

ENGLISH

VERONICA GELFGREN

# FUN WITH FLASHCARDS

150+ ideas for using flashcards  
in the classroom



What are some names  
of Egyptian gods?

A resource book with printable  
flashcards activities

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VERONICA GELFGREN

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.

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PUBLISHED WITH SUPPORT FROM SVENSKA KULTURFONDEN

OTHER MATERIAL IN THE LEARNMORE PROJECTS SERIES:

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LEARNWELL CARDS™

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Vocabulary cards. Animals

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

Grammatikkort. Tidsuttryck

Grammatikkort. Oregelbundna verb i preteritum

ISBN 978-952-5733-09-9

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# Introduction

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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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

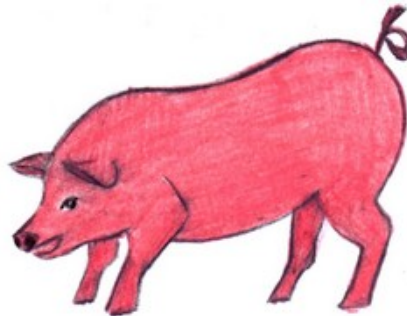
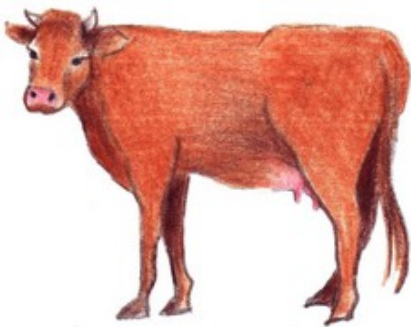
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*Discipline: language classes / basic vocabulary*  
*Grade levels: beginners/ intermediate / adult language education*  
*Objectives: to learn vocabulary*  
*Group size: 2 to 10*  
*Preparation time: 20 minutes to make, print and laminate the cards*  
*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.





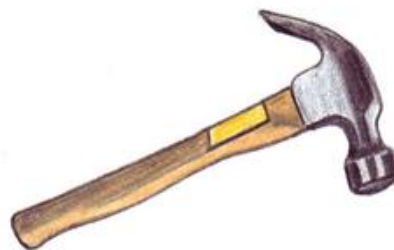
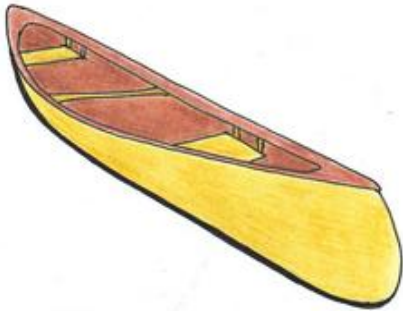
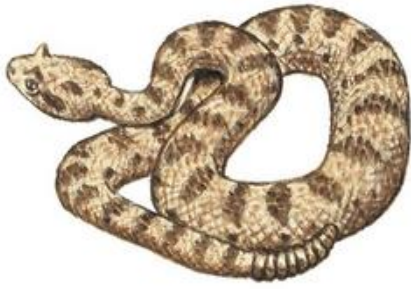


