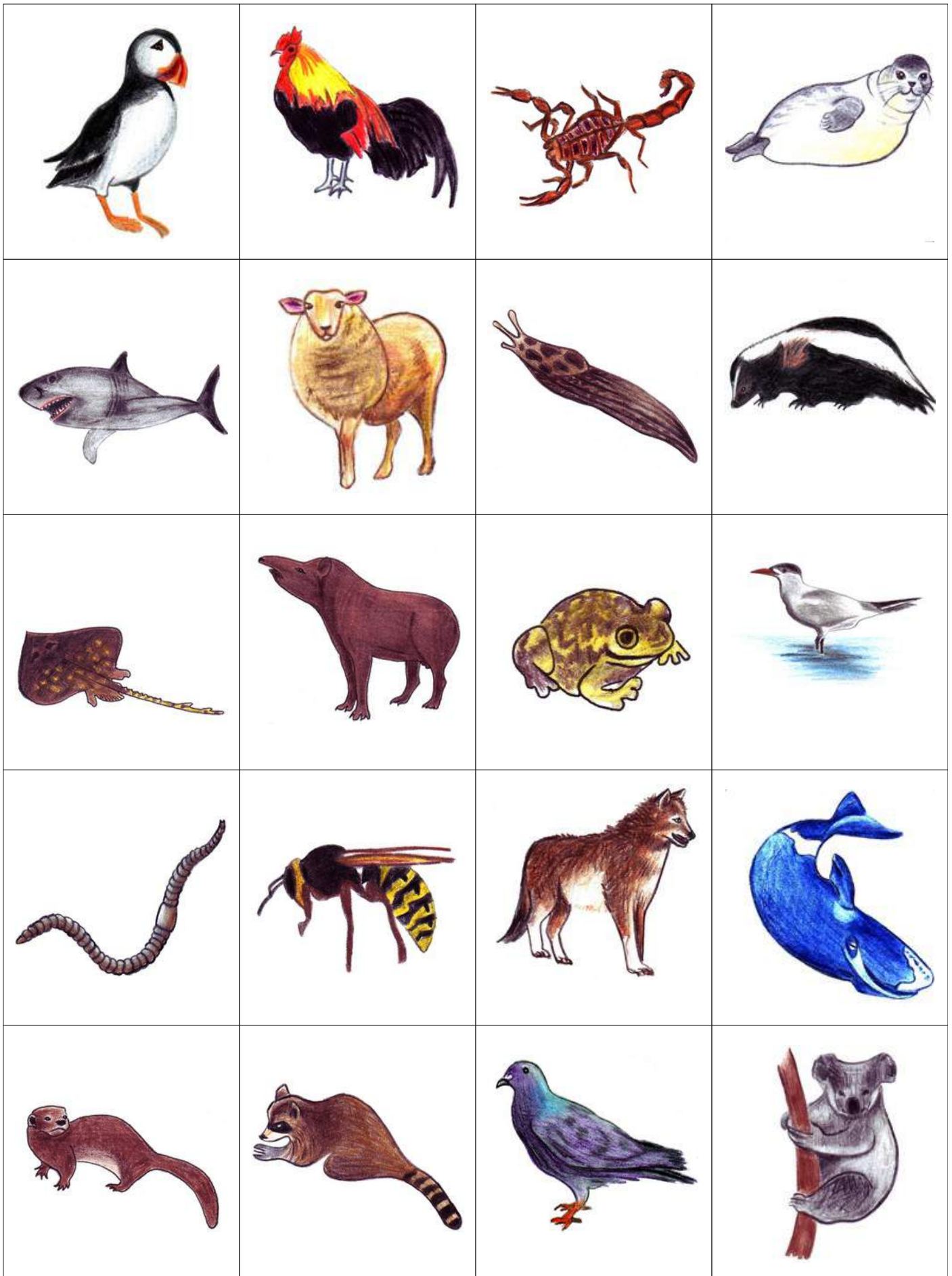




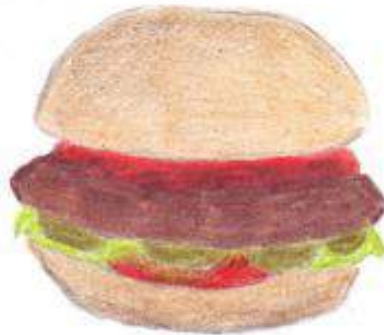
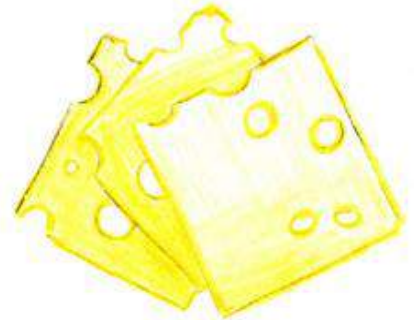












Bingo with animals



Bingo with animals



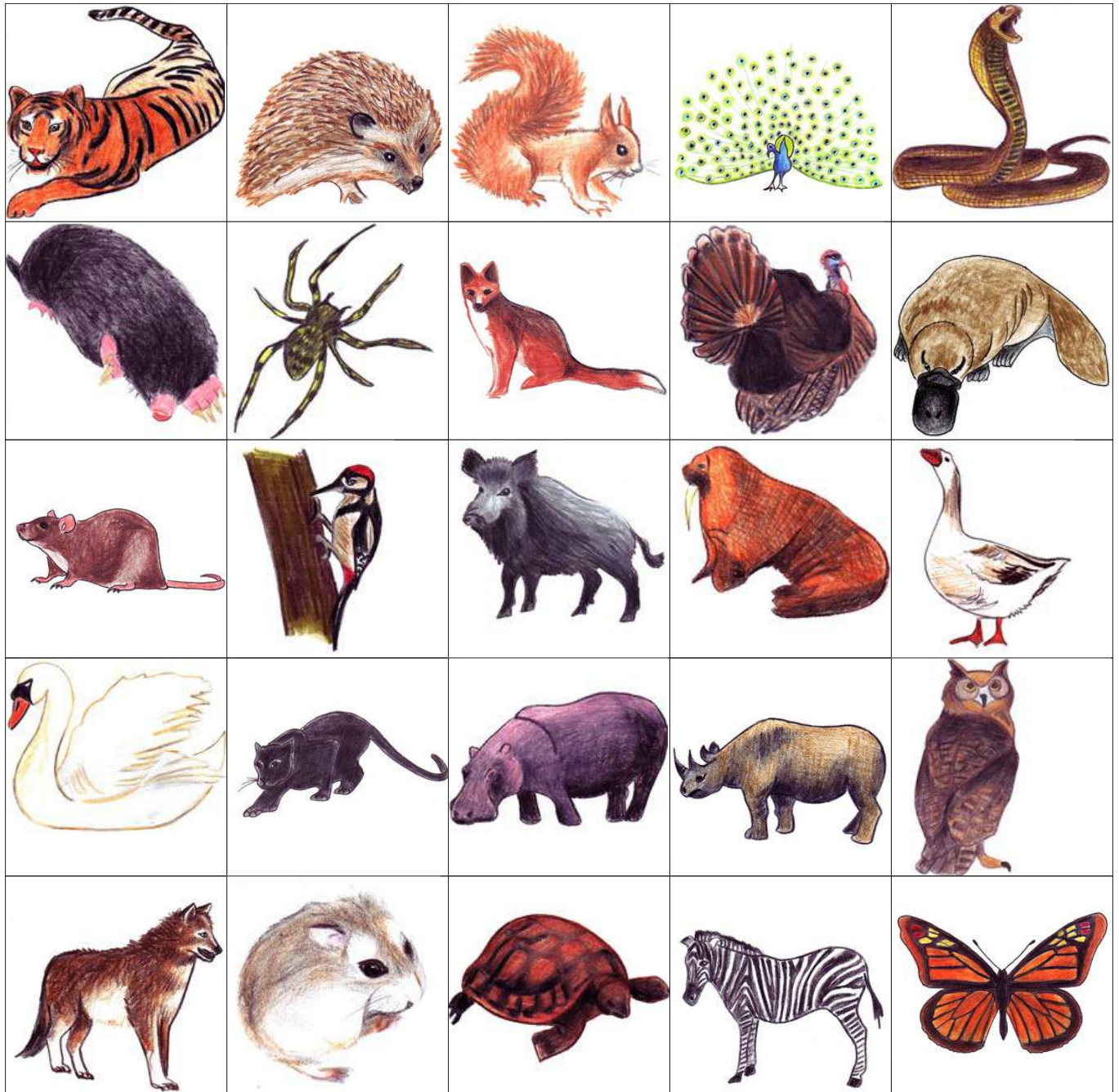
Bingo with animals 3

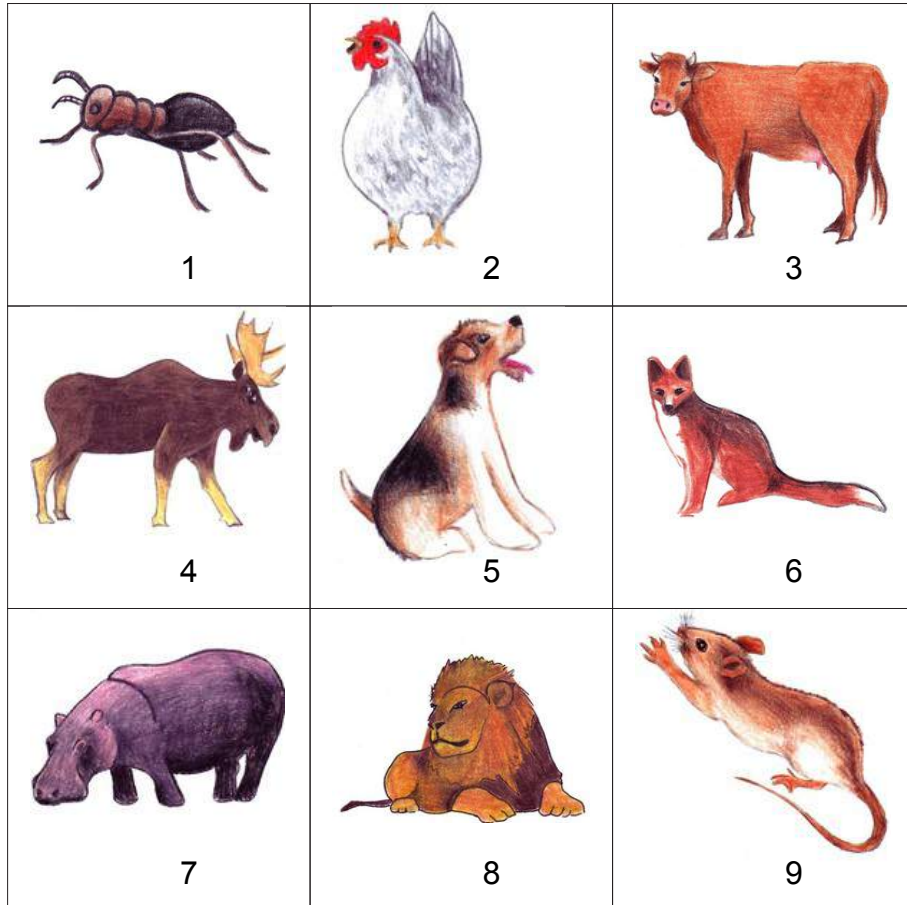


Bingo with animals 4



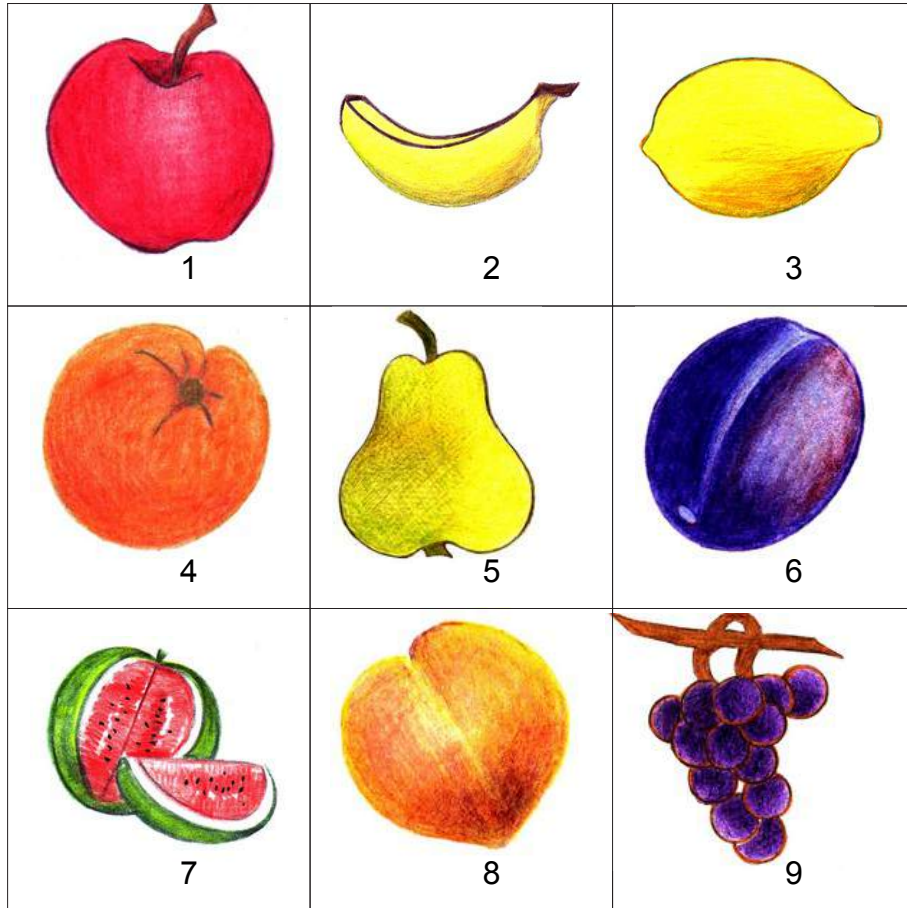
Bingo with animals 5





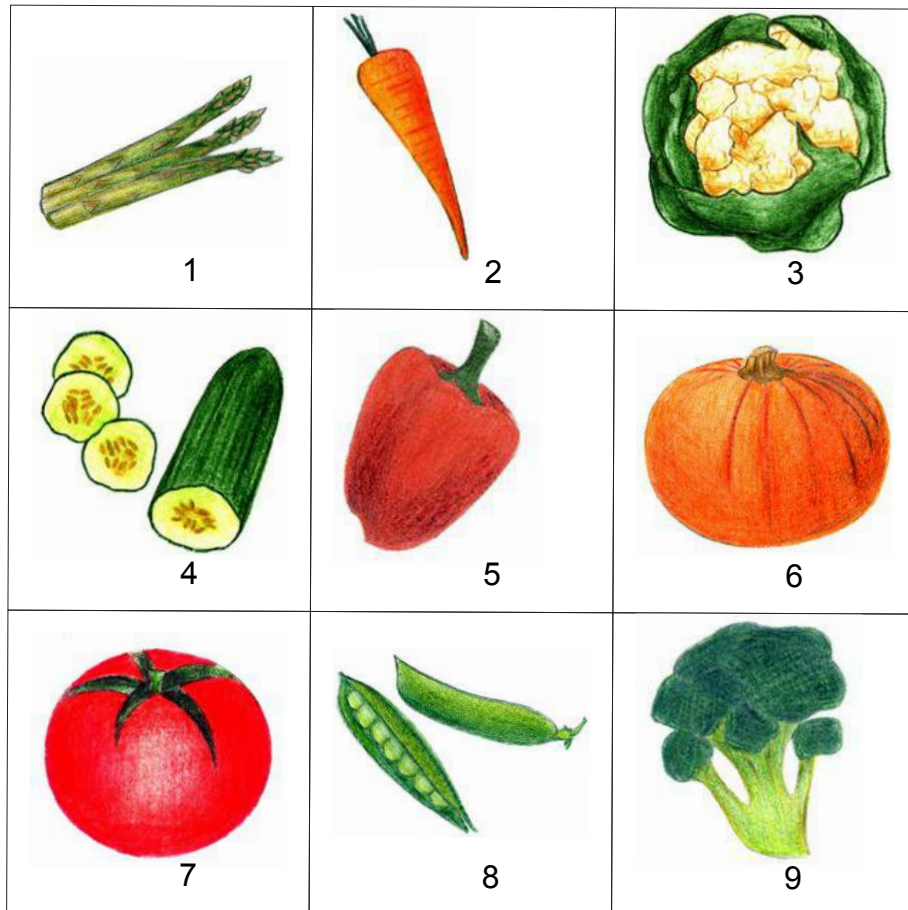
www.thelanguagemenu.com

Idea no. 15



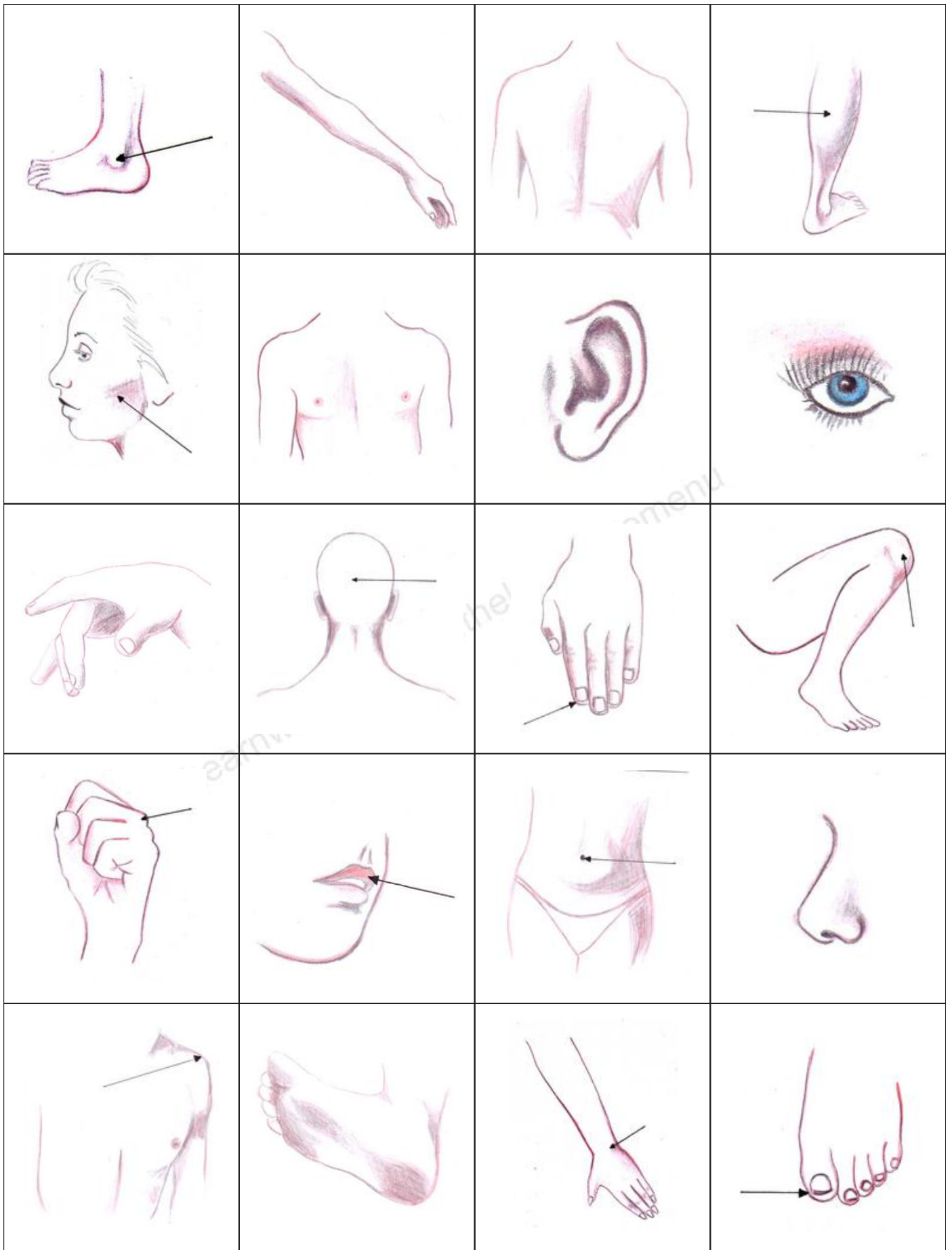
www.thelanguagemenu.com

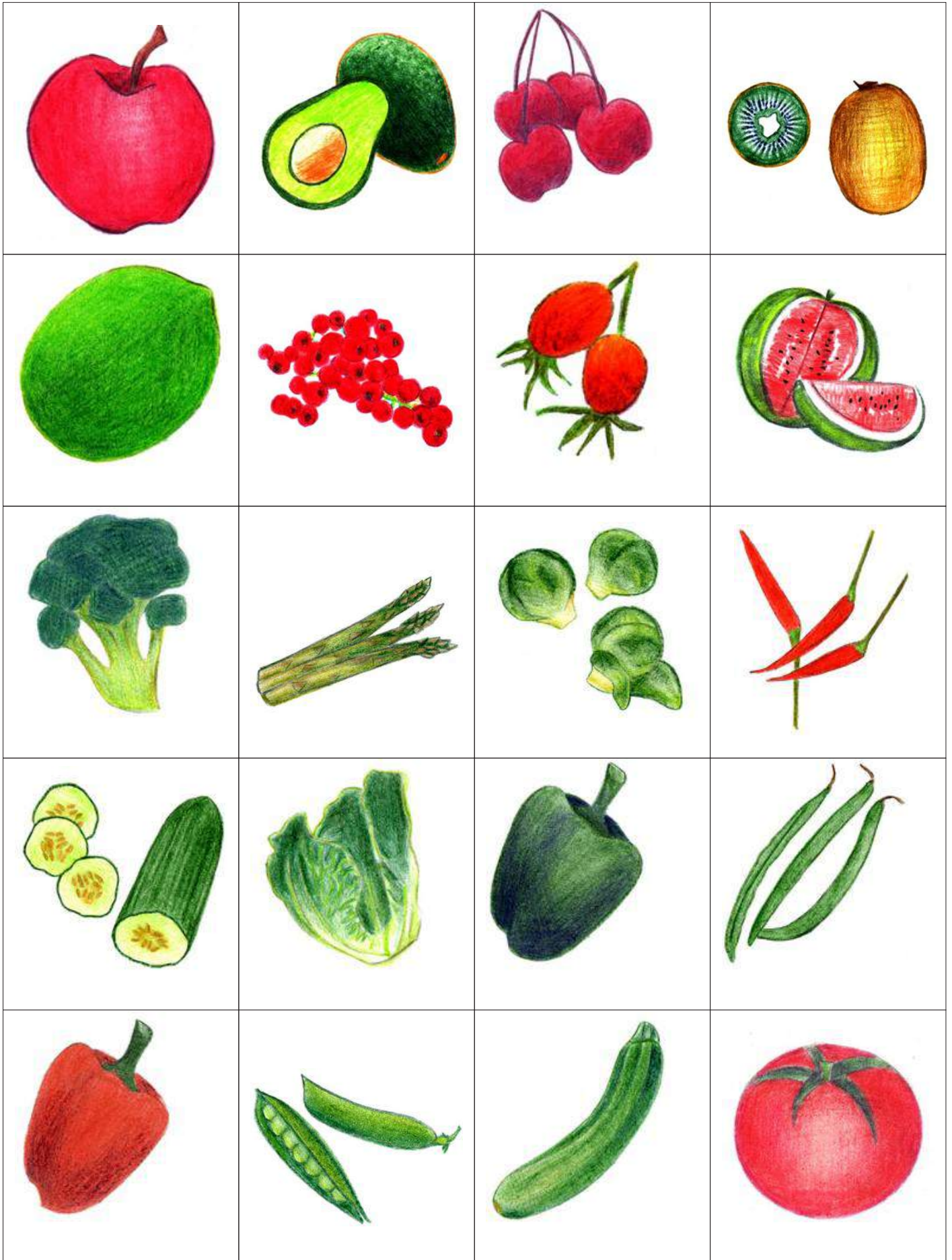
Idea no. 15

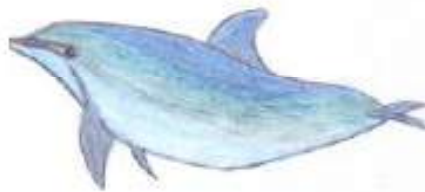
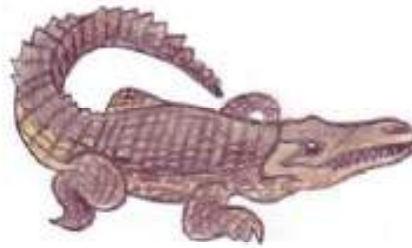
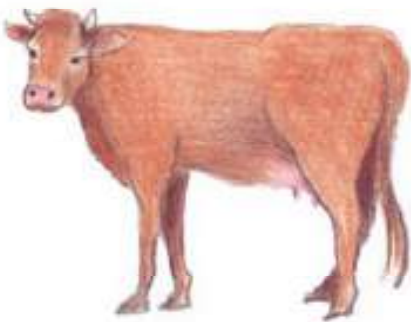


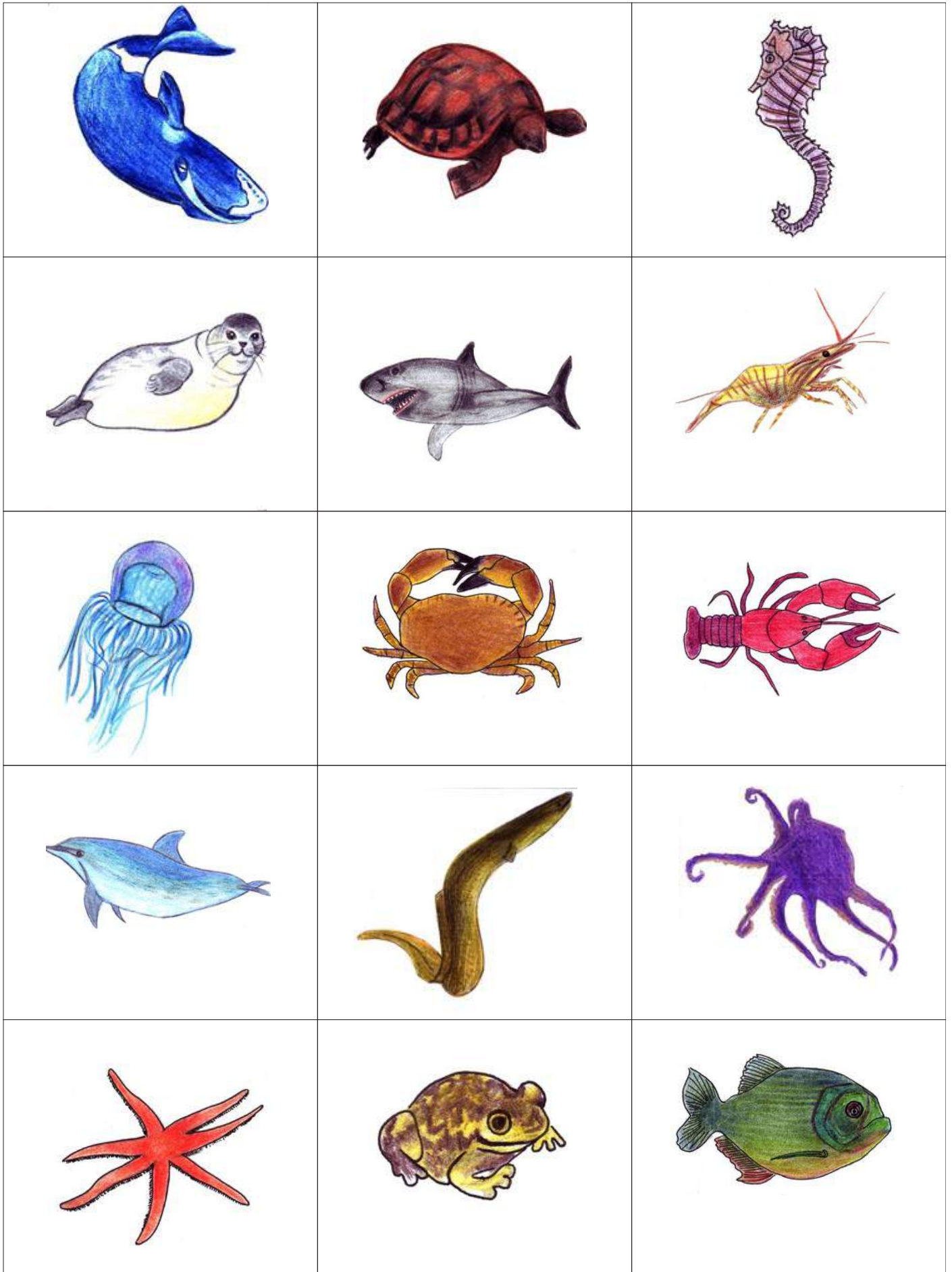
www.thelanguagemenu.com

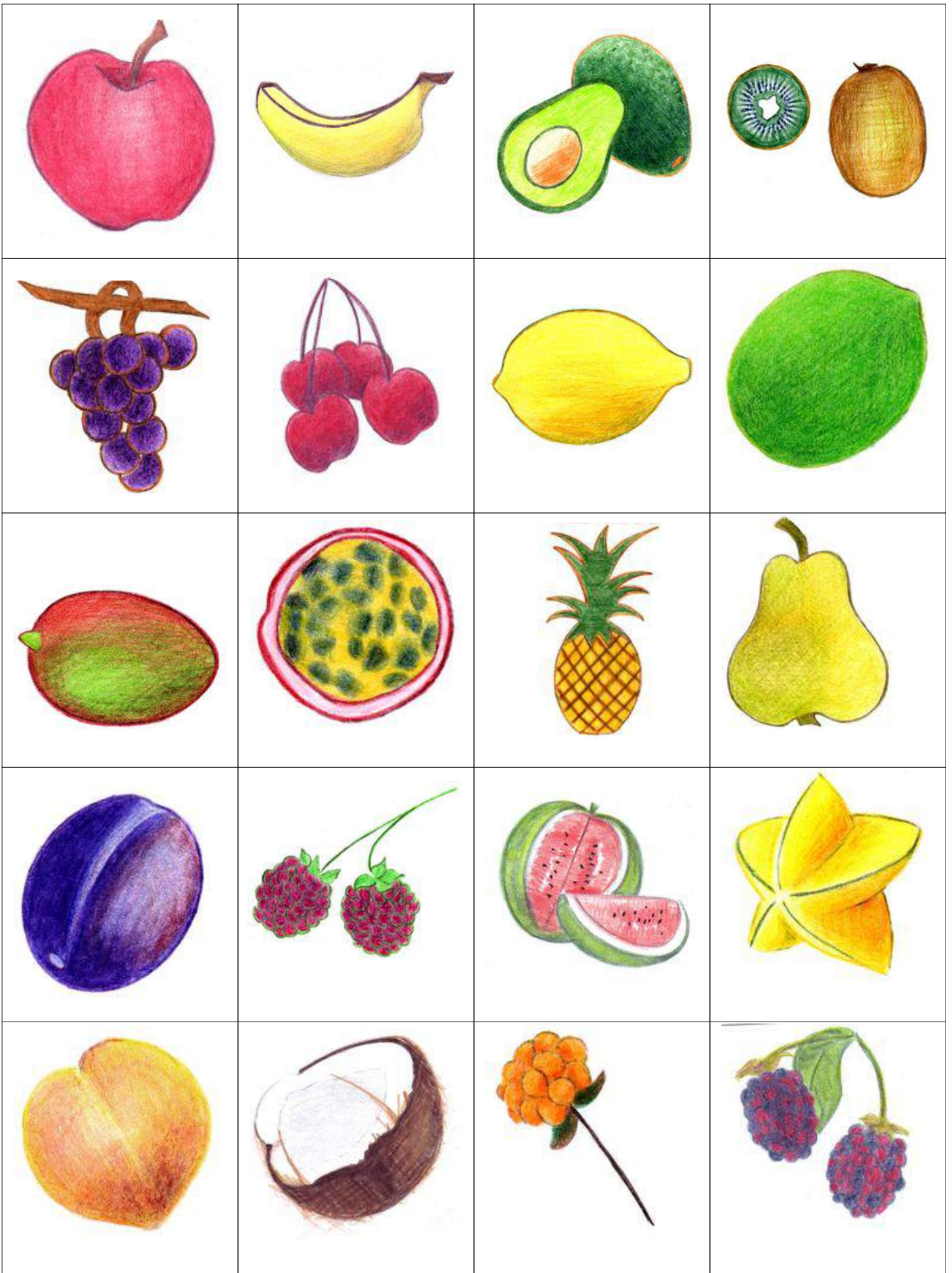
Idea no. 15

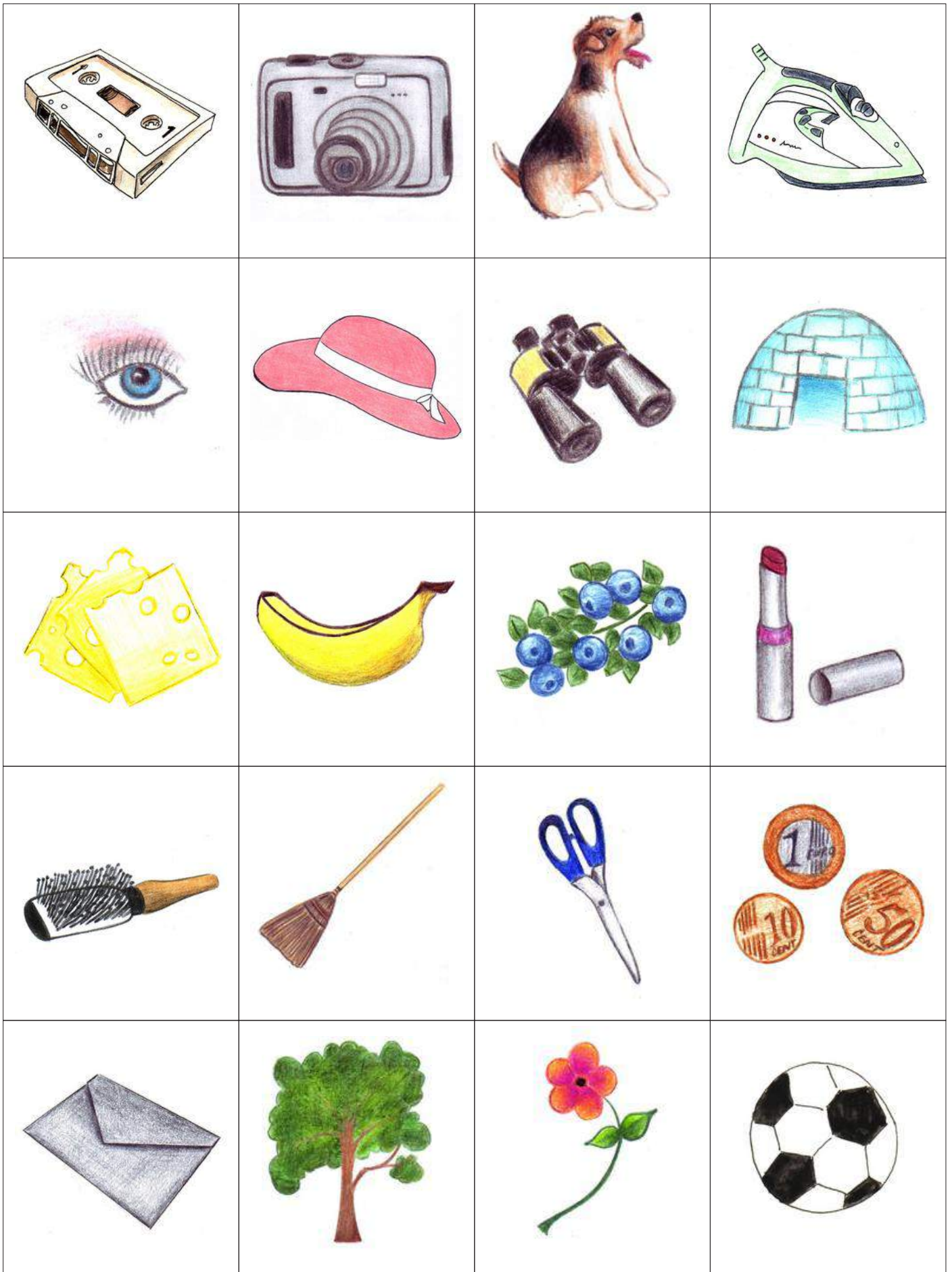


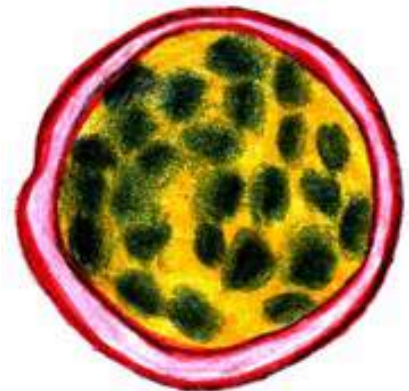
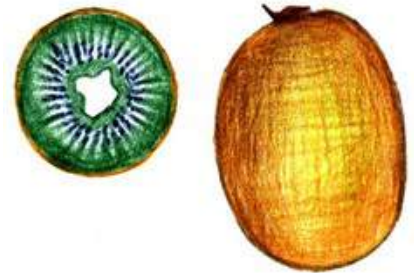




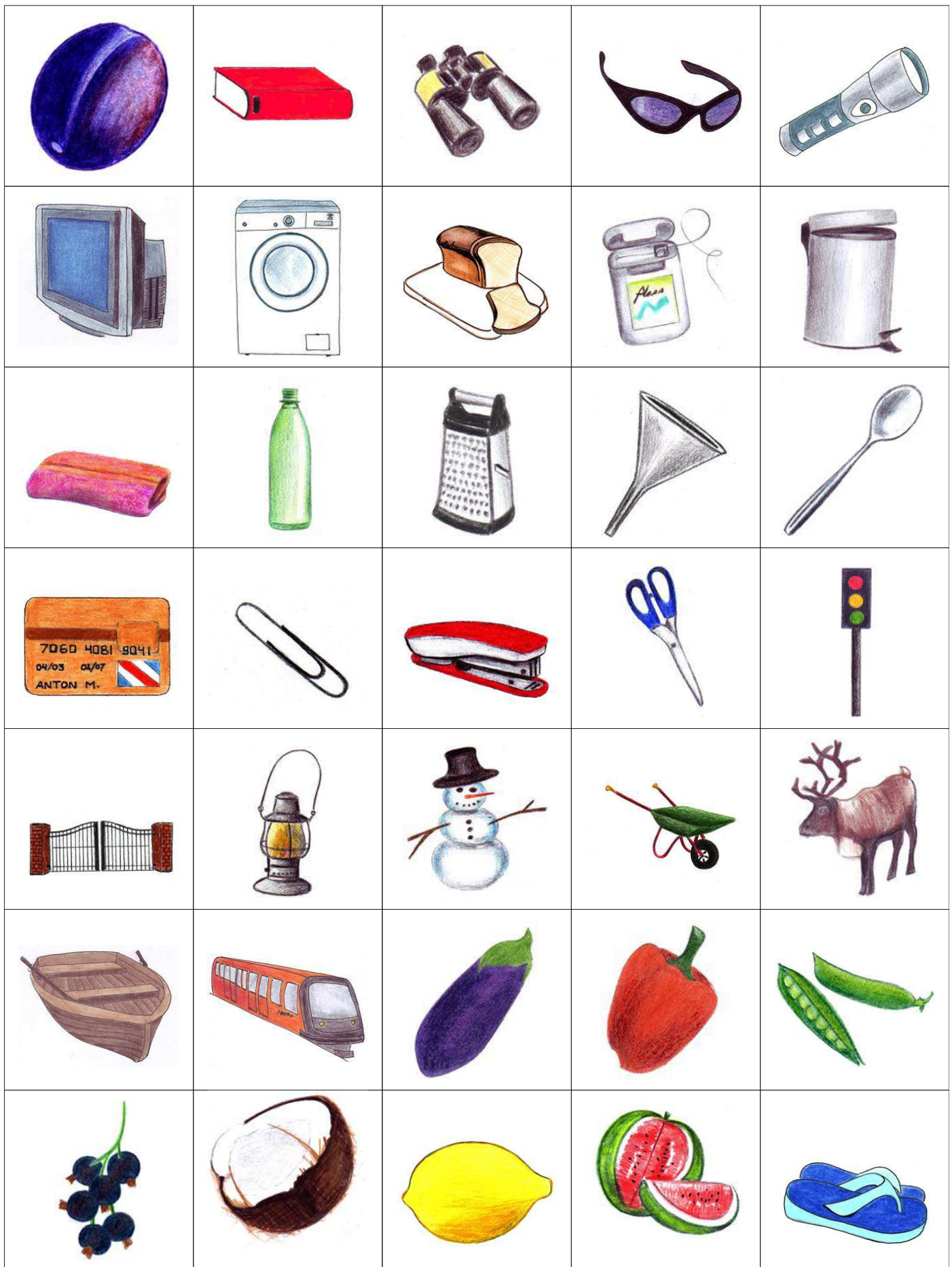


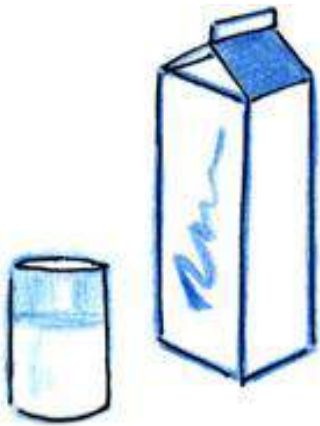
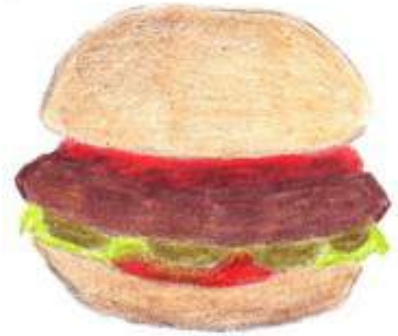


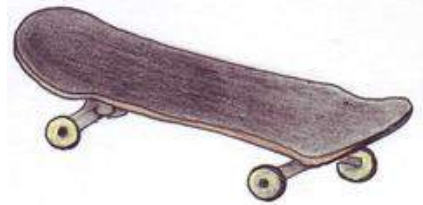
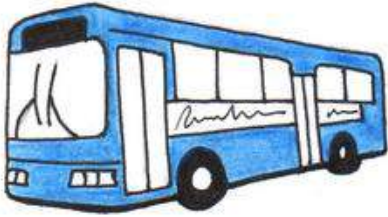












aggressive	anxious	apologetic	arrogant
bashful	confident	envious	frightened
frustrated	guilty	happy	horrified
hot	hung over	interested	jealous
mischievous	optimistic	relieved	sad

porcupine	raccoon	tiger	elephant
rhinoceros	hippopotamus	flamingo	eagle
pheasant	bee	fox	turtle
owl	whale	bat	reindeer
kangaroo	deer	ostrich	snake
dolphin	rooster	turkey	cheetah
buffalo	warthog	mole	koala
zebra	hare	shark	gorilla
lizard	bear	crocodile	hummingbird
guinea pig	octopus	dog	rabbit

ring

scarf

belt

necklace

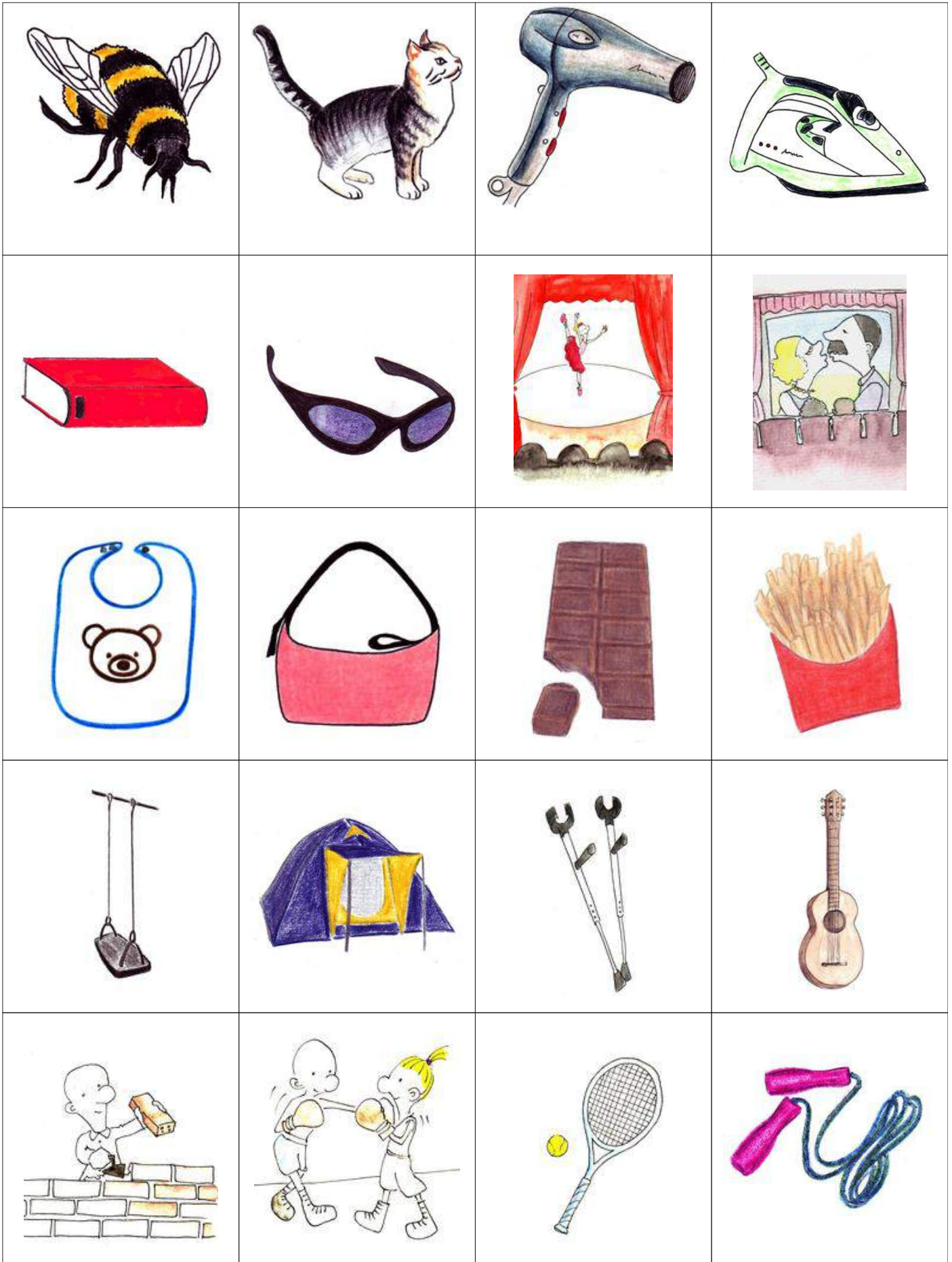
bracelet

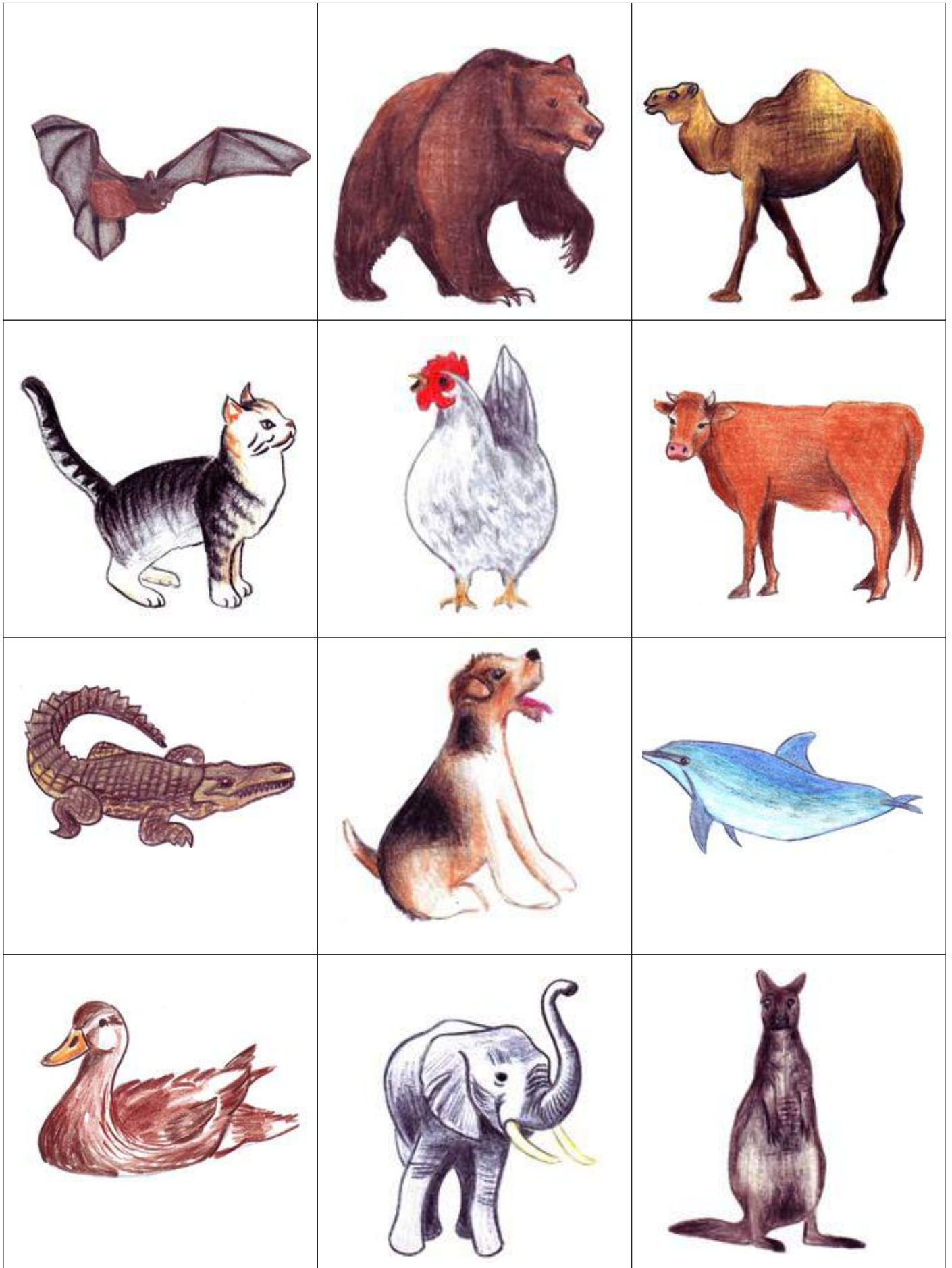
handbag

watch

brooch









A



B



C



D



E



F



G



H



I



J



Apple



Binoculars



Cherries



Dishwasher



Elephant



Fur coat



Gate



Hummingbird



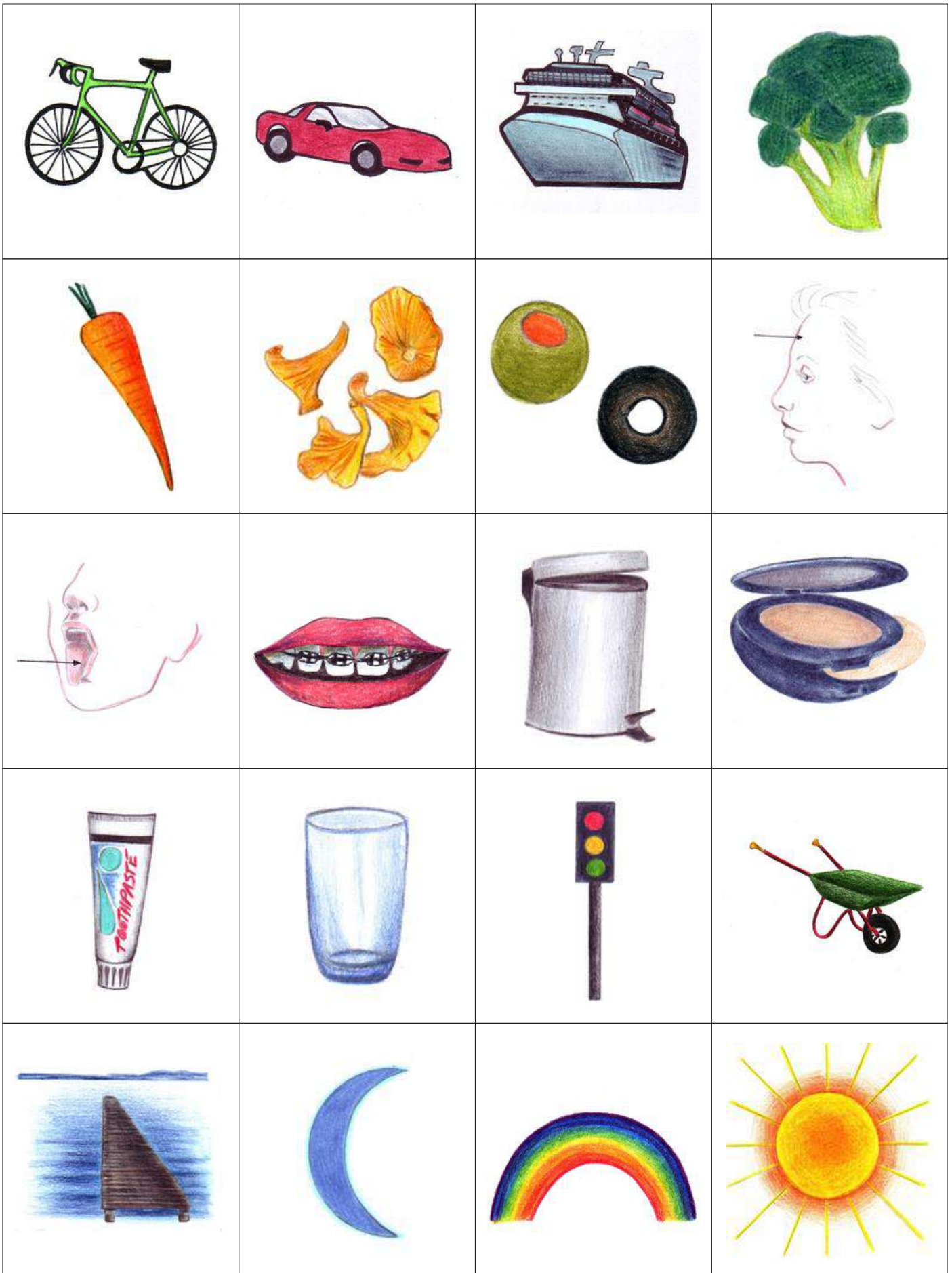
Ice cube tray

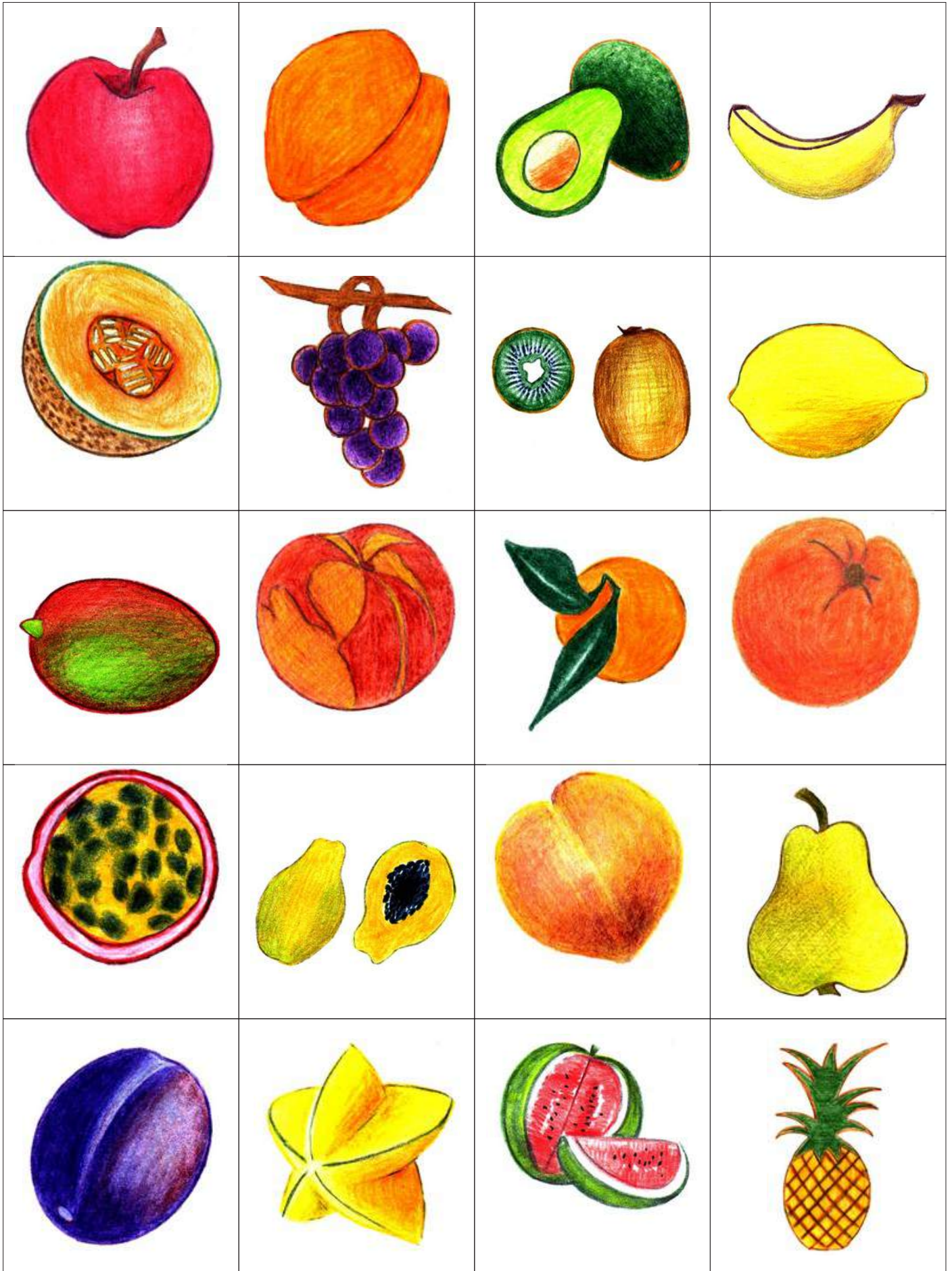


Jellyfish



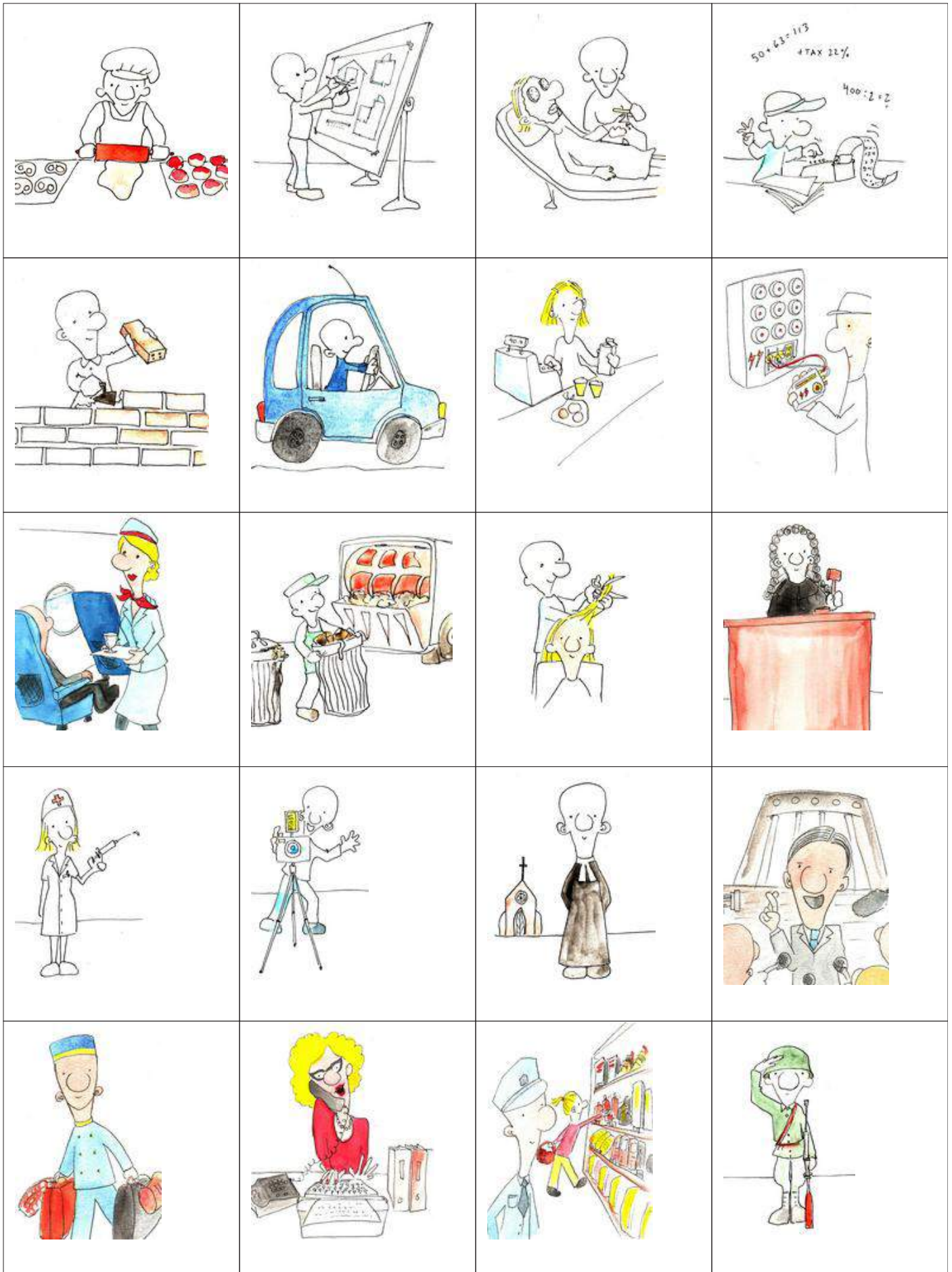




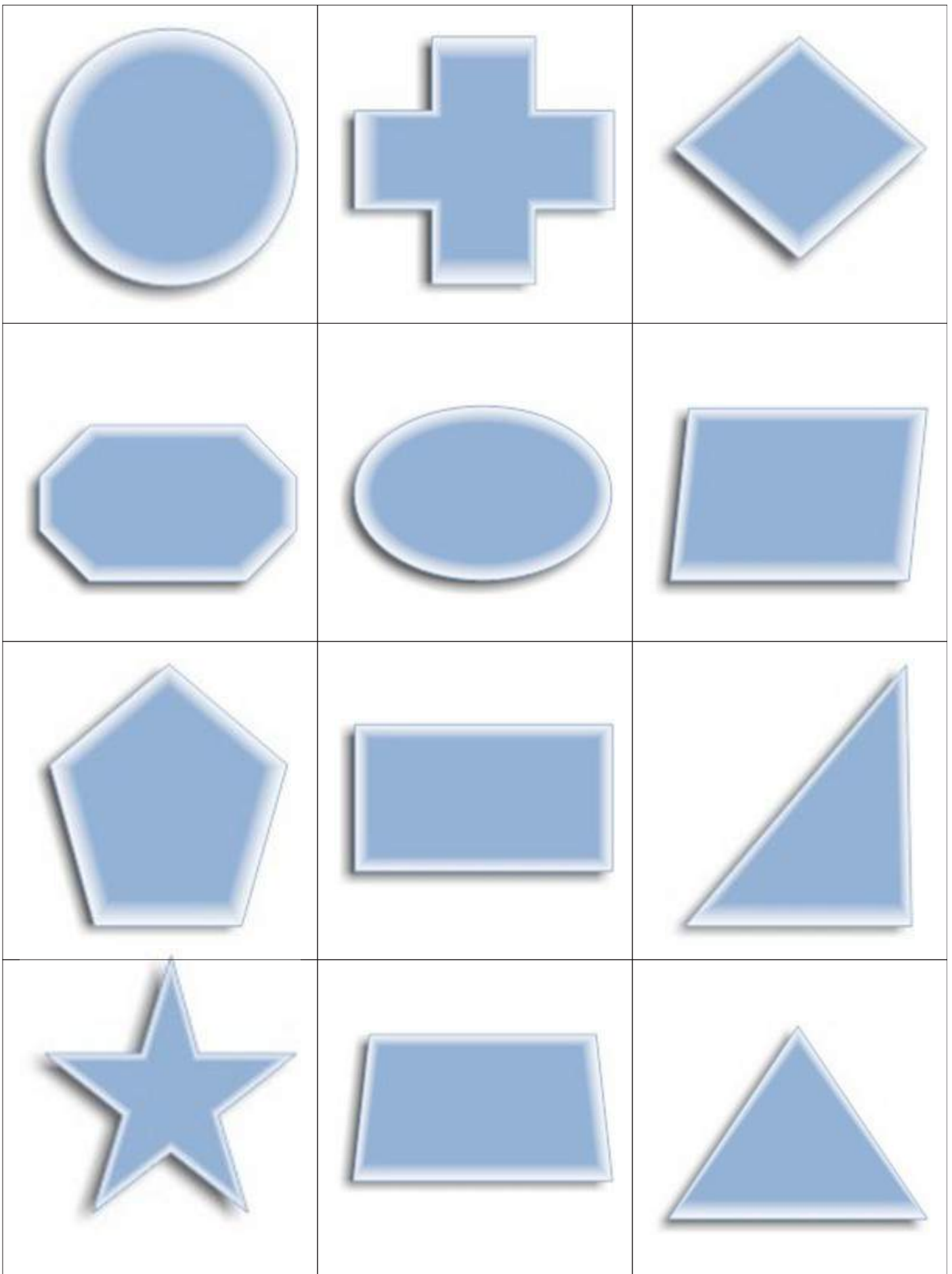


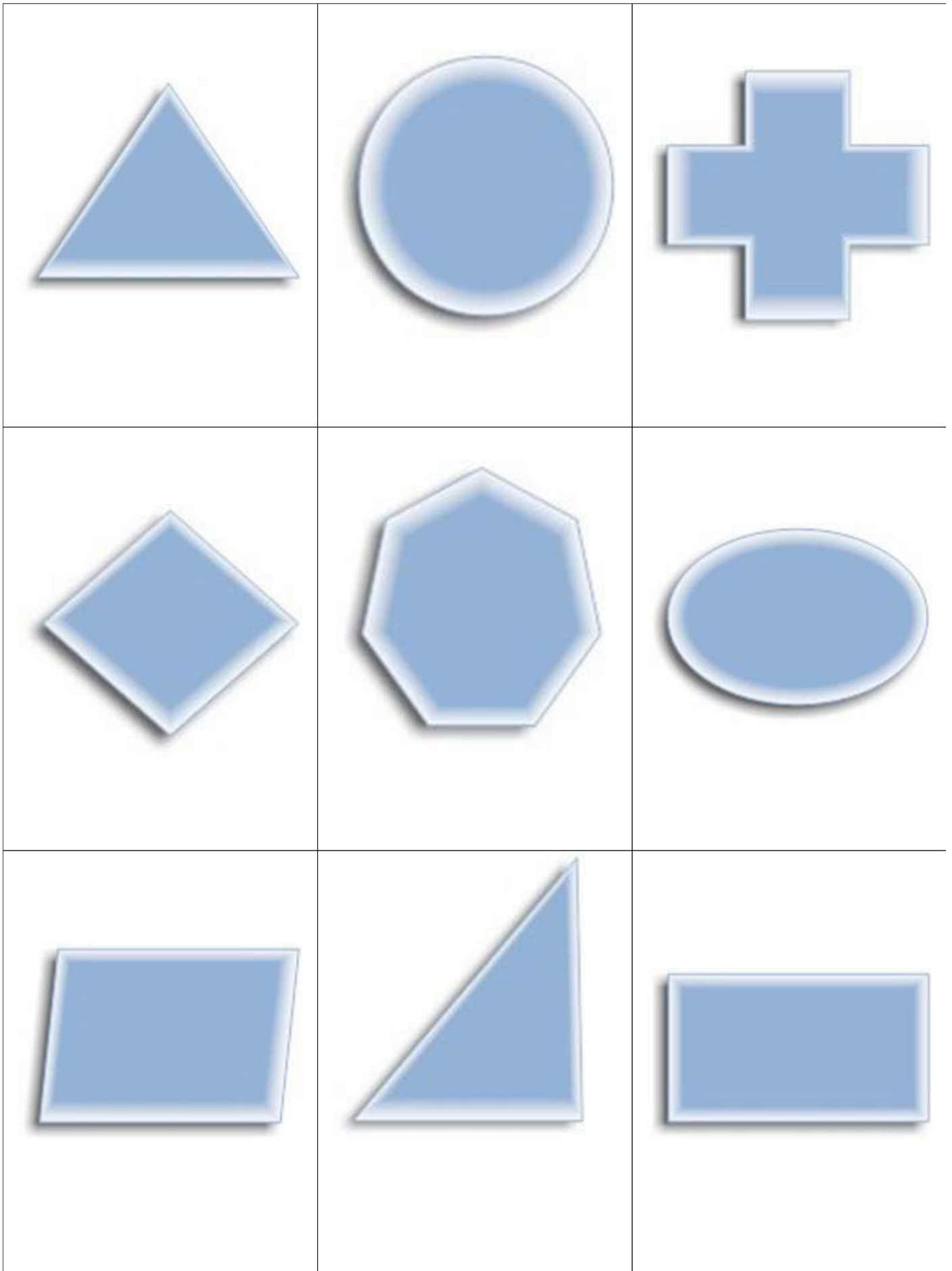
pig	snout
grunt	hoof
boar	sow
piglet	sty
mane	horse
mare	stable
stallion	foal

architect	baker	bookkeeper	dentist
bricklayer	driver	cashier	electrician
airhostess	waste collector	judge	hairdresser
nurse	photographer	priest	politician
bellboy	secretary	security guard	soldier