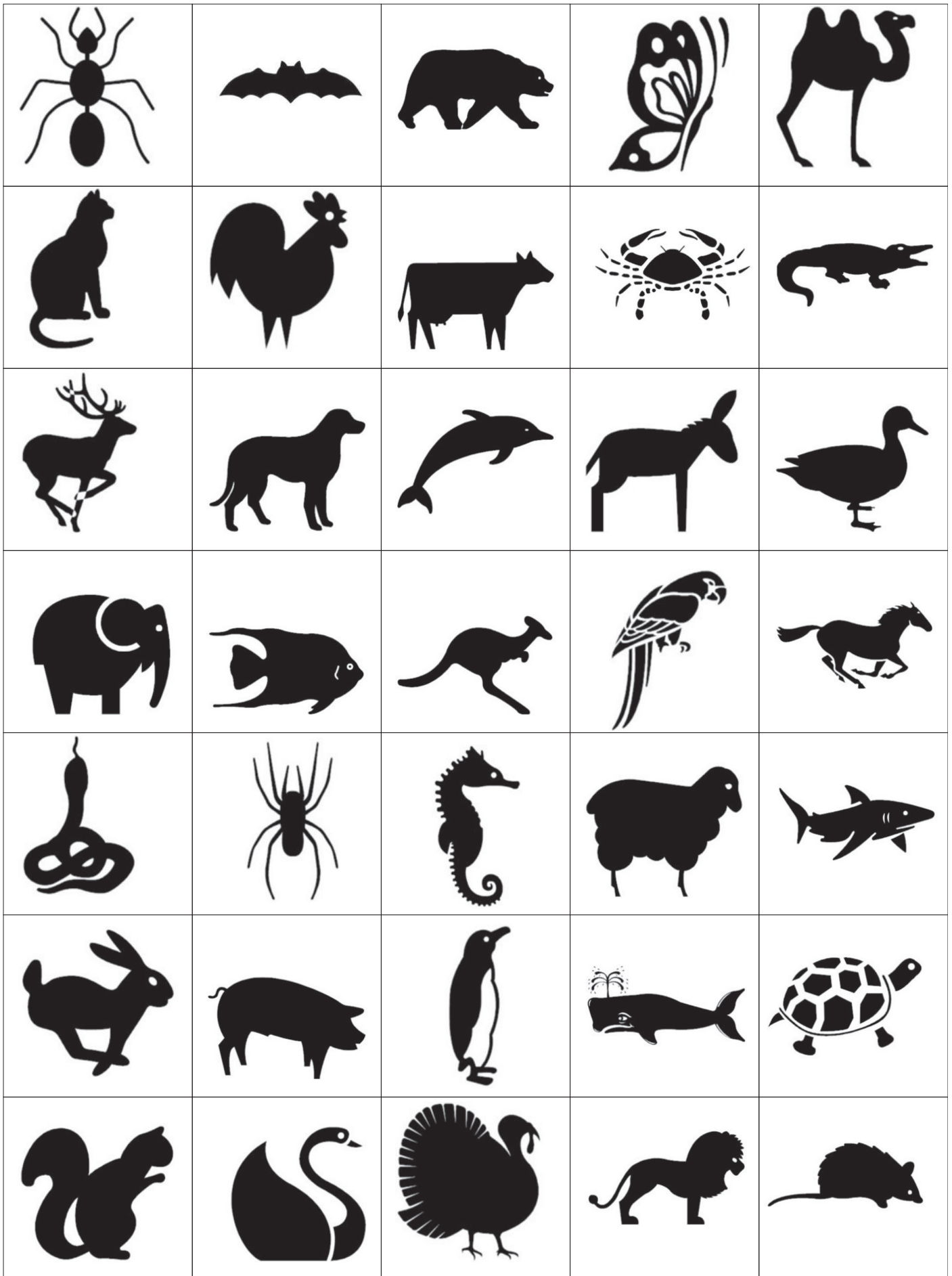


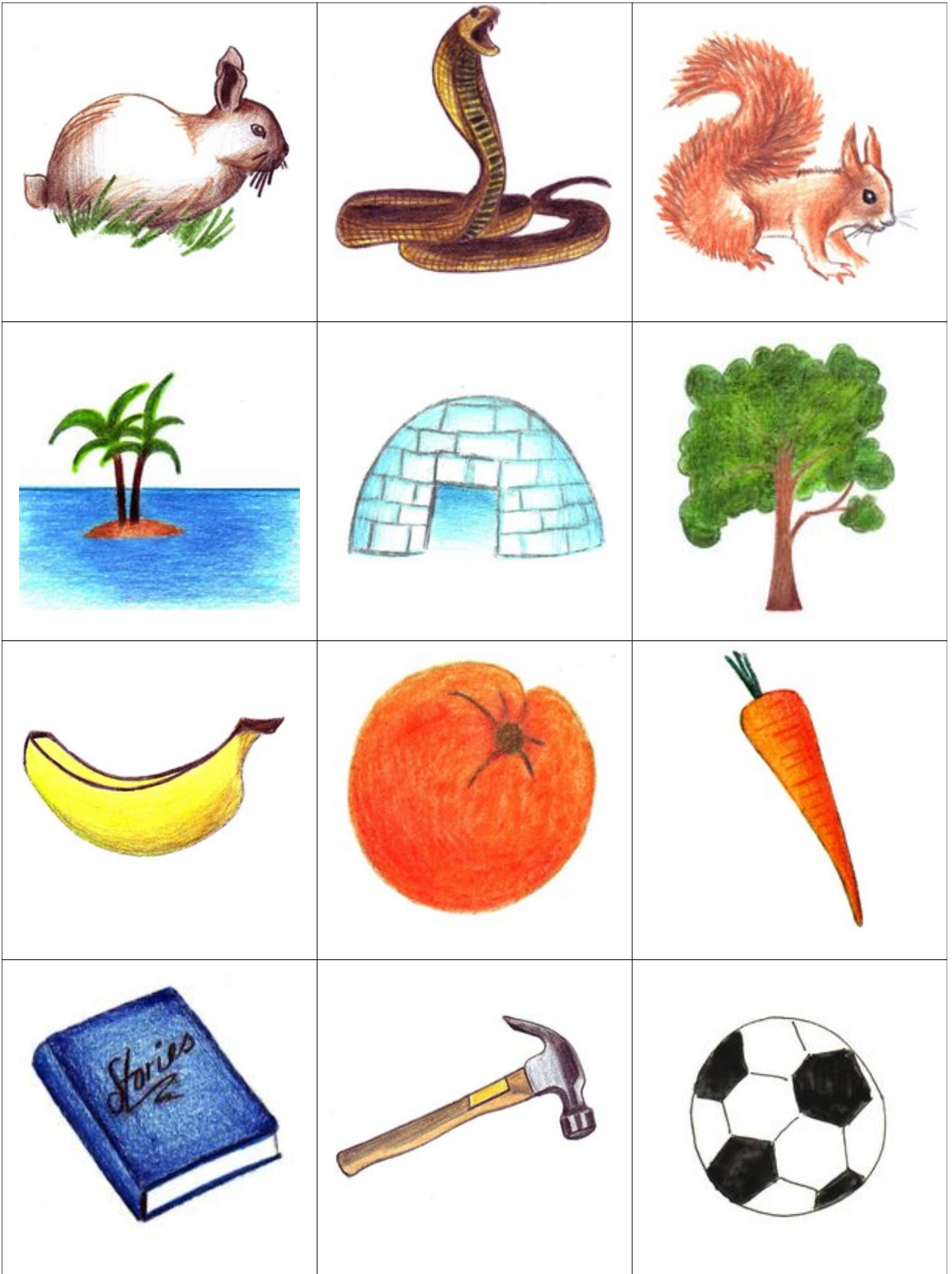
bear	camel	cat	hen
cow	crocodile	dog	duck
elk	elephant	frog	fox
giraffe	horse	kangaroo	lion
panda	polar bear	pig	parrot