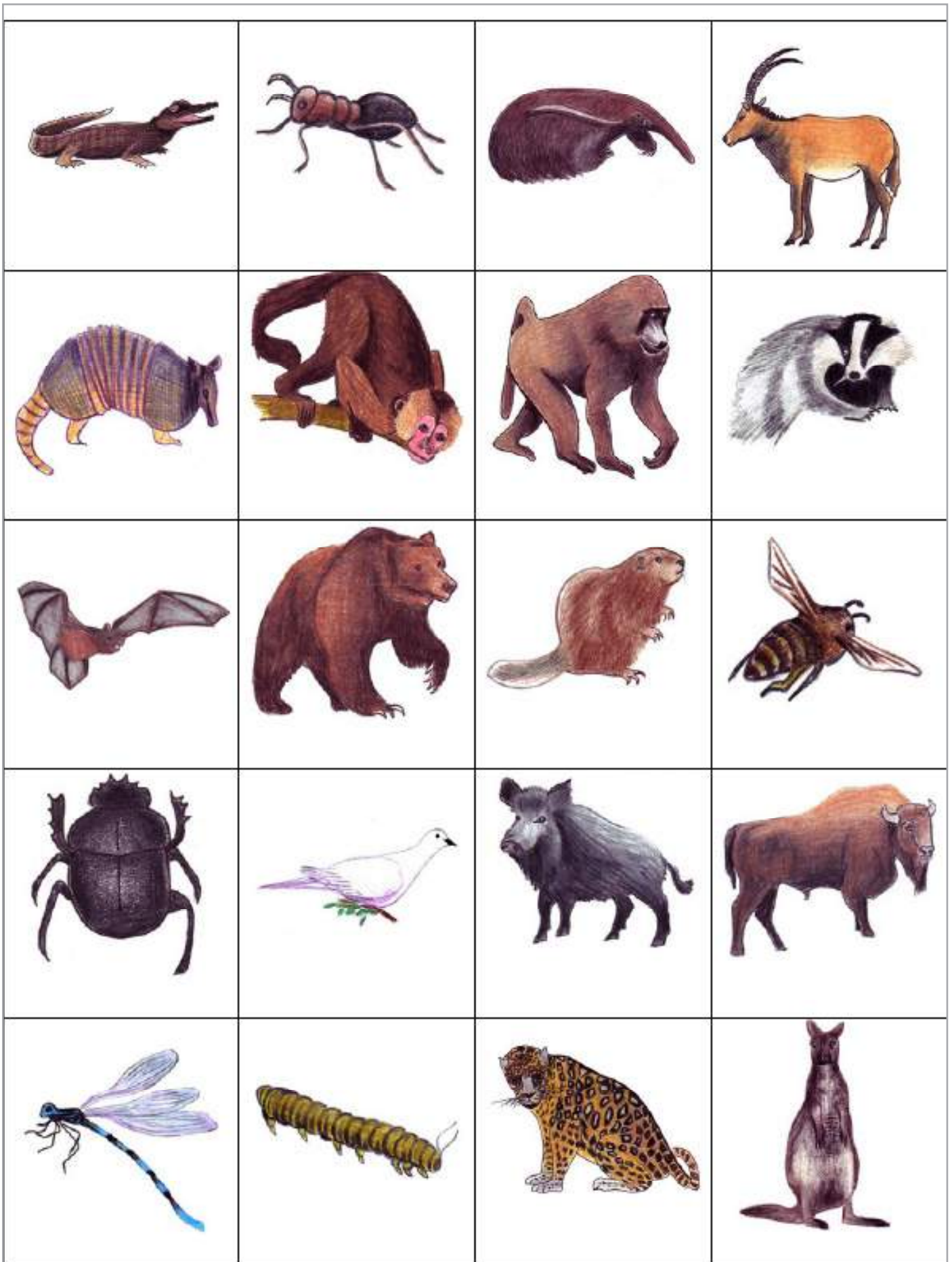
apple	banana
blood orange	guava
honeydew melon	kiwi
lemon	lime
lychee	mandarin
mango	nectarine
orange	papaya
passion fruit	peach
pear	pineapple
plum	apricot

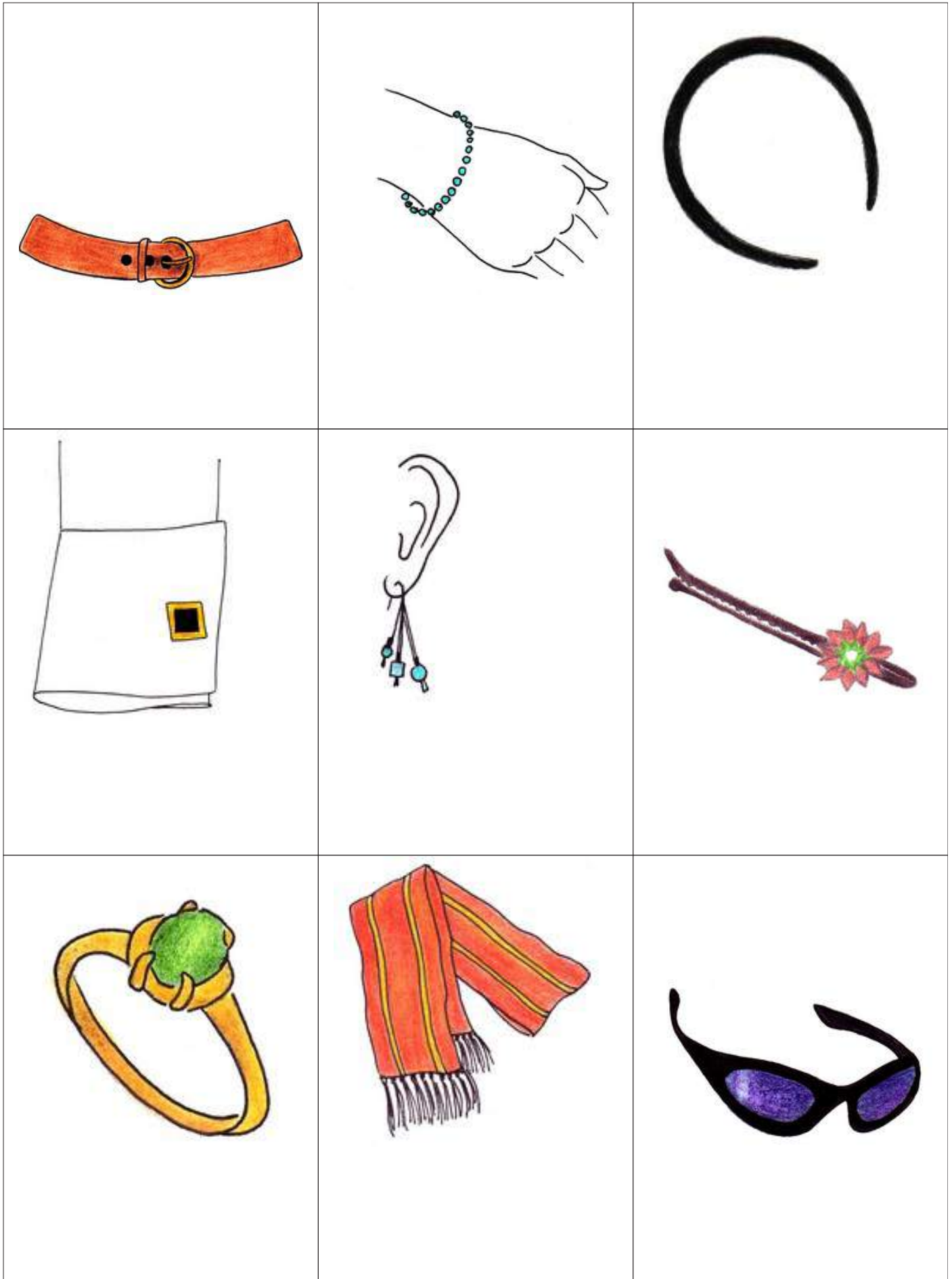


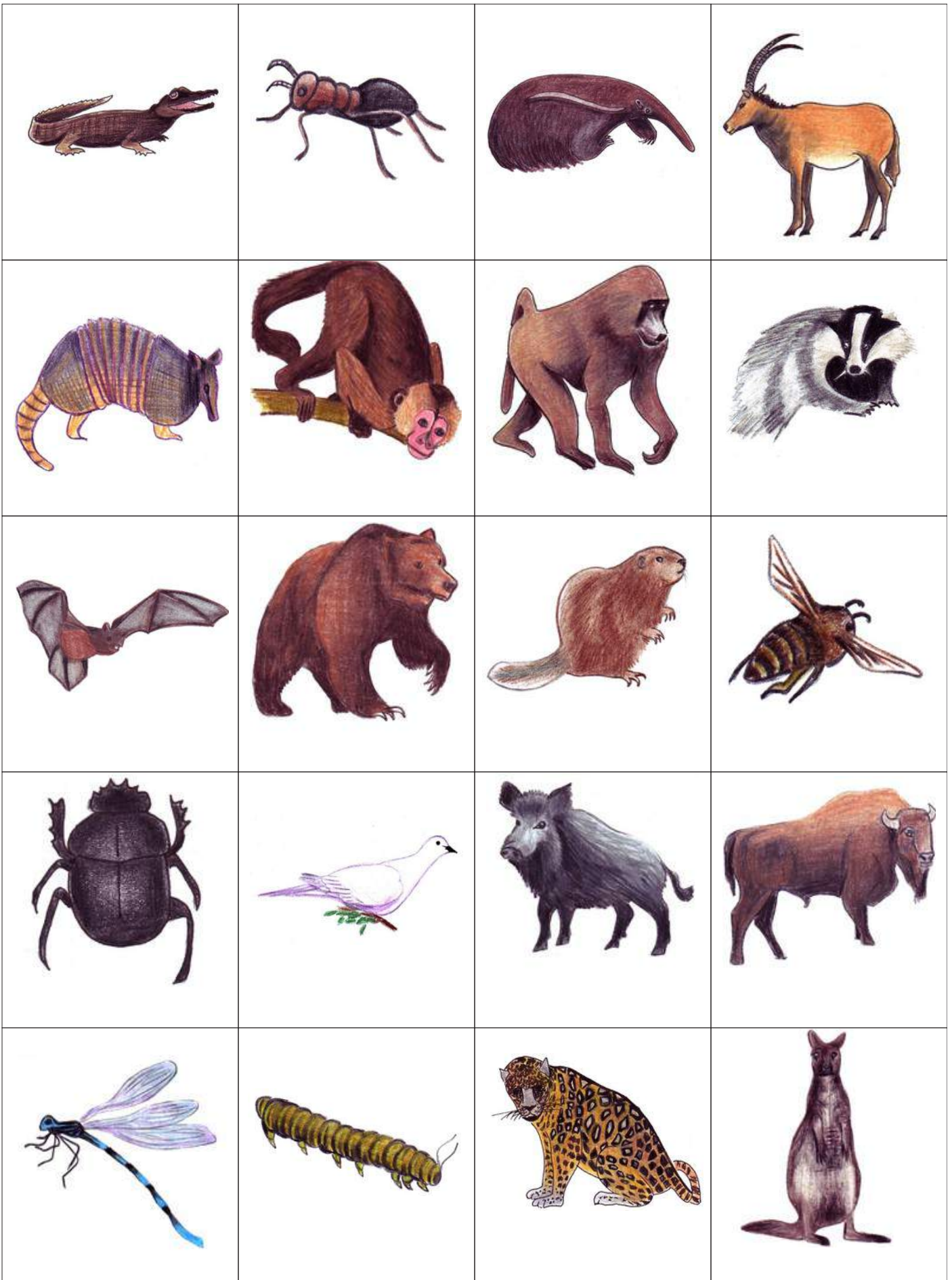


circle	cross	diamond
octagon	oval	parallelogram
pentagon	rectangle	right triangle
star	trapezoid	triangle

oktagon 	oval 
circle 	parallelogram 
rectangle 	right triangle 
triangle 	circle 
diamond 	trapetzoid 







The alligator slid into the water.

Ants live in the ground.

An anteater eats ants.

Badgers dig burrows in the ground to live in.

Bats eat fruits and sleep hanging upside down.

A bear protects its cubs.

Beavers build dams in rivers.

Bees live in a hive and make honey.

Beetles are a diverse group of insects.

The boar is running away.

Bumblebees do not sting.

The caterpillar makes a cocoon.

The dove is a symbol of peace.

The dragonfly skimmed the water.



ALPHABET

46. LETTERS

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / adult language education
Objectives: to learn vocabulary and the alphabet
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Alphabet flashcards
Material example: Alphabet flashcards

Description: Make a set of flashcards of the alphabet. Choose a topic or category. Show the letters one by one to the students. The students try to think of a word or item starting with the letter in question, related to the topic/category. The student who comes up with the correct word first gets the flashcard. For a greater challenge, change the topic/category more frequently.

47. UPPER AND LOWERCASE MATCH

Discipline: language classes / basic vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary and the alphabet
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Alphabet flashcards
Material example: Alphabet flashcards, upper and lower case symbols

Description: To teach lowercase letters, make one set of uppercase and lowercase letters on separate cards. Let your students match the corresponding cards.



48. CATEGORISE ALPHABETICALLY

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary and the alphabet
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Alphabet flashcards, worksheet
Material example: Alphabet flashcards, categories worksheet

Description: Choose some letters and show them to your students. Ask them to write down items/words from a specific category starting with the letters shown. For example 7 items in the house, 7 items outside, 7 animals, 7 adjectives starting with...

49. LEARNING THE LETTERS

Discipline: language classes / basic vocabulary
Grade levels: children
Objectives: to learn vocabulary and the alphabet
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Animal picture flashcards

Description: Show the students the card with a picture of an animal and tell them its name. This will enable the students to memorize the sound of the letter together with the picture. Work through the pictures using sentences like “This is Alf the Anteater.” and “This is Brian the bear.”

After the students have learned the sound of the letter, ask them to find other words starting with the same sound.



50. ALPHABET FLIP

Discipline: language classes / basic vocabulary

Grade levels: children / beginners

Objectives: to learn vocabulary and the alphabet

Group size: 2 to 10

Preparation time: 20 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Alphabet flashcards and picture flashcards

Material example: Alphabet flashcards and mixed picture flashcards

Description: Make a set of the alphabet and a set of corresponding pictures to play match or memory with, by matching the first letter to the picture.

Tip: Another option is to make a set of two-sided bilingual cards, to be cut in strips and folded before laminating. This way you can have two-sided cards. Just remember to laminate the cards with some space between each card so that they will be pouched properly, otherwise they will split open. Let the students see the picture and tell you the letter or the opposite way, show the letter and let the students tell you which picture is behind it.

51. PICTURE AND LETTER DRILL

Discipline: language classes / basic vocabulary

Grade levels: children / beginners / adult language education

Objectives: to learn vocabulary and the alphabet

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture + word flashcards

Material example: Animal picture flashcards with a letter

Description: Show the students the card with a letter and a picture. This will enable the students to memorize the letter together with the picture. After the students have learned the letter, ask them to copy the letter several times on a lined paper.



52. PICTURE AND MISSING LETTERS

Discipline: language classes / basic vocabulary

Grade levels: children / beginners / adult language education

Objectives: to learn vocabulary, pronunciation

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture + word flashcards

Material example: Mixed picture flashcards with pictures and words and some missing letters in the word

Description: Make a set of flashcards with pictures and write the name of the item underneath with some of the letters missing from the middle of the word. Ask the students to give the missing letter/s and to pronounce the whole word. As an option, ask the students to write the complete words on a worksheet.



The alligator slid into the water.

Ants live in the ground.

Anteater eats ants.

Antelopes are grazers and they live in Africa.

Armadillos are small mammals and they come from the Americas.

Apes are native to Africa and Asia.

Baboons are monkeys and they come from Africa.

Badgers dig burrows in the ground to live in.

Bats eat fruits and sleep hanging upside down.

A bear protects its cubs.

Beavers build dams in rivers.

Bees live in a hive and make honey.

Beetles are a diverse group of insects.

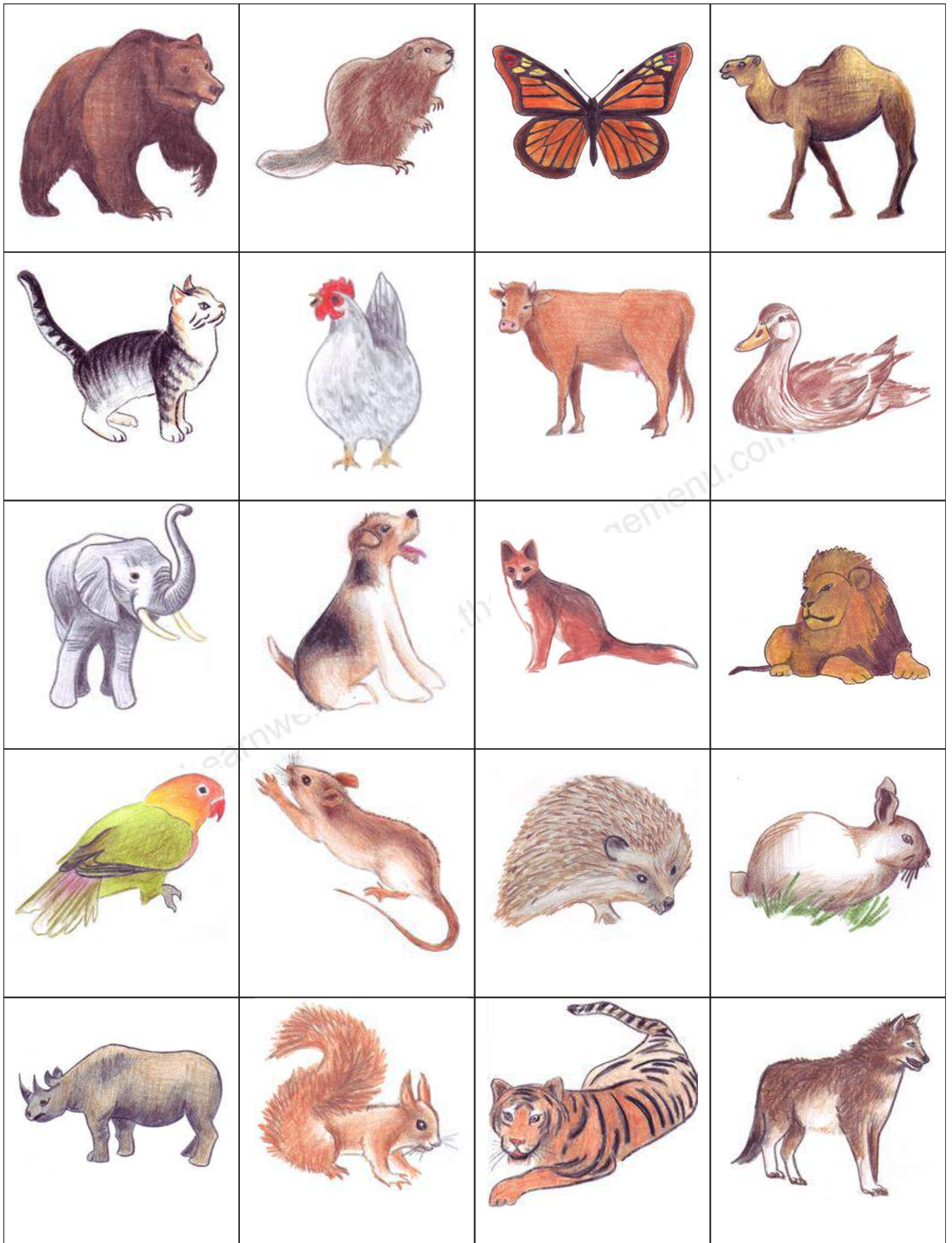
There are many birds in the sky.

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z	å	ä	ö	ı
*	\	,	.	%

www.thelanguagemenu.com

Idea no. 47

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	Å	Ä	Ö	&
@	()	:	!	?



A**C****B****C****B****A****D****G****T****H****R****B****D****L****G****M**







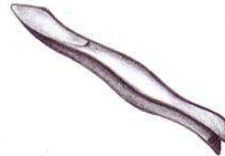
b _ n o _ u _ a _ s



w _ i _ t _ e



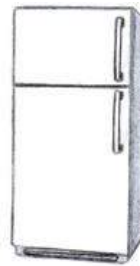
_ o _ e _



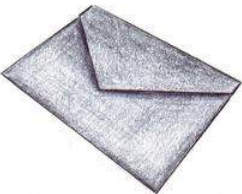
t _ e _ _ e _ s



_ r _ t _ r



r e _ r _ g _ r _ t _ r



_ n _ e l _ p _



_ a _ t _ r _



t _ e _ _ o _ e _ e r



a _ _ c _ _ o



GRAMMAR

53. NAME THE VERB

Discipline: language classes / grammar

Grade levels: beginners / intermediate / adult language education

Objectives: to learn vocabulary, verb conjugation and forming sentences

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Picture flashcards

Material example: Verb picture flashcards

Description: Make a set of pictures of verbs. Ask your students to tell you which verb it is and to use the verb correctly in a sentence.

54. VERB SENTENCES

Discipline: language classes / grammar

Grade levels: intermediate / advanced / adult language education

Objectives: to learn verb conjugation

Group size: 2 to 10

Preparation time: 30 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Text flashcards

Material example: Verb text flashcards

Description: Make a set of flashcards with a sentence, leaving out one conjugated verb form to be used as an oral grammar exercise. You can also combine this exercise with similar written exercises introduced either before or after this drill. Write sentences including the verbs taught in class during the previous weeks for oral vocabulary and grammar exercises.



55. VERB INTRODUCTION

Discipline: language classes / grammar

Grade levels: intermediate / adult language education

Objectives: to learn verb conjugation

Group size: 2 to 10

Preparation time: 30 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards, word flashcards

Material example: Verb picture flashcards, verb word cards, verb conjugation cards

Description: Make a set of verb picture flashcards and a set of the word cards with various forms of the verbs (for example, “sing”, “playing”, “drove”). Place the pictures on the table and hand the students the word-cards. Ask the students to match the verbs with the pictures and then to form a sentence using the verb. This can be used at any stage of the course when introducing new tenses.

56. BILINGUAL VERBS

Discipline: language classes / grammar

Grade levels: beginners / intermediate / advanced / adult language education

Objectives: to learn verbs

Group size: 2 to 10

Preparation time: 30 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Two-sided word flashcards

Material example: Bilingual verb flashcards

Description: Make a set of bilingual flashcards, cut out the flashcards so that you can fold the two languages to be laminated on one card. Drill the verbs first from the target language to the native language, then switch and use the native language to drill the verbs in the target language.



57. VERBS WITH PREPOSITION – BILINGUAL PHRASAL VERB FLASHCARDS

Discipline: language classes / grammar

Grade levels: intermediate / advanced / adult language education

Objectives: to learn phrasal verbs

Group size: 2 to 10

Preparation time: 20 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Two-sided word flashcards

Material example: Two-sided verb and preposition flashcards

Description: Make a set of bilingual cards, using one side for the verb, the other side for the preposition to be used together as a phrasal verb. Start by explaining one of the verbs, and how the meaning changes according to the preposition used together with the verb. Give some examples and start by using a set of 5 different verbs and the corresponding phrasal verb prepositions. Ask the students to try to remember the difference between the cards and to give a sentence using the correct phrasal verb.

58. VERBS WITH PREPOSITION – PICTURE FLASHCARDS FOR PHRASAL VERBS

Discipline: language classes / grammar

Grade levels: beginners / intermediate / adult language education

Objectives: to learn phrasal verbs

Group size: 2 to 10

Preparation time: 20 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards, worksheet

Material example: Verb picture cards and preposition picture cards

Description: Make a set of verb picture cards and a set of preposition picture cards and print 5 sheets of each. Ask your students to arrange the different verbs with the correct preposition and to write sentences on a worksheet with the cards used.



59. REGULAR & IRREGULAR VERBS

Discipline: language classes / grammar
Grade levels: beginners / intermediate / adult language education
Objectives: to learn verb conjugation
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word flashcards
Material example: Verb word cards

Description: Use a set of verbs written in their infinitive form. Ask your students to arrange the verbs according to regular and irregular verbs, then to give the tense forms.

60. INTRODUCING VERBS IN THEMES

Discipline: language classes / basic vocabulary
Grade levels: intermediate / advanced / adult language education
Objectives: to learn food vocabulary and verbs associated with it
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Food pictures flashcards and cooking verbs

Description: Make a set of picture vocabulary flashcards and verb cards associated to a specific theme (for example, food verbs).

You can introduce the verb first then ask the students to associate the verb with a specific food item flashcard (such as poach – associated with egg/fish; knead – dough/bread; roast – potatoes/chicken; simmer – soup/stew; peel – carrots/orange).

Or, in the opposite way, introduce the food item first then ask the students to associate it with a verb (potato associated with peel/mash/fry/boil, turkey – pluck/skin/carve/roast).



61. VERBS & PICTURES GAME

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / adult language education
Objectives: to learn vocabulary and verbs
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word flashcards, two sets
Material example: Verb word flashcards and mixed noun flashcards

Description: Make a set of word cards with different verbs, and a set of pictures to match them with. (For example, drive+ car, travel + bus, jump + rope, drink + milk, read + book...etc.) and let the students match the correct verb to the correct noun. Good for beginners to practice verbs and nouns. Vary this game by using different tenses, adding prepositions or adjectives.

62. VERBS & ADJECTIVES WITH PROFESSIONS

Discipline: language classes / vocabulary
Grade levels: intermediate / adult language education
Objectives: to learn vocabulary / conjugating verbs and comparative form of adjectives
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Picture flashcards
Material example: Professions picture flashcards

Show the students flashcard pictures of professions and ask them to think up three verbs associated with this profession. (For example, a hairdresser – cut/colour/wash, a cook – knead/ whip/cut). Then ask the students to conjugate the verbs and use them to make full sentences. (For example, “The hairdresser cut and coloured my hair after he had washed it.”)

Continue the exercise by asking the student for three adjectives associated with the same professions, this time asking the students to make sentences of comparing the professions using the adjectives.

You can also use several picture cards and ask the students to form more complex sentences of comparison using both verbs and adjectives. (For example, “The hairdresser is better at cutting hair than the cook, but the cook makes tastier cakes”).



63. INTRODUCTION OF PREPOSITIONS

Discipline: language classes / grammar
Grade levels: beginners / intermediate / adult language education
Objectives: to learn prepositions
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards
Material example: Preposition picture flashcards

Description: Make a set of picture preposition cards to introduce the meaning of a preposition. Give the students examples on how to use them and ask the students to give you their own examples. For foreign learners this is an important tool, as many languages don't have prepositions and can sometimes be difficult to understand

64. PREPOSITION SENTENCES

Discipline: language classes / grammar
Grade levels: intermediate / advanced / adult language education
Objectives: to learn prepositions
Group size: 2 to 10
Preparation time: 30 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Text flashcards
Material example: Preposition sentences text flashcards

Description: Make sets of sentences with the prepositions left out. As an oral exercise, the students take turns reading out the sentences and try to give the correct answer. If the student answers correctly they keep the card. If the student fails, the card is placed at the back of the pack. These cards can also be made as two-sided cards, with the correct preposition on the reverse side.



65. PREPOSITION BINGO

Discipline: language classes / grammar
Grade levels: intermediate / advanced / adult language education
Objectives: to learn prepositions
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Text flashcards and word flashcards or picture flashcards
Material example: Preposition sentences and preposition word cards

Description: The word flashcards together with the preposition word flashcards can be used to play bingo. Give the students the text cards with sentences and pull out preposition word cards from a box. The student who has the sentences with the correct answer gives the cards back to the teacher. If the student's answer is wrong, the teacher gives him/her an additional sentence card. The student who has given away all the cards first, wins the game.

(e.g. in, on, at for time, for place)

66. PREPOSITION & VERBS

Discipline: language classes / grammar
Grade levels: intermediate / advanced / adult language education
Objectives: to learn vocabulary, prepositions, verbs and forming sentences
Group size: 2 to 10 to make, print and laminate the cards
Preparation time: 40 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Picture flashcards and word flashcards, several identical sets
Material example: Preposition picture flashcards, verb picture flashcards, general word flashcards

Description: Make sets of preposition pictures, a set of verb pictures and a set of other "fill-in words" and laminate the cards.

Split the students into teams, and give each team an identical pack of shuffled picture and word cards. Start a timer and give the students 5 minutes to make up as many sentences as possible using pictures and words in the same sentences. The team that has used the most cards from their packs wins.



67. ADJECTIVE COMPARISON

Discipline: language classes / grammar
Grade levels: beginners / intermediate / adult language education
Objectives: to learn comparative adjectives
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-20 minutes
Material needed: Word flashcards or Picture flashcards
Material example: Adjective word flashcards

Description: Make comparative adjectives by showing only the adjective and letting the students use the -er/ -est or more/most explaining the rules of the conjugation before using the cards.

68. ADJECTIVE SENTENCES

Discipline: language classes / grammar
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 30 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Text flashcards
Material example: Adjective sentence text flashcards

Description: Continue the comparative adjective exercise using text flashcards with sentences with adjectives missing. Use this as an oral exercise.



69. FEEL-FLASH ADJECTIVES

Discipline: language classes / basic vocabulary and grammar
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary, adjectives and describing feelings, improving imagination
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards.
Material example: adjective feeling picture flashcards.

Description: Make up some flashcards with adjective of feeling. Use the cards to practice describing how someone is feeling and why they are feeling like that. Example: "This woman is angry. She has just been told she has been fired."

70. DESCRIPTION-FLASH ADJECTIVES

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / advanced / adult language education
Objectives: to learn detailed vocabulary of items, descriptions
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards
Material example: Clothing picture flashcards

Description: Use cards with pictures of different items to describe the items.

Example 1: "My sister just bought a beautiful, new, pink coat. She looks pretty in it and is going to a wedding this afternoon." This exercise is suitable for lower levels and for practicing imagination and sentence structure.

Example 2. "The coat has a wide lapel and deep pockets. It is made of wool. The buttons are round. The coat is knee-length with decorations on the sleeve." This exercise can be used for all levels by varying the difficulty of the descriptions. If specific vocabulary is introduced, give the students a glossary of terms they should use when describing the items.



71. ADJECTIVE DESCRIPTION GAME

Discipline: language classes / basic vocabulary and grammar
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary, comparative adjectives, opposites
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Opposites picture flashcards

Description: Make a set of opposites flashcards and a set of different items. Ask the students to combine the adjectives in the correct form corresponding with the picture and to use sentences like:

“The green book is larger than the soft white pillow,”

“The tallest building is in the city centre and the lowest building is in the village.”

72. POSSESSIVE PRONOUNS

Discipline: language classes / grammar
Grade levels: beginners / intermediate / adult language education
Objectives: to learn possessive pronouns
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Text flashcards
Material example: Pronominal sentences on text flashcards

Description: Introduce the possessive pronouns in class before using this oral exercise. Use cards with sentences and empty spaces for the oral drill, again giving only the personal pronoun. Example: “Who has stolen (my) bike?”



73. CATEGORISE THE PRONOUN

Discipline: language classes / basic vocabulary

Grade levels: intermediate / advanced / adult language education

Objectives: to learn pronouns

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Word flashcards

Material example: Pronominal word cards and categories

Description: Give students a pack of cards with pronouns and different categories, ask the students to work in pairs categorizing all the cards correctly, then giving a sentence with each pronoun (orally or in writing).

74. IMPERATIVE WITH VERBS AND BODY PARTS

Discipline: language classes / body-part vocabulary

Grade levels: intermediate / advanced / adult language education

Objectives: to learn vocabulary and imperative form

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 15-20 minutes

Material needed: Word flashcards

Material example: Verbs and body parts flashcards

Description: Make sets of orders for the students. Place the cards in a box and have the students follow orders.

Examples: Sneeze! Raise your right arm! Clap your hands! Blink!

A dynamic and fun game that will energize the class.



75. TAG-QUESTIONS

Discipline: language classes / basic vocabulary/ grammar
Grade levels: beginners / intermediate / adult language education
Objectives: to learn tagging questions
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word flashcards
Material example: Tag question text flashcards

Description: Introduce the rules for tag questions and then use this exercise. Write sentences ending with a comma on the cards, and match them with the tags on separate cards.

Example: "You have a cat,don't you?"

76. GRAMMAR QUESTIONS

Discipline: language classes / grammar
Grade levels: intermediate / adult language education
Objectives: to learn grammar rules
Group size: 2 to 10
Preparation time: 30 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Text flashcards
Material example: Grammar question text flashcards

Description: Write cards with different questions about grammar, using the cards as a quiz before a grammar test to orally drill the students' knowledge about grammar. Additionally, use ready sentences and quiz the students about the rules for the different sentences.

E.g. Why is it at the bus stop and not on bus stop?

Answer: Public places always use at.

Grammar explanations on cards can also be left on the table in front of the students to glance at when necessary during the lesson. When students answer correctly, you can double-drill them to check understanding of the rules by asking them why they gave this answer. The student should repeat the rules and look for confirmation from you, which of course is given with a big smile. In this way you can get even the most grammar-resistant students to learn the rules.