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



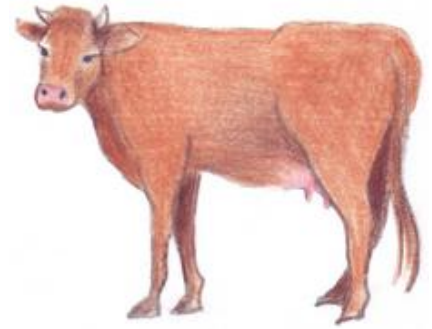






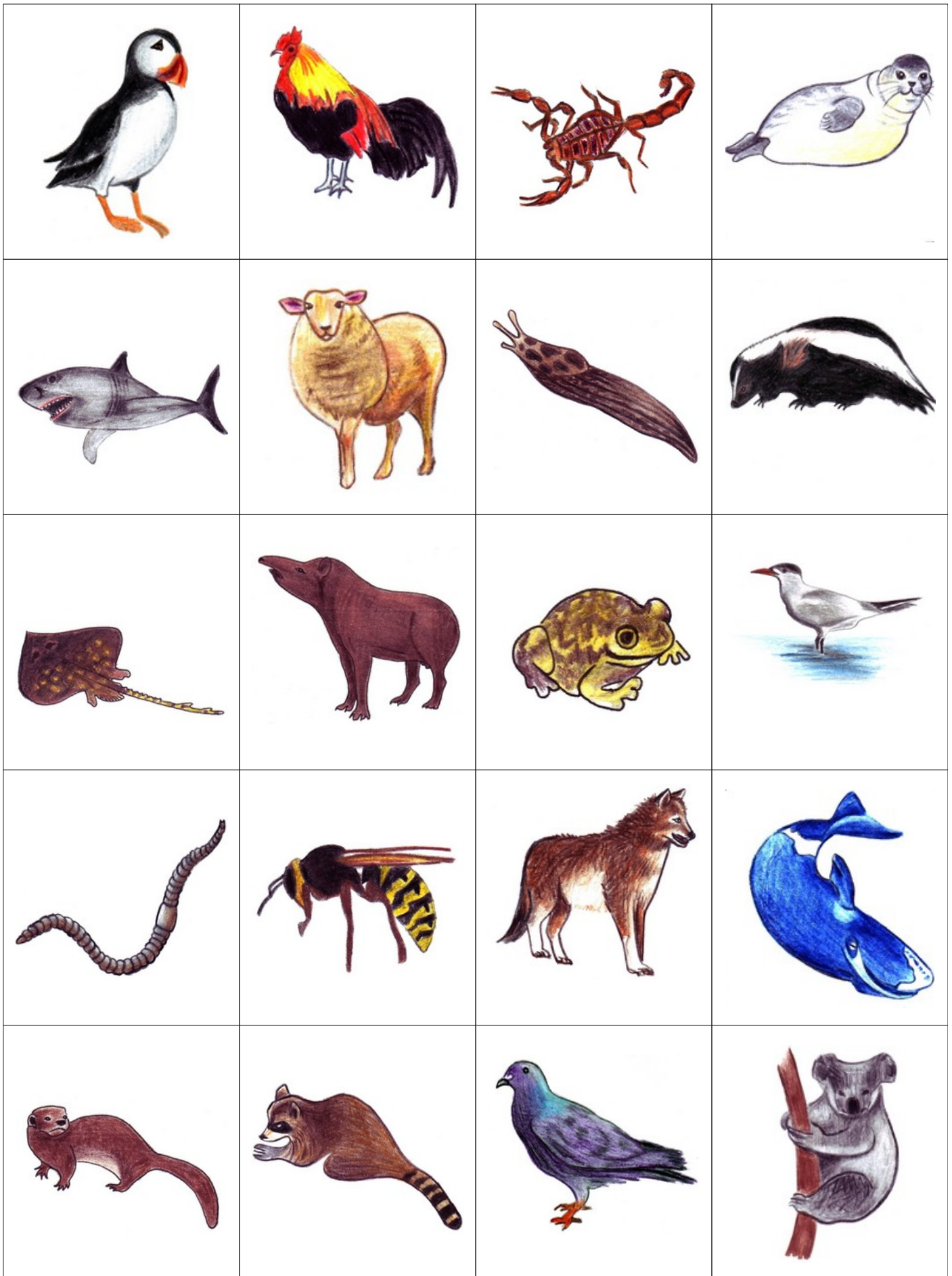


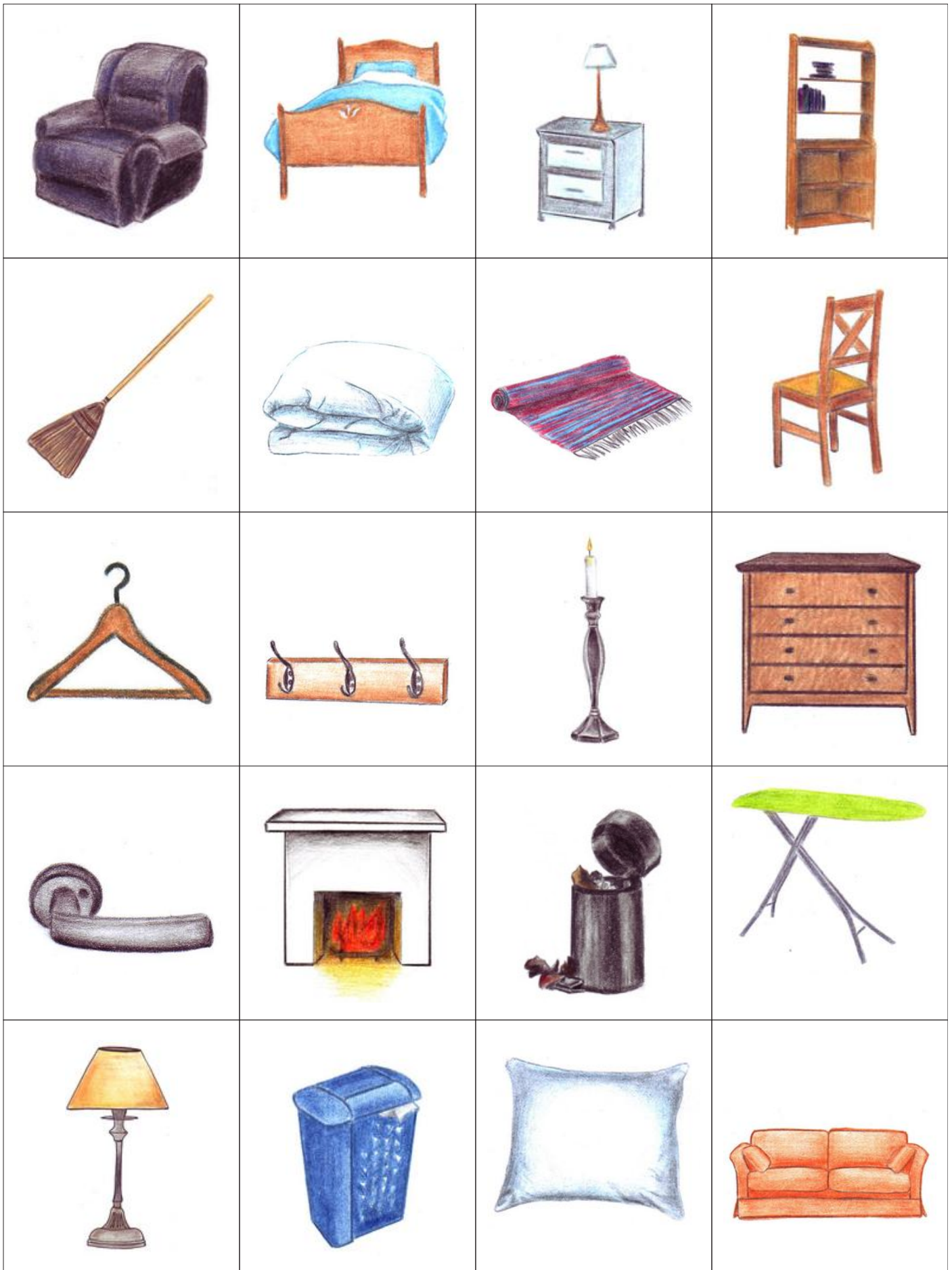




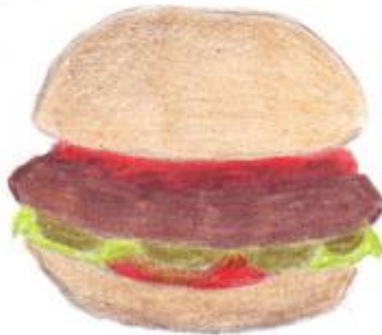
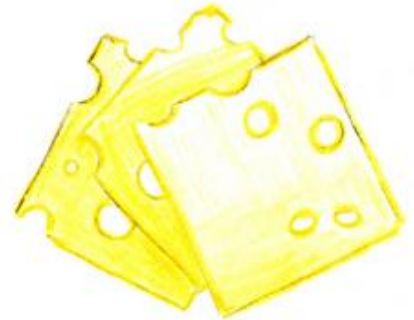












# Bingo with animals





# Bingo with animals



# Bingo with animals 3



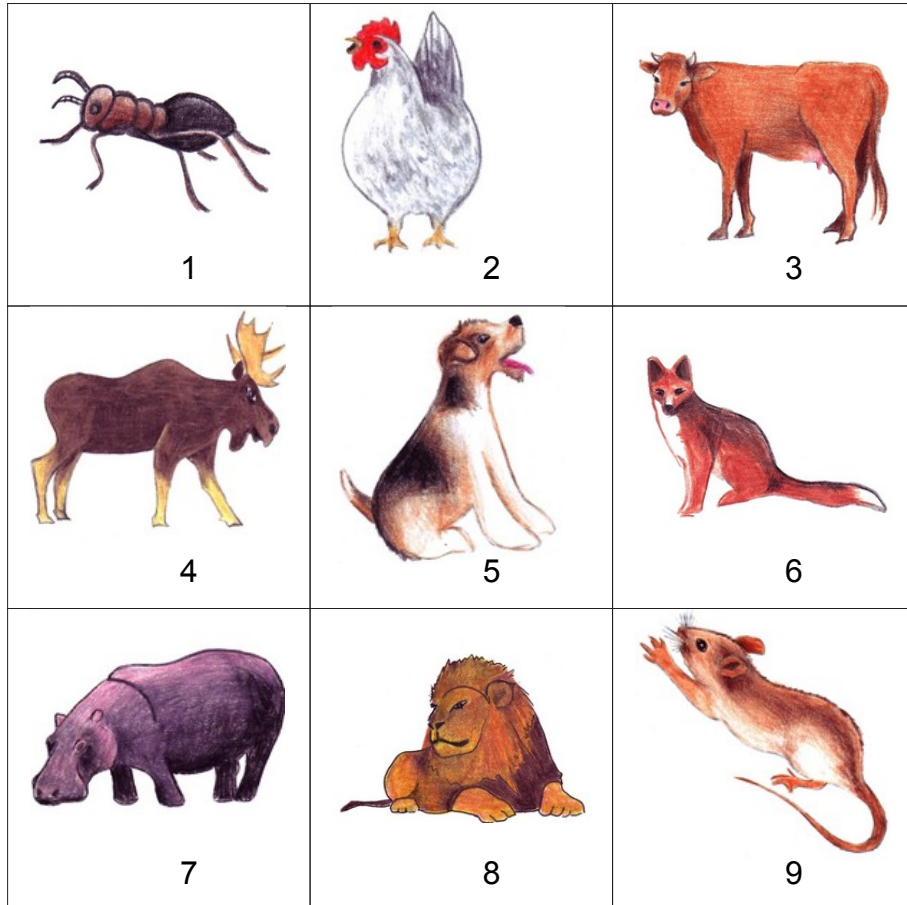


# Bingo with animals 4



# Bingo with animals 5

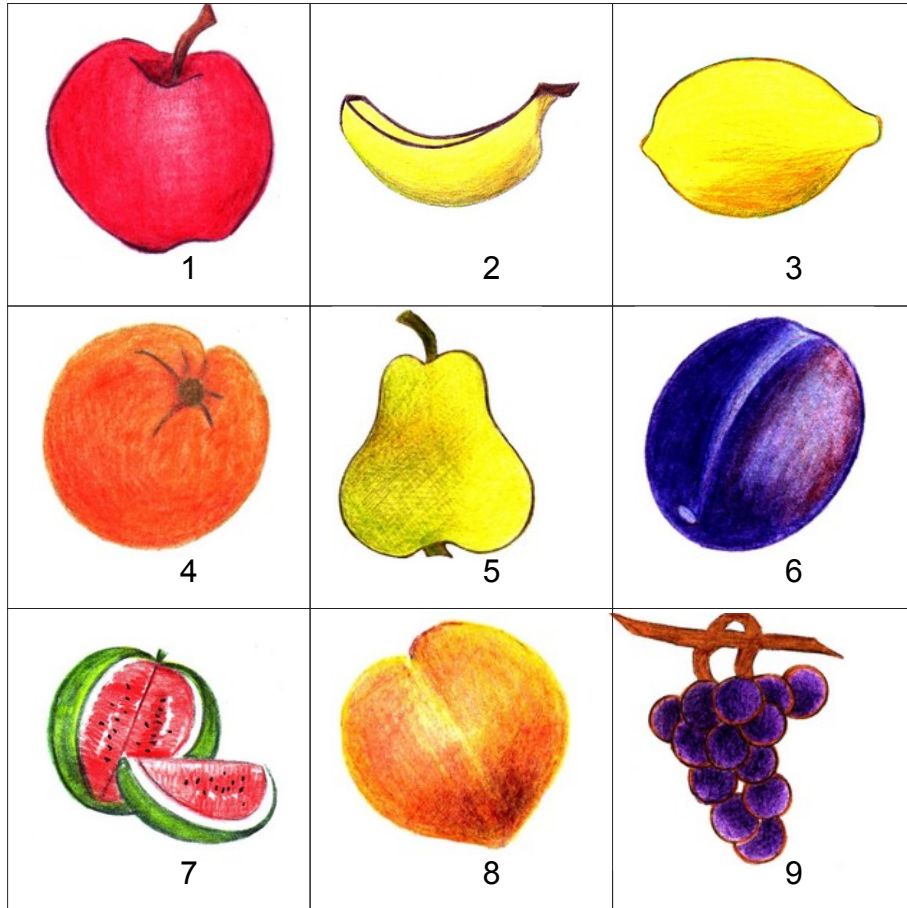




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Idea no. 15

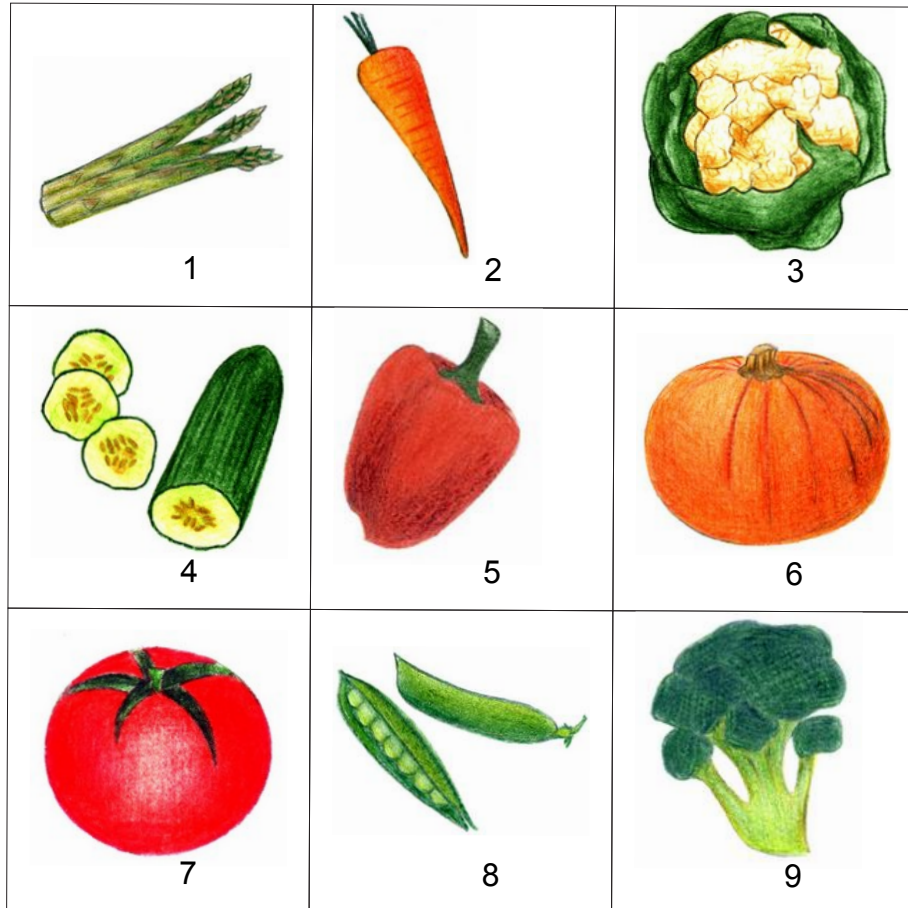