77. CORRECT THE MISTAKE

Discipline: language classes / grammar

Grade levels: children / beginners / intermediate / advanced / adult language education

Objectives: to find mistakes in sentences

Group size: 2 to 10

Preparation time: 20 minutes to make, print and laminate the cards

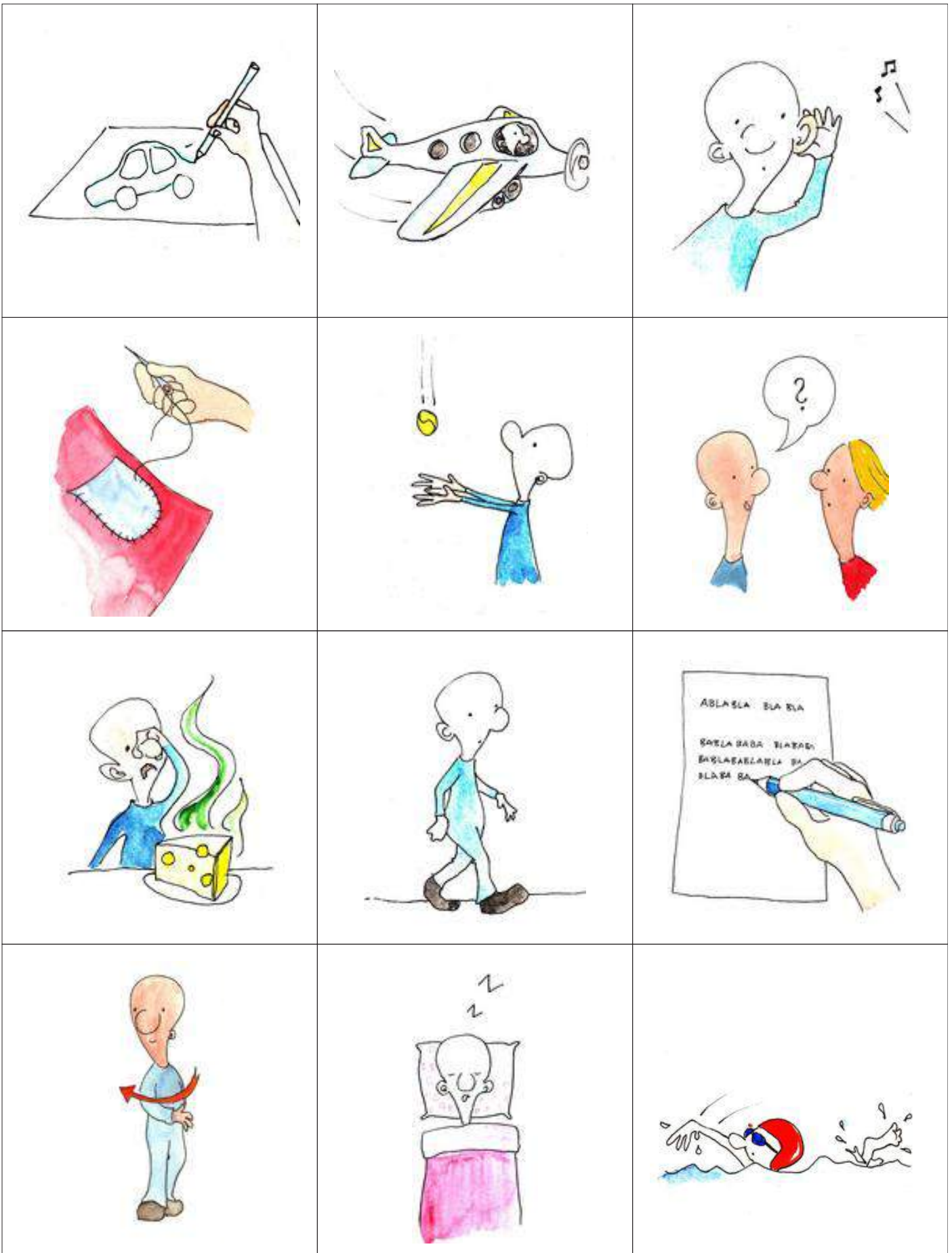
Teaching duration: 20-30 minutes

Material needed: Text flashcards

Material example: Find the mistake text flashcards

Description: Make sets of cards with different grammar mistakes and deal the cards to the students asking them to find the mistake in each card.





blow ————— blown	buy ————— bought	catch ————— caught
deal ————— dealt	drink ————— drunk	freeze ————— frozen
hide ————— hidden	ride ————— ridden	rise ————— risen
see ————— seen	shake ————— shaken	shoot ————— shot
shrink ————— shrunk	sting ————— stung	teach ————— taught
tear ————— torn	think ————— thought	write ————— written

draw - drew - drawn	fly - flew - flown	listen - listened - listened
sew - sewed - sewn	catch - caught - caught	ask - asked - asked
stink - stank - stunk	walk - walked - walked	write - wrote - written
turn - turned - turned	sleep - slept - slept	swim - swam - swum

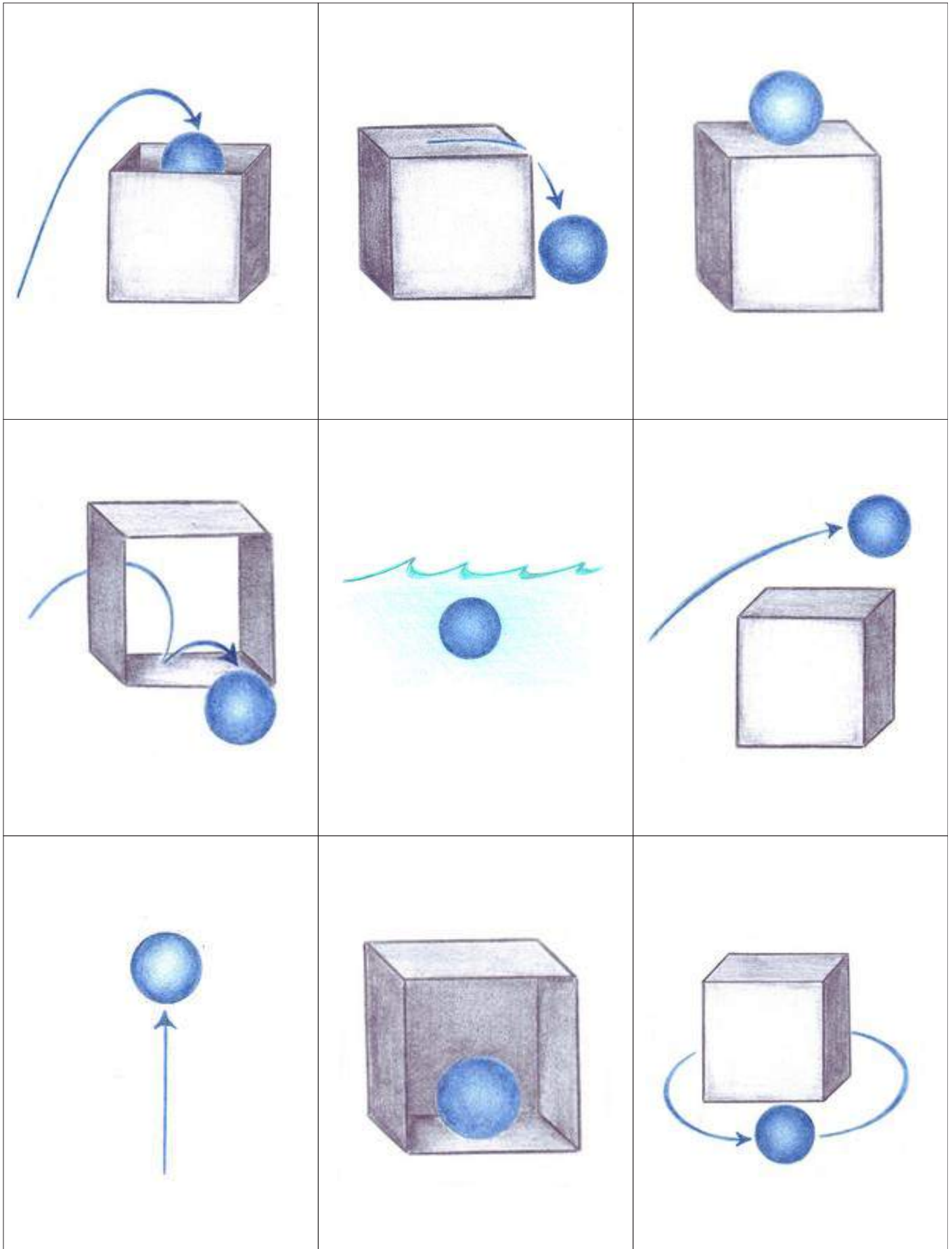
blow blew blown	buy bought bought	catch caught caught
deal dealt dealt	drink drank drunk	freeze froze frozen
hide hid hidden	ride rode ridden	rise rose risen
see saw seen	shake shook shaken	shoot shot shot
shrink shrank shrunk	sting stung stung	teach taught taught
tear tore torn	think thought thought	write wrote written

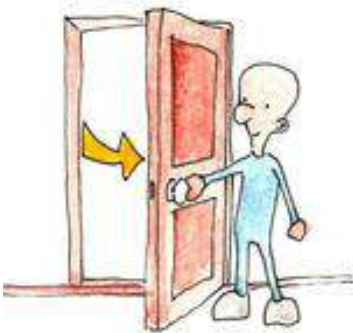
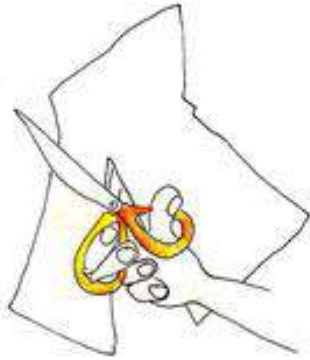
<p>Anna _____ (go) to the movies with Tom.</p>	<p>Donna _____ (keep) the money under her mattress for a whole year.</p>	<p>I _____ (dream) that I was the president.</p>
<p>I already _____ (give) you the correct answer.</p>	<p>I already _____ (do) the laundry.</p>	<p>We _____ (drive) all night to get to Stockholm in time for the meeting.</p>
<p>Anna _____ (see) her cousin this afternoon.</p>	<p>Brian _____ (sit) on the chair.</p>	<p>David _____ (break) his leg while skiing.</p>
<p>Frank _____ (leave) as soon as Margaret arrived.</p>	<p>I _____ (find) a 100€ bill on the street this morning.</p>	<p>I _____ (spend) the whole Saturday at the mall.</p>

äta - åt - ätit	eat - ate- eaten
se - såg - sett	see - saw - seen
skriva - skrev - skrivit	write - wrote - written
hämta - hämtade - hämtat	bring - brought - brought
gräla - grälade - grälat	fight - fought - fought
klippa - klippte - klippt	cut - cut - cut
sjunga - sjöng - sjungit	sing - sang - sung

run	springa
walk	gå
swim	simma
eat	äta
throw	kasta
fall	falla
draw	rita

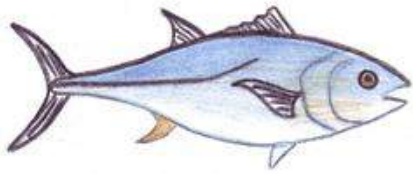
throw	out
throw	up
throw	to
throw	off
give	out
give	to
give	in

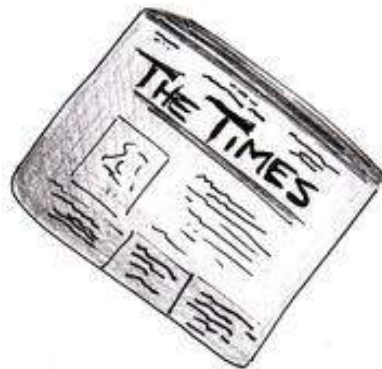
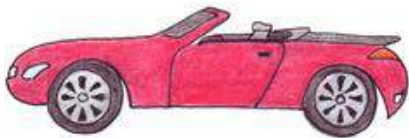
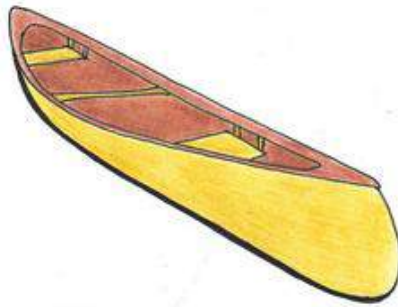




run	jump	fly
drink	search	read
sing	scream	speak
dance	give	cry
drive	laugh	take
get	sell	pick
buy	sit	count

bake	fry
poach	peel
chop	mash
boil	grill
cut	slice
simmer	whip
deep-fry	knead





to read

to play

to photograph

to dance

to paddle

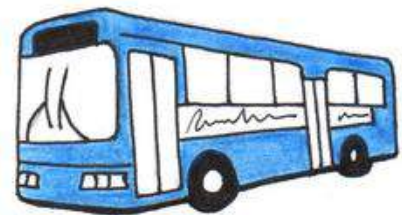
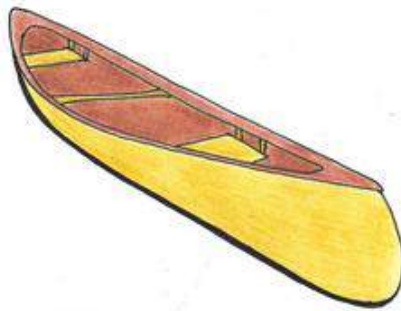
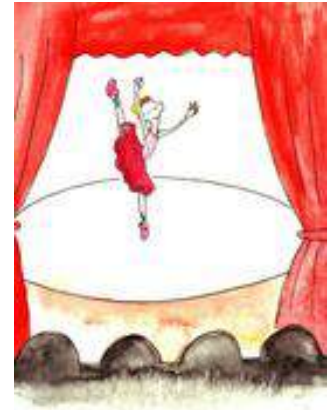
to go

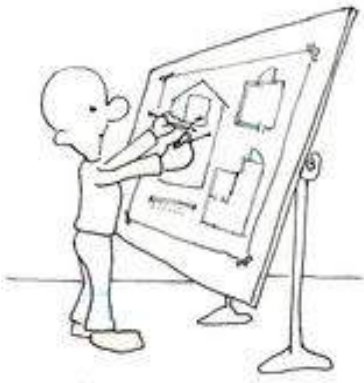
to drive

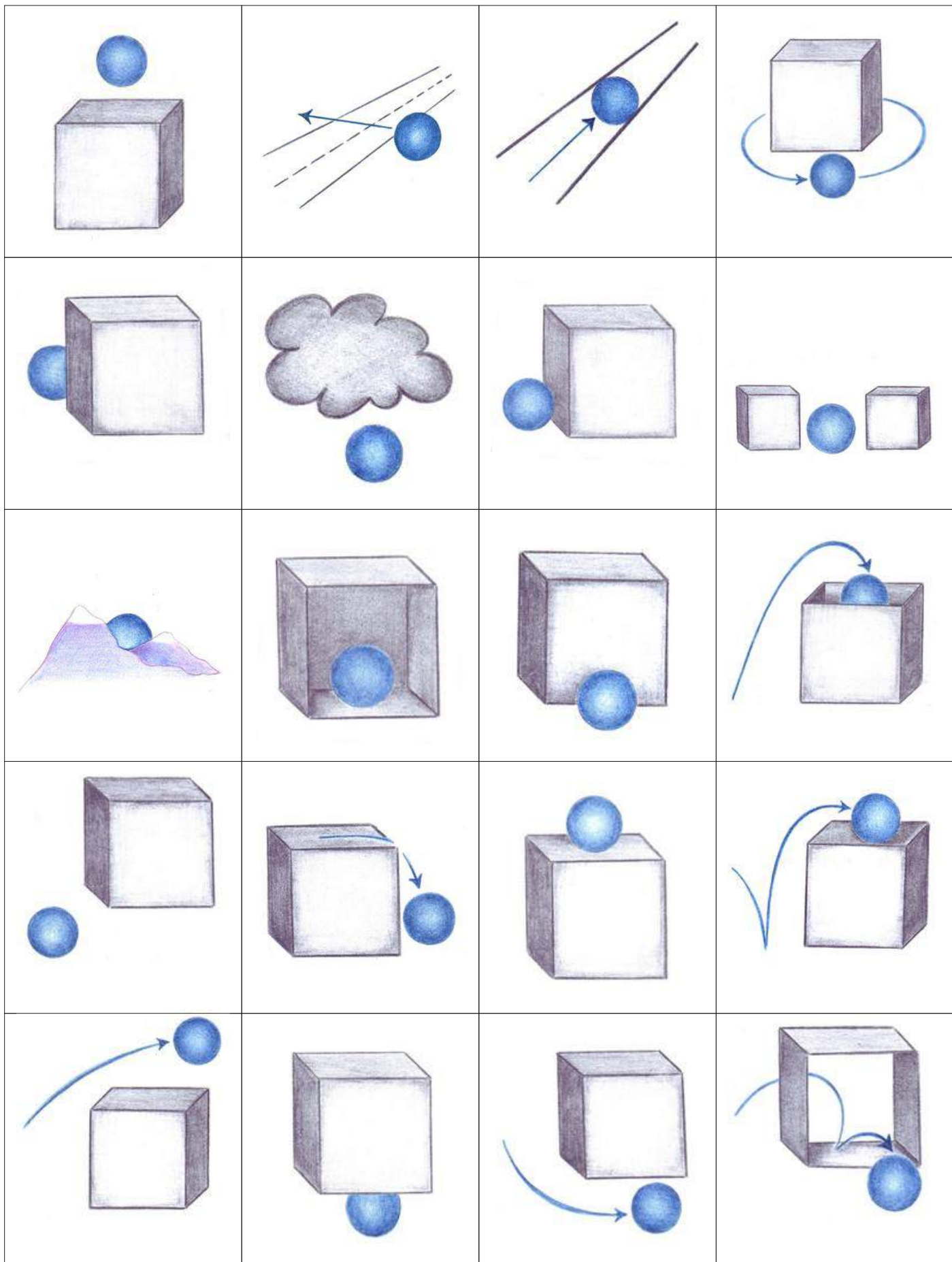
to ride

to drink

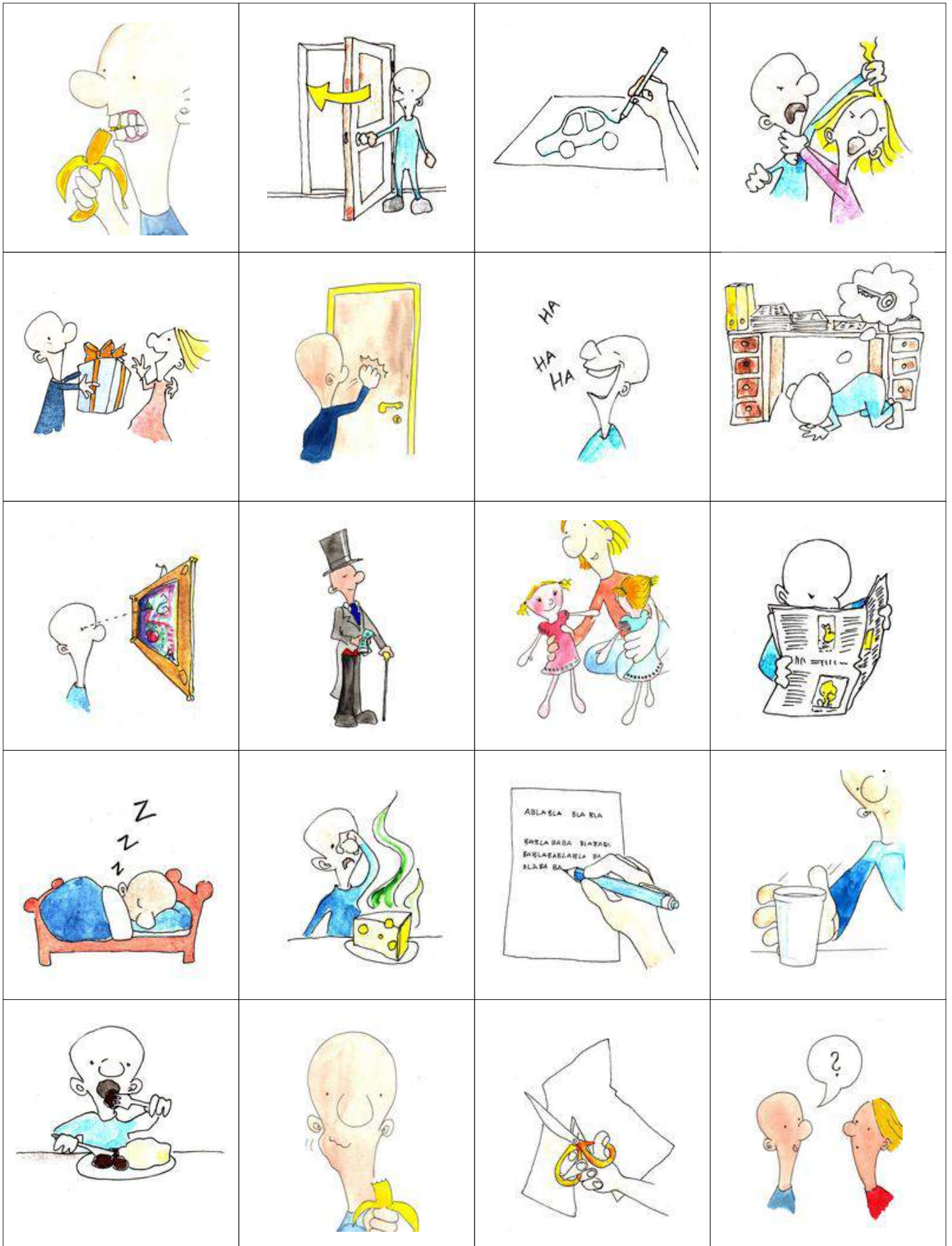
to grill







chair	floor	paper	pencil
glass	key	gate	elevator
movie	cinema	apple	pear
banana	sandwich	book	painting
colour	beautiful	ugly	happy
is	has	have	a
an	friend	sister	brother
newspaper	hand	gift	hour
lesson	dog	nose	street
road	building	yard	flower



<p>I came _____ and turned _____ the computer.</p>	<p>I can't wait to get _____ the road and drive to Copenhagen.</p>	<p>I caught the bus _____ the last minute.</p>	<p>I danced _____ many midsummer parties _____ my youth.</p>
<p>I got _____ the taxi and told the driver my address.</p>	<p>I have a meeting _____ Paris next month.</p>	<p>I have an appointment with Mr Davidoff _____ 3 p.m.</p>	<p>I have to meet a friend _____ seven o'clock.</p>
<p>I know that word _____ English. It's _____ the tip of my tongue.</p>	<p>I left my coffee percolator on _____ home this morning.</p>	<p>I left my handbag _____ my boyfriend's house.</p>	<p>I left my wallet _____ the pocket of my jacket</p>
<p>I left work _____ two thirty _____ the afternoon.</p>	<p>I let the dog sit _____ my lap while watching TV.</p>	<p>I looked _____ my wife as she entered the room.</p>	<p>I met my wife _____ the theatre</p>

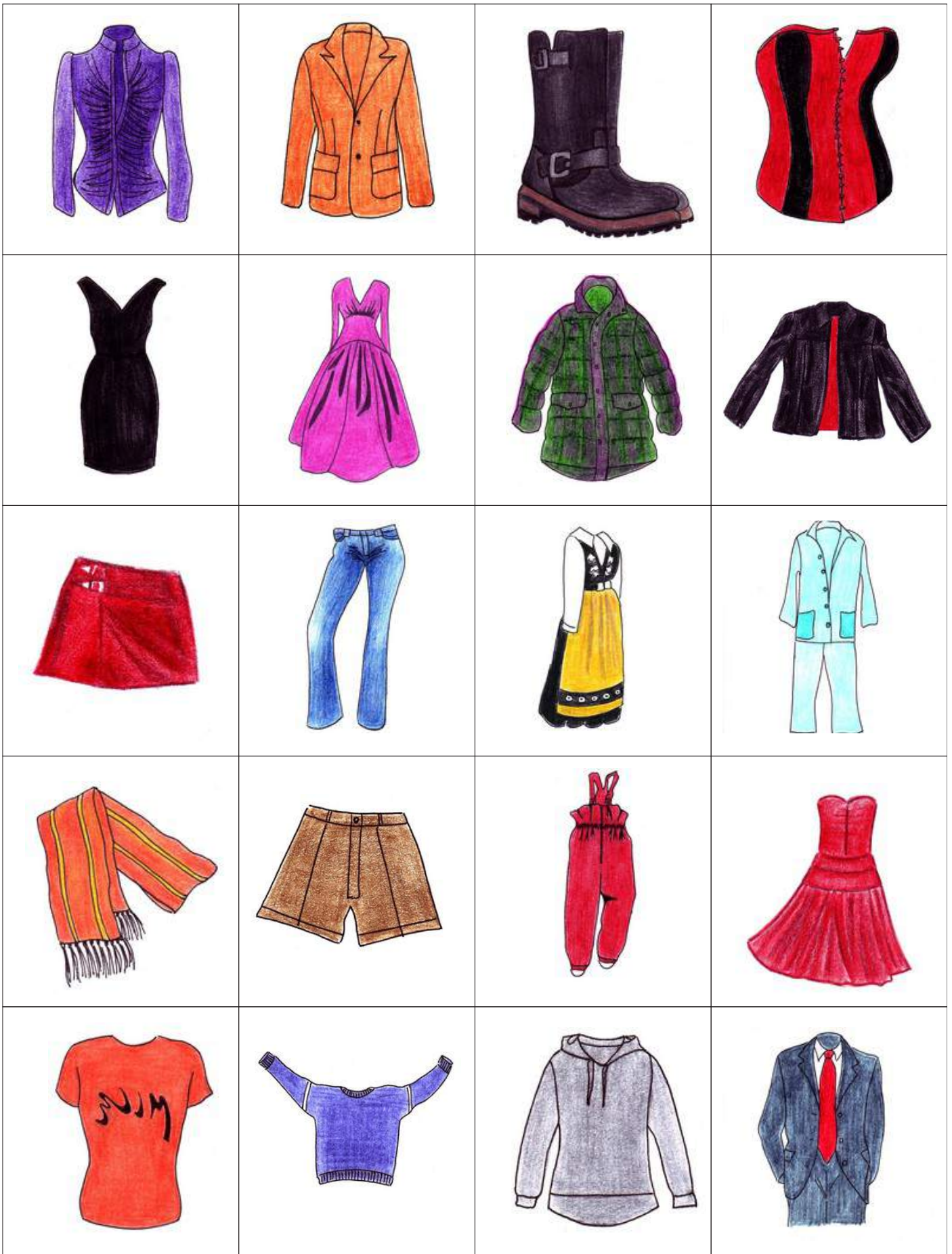
_____ the beginning it seemed easy.	in
Anna waited _____ the busstop.	at
The winter is finally _____.	over
The dog sleeps _____ me in my bed.	next to
This gift is _____ you.	for
Let's go _____ the supermarket down the street.	to
Let's get _____ this bus instead of that tram.	on

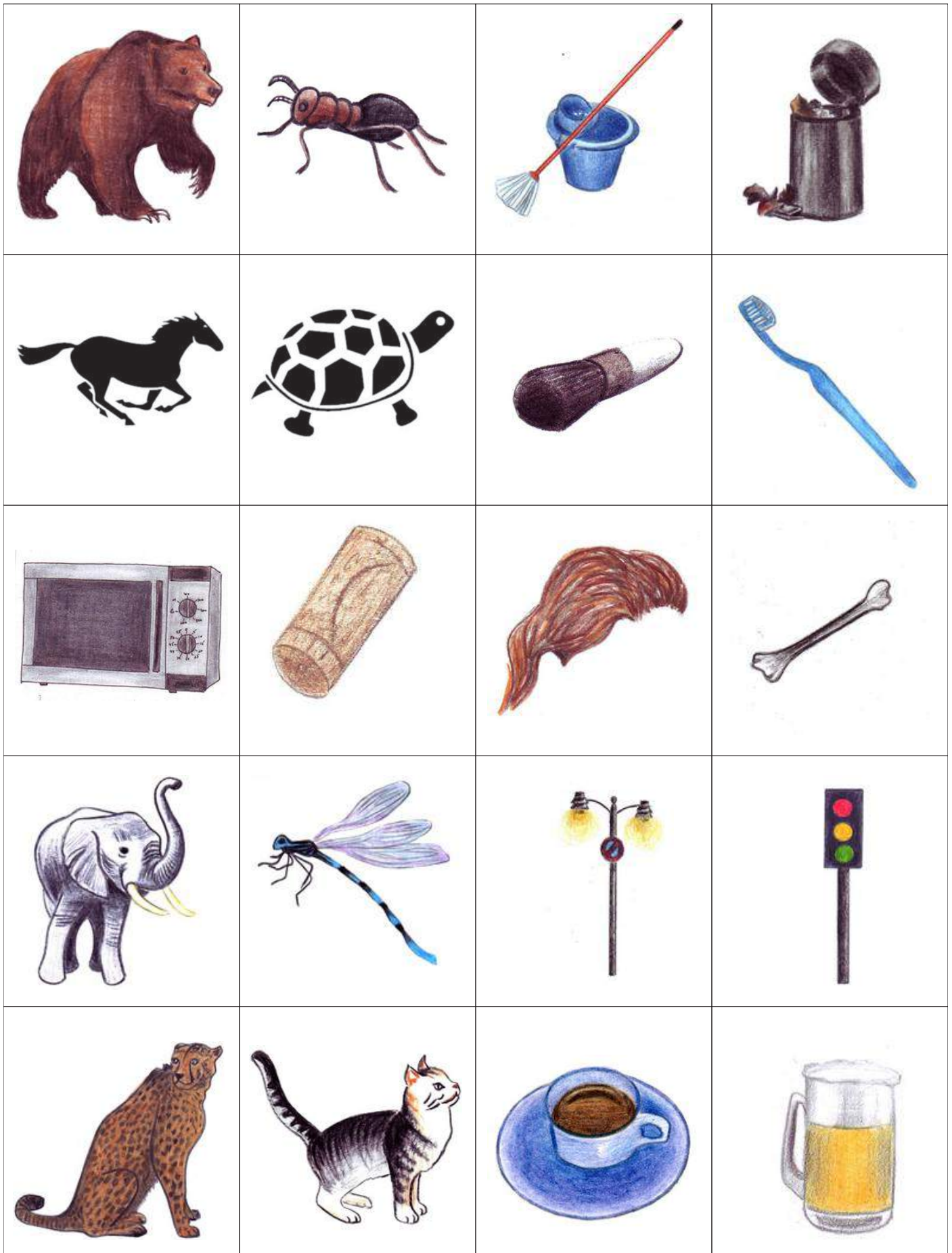
chair	floor	paper	pen glass
pasture	key	elevator	film
movie	apple	pear	banana
chewing gum	book	painting	color
beautiful	ugly	happy	is
has	a	an	friend
sister	brother	magazine	hand
gift	hour	lesson	dog
nose	street	road	building
yard	flower	park	stone

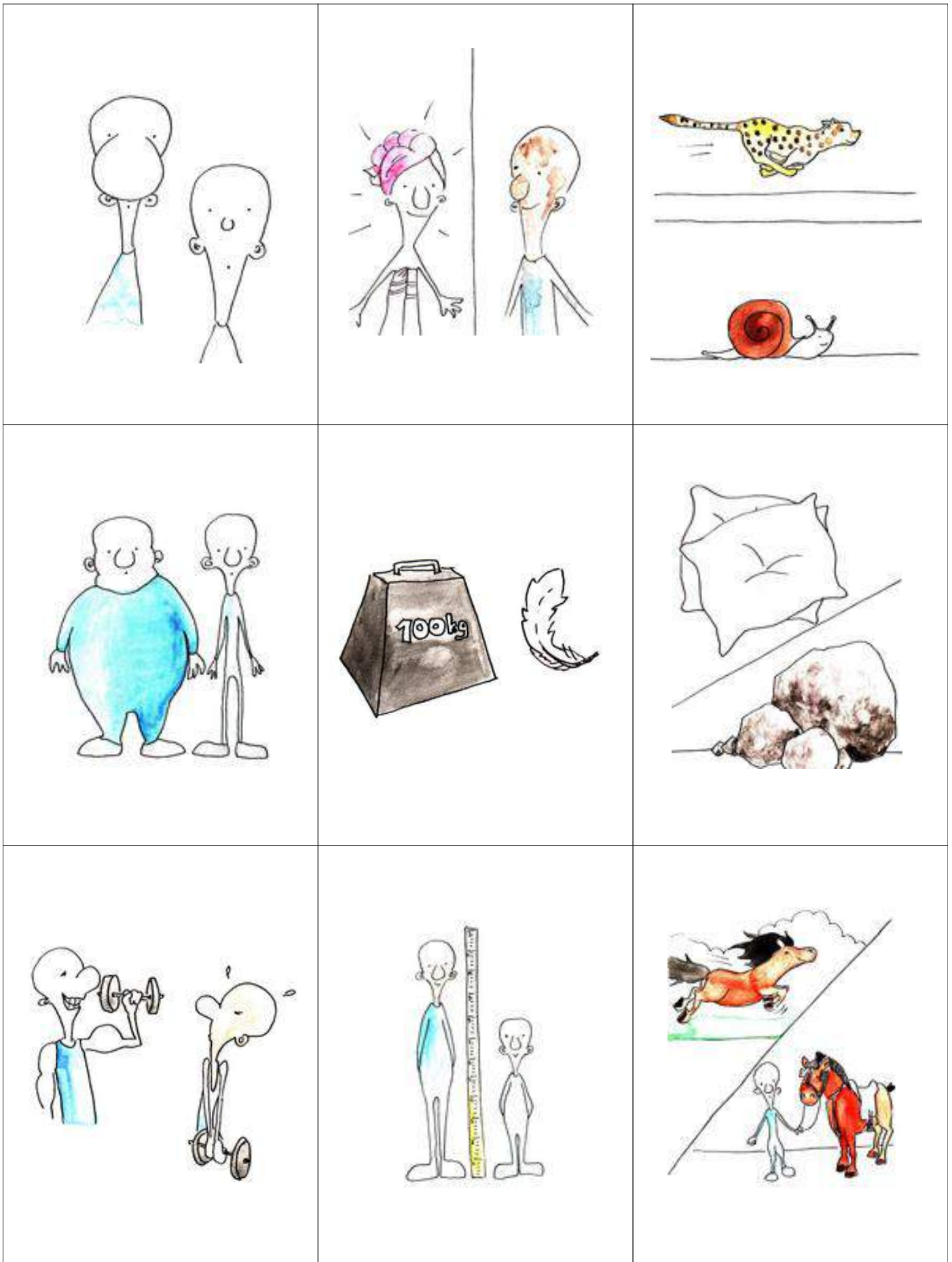
pretty	ugly	small
big	old	young
tall	short	high
low	yellow	good
bad	flat	round
interesting	loud	difficult

Donna's house is _____ (big) than yours.	Mice are _____ (small) than rats.	This coat is _____ (beautiful) than that one.
David said he is _____ (strong) than John.	This is the _____ (interesting) story I have ever read.	Non-smokers usually live _____ (long) than smokers.
Which is the _____ (dangerous) snake in the world?	A glass of juice can be _____ (expensive) than a beer.	Who is the _____ (funny) actor on earth?
The weather this summer is even _____ (bad) than last summer.	He was the _____ (clever) politician of all.	Mt. Everest is _____ (high) than Mt. Blanc.
Australia is _____ (sunny) than Finland.	A car is _____ (big) than a bicycle.	Bridget is _____ (fun) than Anna.









<p>_____ (he) dog is barking all the time.</p>	<p>At noon _____(they) friends dropped by for a coffee.</p>	<p>_____ (we) house is on Desert Street.</p>
<p>_____ (I) essay won a prize in the competition.</p>	<p>Did you finish _____(you) novel already?</p>	<p>Anna forgot _____ (she) keys at home this morning.</p>
<p>David is very wild. _____ (he) parents are worried about him.</p>	<p>That is a pair of gloves belonging to _____ (she).</p>	<p>Have you seen _____ (I) telephone?</p>
<p>Look what a huge boat!Is this boat _____ (they)?</p>	<p>_____ (she) cat scratched me last time I fed it.</p>	<p>This is _____ (we) weekend with no children at home!</p>

Personal	Reflexive	Interrogative	Possessive
I	we	you	he
she	they	himself	themselves
herself	who	which	what
my	yours	his	hers

Stand on your toes!	Shrug!	Cross your legs!	Wave your hand!
Nod!	Bow!	Jump on one leg!	Pull a face!
Touch your elbow!	Tickle your right heel!	Yawn!	Cough!
Sneeze!	Sit on your knees!	Wrinkle your forehead!	Take a deep breath!
Snap your fingers!	Pinch your arm!	Scratch your head!	Pull your left earlobe!

You are happy today,....aren't you?
He's home now,...	...isn't he?
We will see you later on,...	...won't we?
You won't be late today,...	...will you?
She is not available today,...	...is she?
We shall see you next week,...	...shan't we?
Your daughter isn't ill today,...	...is she?

When do you use "who" and when do you use "whom"?	When do you use "advice" and when do you use "advise"?	What is the difference between "effect" and "affect"?
When do you use "its" and when do you use "it's"?	What is the difference between "either" and "neither"?	What is the difference between "a while" and "awhile"?
When do you use "oral" and when do you use "verbal"?	Explain the difference between "less" and "fewer"?	When do you use "small" and when do you use "little"?
What is the difference between a "salary" and a "wage"?	What is the difference between "ill" and "sick"?	When do you use "lend" and when do you use "borrow"?

<p>I will borrow you 1000 €.</p>	<p>The study is at the second floor of my house.</p>	<p>My sister speaks English very good.</p>
<p>I have been to USA four years ago</p>	<p>I came visiting you for the evening.</p>	<p>We like eating fresh shellfish at the dinner.</p>
<p>We learned of Europe in school to day.</p>	<p>The book I read last week were very good.</p>	<p>Cats like to chase mouses.</p>
<p>Should we ask our friend for going to the mall?</p>	<p>Can we buy these dress you have in the window?</p>	<p>A apple a day keeps the doctor away.</p>



AS SOC IA TI ONS,

S YNO N YMS

AND

OP POS IT ES

78. WORD ASSOCIATION

Discipline: language classes / vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn to associate
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word flashcards or picture flashcards
Material example: Summer holiday abroad association picture flashcards

Description: Make word cards or picture flashcards to be associated with a particular theme, e.g. Christmas. Give the students a pile of cards to match with Christmas. After they have made their choices, ask why they chose, for instance, a ladle. The students might tell you it is associated with serving the Christmas morning rice porridge or glühwine/glogg, or that a ladle was given to them as a present last year... etc. Then ask your students to come up with more things and prompt conversation in class around this. To make it easier to remember the new association words, make a “brainstorming” pattern on the board with the new vocabulary.

79. SYNONYM WORD OR PICTURE FLASHCARDS

Discipline: language classes / vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary, association
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word flashcards or picture flashcards
Material example: Mixed word flashcards

Description: Make up cards with one or several words or pictures on each card from a category you want your students to learn vocabulary from. Ask the students to come up with one to five synonyms for each word.



80. WRONG WORD GAME

Discipline: language classes / vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary, association
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word flashcards
Material example: "Which is wrong" word flashcards

Description: Make a set of flashcards with five words on each card. Ask your students to choose which word is incorrect.

81. RIGHT WORD GAME

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word flashcards
Material example: Headline and five word flashcards

Description: Make a set of flashcards with a main word on top and five words below on each card. Ask your students to choose which word is associated with the main word. Then ask the students to associate something with the remaining four words.



82. MATCH ME MY OPPOSITES

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn opposites
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word flashcards or picture flashcards
Material example: Word opposites flashcards

Description: Make word or picture cards of opposites and ask the students to match the correct opposite.

83. ANTONYM-FLASH

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Two-sided opposite word flashcards

Description: Make up sets of double sided cards with opposite words. At a fast pace, ask the students to tell you what they are.



84. ON MY LEFT & ON MY RIGHT

Discipline: language classes / vocabulary
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary and opposites
Group size: 2 to 10
Preparation time: 30 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards and word flashcards
Material example: opposite picture flashcards and opposite word flashcards

Description: Make a set of opposite picture flashcard and the corresponding word cards. Place the pictures on the table, hand the students all the word cards and ask them to place the correct words next to the picture cards. This makes introducing new vocabulary and the opposites a lot more fun.

85. DOMINO

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary, associations, synonyms, opposites etc
Group size: 4 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 15-20 minutes
Material needed: Two-sided word flashcards
Material example: Synonym two-sided word flashcards

Description: Make up sets of two-sided flashcards with synonyms, associations or opposites. Team up your students and give a full set of cards to each team and let them play. Player 1 puts a card on the table, and player 2 tries to match one of the sides with his or her own cards. If player 2 doesn't have a corresponding card, player 2 loses a turn, and player 3 has a go. The winner is the player who has gotten rid of all the cards.

If a player matches the wrong word, he is punished by having to skip one turn.

When introducing more difficult words, give each team a regular dictionary, an opposites dictionary or a synonym dictionary to help them out. Vary this game by giving the students worksheets with the words for the cards and asking them to only look up words they don't know before the game. After the game, drill the students on the words.



86. HOMONYMS FLASH

Discipline: language classes / basic vocabulary

Grade levels: children / beginners / intermediate / advanced / adult language education

Objectives: to learn vocabulary

Group size: 2 to 10

Preparation time: 20 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

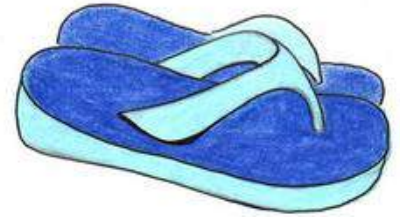
Material example: Homonym picture flashcards

Description: Make sets of pictures that are written the same way but have different meanings. Ask your students to match the cards by using their picture cards in a sentence and making a continuous story. For example:

“I have been swimming in the sea today.” (picture of the sea)

“I can see that, your hair is still wet.” (picture of the verb - see)





girl	work	home	bag
pretty	happy	shining	soft
cushion	damp	feed	walk
enormous	entertain	sofa	speak
item	shade	fair	coin
brochure	shop	fun	wallet
pepole	type	bloom	fat
program	normal	truth	speed
elevator	crayon	advice	hollow
jewel	plastic	screen	sleep

dog, cat, hamster,
rabbit, hare

eat, drink, look,
swallow, chew

wood, cotton, polyester,
silk, wool

rake, spade, axe,
hammer, nail

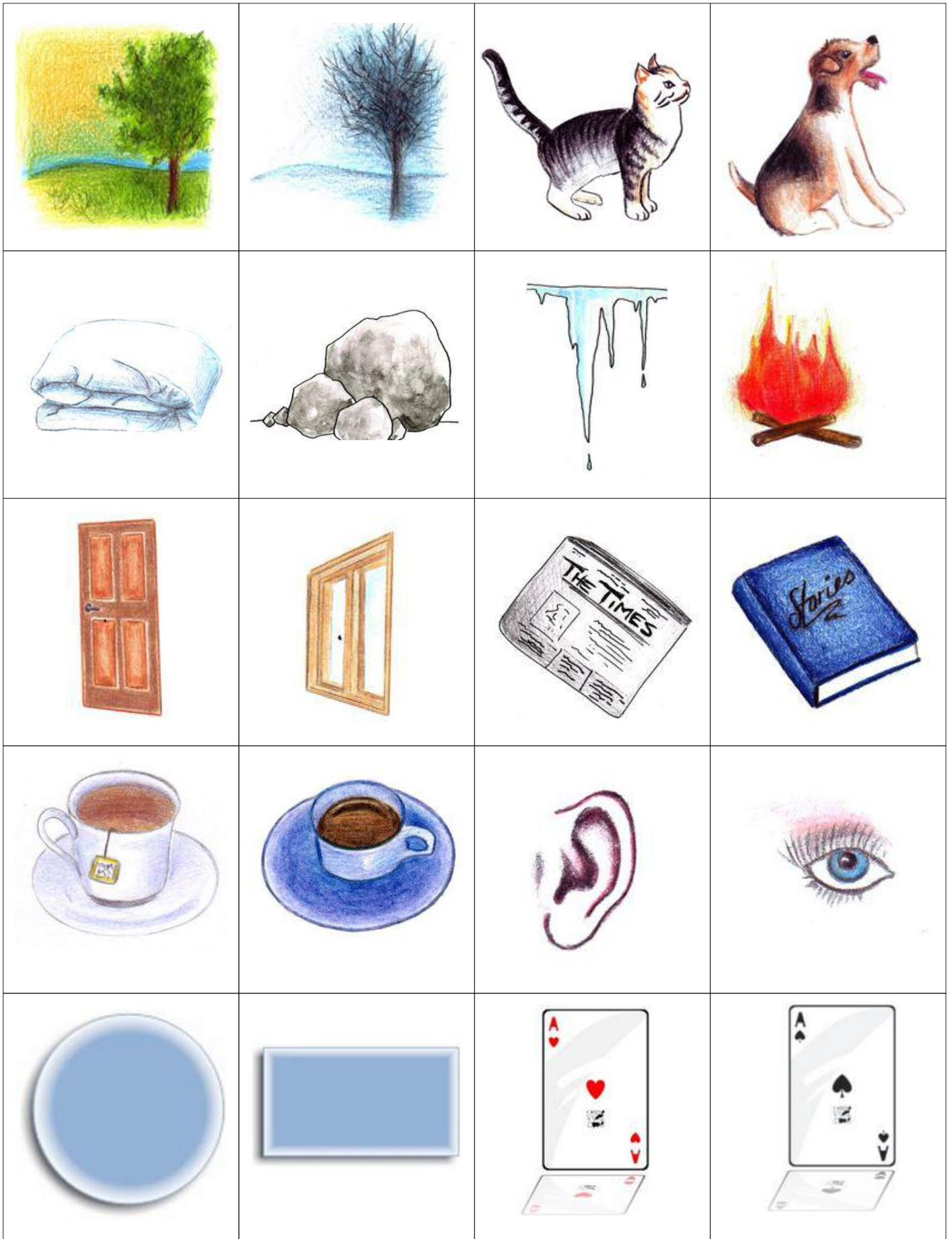
happy, pleased, cheerless,
jolly, glad

lazy, idle, slack,
bustling, inert

yellow, red, blue, green,
brownish

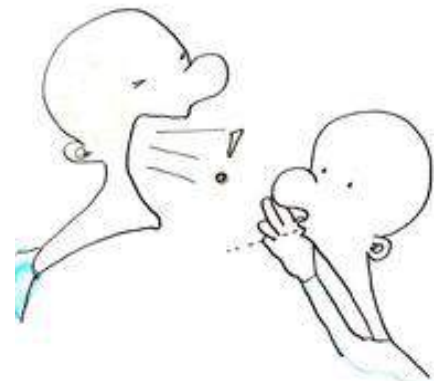
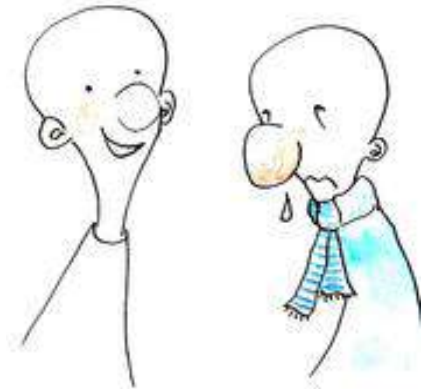
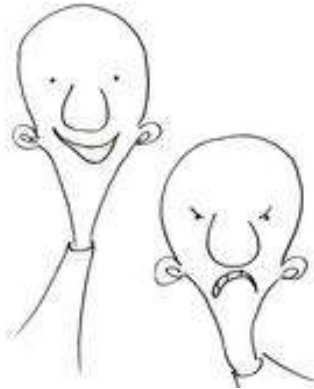
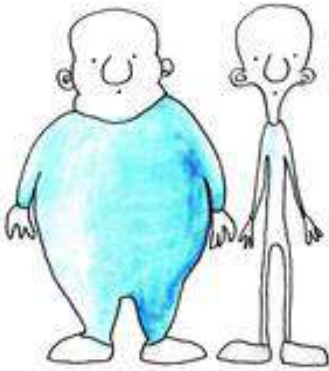
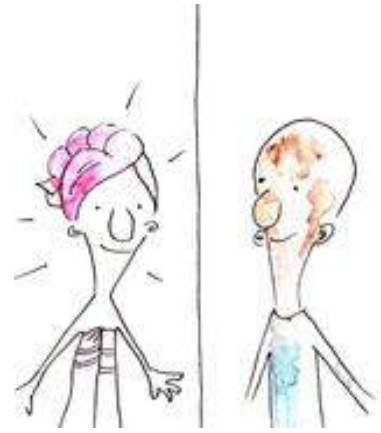
rush, slick, rustle, speed,
briskly

<p>Pets dog bear cat raccoon</p>	<p>Vegetables tomato orange avocado capsicum</p>
<p>Fruits banana grape strawberry blueberry</p>	<p>Clothes belt skirt handbag slacks</p>
<p>Birds crow dove eagle angle</p>	<p>Jewelry ring earring shoe watch</p>
<p>Tools hammer nail screw screwdriver</p>	<p>Drinks bathwater mineralwater sodawater dishwater</p>
<p>Animals teddybear teddy polarbear panda</p>	<p>Insects bat kolibri fly roach</p>



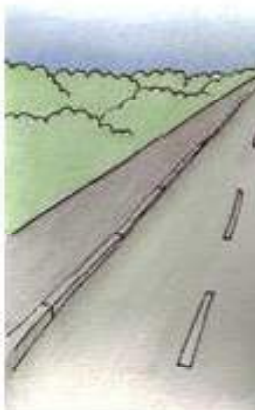
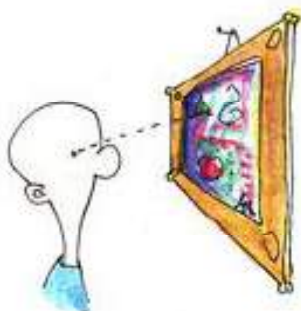
child	adult
angel	devil
awake	asleep
good	bad
wide	narrow
thin	thick
big	small

big	small
dark	light
tall	short
young	old
ugly	pretty
heavy	light
strong	weak



adult	child	boy	girl
clean	dirty	fat	slim
happy	angry	sick	healthy
short	tall	strong	weak
yell	whisper	woman	girl

hunt	shoe
lace	bottle
neck	dog
collar	tea
spoon	road
sign	pet
store	treasure





COMPREHENSION

WITH

FLASHCARDS

87. FLASHCARDS FOR MUSIC LESSONS

Discipline: Music classes / language classes
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary / comprehension
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word flashcards or picture flashcards
Material example: Word flashcards for any topic

Description: Listen to a song you want to play for the students or play a song you want the students to learn. Prior to playing the song, make up different flashcards of either pictures or words. Most of the words or pictures should be mentioned in the song, and some not. Ask your students to listen to the song and choose the correct flashcards from the pile.

After you have checked the flashcards, ask the students to rearrange all the cards in the correct order mentioned in the song and then to recap the song by using the flashcards as “notes”. This also works with memorizing songs students have to sing at assemblies.

88. FLASHCARDS FOR NEWS BROADCASTS

Discipline: language classes
Grade levels: intermediate / advanced / adult language education
Objectives: to learn vocabulary, comprehension
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards, listen to the news items and note down key vocabulary from each segment
Teaching duration: 20-30 minutes
Material needed: Word flashcards, TV
Material example: Word flashcards for a weather forecast and a political segment

Description: Make sets of word or picture cards associated with a 5-10min news broadcast. The broadcast should have 5-10 segments and you select about 10 key vocabulary words/pictures (names, years, cities etc) from each news segment. Shuffle the cards and deal them out to the students. Write the headlines of each segment on the board. Then play the news broadcast, asking the students to categorize 10 words for each segment. When the students have categorized all the words correctly, ask them to recap the news to you using the key vocabulary on the cards.



89. FLASHCARDS FOR RADIO BROADCASTS

Discipline: language classes

Grade levels: children / beginners / intermediate / advanced / adult language education

Objectives: to learn vocabulary, comprehension

Group size: 2 to 10

Preparation time: 5 minutes to print flashcards and cut them up

Teaching duration: 20-30 minutes

Material needed: Empty flashcards cut up, a CD player

Material example: Empty sheet of flashcards

Description: Split the class into teams. Deal out a pile of blank flashcards to the teams before starting this exercise. Listen to a pre-recorded radio broadcast. Ask the students to draw pictures or write key vocabulary of what they are listening to. Then ask the teams to switch their piles of cards and then summarize the broadcast back as carefully as possible using the other teams' cards. As everyone in the team has drawn pictures or written key vocabulary, the other team has to first organize the cards in the correct order using their memory and working as a team.

This exercise can give artistic students an advantage, but as the presentation is the main objective in this game, the advantage of drawing precise and clear pictures will actually be for the second team.

Don't tell the students beforehand that they will have to switch flashcards at the end of the broadcast, otherwise they will not want to put in a lot of effort with the flashcard creations. If you wish to use this exercise in the same class one more time, don't switch the card piles, as the students will be expecting that and might not have made as much effort as last time.





DIF FE R EN C ES

90. LANGUAGE VOCABULARY-DIFFERENCES

Discipline: language classes

Grade levels: intermediate / advanced / adult language education

Objectives: to learn vocabulary, differences in the language spoken in different countries

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Word flashcards and picture flashcards

Material example: American vs. British English word cards

Description: Make a set of British English and American English vocabulary word cards, and one set of picture vocabulary flashcards. Explain the different words first and then ask your students to match the correct words with the pictures.

91. EXPLAIN THE DIFFERENCES

Discipline: language classes

Grade levels: intermediate / advanced / adult language education

Objectives: to learn vocabulary, differences in the language spoken in different countries

Group size: 2 to 10

Preparation time: 10 minutes

Teaching duration: 20-30 minutes

Material needed: Text flashcards

Material example: Text flashcards with Australian and American English sentences

Description: Make up sentences including different versions of the words (Example: "I am going to a BBQ tomorrow" vs "I am going to a barbie tomorrow"). Ask your students to identify which sentences are in Australian or in American English, or ask them to change some of the vocabulary to make it more Australian or American.



92. DIFFERENCES IN PICTURES

Discipline: language classes / vocabulary
Grade levels: beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary, descriptions
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 15-20 minutes
Material needed: Picture flashcards
Material example: Items in the kitchen picture flashcards

Description: Give the students pairs of cards with pictures which are similar but have a number of differences. Ask the students to find and explain the differences in the pictures. For larger pictures, log in to <http://teachers.thelanguagemenu.com> and download A4 pictures from our material database.

93. PICTURE STORY FLASHCARDS

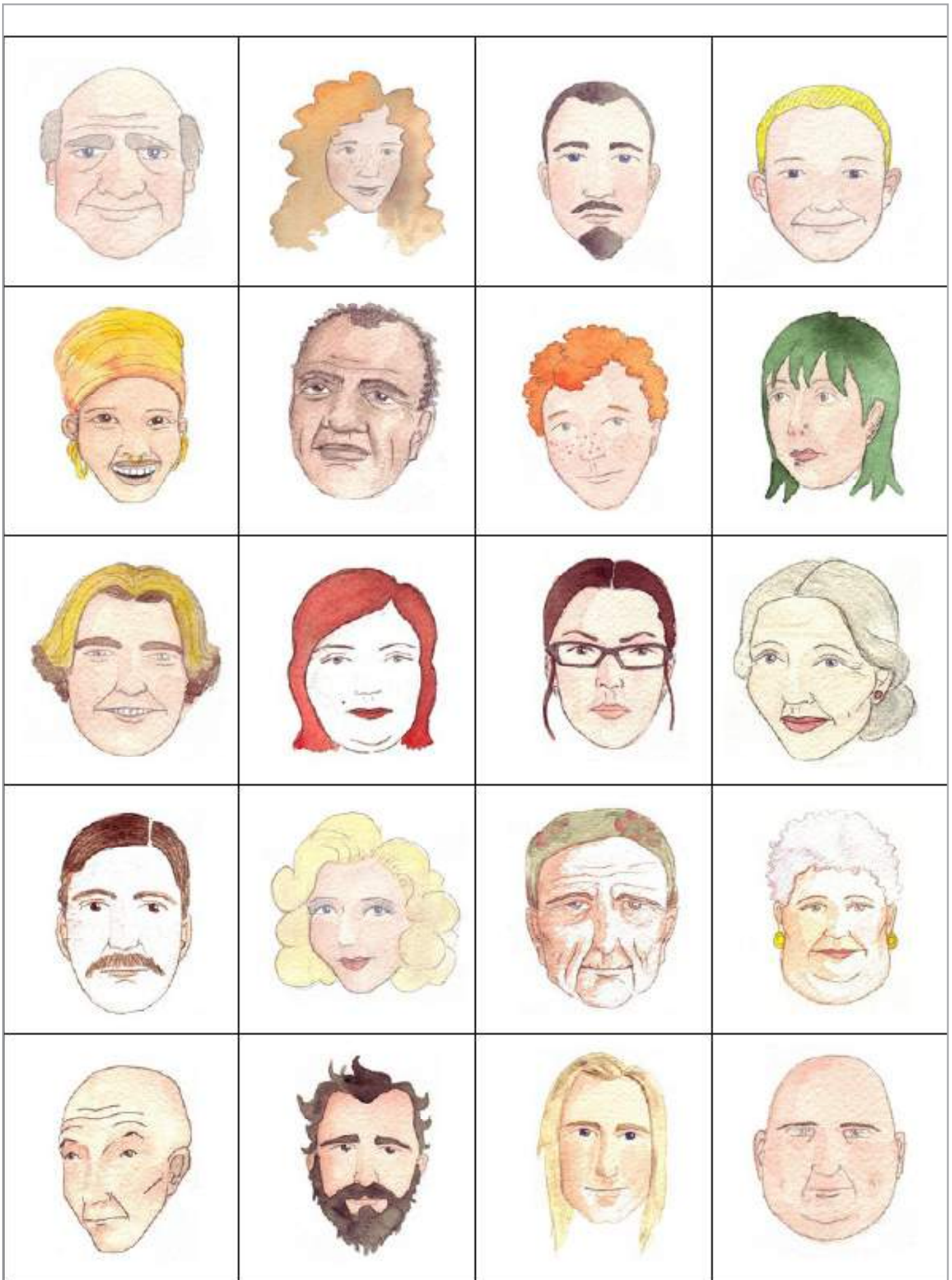
Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn putting together a story, imagination expansion
Group size: 2 to 10
Preparation time: 30 minutes to make, print and laminate the cards
Teaching duration: 50-60 minutes
Material needed: Picture flashcards
Material example: Word or picture flashcards showing nouns, verbs and adjectives

Description: With several sets of picture flashcards of verbs, nouns, adjectives (and/or sets of word cards if applicable); deal each student a mixed set containing 10-20 cards. Ask them to tell a story using all the words given. After the story is told, you can then work on analysing the differences in each person's story as they most probably have used the cards in different order and the stories vary a lot depending on each student's outlook on life and imagination.



trunk	boot
wind shield	wind screen
parking lot	car park
muffler	silencer
truck	lorry
wrench	spanner
transmission	gearbox

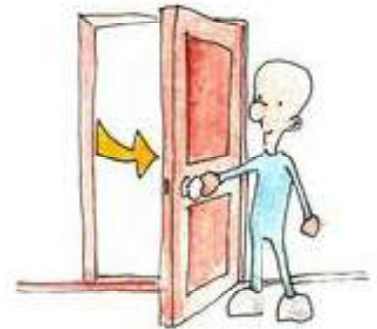
She's an excellent teacher.	She's an ace teacher.	Paul and Mary have got two babies.
Paul and Mary have got two ankle-biters.	Have you had breakfast yet?	Have you had brekky yet?
Where's the nearest police station?	Where's the nearest cop shop?	His house is always grotty.
His house is always dirty.	I heard that Mary and Phil aren't talking anymore. What's the gossip?	I heard that Mary and Phil aren't talking anymore. What's the goss?
This curry is delicious!	This curry is yummy!	I missed the turn off, I'll have to do a U-turn.
I missed the turn off, I'll have to do a u-ee.	Jack's a bit of a crazy person.	Jack's a bit of a looney.



www.thelanguagemenu.com

Idea no. 92







MATHEMATICS

94. WRITTEN TASKS

Discipline: Maths classes

Grade levels: intermediate / advanced / adult language education

Objectives: to learn solving text math problems

Group size: 2 to 10

Preparation time: 30 minutes to make, print and laminate the cards

Teaching duration: 45-60 minutes

Material needed: Text flashcards

Material example: Maths text flashcards

Description: Written maths tasks can be more difficult for some students, so make up written tasks, describing a math problem in words, and deal them out randomly in class. After a student has solved the problem, ask them to exchange cards with another student.

95. MULTIPLICATION-TABLE-FLASH

Discipline: Maths classes

Grade levels: beginners / intermediate / advanced

Objectives: to learn addition

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 30-45 minutes

Material needed: Number flashcards

Material example: Multiplication flashcards

Description: Practice verbally the multiplication tables, problem-solving without pen and paper. Use for addition, subtraction and division as well.



96. ADDITION-FLASH

Discipline: Maths classes
Grade levels: intermediate
Objectives: to learn addition
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Number flashcards
Material example: Addition flashcards

Description: Place mixed assignments in a box, walk around the class and ask each student to take one out and give the answer before moving on to the next one. This gives a bit of variation to the math lesson.

97. DIVISION-FLASH

Discipline: Maths classes
Grade levels: intermediate
Objectives: to learn division
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Number flashcards
Material example: Division flashcards

Let the students pick several cards and have a race to see who can make the calculations the fastest. Some problems could be easier and some more difficult to vary it a bit. Use for multiplication, subtraction and addition as well.



98. SUBTRACTION-FLASH

Discipline: Maths classes

Grade levels: intermediate

Objectives: to learn subtraction

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 30-45 minutes

Material needed: Number flashcards

Material example: Subtraction flashcards

Description: Make sets of subtraction math problems with separate sets card with the answers. Play a matching game with each category or mix the categories. Let the students work on their own or as teams. With teams, give a large number of problems and answers with everyone working as a team and give a prize to the winning team. Use for multiplication, addition and division as well.

99. "MATHS MATCH-UP"?

Discipline: Maths classes

Grade levels: children / beginners / intermediate / advanced / adult language education

Objectives: to practice equations and calculations

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Numbers flashcards

Material example: Mixed maths number flashcards

Description: Make sets of different flashcards, one with the problem and the other with the solution. Deal out cards randomly in class and let the students walk around class to find the correct Q&A. This exercise will make the students concentrate on their problem together with another student and if someone is not sure of the answer, they will receive help from others as they are searching for the correct card partner. It is also a good way of getting the students to randomly pair up for a paired exercise after this.



100. MATHS WAR

Discipline: Maths classes

Grade levels: intermediate / advanced

Objectives: to practice equations and calculations

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 30-45 minutes

Material needed: Numbers and symbols flashcards

Material example: Numbers flashcards and symbols flashcards

Description: Use several sets of number cards, as well as a set of cards with $-$, $+$, $/$ and \times symbols in this activity.

Put the students into teams of 2-4. Place 10-15 symbol cards in a pile in the middle of the table and deal some of the numbers cards to each student. Sitting facing each other they turn over two number cards each and one symbol card in the middle. If it is an addition or multiplication card in the middle, the person with the highest score wins the hand and if it is a subtraction or division card, the lowest score wins all the cards and places them last in his/her pile. Play until one player has all the cards.

101. SHAPING PROBLEMS

Discipline: Maths classes

Grade levels: intermediate / advanced

Objectives: to practice equations and calculations

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Picture flashcards

Material example: Shape picture flashcards

Description: Make flashcards with pictures of different shapes and ask the students to take one shape from a pile and to write a problem for this shape or a description on how to draw it.

For example:

Picture: Triangle

Problem: Area of a triangle: If the base is 3 cm and the height is 4 cm, what is the area of the triangle?



102. SOLVE ME

Discipline: Maths classes

Grade levels: intermediate / advanced

Objectives: to practice equations and calculations

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 30-45 minutes

Material needed: Numbers flashcards and symbols flashcards

Material example: Numbers flashcards and symbols flashcards

Description: Place different numbers and symbols flashcards in several piles, read out a maths problem and ask one of the students to demonstrate how to solve it by adding number cards and symbols after each other until the equation is solved.

103. MATHS EXPLANATIONS

Discipline: Maths classes

Grade levels: intermediate / advanced

Objectives: to practice equations and calculations

Group size: 2 to 10

Preparation time: 30 minutes to make, print and laminate the cards

Teaching duration: 45-60 minutes

Material needed: Text flashcards

Material example: Math explanations text flashcards

Description: Make flashcards with math explanations and formulas. Deal the cards to the students asking them to demonstrate a problem on the white board and how to get to the solution by using the flashcards as a reference.



104. PICTURE MATH

Discipline: Maths classes
Grade levels: children / beginners
Objectives: addition and subtraction
Group size: 2 to 10
Preparation time: 30 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Picture flashcards
Material example: Picture maths flashcards

Description: For young students learning to add or subtract, use picture flashcards and symbols to illustrate the exercise.

For example: A flashcard with 4 bears and another with 10 clowns. Problem = how many clowns are left if the bears eat one clown each? How many clowns and bears are there altogether?

105. NUMBER HUNT

Discipline: Maths classes
Grade levels: children / beginners
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Number cards
Material example: Mixed set of number cards

Description: Place cards around the classroom. For young students, say the number and ask them to look for it. For older students, give them a problem and ask the students to find and bring back the correct answer card.



A train leaves New York for Boston. Five minutes later another train leaves Boston for New York at double the speed. Which train will be closer to New York when they encounter?

Jane makes toy bears. If she has an assistant she can make 80% more bears per week and work 10% fewer hours. How much does the assistant increase her productivity?

Jacob is now 12 years younger than Michael. If 9 years from now Michael will be twice as old as Jacob, how old will Jacob be in 4 years?

Jeff is five times as old as Pat. In ten years, Jeff will be three times as old as Pat is then. What is the sum of their current ages?

1 x 5	2 x 5
3 x 5	4 x 5
5 x 5	6 x 5
7 x 5	8 x 5
9 x 5	10 x 5
<i>www.thelanguagemenu.com</i>	

$345 + 43$

$207 + 97$

$2222 + 88$

$321 + 123$

$938 + 83476$

$5 + 9834$

$94 + 83$

$28 + 8734$

$894 + 88$

$73 + 933$

4 / 2	54 / 89
45 / 7	345 / 300
456 / 43	100 / 10
22 / 200	55 / 11
5679 / 999	345 / 484
<i>www.thelanguagemenu.com</i>	

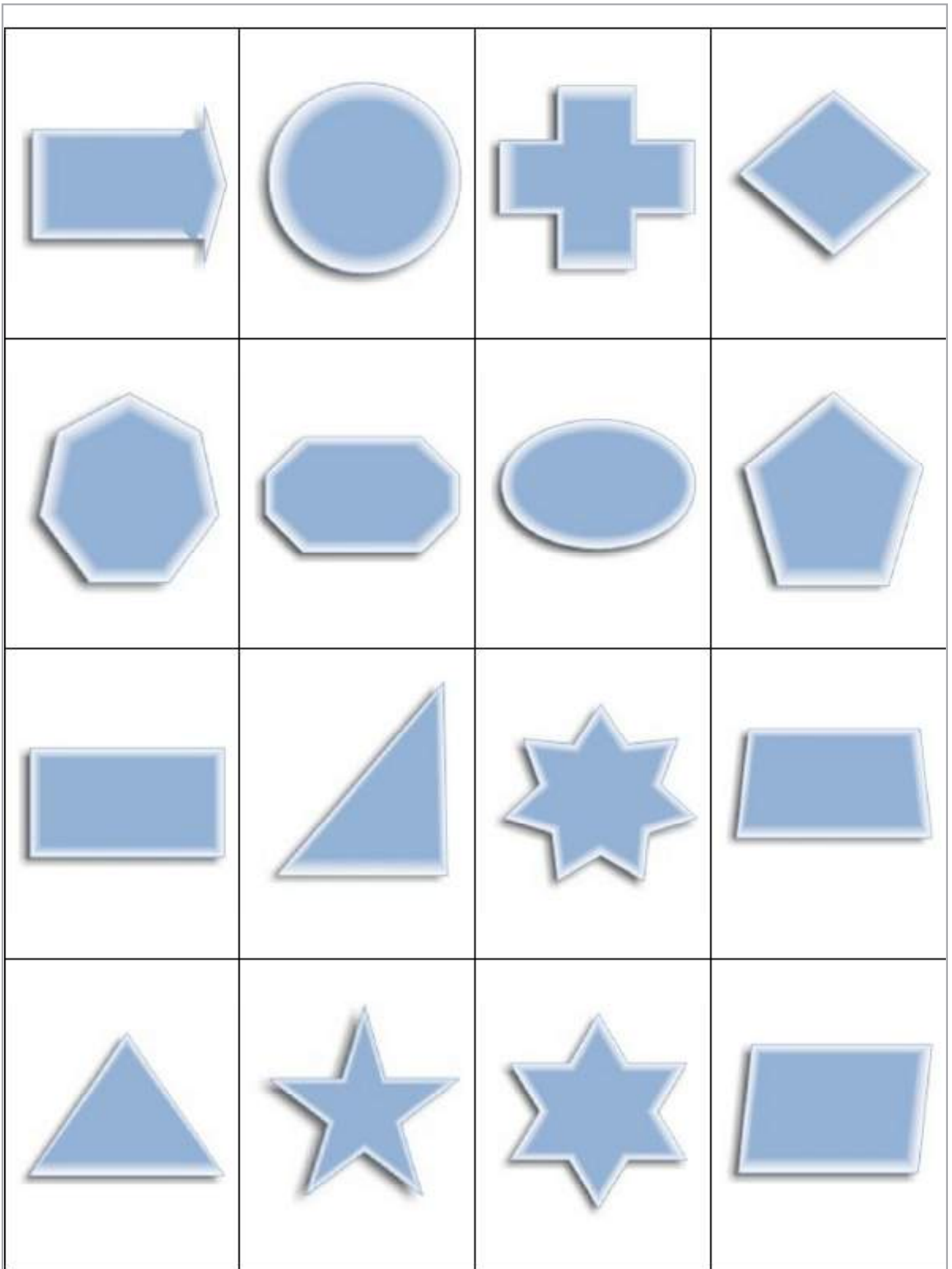
Idea no. 97

456 - 999	-543	23 - 22
1	345 - 45	300
123 - 789	-666	56 - 13
43	61 - 97	-36
5555 - 5234	321	61853 - 89
61764	53 - 79	-26

$44 + 78$	122	$55 - 44$
11	$32 / 4$	8
45×5	225	$66 + 88$
154	$27 - 77$	-50
$78 / 4$	19,5	77×77
5929	$80 + 569$	649

+	-	x
/	50	34
12	5	6
4	22	45
7	8	9
15	90	81
62	3	15

Idea no. 100 and 101



Area of Rectangle = length x width	Area of Parallelogram = base x height
Area of Triangle = base x height / 2	Area of Circle = $\pi \times \text{radius}^2$
Cube volume = side ³	Rectangular prism volume = side1 x side2 x side3
Sphere volume = $(4/3) \times \pi \times \text{radius}^3$	Cylinder volume = $\pi \times \text{radius}^2 \times \text{height}$
Cone volume = $(1/3) \times \pi \times \text{radius}^2 \times \text{height}$	Pyramid volume = $(1/3) \times (\text{base area}) \times \text{height}$

+	-	=
1	2	3
4	5	6
7	8	9

8	80	18	88
11	50	15	40
14	30	0	5
800	500	900	1000
17	76	13	27



MONEY, NUMBERS,

TIME AND

CURRENCY

106. NUMBER-FLASH

Discipline: Maths classes / beginners language classes
Grade levels: children / beginners
Objectives: to learn the numbers
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-20 minutes
Material needed: Numbers flashcards and word flashcards
Material example: Numbers flashcards and the written numbers on word cards

Description: Give a pile of number cards to the students. Take the one of the written cards, say the number aloud and ask the students to give you the correct number card. After all the cards have been used, reverse the game and show the number to the student, ask the student to say it aloud and give you the correct card with the written number.

107. NUMBERS & OBJECTS

Discipline: language classes / basic vocabulary on numbers
Grade levels: children / beginners
Objectives: to learn the numbers and basic nouns
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards and number flashcards
Material example: Mixed picture flashcards and number flashcards 1-14

Description: Make sets of flashcards with numbers and another set with objects. Let the children pick the corresponding number of objects and add the correct amount of items next to the number card. Ask the students to describe how many and which items each number is matched to.



108. MEMORY WITH NUMBERS & ORDINALS

Discipline: language classes / basic vocabulary
Grade levels: beginners
Objectives: to learn the numbers and the ordinals
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-20 minutes
Material needed: Number flashcards and word cards
Material example: Numbers and ordinals flashcards

Description: Place the numbers cards and the written cards on the table as a memory game and ask the student to match the correct pair, saying the number out loud. Play until all the pairs have been found. Do the same with the ordinals. Then mix the ordinals and numbers and have the students match them. For example: one-first, two-second...etc.

109. DATES & NUMBERS

Discipline: language classes / basic vocabulary
Grade levels: beginners / adult language education
Objectives: to learn high numbers and the dates
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Numbers flashcards and word flashcards
Material example: Numbers and dates word flashcards

Description: Make a set of high numbers and dates. Show the student the card and ask them what this is. E.g. 5496 and 3rd July 2007.