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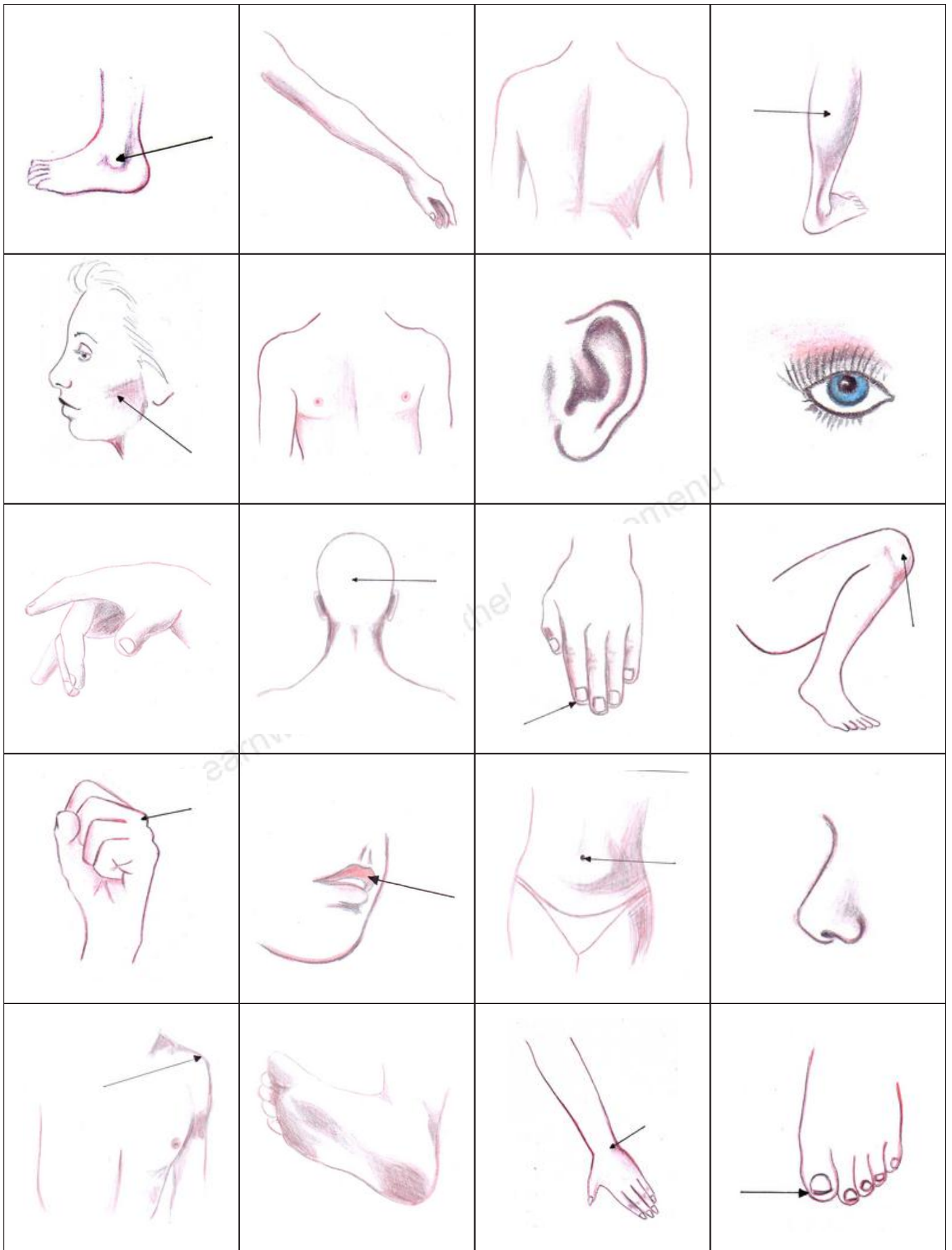
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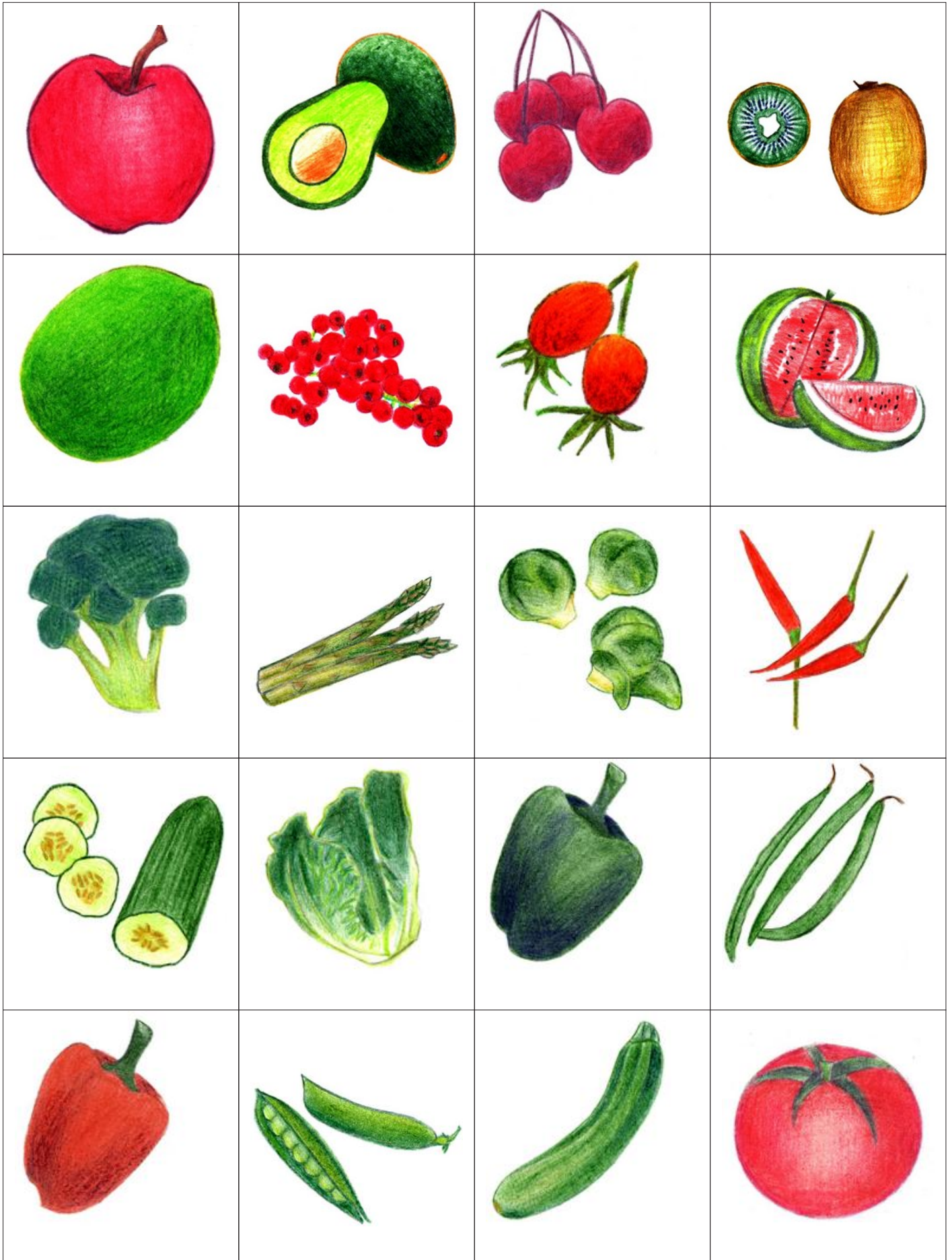


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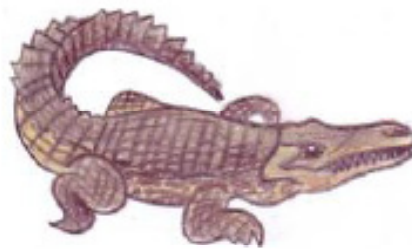
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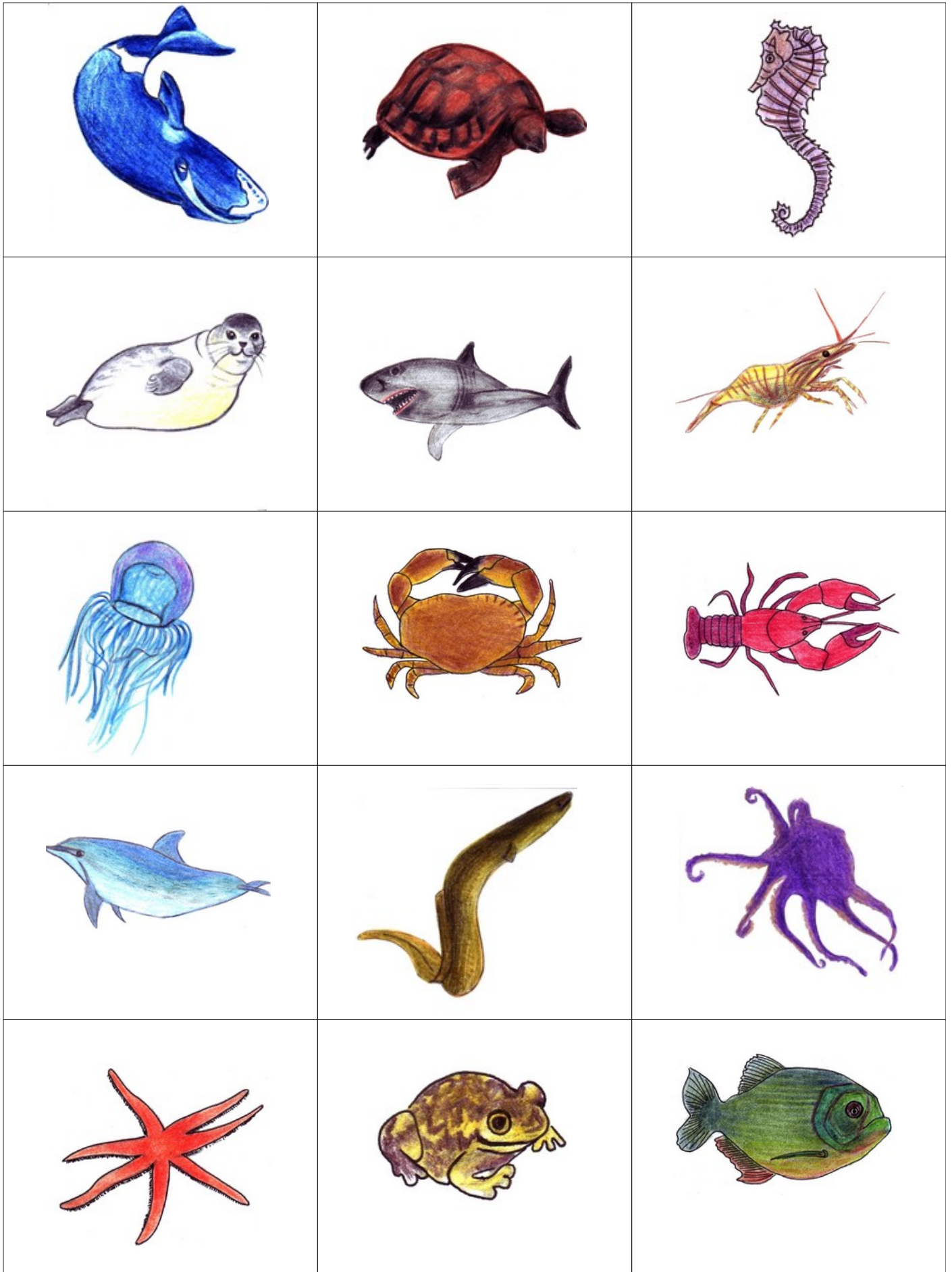