110. TIME-FLASH

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / adult language education
Objectives: to learn the time
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture flashcards and word flashcards
Material example: The time picture flashcards and the time word flashcards

Description: Go through the basic time vocabulary, ten past, quarter to, half past, three o'clock etc. Make a set of flashcards with the clock in different positions, practice telling the time by showing the cards to the students. You can also use the time cards in written form to match to the correct clock picture.

When the students have learned the time, take out two of the cards at a time and ask how much time has elapsed between the two clocks.

111. CURRENCY-FLASH

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / adult language education
Objectives: to add up and count money, paying for items
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards and word flashcards
Material example: Currency picture flashcards

Description: Make sets of currency picture flashcards. Make other sets of word cards with the currencies. Ask the students to add up an amount, for instance € 17.40 for both the currency and the written cards.

You can also use picture flashcards of different items and ask the students to pay you a specific amount. Practice maths and numbers at the same time. E.g. the hair-dryer costs 15.50€. How much will you receive in change from a 20€ bill? Answer: 4.50€



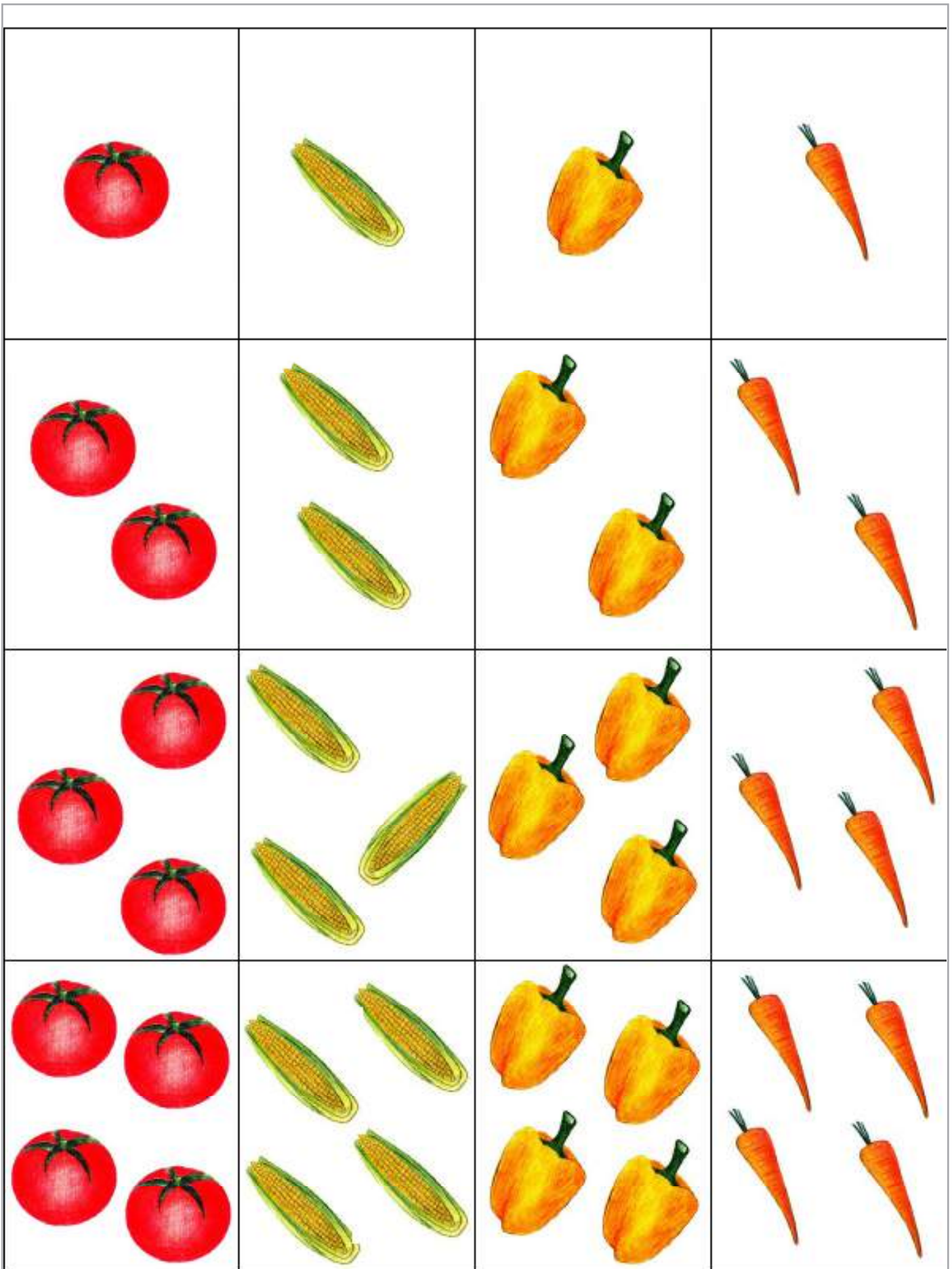
112. CHANGING MONEY

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards
Material example: Flashcards with pictures of Euros

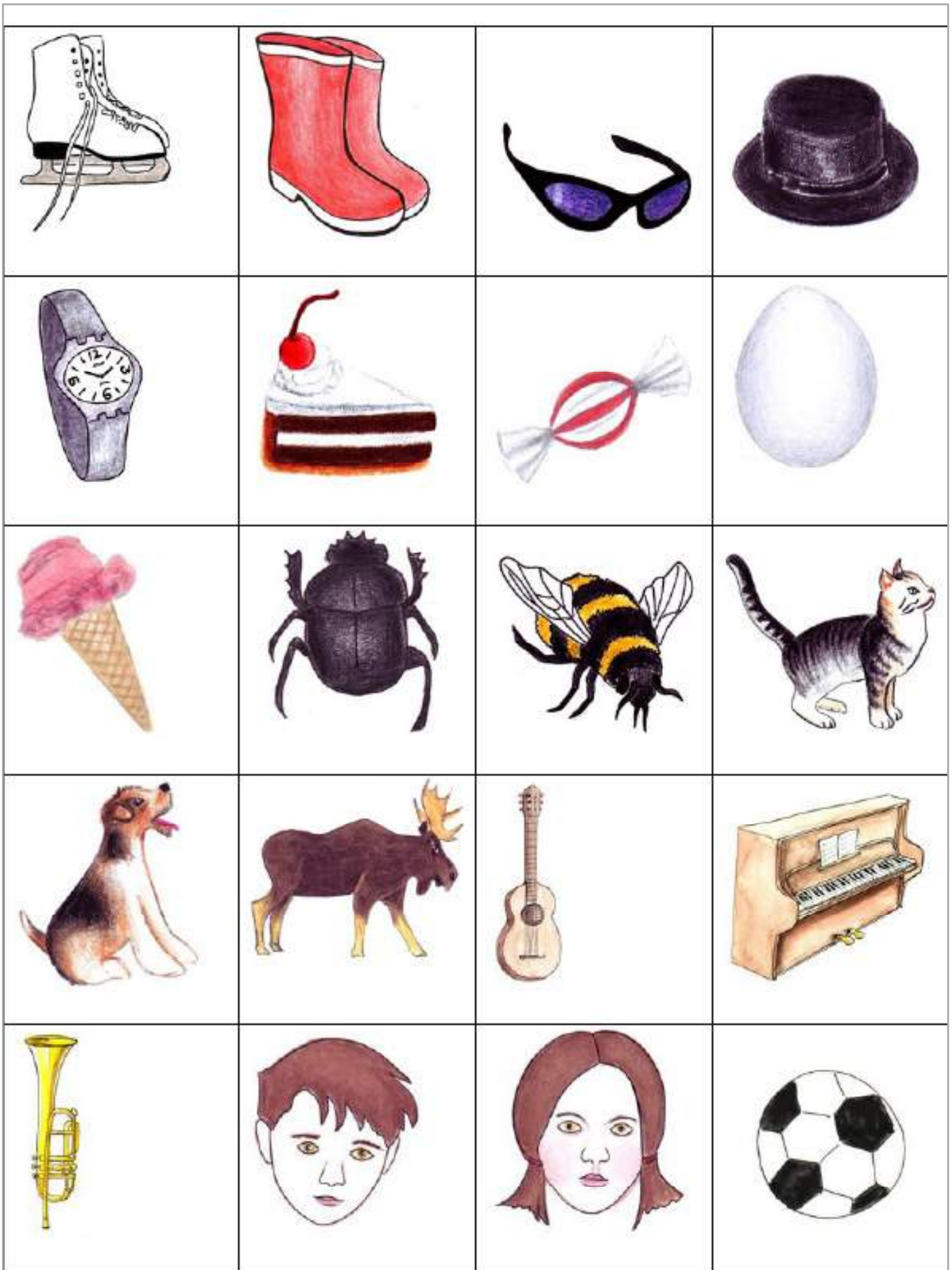
Description: Make sets of money flashcards in various denominations of notes and coins. The task is to change the notes to coins, or smaller coins to larger denominations. Give the students some flashcards. They will “buy” something and give the change back.

Alternatively, you can give one student notes only and have to give another student smaller notes/coins back. This way, they will also exercise giving coins and notes back.





13	thirteen
30	thirty
17	seventeen
70	seventy
15	fifteen
50	fifty
33	thirty-three



first	second
third	fourth
fifth	sixth
seventh	eleventh
twelfth	fifteenth
fiftieth	twenty-first
thirtieth	thirtieth-first

7727	10009
5632	9000365
8888	3 August 2005
6 January 1872	21 September 2010
19 December 1906	31 August 1975

It's nine o'clock.	It's twenty minutes to nine.
It's (a) quarter to seven.	It's five after six.
It's ten after five.	It's twenty minutes past four.
It's twenty-five minutes past three.	It's half past two.
It's five minutes to eleven.	It's eleven forty-five.
It's (a) quarter after one.	It's noon / midnight.





Idea no. 111 and 112



PRONUNCIATION

113. 1, 2 & 3 SYLLABLE WORDS

Discipline: language classes / pronunciation
Grade levels: beginners / intermediate / adult language education
Objectives: to learn pronunciation
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-20 minutes
Material needed: Word cards
Material example: One, two and three syllable word cards

Description: Make sets of word cards to help demonstrate which words have one, two or three syllables and where the stress is.

114. 1 OR 2 CONSONANTS

Discipline: language classes / pronunciation
Grade levels: beginners / intermediate / adult language education
Objectives: to learn pronunciation
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word cards
Material example: One and two consonant word cards

Description: Make sets of cards with words which look similar but have one or two consonants different (e.g. pool/book). To start the exercise, the teacher says each of the words for the students to hear the difference in pronunciation. Next the students pronounce the words on the cards.



115. SIMILAR WORDS

Discipline: language classes / pronunciation
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary and pronunciation
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word flashcards
Material example: Similar words

Description: Write words similar in pronunciation (e.g. peace/piece) on the cards and drill the students in the differences in the written and the pronounced words. Ask the students to pronounce the words and then explain them. Example: Island, isle, aisle.

116. SAME SOUND-FLASH

Discipline: language classes / pronunciation
Grade levels: children / beginners / intermediate / advanced / adult language education
Objectives: to learn vocabulary and pronunciation sounds
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Picture or word cards
Material example: Word cards starting with the sound CH

Description: Make sets of pictures or words appropriate to the level of the students and the vocabulary already covered in your class. The students should ask each other for cards starting with a certain letter or sound.

Example: “May I have a card that starts with the sound tch?” Answer: “chair”, “church”



foot	sole
feet	toe
toes	hand
hands	palm
thumb	forefinger
nail	nails
arm	arms

tap	nap
rat	mat
chin	thin
clip	blip
sight	right
hand	sand
pool	book

fair – fare	dairy – diary
aisle — isle	peace – piece – peas
allay — alley — ally	pore – pour
all ready — already	beach – beech
brake – break	orchard – orchid
tear – tear	die – dye
flour – flower	found – fond – fund

chop

shop

think

thick

thin

shack

ship

those

this

chin



THE

PHONETIC

ALPHABET

117. PHONETICS & PICTURES

Discipline: language classes / pronunciation
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary and to teach pronunciation using the phonetic alphabet
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards and the phonetic alphabet word cards
Material example: The phonetic alphabet word cards and mixed picture cards

Description: Make a set of cards of the phonetic alphabet. Then show some pictures and ask the students to choose the phonetic letters which match the beginning or middle of the words. If you have several sets of the alphabet, ask the students to spell out the complete word using the phonetic letters.

118. PICTURE-PHONETICS

Discipline: language classes / pronunciation
Grade levels: beginners
Objectives: to learn vocabulary and the phonetic alphabet pronunciation
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture flashcards with the phonetic letter or word written underneath
Material example: Picture flashcards with one phonetic letter

Description: Use a set of pictures with a letter or word written in the phonetic alphabet underneath. You can deal the cards to the students and ask them to pronounce the words, you can show the card to the class and ask a student, or you can ask the students to write a word with the correct spelling, etc.



119. PHONETIC WORD-FLASH

Discipline: language classes / pronunciation
Grade levels: beginners / intermediate
Objectives: to learn pronunciation
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word cards
Material example: Phonetic word cards

Description: Make several sets of phonetic word cards to drill vocabulary and pronunciation. Working in pairs and ask the students to write a list of the vocabulary introduced on the cards.

120. SIMILAR WORDS WITH THE PHONETIC ALPHABET

Discipline: language classes / basic vocabulary
Grade levels: intermediate / advanced / adult language education
Objectives: to learn vocabulary and phonetic pronunciation
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word flashcards
Material example: Phonetic word cards

Description: Make a set of cards, each with two words written phonetically to highlight the difference in pronunciation (For example, “choir” and “chair” or “shore” and “chore”). You can also ask the students to continue the exercise by making up new words which rhyme with the words on the cards and then writing down the phonetic letters for the words on the board, and pointing out the differences.



121. TRICKY WORDS CARDS

Discipline: language classes / vocabulary
Grade levels: intermediate / advanced / adult language education
Objectives: to learn vocabulary and spelling
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Picture word cards
Material example: Trickily spelled words, picture flashcards

Description: Introduce pictures with the words the students need to learn to pronounce and write. Ask the students to create a sentence with the word (verbally or in writing).

Examples: Th-, -ough, -tion

122. DIFFICULT WORDS

Discipline: language classes / basic vocabulary
Grade levels: intermediate / advanced / adult language education
Objectives: to learn vocabulary, spelling and pronunciation
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: word flashcards and a categories worksheet
Material example: word cards and a blank category worksheet

Description: Introduce cards with words that the students find difficult to pronounce, spell, understand or use correctly. Ask the students to write the words on a category worksheet. Vary this exercise by asking the students to write associations, synonyms, definitions etc.





/'bʌtər,flaɪ/



/'drægən,flaɪ/



/spʊn/



/sɪv/



/kɑː/



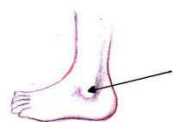
/bʌs/



/bɔɪ/



/'dwɔːf/



/'æŋkəl/



/'taʊəl, taʊl/



/tʃɒp/

/ʃɒp/

/θɪŋk/

/θɪk/

/θɪn/

/ʃæk/

/ʃɪp/

/ðəʊz/

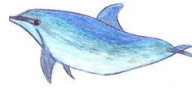
/ðɪs/

/tʃɪn/

mesɪdʒ - məsɑːʒ	message - massage
tʃɪt - ʃɪt	cheat - sheet
tʃɛər - ʃɛər	chair - share
tʃuz - ʃuz	choose - shoes
ʃɪk - tʃɪk	chic - chick
θru - tru	through - true
breɪk - kweɪk	break - quake



thermos



delphin



elephant



bus station



pheasant



theatre



shampoo



shower

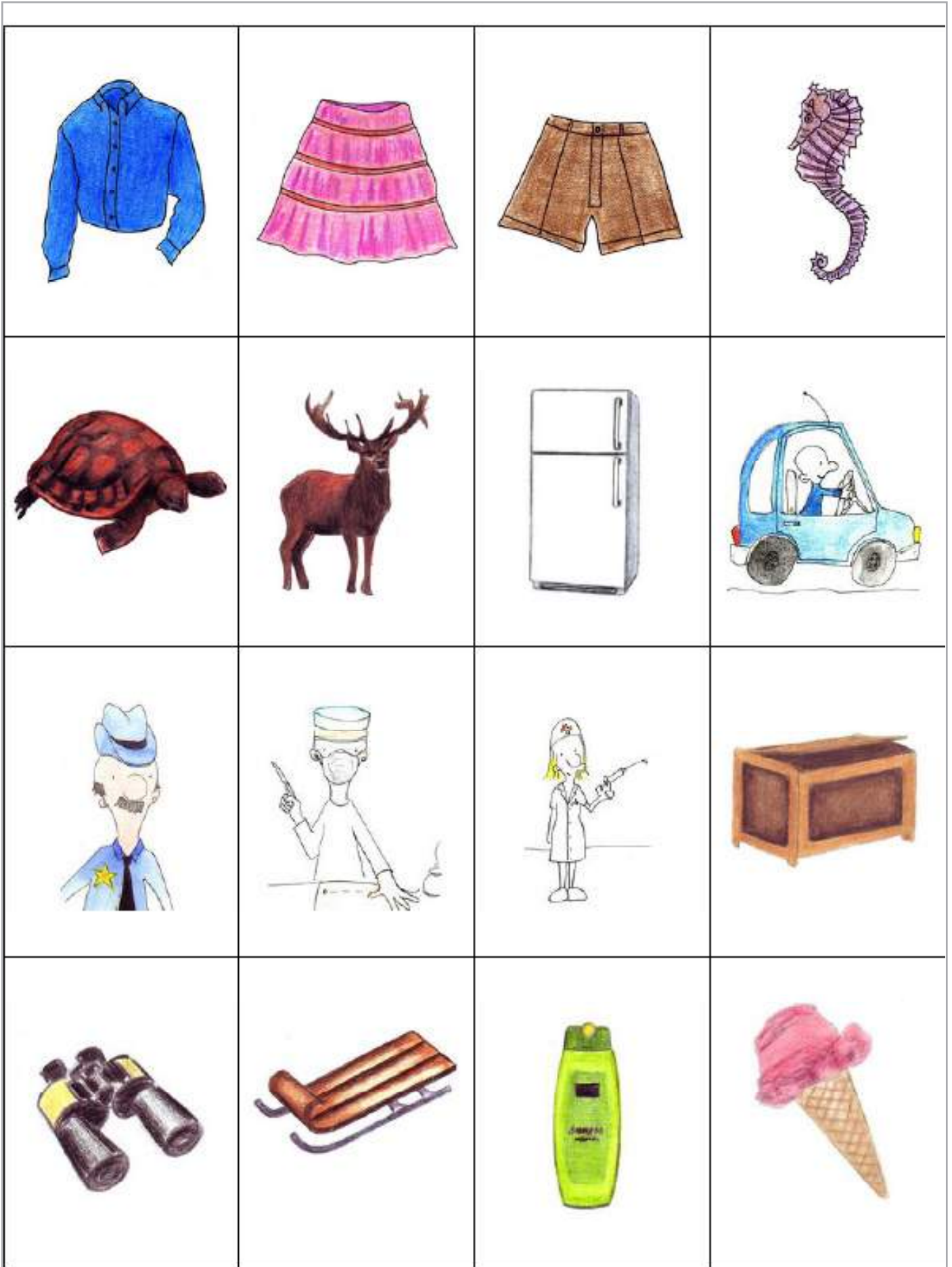


shaver



cash register

thistle	crisps	should
would	clothes	order
murder	air	little
crocodile	unfortunate	six
development	decision	ambulance
law	low	gorgeous



parachute	cache	church
bench	bachelor	channel
charm	chaise	chasm
chimera	chord	chin
attached	yacht	ache



DICTION

123. DICTATION TEAMS

Discipline: language classes

Grade levels: children / beginners / intermediate / advanced / adult language education

Objectives: to learn vocabulary, spelling

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 30-45 minutes

Material needed: Text flashcards

Material example: Dictation text flashcards

Description: Make 4 different stories for dictation flashcards. Each card has a story of about 50-100 words on it. Split the class into teams of 3-4 and let the students pick out 1-4 dictation cards for their team. Ask the students to read the story out loud one at a time whilst the others work together as a team writing down the story as it is being read out, focusing on correct spelling, especially of difficult words. Let the students work independently throughout the lesson and practice together. At the end of the lesson, dictate the stories, collect the students' assignments and correct them.

As an incentive, tell the students that the team with the least mistakes will be the winner and they will get a prize. A prize could be that they get to finish class 15 minutes early or some other kind of reward. Announce the winning team next lesson, and give them the reward. This kind of teamwork makes the students spur on each other's learning process.

124. PICTURE RHYMES

Discipline: language classes / vocabulary

Grade levels: beginners / intermediate

Objectives: to learn vocabulary, spelling and rhyming

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-20 minutes

Material needed: Picture flashcards

Material example: rhyming words picture flashcards

Description: Make a list of pairs of words that rhyme and make separate picture/word flashcards for each word. Ask the students to match the pictures/words that sound similar and then practice pronouncing the sounds of the words. Then ask the students to come up with more rhyming words, and to write them on a separate worksheet.



125. RHYME WORDS

Discipline: language classes / vocabulary
Grade levels: beginners / intermediate
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-20 minutes
Material needed: Word flashcards
Material example: Rhyming word flashcards

Description: Make a set of cards with pairs of words that rhyme for the students to play “match me”. Deal out the cards (at least 6 per student). The first student says the word from one of their cards out loud and the other students try to find the matching rhyming card from their hand. The student with the corresponding card gets the pair. The turn moves to the next student clockwise. When all the students have run out of cards, the pairs are counted. The student with the highest number of rhyming pairs wins the game.

126. RHYME PLEASE

Discipline: language classes / vocabulary
Grade levels: children / beginners
Objectives: to learn vocabulary, politely asking for something
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Word or picture flashcards
Material example: Rhyming picture flashcards

Description: Make a set of cards with pairs of words or pictures that rhyme and deal them out to the students. Let the students ask each other in polite ways for the cards that rhyme with theirs.

“May I have a word rhyming with “house”?”

The student with the “mouse” word/picture card gives the card to them.

“Here you go.” “Thank you.” “You’re welcome.”

To make the game more interesting, make sets with also other word / picture cards in addition to the pairs of rhyming words, so that the students will gain and lose cards several times by paying attention to who has which cards.



127. TONGUE-TWISTERS

Discipline: language classes

Grade levels: intermediate / advanced / adult language education

Objectives: to learn pronunciation

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Text flashcards

Material example: Tongue-twister text flashcards

Description: Make sets of tongue-twisters on flashcards. Use the cards to work with your students on pronunciation until they master the tongue-twisters.

Examples of tongue twisters can be found at <http://teachers.thelanguagemenu.com>

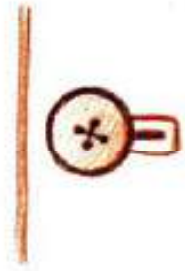


The mother gave her baby a red apple. The baby tried to eat the apple. His mouth was too small. And he didn't have any teeth. His brother took the apple. His brother ate the apple. The baby cried. His brother gave the baby a blue ball to play with. The baby smiled. His brother took the ball from the baby. He rolled the ball on the floor. The brown and white dog picked up the ball. The dog chewed on the ball. The baby cried again. His brother picked up the cat. He put the cat on the bed with the baby. The baby pulled the cat's tail. The cat jumped off the bed. The dog chased the cat. The baby cried again. His brother let the baby hold a sock. The baby played with the sock. The baby was happy.

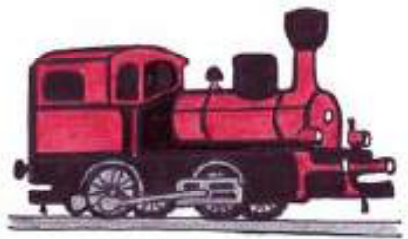
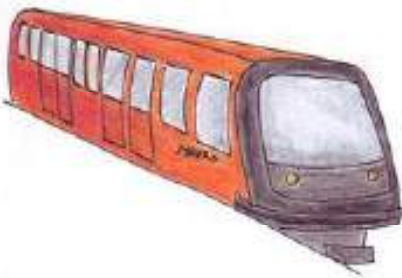
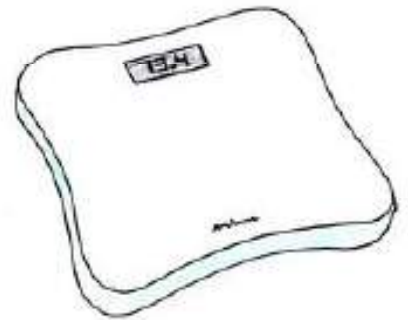
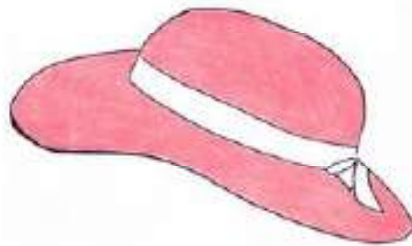
The farmer stopped under the apple tree. He reached out and picked an apple off a branch. He bit into the raw apple. He enjoyed the apple. His horse turned its head to look at him. The farmer picked another apple off the tree. He gave it to the horse. The horse ate the raw apple. The horse enjoyed the apple. The farmer put a dozen apples into a bag. He rode the horse back home. He put the horse in the barn. He walked into his house. The cat rubbed up against his leg. He gave the cat a bowl of warm milk. He sat down on the sofa. He opened a book to read. His wife came home. She cooked the raw apples. She made an apple pie. They ate bread and hot soup for dinner. They enjoyed the bread and soup. They had hot apple pie for dessert. They both enjoyed the apple pie.

Mama was in the garden. "What are you doing?" Johnny asked. She said she was planting roses. Roses are flowers. They are very pretty. They are usually red. Roses have thorns. His mama said, "Thorns will stick you. Be careful around thorns." Johnny went to the front yard. His dog Rex was waiting for him. Johnny picked up a stick and threw it. Rex chased the stick. He brought the stick back. Johnny ran around the house. Rex chased him. Johnny ran through the garden. Rex ran through the garden. Mom yelled at Johnny and Rex. She told them to play somewhere else. She told them to stay out of the garden. Johnny apologized to his mom. He went to the garage and got his bike. He went for a bike ride. Rex ran next to the bike.

He had a dark blue car. It had four doors. It was not a new car. It was an old car. But it had new tires. It had new black tires. All four tires were new. He felt safe with his new tires. They would not blow out. He could drive everywhere with his new tires. His car was dirty. He needed to wash it. The windows were dirty. The doors were dirty. The hood was dirty. The trunk was dirty. The bumpers were dirty. The tires weren't dirty. They were new tires. They were black and shiny. They looked good. He did not have to wash his tires. But he did have to wash his car. He put water into a bucket. He put a sponge into the bucket. He washed his car with the sponge. He dried his car with a towel. His car was shiny blue now. It looked like new. Now his old car was as shiny as his new tires.



sink	sing	pink
ring	song	tall
ball	coal	bail
tail	hop	pot
hot	pop	hog
tent	men	ten
sack	sad	back



Red lorry, yellow lorry, red lorry, yellow lorry.	A big black bug bit a big black bear, made the big black bear bleed blood.
Six short slow shepherds.	Twelve twins twirled twelve twigs.
A fat-free fruit float.	A quick-witted cricket critic.
I scream, you scream, we all scream for icecream!	A big black bug bit a big black dog on his big black nose!
Red bulb blue bulb red bulb blue bulb.	Nine nice night nurses nursing nicely.
Selfish shellfish.	Three free throws.
Twelve twins twirled twelve twigs.	Chilly chipper children cheerfully chant.



DISCUSSION

128. TELL US ABOUT...WITH PICTURES

Discipline: language classes / discussions

Grade levels: beginners / intermediate / adult language education

Objectives: to learn vocabulary and using the language in practice

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: Picture flashcards

Material example: Mixed picture flashcards

Description: Make sets of flashcards with pictures and ask the students to explain what this item is used for or to give some information about the thing in the picture. Examples of word categories may be; household items, groceries, tools, types of transport, plants, animals, materials, a country, foods.

129. TELL US ABOUT...

Discipline: language classes / discussions

Grade levels: beginners / intermediate / adult language education

Objectives: to learn vocabulary and using the language in practice

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 30-45 minutes

Material needed: Text flashcards

Material example: Tell us about text flashcards

Description: Make sets of question cards to get the students to talk about themselves, their family, hobbies etc. Vary the sets according to the students' level and age. For grammar lessons, use questions worded in a particular way and ask the students to use the same form when answering the questions.



130. PICK A SUBJECT

Discipline: language classes / discussions
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary and using the language in practice
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Text or word flashcards
Material example: Mixed subjects word flashcards

Description: Make a set of cards with the names of different subjects (e.g. Christmas, birthdays, dogs, cooking). Each student picks a subject and talks about it for 2 minutes. The rest of the class can participate by asking questions and adding suggestions.

131. SCENARIO FLASHCARDS

Discipline: language classes / discussions
Grade levels: intermediate / advanced / adult language education
Objectives: discussions and elaborating/explaining answers
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Text flashcards with multiple answers
Material example: Text flashcards with multiple answers

Description: Make up flashcards with different scenarios and multiple choices. (For example, going to a shop and choosing what to buy, or winning the lottery and having to choose what to do with the money.) Ask your students which option they would choose and ask them to elaborate on their answer. You might find a lot of interesting reasons for choosing certain answers.



132. NEWS-FLASH

Discipline: language classes

Grade levels: intermediate / advanced / adult language education

Objectives: to use imagination and summarizing an article

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Word flashcards, newspaper

Material example: Headline flashcards

Description: Put headlines from a magazine or newspaper onto some flashcards. Ask the students to tell you a story about what they think the headline is about. Then give the student the newspaper so they can read the story corresponding to their headline. After they have read it, ask them to summarize the story and point out the differences between their story and the journalist's story.

133. HEADLINE-FLASH

Discipline: language classes

Grade levels: intermediate / advanced / adult language education

Objectives: to use imagination and telling a story

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Text flashcards

Material example: Headline with bullet points on text flashcards

Description: Make up cards each with a headline for a story and some bullet points underneath. Deal out the cards, and let the students tell you about the news story. To prompt additional discussion, ask students for opinions on each story, and suggestions for alternative endings.



134. DEBATE-FLASH

Discipline: language classes / basic vocabulary
Grade levels: intermediate / advanced / adult language education
Objectives: to debate
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Text flashcards
Material example: Debate statements for and against on text flashcards

Description: Write sets of debate cards, each card with a statement of opinion.

Ask the students to argue/debate for or against the issue on the cards. Make sure the cards and themes used in class will not offend any of the students' religious or other beliefs.

135. ARTICLE-FLASH

Discipline: language classes
Grade levels: intermediate / advanced / adult language education
Objectives: reading and summarizing an article
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Newspaper articles
Material example: Newspaper articles made into text flashcards

Description: make laminated cards of short articles from the newspaper or internet. Don't forget to give reference to newspaper or website address. Ask the students to pick a card and read it aloud. After reading the card, let your students tell the class in their own words what the article was about. Vary this exercise by asking what happened after this and let them come up with different versions.



136. READ & TELL

Discipline: language classes

Grade levels: children / beginners

Objectives: to learn vocabulary and summarizing

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: Text and/or picture flashcards for summarizing

Material example: Keyword word cards and picture cards for Snow White

Description: Tell your version of a known fairytale (or make up your own) showing the picture and keyword flashcards as you go. Ask the students to retell or summarize the story to you with the help of the flashcards.

Additional: Ask them to retell (briefly) another fairytale they remember from their childhood.





Talk about something you love.	Talk about something you hate.
Talk about a dream you've had recently.	Say 10 things about yourself.
Talk about someone you don't like.	Talk about your favourite hobby.
Talk about a place you've visited this year.	Talk about an animal with a tail.

Christmas	summer
newspapers	friends
sports	sleep
family	students
dream job	pets
sauna	Finland



airport



bakery



beach



farm



restaurant



school



supermarket



post office



cinema



hospital

<p>aisle* aisle seat* baggage claim area* boarding pass* carry-on luggage* cockpit* emergency exit* gate* lavatory* life jacket* metal detector* oxygen mask* pilot* seat belt* terminal* ticket counter* tray table* window seat* X-ray machine</p>	<p>baker* bread* rolls* eat* oatmeal* loaf* baguettes* bagel* cakes* sesame seed* yam* pastry* wholemeal bread brown* croissants* pancakes* muffin* waffle</p>
<p>beach* bathing suit* beach ball* waves* fish* sand* umbrella* Frisbee* seashell* sun hat* swim* ice cream* hot* windy</p>	<p>farm* tractor* animals* windmill* bucket* chicken* tractor* crops* duckling* egg* farmhouse* fruit* grow* scarecrow* meadow* longhorn</p>
<p>restaurant* a la carte* reservation* credit card* centerpiece* beverage* tablecloth* tasty* well-done* glass* main course* order* cutlery* hot* seafood* spicy</p>	<p>school* book* colored pencils* globe* backpack* glossary* blackboard* keyboard* quiz* write* read* teacher* think* smart* markers</p>
<p>supermarket* bag* cashier* checkout line* clerk* coupons* dairy products* deli* frozen foods* groceries* household items* pet food* seafood* shopper* shopping cart* supermarket* carton (of milk)* container (of)* package* tube</p>	<p>post office* drop* open* postal code* weigh* postcard* letter* mailbox* zone* special delivery* address* clerk* express* freight* write</p>
<p>cinema* buy* popcorn* tickets* movie* go to* movie review* sit in an aisle seat* wait in line* watch a movie trailer* credits* take a seat* at the front* in the middle* at the back* exciting* terrific* boring* absurd* clinic</p>	<p>hospital* clinic* co-payment* doctor's office* examination room* health insurance* medical exam* medicine* nurse* patient* prescription* side effects* symptoms* consult* get a shot* appointment* take your temperature</p>

Cities to remove instant loan ads from the streets	Building tomorrow's Finland
Corporate social responsibility increasingly drives companies' reputations	The Facebook bubble redux
Israel – Living in a difficult neighbourhood	Parts of Europe have quietly become competitive
Singer songwriter in the mood	Bolt extends reign, Weir completes Jamaican sweep
Brunch becomes lunch Brunch becomes lunch	Grilling your way to summer
Lonely lighthouses open up for visitors	Holiday under the stars

Perfume should be banned!	Politicians should be paid more!
Being beautiful makes life easier!	I should be President!
Everyone should be vegetarians!	Women are less feminine these days!
Cloning should be legal everywhere!	Children should be home-schooled!
I sing better than you!	Showering is better than bathing!
Prisoners should work while incarcerated!	Lower the voting age to 16!
Coffee is not addictive!	We should work less and play more!

My green shoes

A horrible school day

The dog - man's best friend

Studying

Cars

The old mansion

The government is set to announce its decision on the minimum ratio of care-givers per elderly in nursing homes ahead of tomorrow's government budget session. The Ministerial working group on social and health policy discusses the issue this afternoon at the Ministry of Social Affairs and Health. In addition, the chairs of the ruling parties convene today and, if necessary, address the issue. The Minister of Health and Social Services, Maria Guzenina-Richardson's (SDP) proposal of a ratio of 0.7 caregivers per elderly was debated last week by the Ministerial working group, but the conclusions of the session were not disclosed. Source: <http://www.helsinkitimes.fi/>

Finnish cities deem the introduction of a free public transport system in the near future unfeasible, chiefly due to its costs, the over ten representatives of cities interviewed by STT indicate. The motion has also been tabled – and rejected – at least in Oulu, Lahti, Pori and Helsinki. According to the director of Helsinki Region Transport, Suvi Rihtniemi, other barriers also exist. For example, the Helsinki government rejected the idea due to the projected harmful impact of the zero-fare public transport system on people's appreciation. Free public transport was established in Mariehamn years ago, while Tallinn is planning the removal of public transport fees at the beginning of next year. Source: <http://www.helsinkitimes.fi/>

The population of the extremely endangered Saimaa ringed seal has exceeded 300 for the first time in recent history, Metsähallitus, the state-owned enterprise managing land and water areas in Finland, reveals. Last winter's population of 310 seals is estimated to consist of 85 mature females, which gave birth to roughly 60 pups in the spring. Metsähallitus has monitored the development of the Saimaa seal population for 30 years with the aim of increasing population to approximately 400 by 2025. Barring any abnormalities, the goal can be achieved, believes chief inspector Tero Sipilä. Source: <http://www.helsinkitimes.fi/>

The shares of Nokia are rocketing. Approximately an hour after trading on the Helsinki Stock Exchange had commenced yesterday, the value of the Nokia share had increased by over nine per cent to 2.72 euros. Nokia is widely reckoned to benefit from the ruling by a San Jose jury, ordering Samsung to pay massive monetary compensation to Apple for patent infringement. According to the court, the South Korean company has copied features of Apple products in some of its mobile phones and tablet devices. Consequently, a ban on the sales of Android phones by Samsung, as well as other manufacturers, may be enforced. Source: <http://www.helsinkitimes.fi/>

Snow white	queen	needle
blood	mirror	hunter
forest	cottage	seven
dwarfs	peddler	comb
apple	glass coffin	prince
horse	kiss	wedding





Q & Q

CA RDS

137. HISTORY QUIZ

Discipline: history classes
Grade levels: beginners / intermediate
Objectives: To quiz about a chapter in the book
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Text flashcards
Material example: Quiz about Egypt

Description: Use the cards to make drills for each chapter of the history book. Vocabulary, questions, years...etc.

138. BIOLOGY QUIZ

Discipline: biology classes
Grade levels: beginners / intermediate
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Picture and/or word flashcards
Material example: Plants picture flashcards and word cards with the Latin plant name.

Description: Use cards with plants and animals to show pictures in class. Play memory/quiz with for example 50 animals, plants or body parts and their name.

For a more difficult exercise, use the Latin name on a separate card to be matched with the correct picture.



139. GEOGRAPHY QUIZ

Discipline: geography classes
Grade levels: intermediate / advanced
Objectives: to learn the country names, capitals, flags and country outlines
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 60-90 minutes
Material needed: Picture and/or word flashcards
Material example: Country outlines and flags picture flashcards, country name and capital city word flashcards

Description: Teaching countries, capitals and flags is done easily by using flashcards. From one continent choose 10 countries and make 4 sets of cards for each country (country name, flag, border outline, capital city). Pair off the students, give each pair 40 cards and ask them to match the 4 sets correctly. The fastest pair to correctly match the cards wins.

140. FLAG-FLASH

Discipline: Geography classes
Grade levels: beginners / intermediate
Objectives: to learn the countries and the flags
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: picture flashcards
Material example: Flags flashcards

Description: Drill the flags using flashcards, working through one continent at a time until the students have learned them all. Vary the game by asking the students to pick a card of their own, and fill out a worksheet with questions about that country. Use the Internet to find information about the country and to research the answers.



141. NATIONALITIES-FLASH

Discipline: language classes / geography classes
Grade levels: beginners / intermediate
Objectives: to learn nationalities and the adjectives associated with each country
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word and/or picture flashcards
Material example: Nationality word cards

Description: Make a set of cards with nationality names and use them together with flags, country names or border outlines to practice the names of the nationalities. Alternatively, just show the country flag/outline and ask the students to tell you the name of the female and male citizen and the adjective/language for the country. E.g. Spaniards live in Spain. Flamenco is the name of a Spanish dance.

142. CHEMISTRY-FLASH

Discipline: chemistry classes
Grade levels: intermediate / advanced
Objectives: to learn
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Word cards
Material example: Chemical elements and symbols on word cards

Description: Make sets of cards for the chemical elements and have the students match the correct element with the symbol. Alternatively, quiz the students by dealing each student a symbol/chemical element card and asking them to either describe the element in question or give a formula using several cards.



143. PHYSICS-FLASH

Discipline: Physics classes
Grade levels: intermediate / advanced
Objectives: to learn
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Text flashcards
Material example: Text cards about physics

Description: Make up sets of cards of physics-related subjects with a headline and bullet points for each subject. Alternatively put sets of questions about formulas on cards, the students then randomly draw cards from a pile and write the answer on the white board.

For example: "What is the difference between energy and power?"

144. CULTURE

Discipline: language classes / misc
Grade levels: intermediate / advanced / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 30-45 minutes
Material needed: Text flashcards
Material example: American culture questions

Description: Choose questions related to culture for the students to discuss and comment on. For example: "What is the difference between Christmas and Hanukkah?"

"What is Thanksgiving about?"



145. TRADITIONS MATCH

Discipline: language classes / basic vocabulary

Grade levels: intermediate / advanced / adult language education

Objectives: to learn vocabulary

Group size: 2 to 10

Preparation time: 10 minutes to make, print and laminate the cards

Teaching duration: 10-15 minutes

Material needed: word and text flashcards

Material example: Headlines of traditions and keyword word flashcards

Description: After different traditions have been introduced during the lessons, use this game to test student knowledge. Make flashcards with keywords about different traditions, and let your students match or categorise the correct words to the correct headline. Ask the students to tell the class about the different traditions and what role the key vocabulary plays in each tradition. For example: “bonfire” (Midsummer), “presents” (Christmas)

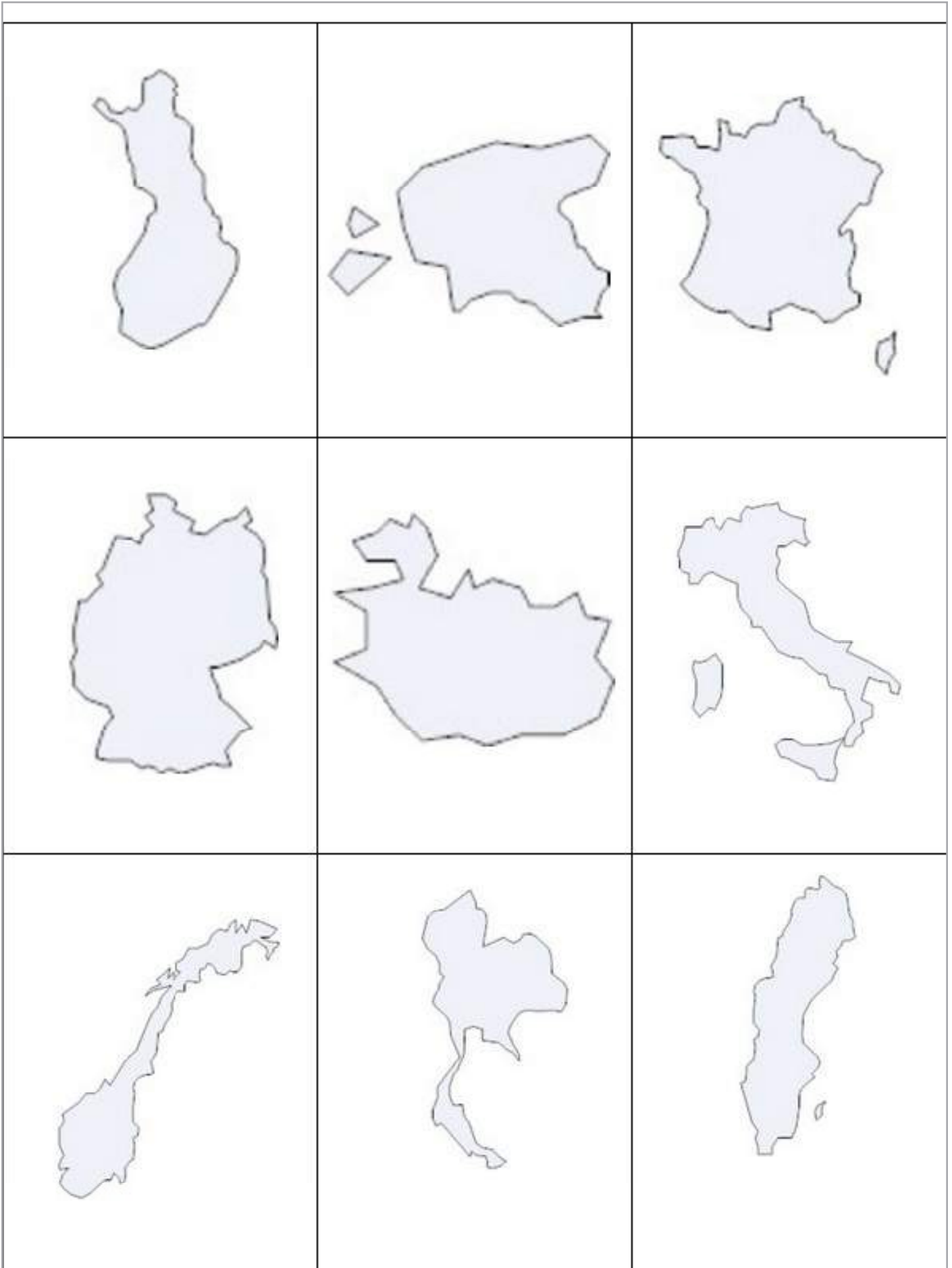


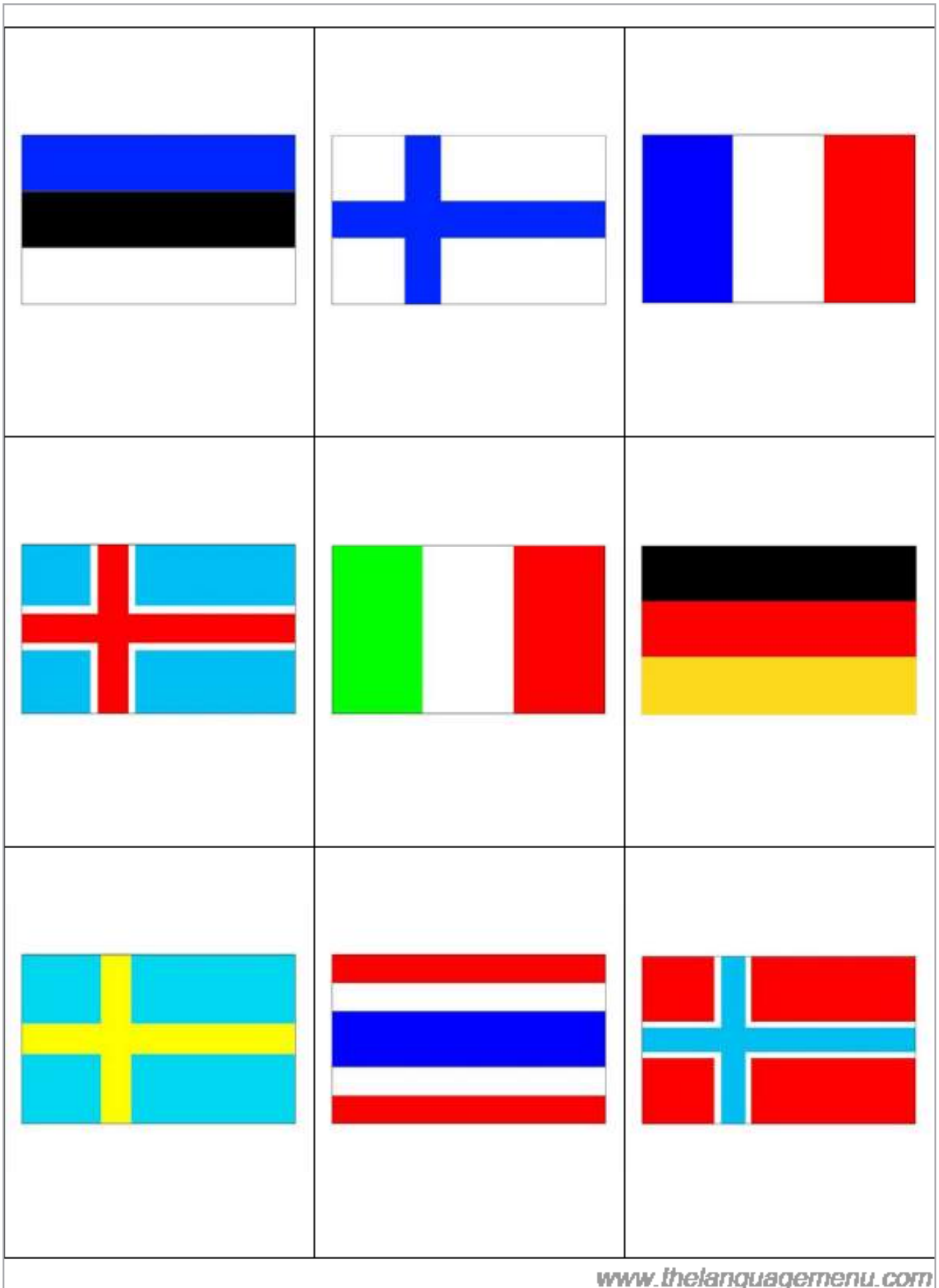
<p>How many egyptian gods were there?</p>	<p>Who was Ra?</p>
<p>Who was the Egyptian god Osyrus?</p>	<p>What are some names of Egyptian Gods?</p>
<p>Which Egyptian god was associated with Abydos?</p>	<p>What race or ethnic background were the ancient Egyptians?</p>
<p>Why is Osiris the god of the underworld and the dead?</p>	<p>What is Nut the god of?</p>
<p>Why were Egyptian gods so important?</p>	<p>A goddess with the head of a cat and is a gentle protective goddess, but sometimes shows up with the head of a lioness to protect the king in battle. What is the name of this goddess?</p>



Crocus	Crocus	Taraxacum
Dandelion	Leucanthemum vulgare	Oxeye daisy
Campanula	Bellflower	Convallaria majalis
Lily of the valley	Syringa vulgaris	Lilac
Orchidaceae	Orchid	Rosa
Rose	Helianthus annuus	Sunflower

Finland	Germany	Thailand	Sweden
Iceland	Italy	France	Estonia
Norway	Denmark	Helsinki	Berlin
Bangkok	Stockholm	Reykjavik	Rome
Paris	Tallinn	Oslo	Copenhagen





www.thelanguagemenu.com

Idea no. 139



Finn	Swede	Icelandic
Norwegian	Israeli	American
Canadian	Dutch	Spaniard
Frenchman	Cuban	Russian
Estonian	Greek	Italian
Austrian	Chinese	Japanese

Ac	Actinium
Ag	Silver
Al	Aluminium
Am	Americium
Ar	Argon
As	Arsenic
At	Astatine

isotope	atomic number
mass number	nucleon
nuclear power	Coulomb's law
Alpha particle	Beta particle
excited state	half-life

<p>How is midsummer celebrated in Scandinavia?</p>	<p>How is Halloween celebrated?</p>
<p>What is the difference between Christmas in Europe and Christmas in the USA?</p>	<p>What is a crayfish party?</p>
<p>What traditions are honored during Easter?</p>	<p>How is Independence day celebrated?</p>

31 October	25 December	witch
costume	holly	ghost
broom	tree	dinner
egg-nog	monster	gifts
mistletoe	Santa Claus	cauldron
raindeer	zombie	tinsel



ROLE-PLAY

146. INTRODUCING YOURSELVES

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-45 minutes
Material needed: Text, word and/or picture flashcards
Material example: People, flags, picture flashcards, informative text cards

Description: Make separate sets of flashcards: pictures of people with the name underneath, flags and countries, professions, age and other personal information. (Alternatively make one text-card with all the information required on each card). Deal one set to each student and ask them to present themselves as the person on the card.

E.g. "My name is Anna, I am 23 years old. I come from Sweden. I work as a secretary in New York. I am married and I have 3 children."

147. MONEY & SHOPPING

Discipline: language classes / basic vocabulary
Grade levels: children / beginners / adult language education
Objectives: to learn about money, numbers and shopping vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: picture flashcards
Material example: Money picture flashcards and mixed vocabulary picture flashcards

Description: Make sets of money cards and picture vocabulary cards, and let the students practice polite shopping role-play by buying different items and politely asking questions about the item, giving money and getting change.



148. SITUATIONS AND CUSTOMER SERVICE

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: Text flashcards and mixed vocabulary picture flashcards
Material example: Buying a ticket text role-play flashcards

Description: Make sets of role-play cards for customers and sales people in a grocery store, at the marketplace, in an office, on the telephone, at a restaurant or a café, at the airport, in the bus, at the train station, conversations between people about hobbies, likes and dislikes. Use the given information as well as piles of pictures nearby to help prompt imaginative conversation.

149. TELEPHONING

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 10-15 minutes
Material needed: Text / word flashcards
Material example: Telephoning text role-play cards for spelling your e-mail address

Description: Practice phone etiquette with telephone role-play flashcards. Activities could include making appointments, leaving messages, spelling out the names, addresses and e-mail addresses using the international telephoning alphabet. Make role-play cards in the students' native language for them to translate into the target language and to act out the situations on the cards.



BONUS

IDEAS

150. BILINGUAL SENTENCE CARDS

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary/translations
Group size: 2 to 10
Preparation time: 10 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: word or text flashcards
Material example: Animal name word cards and polite sentences; translations from English to another language

Description: Make bilingual sets of flashcards using a full sentence on one side of the flashcard and having the translation of that sentence on the other side to be drilled and checked in class. You can also make flashcards with single words or complete longer texts, to be translated in class.

151. WHAT DO YOU HAVE?

Discipline: language classes / basic vocabulary
Grade levels: beginners / intermediate / adult language education
Objectives: to learn vocabulary/ask questions
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: text or pictures flashcards
Material example: Flashcards with pictures and questions

Description: Deal the cards to the students; have them ask for the item pictured on the card according to the text. Continue until all the cards have been used.

Vary the exercise by using pictures of verbs or prepositions for grammar revision. Example: The person on the picture is running. Who has a picture of a person who is eating (picture)?

For beginners, start by using a color to describe a noun. Example: I have a yellow (picture) banana. Who has a red apple?



152. WHO AM I?

Discipline: language classes
Grade levels: intermediate / adult language education
Objectives: to learn vocabulary
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: text flashcards
Material example: Flashcards with questions

Description: Write different descriptions in the form of “I and me” of nouns, animals, places etc. Deal out the cards and let the students ask the question. The person who knows the correct answer receives the card. For lower levels, write the answer within brackets.

153. QUOTES AND IDIOMS

Discipline: language classes
Grade levels: intermediate / advanced / adult language education
Objectives: to learn quotes and idioms
Group size: 2 to 10
Preparation time: 20 minutes to make, print and laminate the cards
Teaching duration: 20-30 minutes
Material needed: text flashcards
Material example: Flashcards with quotes

Description: Split up quotes, idioms or sentences into separate words or a couple words on each card. Print several sets of the cards to use individually or in groups and compete against each other. Let the students puzzle together the words to sentences.



154. DAYS AND MONTHS

Discipline: language classes

Grade levels: beginners / intermediate / adult language education

Objectives: to practice the days and months in English

Group size: 7 to 12

Preparation time: 20 minutes to make, print and laminate the cards

Teaching duration: 20-30 minutes

Material needed: text flashcards

Material example: Flashcards with quotes

Description: You can create a set of flashcards for general use in class by printing, cutting and laminating them. Here is a fun exercise for your students: Put all flashcards in a hat and ask the students to pick one. Have your students sit or stand in a circle. The student with the Monday card begins by reading his card. The name of the day has to be said in English "I have (Lundi - Monday). Who has day number 4?" The student with day number 4 reads his own card and the game continues until all days and months have been said. Alternatively students can change place and stand side by side in correct order.

More worksheets are available in our material bank in several different languages: <http://eng.teachers.thelanguagemenu.com/>





20




**Anders****Qingbo****Makeo****Ulf****Hamar****Greta****Göran****Tom****Stefan****David**



<p>You are trying to reach Cecilia, but her number is engaged.</p>	<p>Ask how you are able to contact John. Find out when he will be available again.</p>
<p>Ask if you can take a message.</p>	<p>Adam is on a business trip and is available next week</p>
<p>Answer the phone, ask if you can be of assistance and say the call will be transferred to Mrs Adams.</p>	<p>Ask the caller to call back in two hours and give the caller the direct number to Ms Jones.</p>

katt	cat
häst	horse
kanin	rabbit
ko	cow
gris	pig
snigel	snail
get	goat

God morgon!	Good morning!
Hur mår du?	How are you?
Hur kan jag stå till tjänst?	How may I help you?
Tack för hjälpen!	Thank you for your help!
Tack för samtalet.	Thank you for your call.
Trevligt att träffas!	Pleased to meet you!
Kan jag bjuda på en kopp kaffe?	May I offer you a cup of coffee?

 <p>I have Who has a strapless dress?</p>	 <p>I have Who has a belt?</p>
 <p>I have Who has a pair of rubber boots?</p>	 <p>I have Who has sunglasses?</p>
 <p>I have Who has a pair of sneakers?</p>	 <p>I have Who has an umbrella?</p>
 <p>I have Who has a pair of slippers?</p>	 <p>I have Who has a swimming suit?</p>
 <p>I have Who has a scarf?</p>	 <p>I have Who has a pair of slippers?</p>

<p>I am the tallest, but not heaviest, land mammal. I have a long neck to pluck leaves off the high trees.</p>	<p>I am very small. Everything seems so vast! I am a jumping insect with very long antennae, and I make a sound irritating to humans.</p>
<p>I am an African animal with black and white stripes. One of my closest relatives is a horse.</p>	<p>I mainly feed on grass. I can jump far thanks to my strong legs. I also have long ears.</p>
<p>My eight simple eyes help me see to the front, behind, above, below, and to the sides. I also have eight legs. I catch a lot of insects with a trap that I make.</p>	<p>I'm green and live in and out of water. My tongue is located at the tip of my mouth. I flip it out to catch insects. If it's cold, I'll spend my winter in the mud on the bottom of a pond.</p>
<p>I'm the largest creature that ever lived on Earth. I breathe through two holes in the top of my head. My food is mostly a shrimp-like animal called krill. I eat about 3 tons of krill every day.</p>	<p>I have a long beak and tiny feet. I can fly up, down, sideways, forward, backward, and hover motionless in the air. My wings move so fast they hum.</p>
<p>I am an omnivore. I am an invertebrate. I can lift up to three times their weight. I am smaller than a paper clip.</p>	<p>I am the only mammal with wings. My wings are made of skin membrane. I live in tropical and temperate regions. My diet can vary from fruits, pollen, and nectar, to the blood of other animals.</p>

Love is	the beauty	of the	soul.
Saint Augustine	An eye for	an eye only	ends up
making the whole	world blind.	Mohandas Gandhi	Love is
a temporary	insanity curable	by marriage.	Ambrose Bierce
When in	doubt,	mumble;	when in
trouble,	delegate;	when in	charge,
ponder.	James H. Boren	There are more	love songs than
anything else.	If songs could	make you do	something we'd
all love	one another.	Frank Zappa	Ambition is
a dream	with a	V8 engine.	Elvis Presley

Days and Months



LEARNWELL OY www.learnwell.fi

Days and Months

I have (onsdag). Who has day number 7?



LEARNWELL OY www.learnwell.fi

Days and Months

I have (fredag). Who has day number 2?



LEARNWELL OY www.learnwell.fi

Days and Months

I have (tisdag). Who has day number 3?



LEARNWELL OY www.learnwell.fi

Days and Months

I have (torsdag). Who has day number 5?



LEARNWELL OY www.learnwell.fi

Days and Months

I have (söndag). Who has day number 6?



LEARNWELL OY www.learnwell.fi

Days and Months

I have (lördag). Who has day number 1?



LEARNWELL OY www.learnwell.fi

Days and Months

I have (maj). Who has month number 9?



LEARNWELL OY www.learnwell.fi

Idea no. 154

'A, AN, THE'

1

A, an & theLEARNWELL.OY www.thelanguagemenu.com

A, AN, THE

_____ smile from
 _____ stranger
 brightens up _____ day.

LEARNWELL.OY www.thelanguagemenu.com

A, AN, THE

_____ apple a day keeps
 _____ doctor away.

LEARNWELL.OY www.thelanguagemenu.com

A, AN, THE

_____ bus was late this
 morning.

LEARNWELL.OY www.thelanguagemenu.com

A, AN, THE

_____ capital of Norway
 is Oslo.

LEARNWELL.OY www.thelanguagemenu.com

A, AN, THE

_____ museum is near
 _____ post office.

LEARNWELL.OY www.thelanguagemenu.com

A, AN, THE

_____ phone is ringing,
 answer please.

LEARNWELL.OY www.thelanguagemenu.com

A, AN, THE

Anna works at Nokia,

telecommunications
company in Helsinki.

LEARNWELL.OY www.thelanguagemenu.com

Idea no. 155

'AM, IS, ARE'

1

Am, is & areLEARNWELL OY www.thelanguagemenu.com

AM, IS, ARE

_____ all the books as boring as this one?LEARNWELL OY www.thelanguagemenu.com

AM, IS, ARE

_____ you a good swimmer?LEARNWELL OY www.thelanguagemenu.com

AM, IS, ARE

_____ you comming over tonight?LEARNWELL OY www.thelanguagemenu.com

AM, IS, ARE

_____ you into sports?LEARNWELL OY www.thelanguagemenu.com

AM, IS, ARE

_____ Adam at home at the moment?LEARNWELL OY www.thelanguagemenu.com

AM, IS, ARE

_____ she married to Thomas?LEARNWELL OY www.thelanguagemenu.com

AM, IS, ARE

_____ that a possibility?LEARNWELL OY www.thelanguagemenu.com

Idea no. 156

ANIMALS - JOKES



LEARNWELL.OY www.thelanguagemenu.com

ANIMALS - JOKES

How did the beaver get online?

He logged on!



LEARNWELL.OY www.thelanguagemenu.com

ANIMALS - JOKES

How did the kangaroo convict escape?

He jumped bail.



LEARNWELL.OY www.thelanguagemenu.com

ANIMALS - JOKES

How did the moose keep his antlers from being stolen?

He locked horns with another moose.



LEARNWELL.OY www.thelanguagemenu.com

ANIMALS - JOKES

How do pigs write top secret messages?

With invisible oink!



LEARNWELL.OY www.thelanguagemenu.com

ANIMALS - JOKES

How do turtles talk to each other?

By using shell phones!



LEARNWELL.OY www.thelanguagemenu.com

ANIMALS - JOKES

How do you catch a runaway dog?

Hide behind a tree and make a noise like a bone!



LEARNWELL.OY www.thelanguagemenu.com

ANIMALS - JOKES

How do you get a giraffe into a fridge?

Open the door, put him in, then shut the door!



LEARNWELL.OY www.thelanguagemenu.com

Idea no. 157

ANIMALS - PHONETICS



LEARNWELL OY www.thelanguagemenu.com

ANIMALS - PHONETIC SPELLING

ant

/ænt/



LEARNWELL OY www.thelanguagemenu.com

ANIMALS - PHONETIC SPELLING

anteater

/'ænt,i:tər/



LEARNWELL OY www.thelanguagemenu.com

ANIMALS - PHONETIC SPELLING

antelope

/'æn.tɪ.leʊp/



LEARNWELL OY www.thelanguagemenu.com

ANIMALS - PHONETIC SPELLING

armadillo

/'ɑ:.mə'dɪl.iʊ/



LEARNWELL OY www.thelanguagemenu.com

ANIMALS - PHONETIC SPELLING

ape

/eɪp/



LEARNWELL OY www.thelanguagemenu.com

ANIMALS - PHONETIC SPELLING

baboon

/'bæ'bu:n/



LEARNWELL OY www.thelanguagemenu.com

ANIMALS - PHONETIC SPELLING

badger

/'bædʒ.ər/



LEARNWELL OY www.thelanguagemenu.com

Idea no. 158

Crime and punishment



LEARNWELL OY www.thelanguagemenu.com

CRIME AND PUNISHMENT

A crime is an action which could be said to be

illegal



LEARNWELL OY www.thelanguagemenu.com

CRIME AND PUNISHMENT

A long term inmate may plan this. What is it?

an escape



LEARNWELL OY www.thelanguagemenu.com

CRIME AND PUNISHMENT

A person working in the shop reported Paula. Who was this?

store detective



LEARNWELL OY www.thelanguagemenu.com

CRIME AND PUNISHMENT

Aaron takes over the complete control of an aeroplane. What is the crime?

hijacking



LEARNWELL OY www.thelanguagemenu.com

CRIME AND PUNISHMENT

Aaron uses this weapon to gain control of the aeroplane. What is it?

gun



LEARNWELL OY www.thelanguagemenu.com

CRIME AND PUNISHMENT

Although prisons are institutions for detention, what else do they provide for the prisoner?

education



LEARNWELL OY www.thelanguagemenu.com

CRIME AND PUNISHMENT

Andrew falsified his documentation and worked as a medical doctor. What crime is he committing?

fraud



LEARNWELL OY www.thelanguagemenu.com

Idea no. 159

'DESCRIBE'

1

Describe...LEARNWELL.OY www.thelanguagemenu.com

DESCRIBE

**Describe how you make
ice.**LEARNWELL.OY www.thelanguagemenu.com

DESCRIBE

**Describe how you get
dressed in the morning.**LEARNWELL.OY www.thelanguagemenu.com

DESCRIBE

**Describe how you post a
letter.**LEARNWELL.OY www.thelanguagemenu.com

DESCRIBE

**Describe how you play
soccer.**LEARNWELL.OY www.thelanguagemenu.com

DESCRIBE

**Describe how you climb a
tree.**LEARNWELL.OY www.thelanguagemenu.com

DESCRIBE

**Describe how you tie your
shoe laces.**LEARNWELL.OY www.thelanguagemenu.com

DESCRIBE

**Describe how you get
ready for bed.**LEARNWELL.OY www.thelanguagemenu.com

Idea no. 160

Expressions of place



LEARNWELL OY www.thelanguagemenu.com

EXPRESSIONS OF PLACE

He began his studies
_____ London University.



LEARNWELL OY www.thelanguagemenu.com

EXPRESSIONS OF PLACE

He is not in the office.
He is _____ a business trip.



LEARNWELL OY www.thelanguagemenu.com

EXPRESSIONS OF PLACE

He lived _____ the third
floor.



LEARNWELL OY www.thelanguagemenu.com

EXPRESSIONS OF PLACE

He read many interesting
articles _____ this issue of
the Independent.



LEARNWELL OY www.thelanguagemenu.com

EXPRESSIONS OF PLACE

He stole cars. He was
_____ prison for two years.



LEARNWELL OY www.thelanguagemenu.com

EXPRESSIONS OF PLACE

I cried with pain _____
the dentist's.



LEARNWELL OY www.thelanguagemenu.com

EXPRESSIONS OF PLACE

I found three mistakes
_____ this sentence.



LEARNWELL OY www.thelanguagemenu.com

Idea no. 161

'Find someone who...'

1

FIND SOMEONE WHO...

LEARNWELL.OY www.thelanguagemenu.com

FIND SOMEONE WHO...

Find someone who ate meat for dinner last night.

(Find out what he/she ate it with.)

LEARNWELL.OY www.thelanguagemenu.com

FIND SOMEONE WHO...

Find someone who ate Vegemite last week.

(Find out why.)

LEARNWELL.OY www.thelanguagemenu.com

FIND SOMEONE WHO...

Find someone who called their family last week.

(Find out what they spoke about.)

LEARNWELL.OY www.thelanguagemenu.com

FIND SOMEONE WHO...

Find someone who did some exercise yesterday.

(Find out what kind.)

LEARNWELL.OY www.thelanguagemenu.com

FIND SOMEONE WHO...

Find someone who did their homework last

(Find out how long it took.)

LEARNWELL.OY www.thelanguagemenu.com

FIND SOMEONE WHO...

Find someone who drank milk for breakfast this

(Find out what else.)

LEARNWELL.OY www.thelanguagemenu.com

FIND SOMEONE WHO...

Find someone who eats cereal for breakfast.

(Find out what he/she eats it with.)

LEARNWELL.OY www.thelanguagemenu.com

Idea no. 162

IDIOMSLEARNWELL OY www.thelanguagemenu.com**IDIOMS****a chip on your shoulder**

Being upset for something that happened in the past.

LEARNWELL OY www.thelanguagemenu.com**IDIOMS****a dime a dozen**

Anything that is common and easy to get.

LEARNWELL OY www.thelanguagemenu.com**IDIOMS****a doubting thomas**

A skeptic who needs physical or personal evidence in order to believe something.

LEARNWELL OY www.thelanguagemenu.com**IDIOMS****a drop in the bucket**

A very small part of something big or whole.

LEARNWELL OY www.thelanguagemenu.com**IDIOMS****a fool and his money are easily parted**

It's easy for a foolish person to lose his/her money.

LEARNWELL OY www.thelanguagemenu.com**IDIOMS****a house divided against itself cannot stand**

Everyone involved must unify and function together or it will not work out.

LEARNWELL OY www.thelanguagemenu.com**IDIOMS****a leopard can't change his spots**

You cannot change who you are.

LEARNWELL OY www.thelanguagemenu.com

Idea no. 163

'MIXED PREPOSITIONS'

1

Mixed prepositionsLEARNWELL OY www.thelanguagemenu.com**MIXED PREPOSITIONS**

I drove _____ the hill.

LEARNWELL OY www.thelanguagemenu.com**MIXED PREPOSITIONS**_____ all, we must take
care of the children.LEARNWELL OY www.thelanguagemenu.com**MIXED PREPOSITIONS**_____ all, it's summer
soon.LEARNWELL OY www.thelanguagemenu.com**MIXED PREPOSITIONS**_____ first, I thought he
was joking.LEARNWELL OY www.thelanguagemenu.com**MIXED PREPOSITIONS**_____ first, she didn't know
what to say.LEARNWELL OY www.thelanguagemenu.com**MIXED PREPOSITIONS**_____ the age of forty your
life should be pretty much
set.LEARNWELL OY www.thelanguagemenu.com**MIXED PREPOSITIONS**

_____ work, I don't drink coffee.

LEARNWELL OY www.thelanguagemenu.com

Idea no. 164

Much and many



LEARNWELL OY www.thelanguagemenu.com

MUCH AND MANY

I don't have _____ time
so let's go!



LEARNWELL OY www.thelanguagemenu.com

MUCH AND MANY

I don't see _____ point
in dieting.



LEARNWELL OY www.thelanguagemenu.com

MUCH AND MANY

There are _____
children here, aren't there?



LEARNWELL OY www.thelanguagemenu.com

MUCH AND MANY

_____ people are
involved in that project.



LEARNWELL OY www.thelanguagemenu.com

MUCH AND MANY

_____ things could still
go wrong, don't hope for
too _____ yet.



LEARNWELL OY www.thelanguagemenu.com

MUCH AND MANY

Did you eat _____ ice-
cream cones yesterday?



LEARNWELL OY www.thelanguagemenu.com

MUCH AND MANY

Did you eat _____ ice-
cream yesterday?