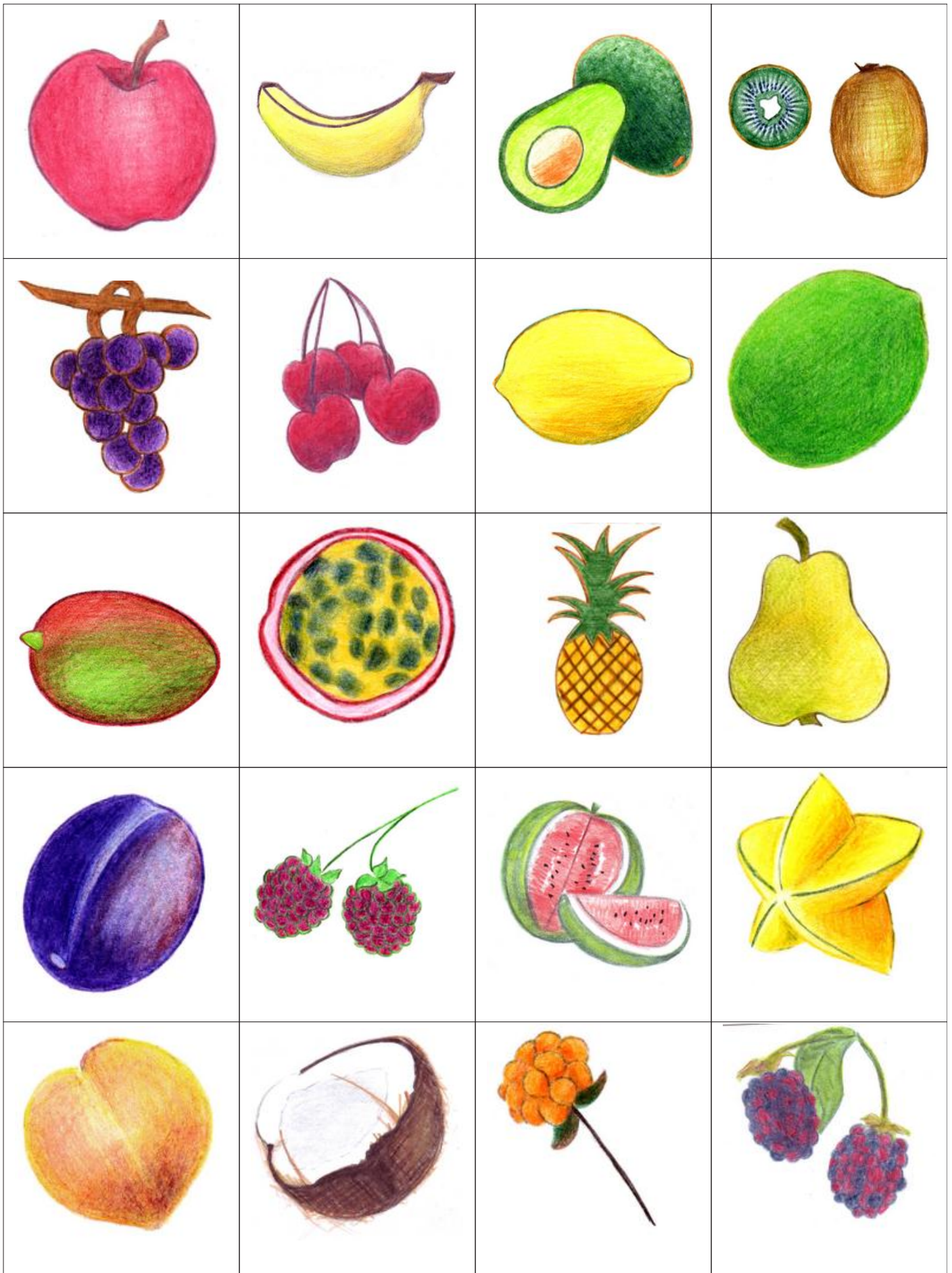


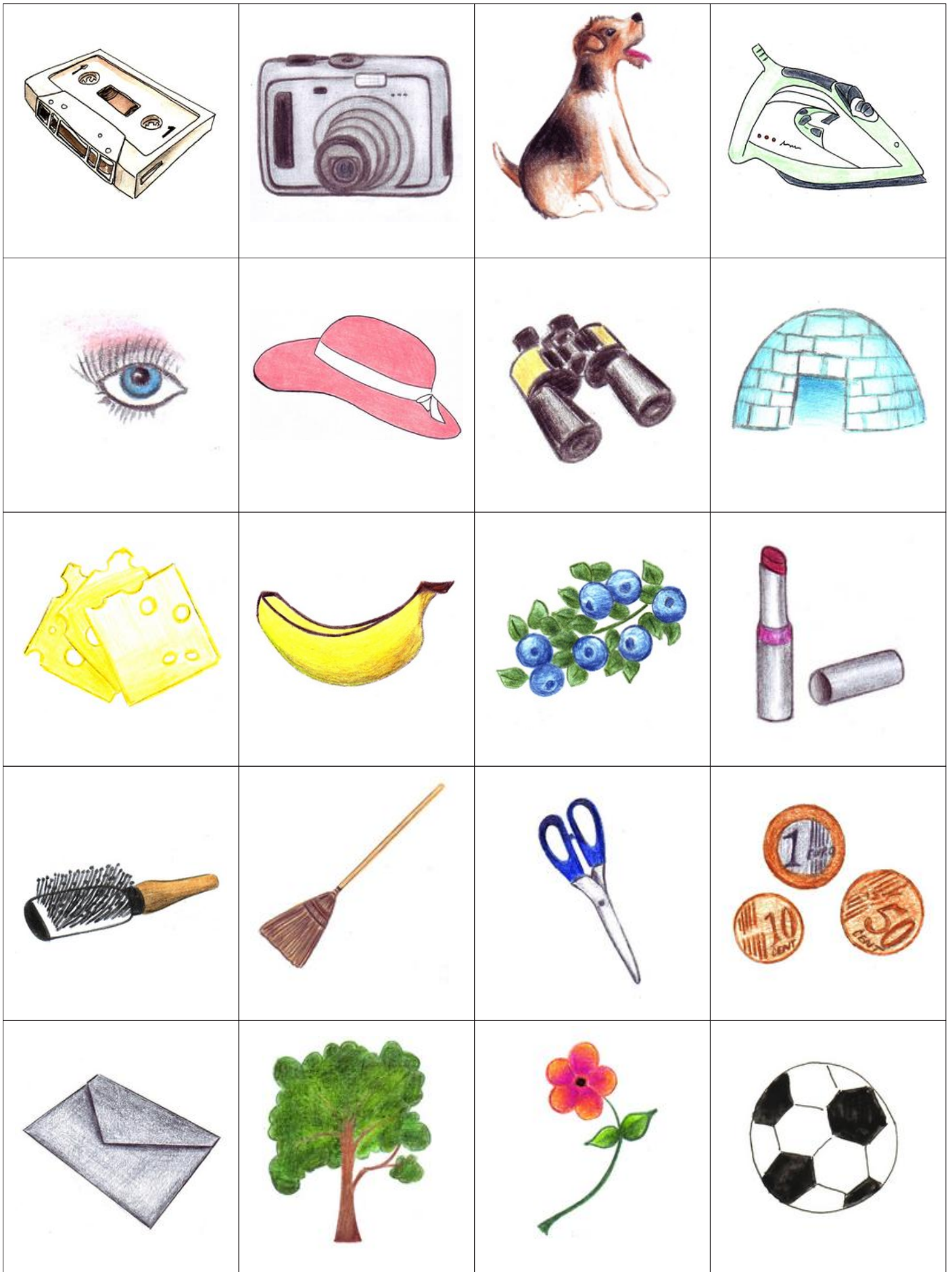




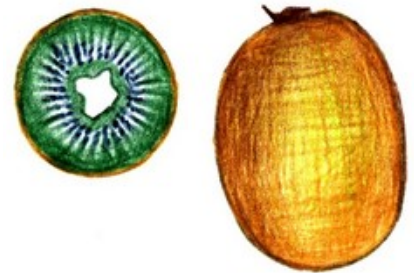


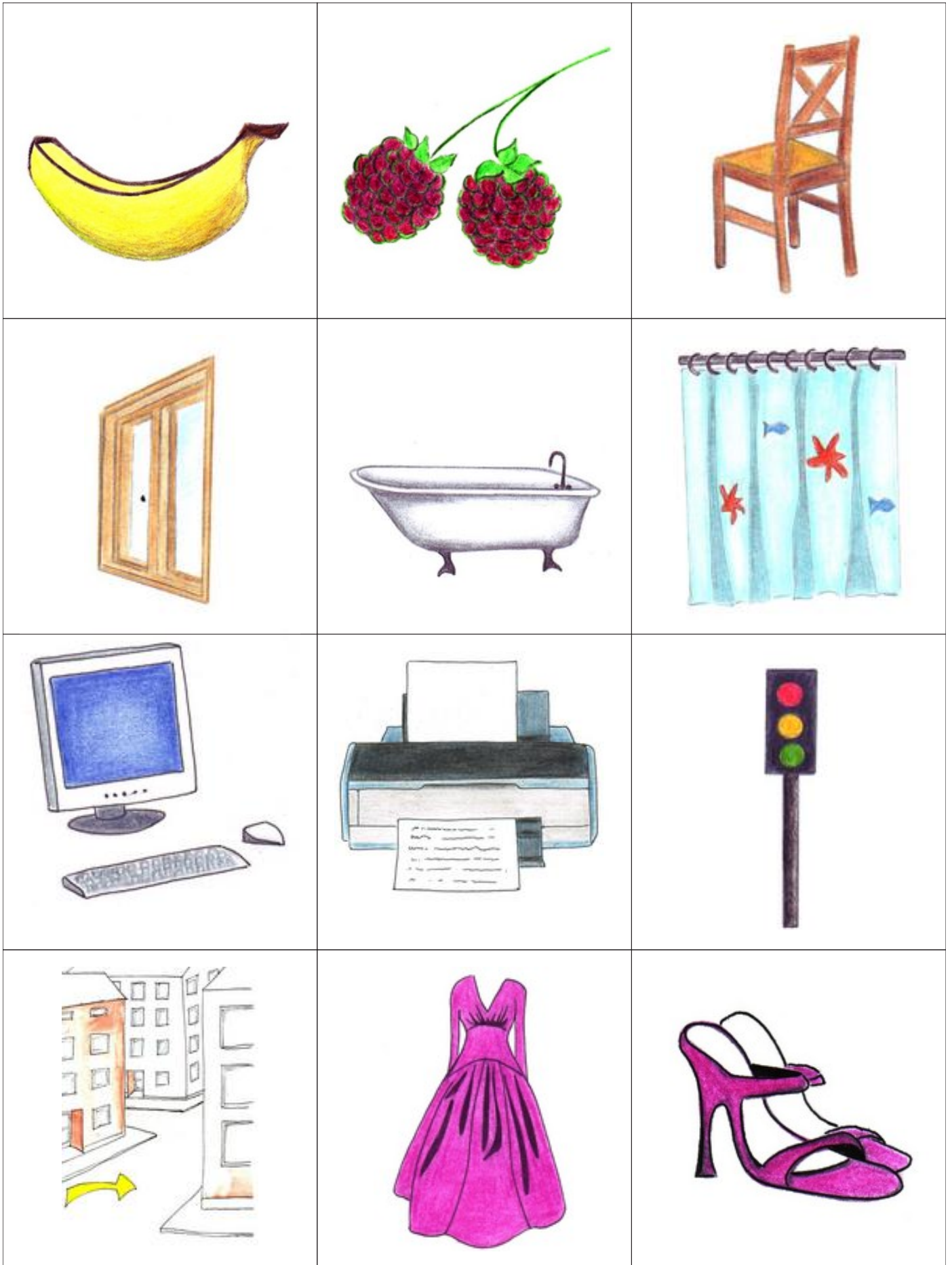


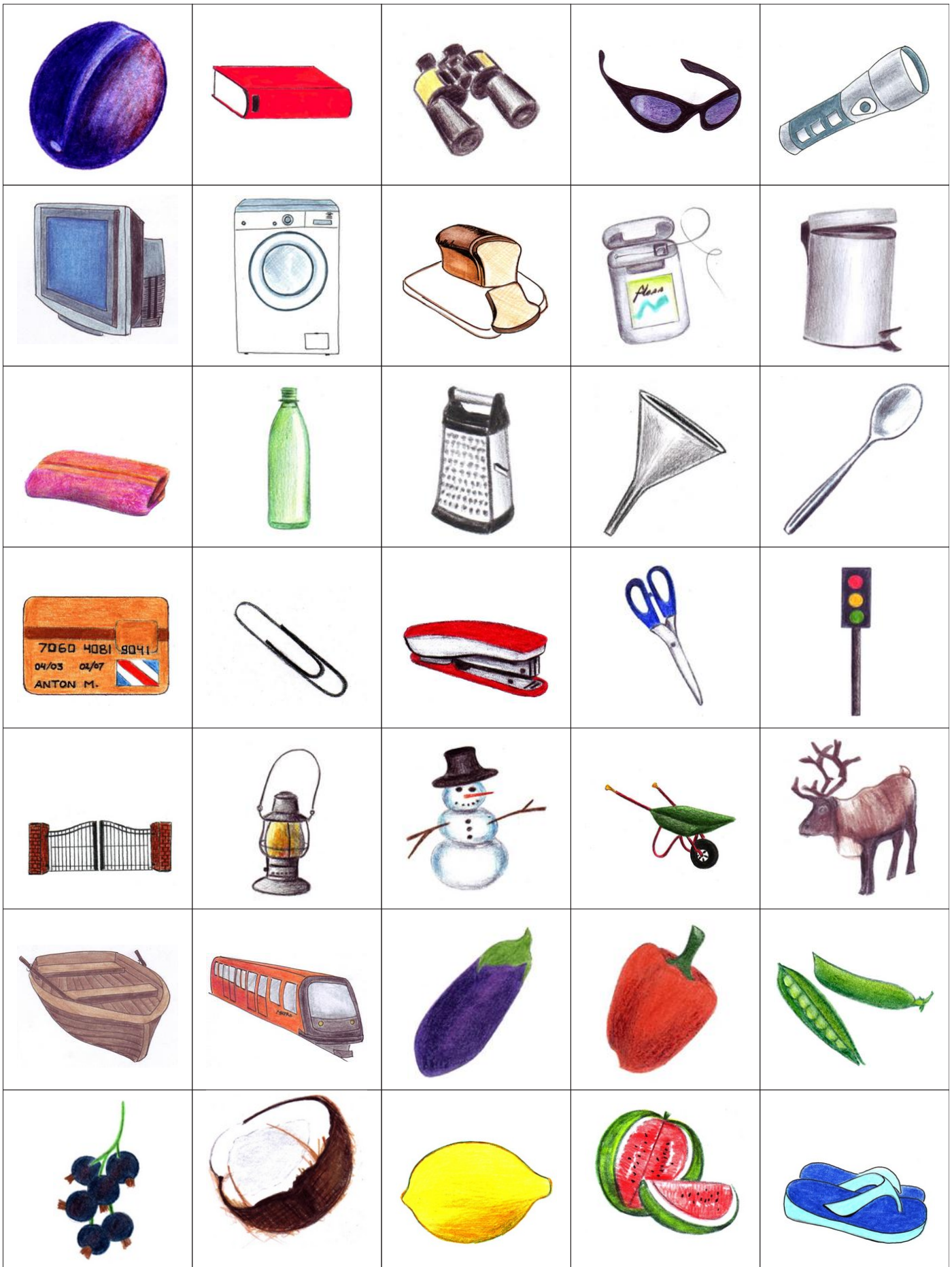