LEARNWELL OY www.thelanguagemenu.com

Idea no. 165

NEGOTIATION VOCABULARY



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

amplify



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

arbitration



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

bargain



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

bottom-line



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

collective



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

compensate



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

comply



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

compromise



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

concession



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

**conflict
resolution**



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

confront



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

consensus



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

cooperation



LEARNWELL OY
www.thelanguagemenu.com

NEGOTIATION VOCABULARY

cordially



LEARNWELL OY
www.thelanguagemenu.com

Idea no. 166

Prepositions for and since



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS FOR AND SINCE

_____ you asked so nicely, I'll say yes.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS FOR AND SINCE

_____ you broke the glass, you also have to replace it.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS FOR AND SINCE

David has been ill _____ a long time.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS FOR AND SINCE

Finland has been independant _____ 1918.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS FOR AND SINCE

He has been working _____ he arrived.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS FOR AND SINCE

He has tried to behave like an adult _____ he turned 18.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS FOR AND SINCE

He's been in Paris _____ Thursday.



LEARNWELL OY www.thelanguagemenu.com

Idea no. 167

'PREPOSITIONS IN, ON, AT'

1

Prepositions in, on, atLEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS IN, ON, AT

I danced _____ many
midsummer parties
_____ my youth.

LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS IN, ON, AT

I got _____ the taxi and
told the driver my address.

LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS IN, ON, AT

I have a meeting _____
Paris next month.

LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS IN, ON, AT

I have an appointment
with Mr Davidoff _____
3 p.m.

LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS IN, ON, AT

I have to meet a friend
_____ seven o'clock.

LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS IN, ON, AT

I know that word _____
English. It's _____ the
tip of my tongue.

LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS IN, ON, AT

I left my coffee percolator
on _____ home this
morning.

LEARNWELL OY www.thelanguagemenu.com

Idea no. 168

Prepositions to, for, from



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS TO, FOR, FROM

_____ now on I am on holiday.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS TO, FOR, FROM

_____ be honest, I really don't like her.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS TO, FOR, FROM

A dictionary is handy _____ studying.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS TO, FOR, FROM

A hat protects you _____ the sun.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS TO, FOR, FROM

According _____ Jane, the world would be a better place without cars.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS TO, FOR, FROM

According _____ the invoice I received, I should pay 220 €.



LEARNWELL OY www.thelanguagemenu.com

PREPOSITIONS TO, FOR, FROM

According _____ the papers we signed, we now owe the bank 100.000 €.



LEARNWELL OY www.thelanguagemenu.com

Idea no. 169

REAL ESTATE VOCABULARY



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

**adjustable-rate
mortgage (ARM)**



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

adjustment date



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

amortization



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

**amortization
schedule**



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

**annual
percentage rate
(APR)**



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

application



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

appraisal



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

appraised value



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

appraiser



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

appreciation



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

assessed value



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

assessment



LEARNWELL.OY
www.thelanguagemenu.com

REAL ESTATE VOCABULARY

assessor



LEARNWELL.OY
www.thelanguagemenu.com












REAL ESTATE VOCABULARY

asset



LEARNWELL.OY
www.thelanguagemenu.com

Idea no. 170

<p>BODY PARTS AND IMPERATIVES</p> <p>BODY PARTS AND IMPERATIVES</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Wave!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Wiggle your ears!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>
<p>BODY PARTS AND IMPERATIVES</p> <p>Turn your back towards me!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Massage your tummy!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Lift your right arm!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>
<p>BODY PARTS AND IMPERATIVES</p> <p>Sniffle!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Curtsey!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Bow your head!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>
<p>BODY PARTS AND IMPERATIVES</p> <p>Caress your neck!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Tickle your right heel!</p>  <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Tilt your head!</p> <p>LEARNWELL OY www.thelanguagemenu.com</p>
<p>BODY PARTS AND IMPERATIVES</p> <p>Scratch your ring finger!</p> <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Wiggle your foot!</p> <p>LEARNWELL OY www.thelanguagemenu.com</p>	<p>BODY PARTS AND IMPERATIVES</p> <p>Pucker your lips!</p> <p>LEARNWELL OY www.thelanguagemenu.com</p>

Idea no. 171

BUSINESS IDIOMS



LEARNWELL OY www.thelanguagemenu.com

BUSINESS IDIOMS

a kickback



LEARNWELL OY www.thelanguagemenu.com

BUSINESS IDIOMS

a number cruncher



LEARNWELL OY www.thelanguagemenu.com

BUSINESS IDIOMS

across the board



LEARNWELL OY www.thelanguagemenu.com

BUSINESS IDIOMS

adjourn a meeting



LEARNWELL OY www.thelanguagemenu.com

BUSINESS IDIOMS

at a loss



LEARNWELL OY www.thelanguagemenu.com

BUSINESS IDIOMS

bail a company out



LEARNWELL OY www.thelanguagemenu.com

BUSINESS IDIOMS

ball park figure



LEARNWELL OY www.thelanguagemenu.com

Idea no. 172

Debates and strong opinions

1

DEBATES AND STRONG OPINIONS

 LEARNWELL OY www.thelanguagemenu.com

DEBATES AND STRONG OPINIONS

Politicians should be paid more!

 LEARNWELL OY www.thelanguagemenu.com

DEBATES AND STRONG OPINIONS

Being beautiful makes life easier!

 LEARNWELL OY www.thelanguagemenu.com

DEBATES AND STRONG OPINIONS

I should be President!

 LEARNWELL OY www.thelanguagemenu.com

DEBATES AND STRONG OPINIONS

Everyone should be vegetarians!

 LEARNWELL OY www.thelanguagemenu.com

DEBATES AND STRONG OPINIONS

Women are less feminine these days!

 LEARNWELL OY www.thelanguagemenu.com

DEBATES AND STRONG OPINIONS

Blood runs thicker than water!

 LEARNWELL OY www.thelanguagemenu.com

DEBATES AND STRONG OPINIONS

Preservatives should be banned!

 LEARNWELL OY www.thelanguagemenu.com

Idea no. 173

Discussions: news and advertising 1

NEWS AND ADVERTISING

Describe the type of work an editor does.

LEARNWELL OY www.thelanguagemenu.com

NEWS AND ADVERTISING

Where can a journalist work?

LEARNWELL OY www.thelanguagemenu.com

NEWS AND ADVERTISING

Why is the "Front Page" important?

LEARNWELL OY www.thelanguagemenu.com

NEWS AND ADVERTISING

What type of feature do you like reading?

LEARNWELL OY www.thelanguagemenu.com

NEWS AND ADVERTISING

Why is bias important in a story?

LEARNWELL OY www.thelanguagemenu.com

NEWS AND ADVERTISING

Are all newspaper articles credible?

LEARNWELL OY www.thelanguagemenu.com

NEWS AND ADVERTISING

What is the editorial?

LEARNWELL OY www.thelanguagemenu.com

NEWS AND ADVERTISING

How do journalists hear about a story?

LEARNWELL OY www.thelanguagemenu.com

Idea no. 174

ROLE PLAY CARDS



LEARNWELL OY www.thelanguagemenu.com

HOTEL ROLE PLAY

Customer #1

You and your 4 kids are planning on coming to Helsinki for the first time. You need something affordable and located near multiple attractions, particularly Töölö. Find an adequate hotel that fits your preferences.



LEARNWELL OY www.thelanguagemenu.com

HOTEL ROLE PLAY

Customer #2

You are a businessperson who is travelling on a limited budget but would still like to stay in style. You want a room with a Jacuzzi and a hotel with valet parking. You would also like to bring along your poodle. Find an adequate hotel that fits your preferences.



LEARNWELL OY www.thelanguagemenu.com

HOTEL ROLE PLAY

Customer #3

You are Japanese, work for the UN and would like to stay in a classy hotel nearby. You want a hotel with a private limousine service. Find an adequate hotel that fits your preferences.



LEARNWELL OY www.thelanguagemenu.com

HOTEL ROLE PLAY

Customer #4

You need to reserve a conference room for your daughter's wedding. You would prefer a hotel with a beauty salon and spa. Find an adequate hotel that fits your preferences.



LEARNWELL OY www.thelanguagemenu.com

Idea no. 175

Grammar: Irregular verbs

1

**IRREGULAR
VERBS**LEARNWELL OY www.thelanguagemenu.com

IRREGULAR VERBS

TO AWAKE

awoke or awaked
 awaked or awoken
 awake(s)
 awaking

LEARNWELL OY www.thelanguagemenu.com

IRREGULAR VERBS

TO BE

was, were
 been
 am, is, are
 being

LEARNWELL OY www.thelanguagemenu.com

IRREGULAR VERBS

TO BEAR

bore
 borne or born
 bear(s)
 bearing

LEARNWELL OY www.thelanguagemenu.com

IRREGULAR VERBS

TO BEAT

beat
 beaten
 beat(s)
 beating

LEARNWELL OY www.thelanguagemenu.com

IRREGULAR VERBS

TO BECOME

became
 become
 become(s)
 becoming

LEARNWELL OY www.thelanguagemenu.com

IRREGULAR VERBS

TO BEGIN

began
 begun
 begin(s)
 beginning

LEARNWELL OY www.thelanguagemenu.com

IRREGULAR VERBS

TO BEND

bent
 bent
 bend(s)
 bending

LEARNWELL OY www.thelanguagemenu.com

Idea no. 176

JOB-RELATED DISCUSSIONS

 LEARNWELL OY www.thelanguagemenu.com

JOB-RELATED DISCUSSIONS

Why have you had to look for a job for so long?

 LEARNWELL OY www.thelanguagemenu.com

JOB-RELATED DISCUSSIONS

Why have you been looking for a job for so long?

 LEARNWELL OY www.thelanguagemenu.com

JOB-RELATED DISCUSSIONS

Why did it take you so long to find a new job?

 LEARNWELL OY www.thelanguagemenu.com

JOB-RELATED DISCUSSIONS

How do you feel about your future in the profession?

 LEARNWELL OY www.thelanguagemenu.com

JOB-RELATED DISCUSSIONS

What failures have you had in your businesslife?

 LEARNWELL OY www.thelanguagemenu.com

JOB-RELATED DISCUSSIONS

Have you had any negative experiences?

 LEARNWELL OY www.thelanguagemenu.com

JOB-RELATED DISCUSSIONS

What sort of obstacles have you come across/encountered in your work?

 LEARNWELL OY www.thelanguagemenu.com

Idea no. 177

Discussions: Am vs British English 1

**AMERICAN VS
BRITISH ENGLISH**LEARNWELL OY www.thelanguagemenu.com

AMERICAN VS BRITISH ENGLISH

**aisle
&
gangway**LEARNWELL OY www.thelanguagemenu.com

AMERICAN VS BRITISH ENGLISH

**antenna
&
aerial**LEARNWELL OY www.thelanguagemenu.com

AMERICAN VS BRITISH ENGLISH

**apartment
&
flat**LEARNWELL OY www.thelanguagemenu.com

AMERICAN VS BRITISH ENGLISH

**apartment house
&
block of flats**LEARNWELL OY www.thelanguagemenu.com

AMERICAN VS BRITISH ENGLISH

**attorney
&
solicitor**LEARNWELL OY www.thelanguagemenu.com

AMERICAN VS BRITISH ENGLISH

**baby carriage
&
pram**LEARNWELL OY www.thelanguagemenu.com

AMERICAN VS BRITISH ENGLISH

**back-up lights
&
reversing lights**LEARNWELL OY www.thelanguagemenu.com

Idea no. 178

<p>DESCRIPTIVE ADJECTIVES</p> <p>accurate</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>adventurous</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>appreciative</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>
<p>DESCRIPTIVE ADJECTIVES</p> <p>authoritative</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>cautious</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>conforming</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>
<p>DESCRIPTIVE ADJECTIVES</p> <p>consistent</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>creative</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>decisive</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>
<p>DESCRIPTIVE ADJECTIVES</p> <p>diligent</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>discreet</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>dynamic</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>
<p>DESCRIPTIVE ADJECTIVES</p> <p>efficient</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>enthusiastic</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>	<p>DESCRIPTIVE ADJECTIVES</p> <p>firm</p> <p> LEARNWELL OY www.thelanguagemenu.com</p>

Idea no. 179

Who am I?

1

WHO AM I?LEARNWELL OY www.thelanguagemenu.com

WHO AM I?

Mary works in an office calculating numbers in columns. What is her occupation?

book-keeperLEARNWELL OY www.thelanguagemenu.com

WHO AM I?

George creates with flavor and texture, using heat and cold. What is his occupation?

chefLEARNWELL OY www.thelanguagemenu.com

WHO AM I?

Helen provides a service for the environment. It is particularly smelly and heavy work. What is her occupation?

garbage collectorLEARNWELL OY www.thelanguagemenu.com

WHO AM I?

Peter works with people when they want a divorce or to sell a house. What is his occupation?

lawyerLEARNWELL OY www.thelanguagemenu.com

WHO AM I?

Sally shows people to their room, carries their luggage and generally assists staff and residents. What is her occupation?

hotel porterLEARNWELL OY www.thelanguagemenu.com

WHO AM I?

David loves the big waves of the sea, wears a protective suit and uses a board. What is his occupation?

surferLEARNWELL OY www.thelanguagemenu.com

WHO AM I?

Melanie is very active and works in a gym or fitness center and uses music in her lessons. What is her occupation?

aerobics teacherLEARNWELL OY www.thelanguagemenu.com

Idea no. 180

<p>MARKETING VOCABULARY</p> <p>MARKETING VOCABULARY</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>market penetration</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>after-sales activities</p>  LEARNWELL OY www.thelanguagemenu.com
<p>MARKETING VOCABULARY</p> <p>market potential</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>after-sales service</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>market research</p>  LEARNWELL OY www.thelanguagemenu.com
<p>MARKETING VOCABULARY</p> <p>assisted brand identification</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>market segmentation</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>to be competitive</p>  LEARNWELL OY www.thelanguagemenu.com
<p>MARKETING VOCABULARY</p> <p>market share</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>to be out of stock</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>market size</p>  LEARNWELL OY www.thelanguagemenu.com
<p>MARKETING VOCABULARY</p> <p>behaviour pattern</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>market survey</p>  LEARNWELL OY www.thelanguagemenu.com	<p>MARKETING VOCABULARY</p> <p>blind product test</p>  LEARNWELL OY www.thelanguagemenu.com

Idea no. 181

MEDICAL IDIOMS



LEARNWELL OY www.thelanguagemenu.com

MEDICAL IDIOMS

a flare-up



LEARNWELL OY www.thelanguagemenu.com

MEDICAL IDIOMS

at death's door



LEARNWELL OY www.thelanguagemenu.com

MEDICAL IDIOMS

back on one's feet



LEARNWELL OY www.thelanguagemenu.com

MEDICAL IDIOMS

black out



LEARNWELL OY www.thelanguagemenu.com

MEDICAL IDIOMS

**break out in
something**



LEARNWELL OY www.thelanguagemenu.com

MEDICAL IDIOMS

breathe one's last



LEARNWELL OY www.thelanguagemenu.com

MEDICAL IDIOMS

bring someone around



LEARNWELL OY www.thelanguagemenu.com

Idea no. 182

PROVERBS AND SAYINGS



LEARNWELL OY www.thelanguagemenu.com

PROVERBS AND SAYINGS

**actions speak louder
than words**



LEARNWELL OY www.thelanguagemenu.com

PROVERBS AND SAYINGS

**all good things must
come to an end**



LEARNWELL OY www.thelanguagemenu.com

PROVERBS AND SAYINGS

all is fair in love and war



LEARNWELL OY www.thelanguagemenu.com

PROVERBS AND SAYINGS

all's well that ends well



LEARNWELL OY www.thelanguagemenu.com

PROVERBS AND SAYINGS

all roads lead to Rome



LEARNWELL OY www.thelanguagemenu.com

PROVERBS AND SAYINGS

**all that glitters is not
gold**



LEARNWELL OY www.thelanguagemenu.com

PROVERBS AND SAYINGS

**all work and no play
makes Jack a dull boy**



LEARNWELL OY www.thelanguagemenu.com

Idea no. 182

SENSELESS SENTENCES



LEARNWELL.OY www.thelanguagemenu.com

SENSELESS SENTENCES

We caught the turtle in a ten.



LEARNWELL.OY www.thelanguagemenu.com

SENSELESS SENTENCES

We caught the turtle in a net.



LEARNWELL.OY www.thelanguagemenu.com

SENSELESS SENTENCES

**The act is drinking milk
again.**



LEARNWELL.OY www.thelanguagemenu.com

SENSELESS SENTENCES

**The cat is drinking milk
again.**



LEARNWELL.OY www.thelanguagemenu.com

SENSELESS SENTENCES

The next town is a lime away.



LEARNWELL.OY www.thelanguagemenu.com

SENSELESS SENTENCES

The next town is a mile away.



LEARNWELL.OY www.thelanguagemenu.com

Idea no. 183

SHOPPING ROLE PLAY

Shopkeepers List 1 You have a computer shop. You have the following in stock:

- Blank CDs to burn music – these are on special offer
- You are out of stock of extension leads for MP3 players
- Paper for printers – you have low, medium and high quality, but the high quality is very expensive
- Headphones for computers – you have them with a microphone or without
- Pens that you can use to write on CDs – you have blue and red only

You don't let people put cards in your window and don't know what time it is, or where the nearest bank is. You do know where the nearest post office is, and you have change for 10 pounds.



LEARNWELL OY www.thelanguagemenu.com

SHOPPING ROLE PLAY

Shopkeepers List 2 You have a newsagent's. You have the following in stock:

- Newspapers. You only have the 'Independent', the 'Sun' and the 'Mirror'
- 'Film Review' magazine. This week if people pay extra they can get the special guide to summer films also
- Chewing gum. You have peppermint, cherry and banana.
- Stamps. You have first and second class, in books of 10 and 20.
- Telephone cards to make international calls, at different values

You let people put cards in your window but don't know what time it is, or where the nearest bank or post office is. You have no change.



LEARNWELL OY www.thelanguagemenu.com

SHOPPING ROLE PLAY

Shopkeepers List 3 You have a bookshop. You have the following in stock:

- Bilingual dictionaries for English and Spanish, French, Chinese and Arabic.
- Guides to English grammar for intermediate levels and below
- Vocabulary practice books, but no grammar practice books at the moment
- Special dictionaries for idioms and also for phrasal verbs
- Monolingual dictionaries, English-English, for all levels but only large size editions

You don't let people put cards in your window and don't know what time it is, but you do know where the nearest bank is. You have no change



LEARNWELL OY www.thelanguagemenu.com

SHOPPING ROLE PLAY

Shopkeepers List 4 You have a shop selling fruit and vegetables. You have the following in stock:

- Mangos, ripe and ready to eat today
- Oranges
- Bananas, for both dessert and cooking
- Peaches, which you are trying to get people to buy instead of nectarines
- Apples, green and crispy

You don't let people put cards in your window and don't know where the nearest bank or post office is. You have no change but do know what the time is.



LEARNWELL OY www.thelanguagemenu.com

SHOPPING ROLE PLAY

Shopkeepers List 5 You have a small supermarket. You have the following in stock:

- Salted butter
- Instant noodles, in pots and packets, but only spicy ones
- Full-fat and low-fat milk
- Black pepper, in powder and as corns
- White bread

You let people put cards in your window but don't know what time it is, or where the nearest banks or post offices are. You have change for 10 pounds.



LEARNWELL OY www.thelanguagemenu.com

Idea no. 184

STAGED ROLE PLAY

Role play 1 Student A

You've just arrived in your first country at the beginning of your world tour. You're worried about money and so you'd like to find a cheap hotel to stay in. Try and convince your friends that this is the best option.



LEARNWELL OY www.thelanguagemenu.com

STAGED ROLE PLAY

Role play 1 Student B

You've just arrived in your first country at the beginning of your world tour. You want to start your holiday in style and stay in a nice hotel. Try and convince your friends that this is the best idea.



LEARNWELL OY www.thelanguagemenu.com

STAGED ROLE PLAY

Role play 1 Student C

You've just arrived in your first country at the beginning of your world tour. Your friends have got different ideas about where they would like to stay. Listen to them and decide who you agree with.



LEARNWELL OY www.thelanguagemenu.com

STAGED ROLE PLAY

Role play 2 Student A

You're now in your second country but unfortunately you've just been mugged and have lost your bag with your passport, air tickets and money in it. You're at the police station to report the theft.



LEARNWELL OY www.thelanguagemenu.com

STAGED ROLE PLAY

Role play 2 Student B

You're now in your second country but unfortunately your friend's bag's been stolen. You're at the police station to help your friend.



LEARNWELL OY www.thelanguagemenu.com

Idea no. 185

'TONGUE TWISTERS'

1

**TONGUE
TWISTERS**LEARNWELL OY www.thelanguagemenu.com**TONGUE TWISTERS**

**Laura and Larry rarely
lull their rural roosters to
sleep.**

LEARNWELL OY www.thelanguagemenu.com**TONGUE TWISTERS**

**Those of the southern
and northern areas are still
writhing and seething.**

LEARNWELL OY www.thelanguagemenu.com**TONGUE TWISTERS**

**Wendell Vaccario wasted
vine after vine.**

LEARNWELL OY www.thelanguagemenu.com**TONGUE TWISTERS**

**A leaky rear latch on the
listing bark lifted right up
and the water rushed in.**

LEARNWELL OY www.thelanguagemenu.com**TONGUE TWISTERS**

**Breeding breathing
southern otters in the
north is worth thousands
to them.**

LEARNWELL OY www.thelanguagemenu.com**TONGUE TWISTERS**

**For once, weary Wanda's
wool-gathering lost its vim
and vigour.**

LEARNWELL OY www.thelanguagemenu.com**TONGUE TWISTERS**

**He's giving his healing
pills to all the sinners on
the scene.**

LEARNWELL OY www.thelanguagemenu.com

Idea no. 186

TELEPHONE ALPHABET

A	ei	<i>as in</i> Alfa	W	dabljuu	<i>as in</i> Whiskey
B	bii	<i>as in</i> Bravo	X	eks	<i>as in</i> X-ray
C	sii	<i>as in</i> Charlie	Y	wai	<i>as in</i> Yankee
D	dii	<i>as in</i> Delta	Z	zed, zii	<i>as in</i> Zulu
E	ii	<i>as in</i> Echo			
F	ef	<i>as in</i> Fox-trot	Å	a with a small circle over it	
G	dzi	<i>as in</i> Golf	Ä	a with two dots	
H	eitò	<i>as in</i> Hotel	Ö	o with two dots	
I	ai	<i>as in</i> India	aa	dabl ei	
J	dzei	<i>as in</i> Juliet		apostrophe	
K	kei	<i>as in</i> Kilo	@	at	
L	el	<i>as in</i> Lima	ABCD	capitals	
M	em	<i>as in</i> Mike	abcd	lower case characters	
N	en	<i>as in</i> November	—	dash	
O	ou	<i>as in</i> Oscar	é	e acute	
P	pii	<i>as in</i> Papa	è	e grave	
Q	kju	<i>as in</i> Quebec	-	hyphen	
R	aar	<i>as in</i> Romeo	/	slash/stroke	
S	es	<i>as in</i> Sierra	~	tilde	
T	tii	<i>as in</i> Tango	ü	u-umlaut	
U	juu	<i>as in</i> Uniform	___	underline	
V	vii	<i>as in</i> Victor	.fi	dot fi	
			2.3	two point three	

LEARNWELL OY www.thelanguagemenu.com

TELEPHONE ALPHABET

A	ei	<i>as in</i> Alfa	W	dabljuu	<i>as in</i> Whiskey
B	bii	<i>as in</i> Bravo	X	eks	<i>as in</i> X-ray
C	sii	<i>as in</i> Charlie	Y	wai	<i>as in</i> Yankee
D	dii	<i>as in</i> Delta	Z	zed, zii	<i>as in</i> Zulu
E	ii	<i>as in</i> Echo			
F	ef	<i>as in</i> Fox-trot	Å	a with a small circle over it	
G	dzi	<i>as in</i> Golf	Ä	a with two dots	
H	eitò	<i>as in</i> Hotel	Ö	o with two dots	
I	ai	<i>as in</i> India	aa	dabl ei	
J	dzei	<i>as in</i> Juliet		apostrophe	
K	kei	<i>as in</i> Kilo	@	at	
L	el	<i>as in</i> Lima	ABCD	capitals	
M	em	<i>as in</i> Mike	abcd	lower case characters	
N	en	<i>as in</i> November	—	dash	
O	ou	<i>as in</i> Oscar	é	e acute	
P	pii	<i>as in</i> Papa	è	e grave	
Q	kju	<i>as in</i> Quebec	-	hyphen	
R	aar	<i>as in</i> Romeo	/	slash/stroke	
S	es	<i>as in</i> Sierra	~	tilde	
T	tii	<i>as in</i> Tango	ü	u-umlaut	
U	juu	<i>as in</i> Uniform	___	underline	
V	vii	<i>as in</i> Victor	.fi	dot fi	
			2.3	two point three	

LEARNWELL OY www.thelanguagemenu.com

TELEPHONE ALPHABET

A	ei	<i>as in</i> Alfa	W	dabljuu	<i>as in</i> Whiskey
B	bii	<i>as in</i> Bravo	X	eks	<i>as in</i> X-ray
C	sii	<i>as in</i> Charlie	Y	wai	<i>as in</i> Yankee
D	dii	<i>as in</i> Delta	Z	zed, zii	<i>as in</i> Zulu
E	ii	<i>as in</i> Echo			
F	ef	<i>as in</i> Fox-trot	Å	a with a small circle over it	
G	dzi	<i>as in</i> Golf	Ä	a with two dots	
H	eitò	<i>as in</i> Hotel	Ö	o with two dots	
I	ai	<i>as in</i> India	aa	dabl ei	
J	dzei	<i>as in</i> Juliet		apostrophe	
K	kei	<i>as in</i> Kilo	@	at	
L	el	<i>as in</i> Lima	ABCD	capitals	
M	em	<i>as in</i> Mike	abcd	lower case characters	
N	en	<i>as in</i> November	—	dash	
O	ou	<i>as in</i> Oscar	é	e acute	
P	pii	<i>as in</i> Papa	è	e grave	
Q	kju	<i>as in</i> Quebec	-	hyphen	
R	aar	<i>as in</i> Romeo	/	slash/stroke	
S	es	<i>as in</i> Sierra	~	tilde	
T	tii	<i>as in</i> Tango	ü	u-umlaut	
U	juu	<i>as in</i> Uniform	___	underline	
V	vii	<i>as in</i> Victor	.fi	dot fi	
			2.3	two point three	

LEARNWELL OY www.thelanguagemenu.com

TELEPHONE ALPHABET

A	ei	<i>as in</i> Alfa	W	dabljuu	<i>as in</i> Whiskey
B	bii	<i>as in</i> Bravo	X	eks	<i>as in</i> X-ray
C	sii	<i>as in</i> Charlie	Y	wai	<i>as in</i> Yankee
D	dii	<i>as in</i> Delta	Z	zed, zii	<i>as in</i> Zulu
E	ii	<i>as in</i> Echo			
F	ef	<i>as in</i> Fox-trot	Å	a with a small circle over it	
G	dzi	<i>as in</i> Golf	Ä	a with two dots	
H	eitò	<i>as in</i> Hotel	Ö	o with two dots	
I	ai	<i>as in</i> India	aa	dabl ei	
J	dzei	<i>as in</i> Juliet		apostrophe	
K	kei	<i>as in</i> Kilo	@	at	
L	el	<i>as in</i> Lima	ABCD	capitals	
M	em	<i>as in</i> Mike	abcd	lower case characters	
N	en	<i>as in</i> November	—	dash	
O	ou	<i>as in</i> Oscar	é	e acute	
P	pii	<i>as in</i> Papa	è	e grave	
Q	kju	<i>as in</i> Quebec	-	hyphen	
R	aar	<i>as in</i> Romeo	/	slash/stroke	
S	es	<i>as in</i> Sierra	~	tilde	
T	tii	<i>as in</i> Tango	ü	u-umlaut	
U	juu	<i>as in</i> Uniform	___	underline	
V	vii	<i>as in</i> Victor	.fi	dot fi	
			2.3	two point three	

LEARNWELL OY www.thelanguagemenu.com

Idea no. 187

METRIC SYMBOLS

Quantity measured	Unit	Symbol
Length, width, distance, thickness, girth, etc.	millimeter	mm
	centimeter	cm
	meter	m
	kilometer	km
Mass ("weight")	milligram	mg
	gram	g
	kilogram	kg
	metric ton	t
Time	second	s
Temperature	degree Celsius	°C
Area	square meter	m ²
	hectare	ha
	square kilometer	km ²
Volume	milliliter	mL
	cubic centimeter	cm ³
	liter	L
	cubic meter	m ³
Speed, velocity	meter per second	m/s
	kilometer per hour	km/h
Force	newton	N
Pressure, stress	kilopascal	kPa
Power	watt	W
	kilowatt	kW
Energy	kilojoule	kJ
	megajoule	MJ
	kilowatt hour	kW-h
Electric current	ampere	A



LEARNWELL OY www.thelanguagemenu.com

METRIC SYMBOLS

Quantity measured	Unit	Symbol
Length, width, distance, thickness, girth, etc.	millimeter	mm
	centimeter	cm
	meter	m
	kilometer	km
Mass ("weight")	milligram	mg
	gram	g
	kilogram	kg
	metric ton	t
Time	second	s
Temperature	degree Celsius	°C
Area	square meter	m ²
	hectare	ha
	square kilometer	km ²
Volume	milliliter	mL
	cubic centimeter	cm ³
	liter	L
	cubic meter	m ³
Speed, velocity	meter per second	m/s
	kilometer per hour	km/h
Force	newton	N
Pressure, stress	kilopascal	kPa
Power	watt	W
	kilowatt	kW
Energy	kilojoule	kJ
	megajoule	MJ
	kilowatt hour	kW-h
Electric current	ampere	A



LEARNWELL OY www.thelanguagemenu.com

METRIC SYMBOLS

Quantity measured	Unit	Symbol
Length, width, distance, thickness, girth, etc.	millimeter	mm
	centimeter	cm
	meter	m
	kilometer	km
Mass ("weight")	milligram	mg
	gram	g
	kilogram	kg
	metric ton	t
Time	second	s
Temperature	degree Celsius	°C
Area	square meter	m ²
	hectare	ha
	square kilometer	km ²
Volume	milliliter	mL
	cubic centimeter	cm ³
	liter	L
	cubic meter	m ³
Speed, velocity	meter per second	m/s
	kilometer per hour	km/h
Force	newton	N
Pressure, stress	kilopascal	kPa
Power	watt	W
	kilowatt	kW
Energy	kilojoule	kJ
	megajoule	MJ
	kilowatt hour	kW-h
Electric current	ampere	A



LEARNWELL OY www.thelanguagemenu.com

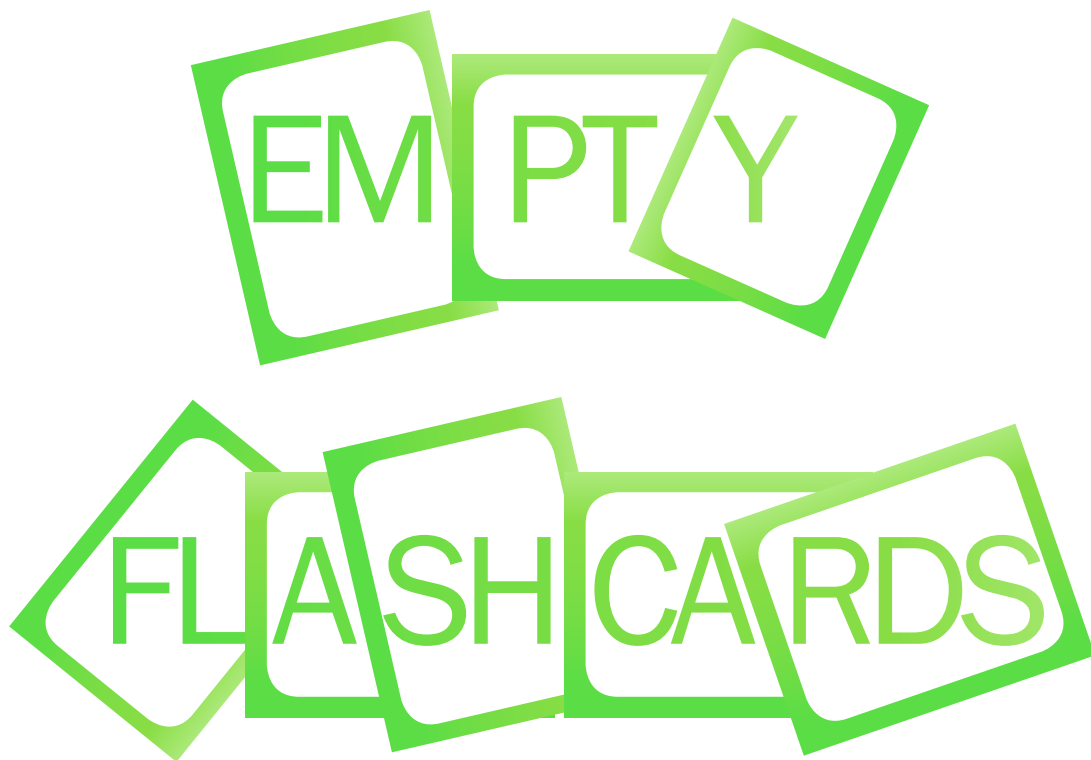
METRIC SYMBOLS

Quantity measured	Unit	Symbol
Length, width, distance, thickness, girth, etc.	millimeter	mm
	centimeter	cm
	meter	m
	kilometer	km
Mass ("weight")	milligram	mg
	gram	g
	kilogram	kg
	metric ton	t
Time	second	s
Temperature	degree Celsius	°C
Area	square meter	m ²
	hectare	ha
	square kilometer	km ²
Volume	milliliter	mL
	cubic centimeter	cm ³
	liter	L
	cubic meter	m ³
Speed, velocity	meter per second	m/s
	kilometer per hour	km/h
Force	newton	N
Pressure, stress	kilopascal	kPa
Power	watt	W
	kilowatt	kW
Energy	kilojoule	kJ
	megajoule	MJ
	kilowatt hour	kW-h
Electric current	ampere	A



LEARNWELL OY www.thelanguagemenu.com

Idea no. 188



The following section includes empty flashcards of all the different sizes. You can print more cards in pdf format on www.thelanguagemenu.com. Use these for idea number 87, 88 and 89, as well as for any other ideas you might have yourself for the students. You can write sentences or draw pictures for games.

www.thelanguagemenu.com

Flashcard 2x2

www.thelanguagemenu.com	

Flashcard 2x3

Flashcard 2x4

www.thelanguagemenu.com

Flashcard 2x5

Flashcard 2x6

www.thelanguagemenu.com

Flashcard 2x7

Flashcard 2x8

Flashcard 3x3

www.thelanguagemenu.com

Flashcard 3x4

Flashcard 3x5

www.thelanguagemenu.com

Flashcard 3x6

Flashcard 3x7

www.thelanguagemenu.com

Flashcard 4x4

Flashcard 4x5

Flashcard 5x7

The book “Fun with flashcards - 150+ ideas for using flashcards in the classroom” is a book filled with ideas on how to use flashcards in the classroom. The ideas can be used for all ages, from basic vocabulary games for children in kindergarten to grammar and discussion exercises for adults. It’s easy and cheap to make sets of your own flashcards and if you laminate the cards, they will also last.

If you have some other ideas that are missing from this book, send us the idea and an example worksheet and we will include it in our next update of the e-flashcard book. Credit will be given to you for submitting the idea.

Contact us if you have some ideas, suggestions or comments at office@learnmera.com



LEARNWELL OY

SUPPORTING YOU IN THE WORLD OF LANGUAGES!

Leranmore Projects
Learnmera Oy

office@learnmera.com
www.learnmera.com