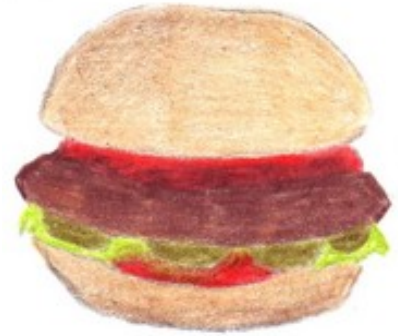


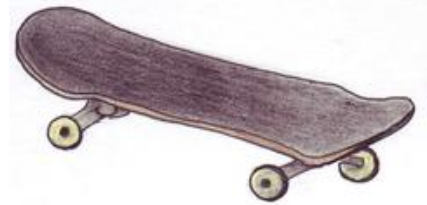












aggressive	anxious	apologetic	arrogant
bashful	confident	envious	frightened
frustrated	guilty	happy	horrified
hot	hung over	interested	jealous
mischievous	optimistic	relieved	sad

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

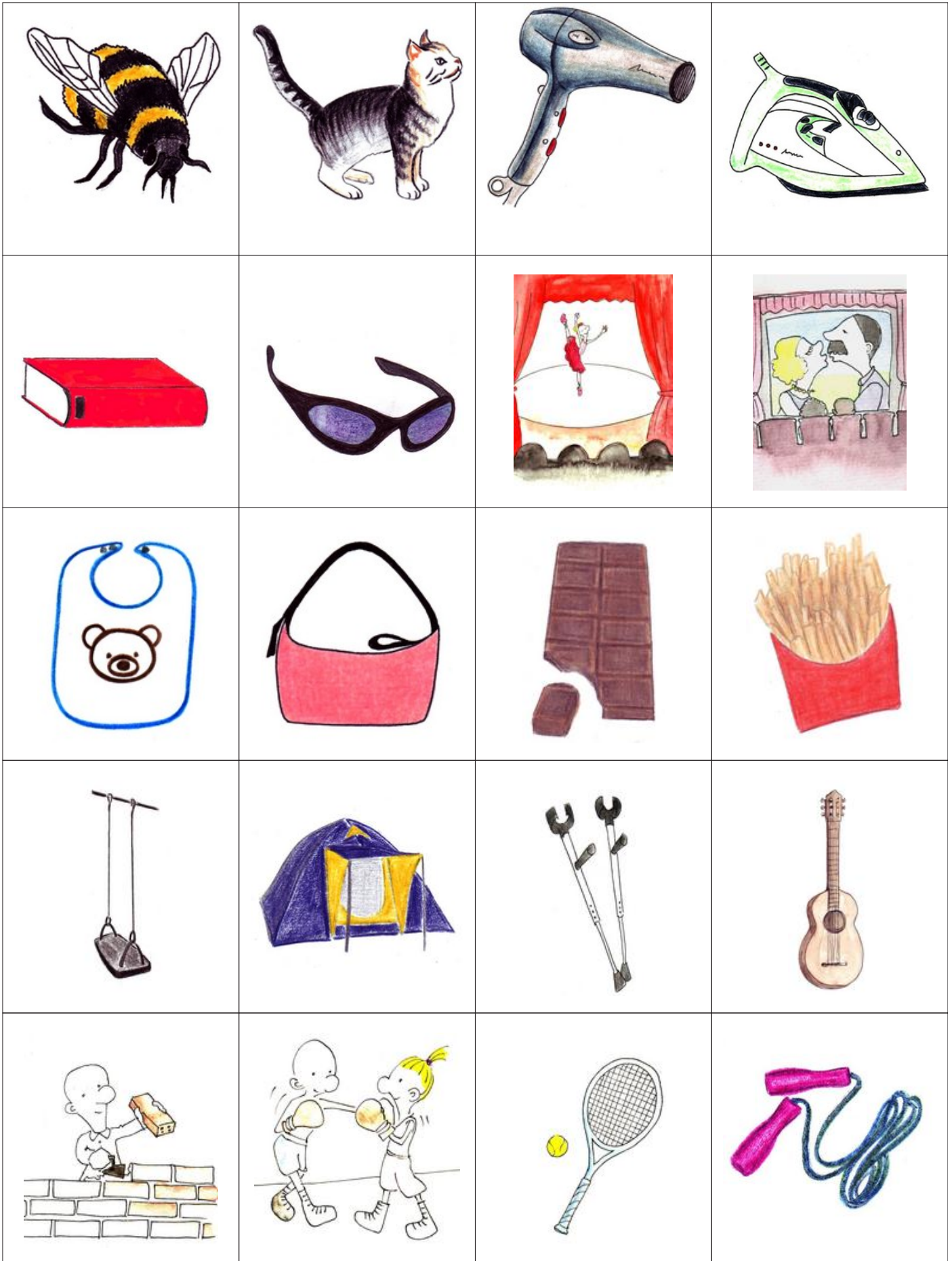
bracelet

handbag

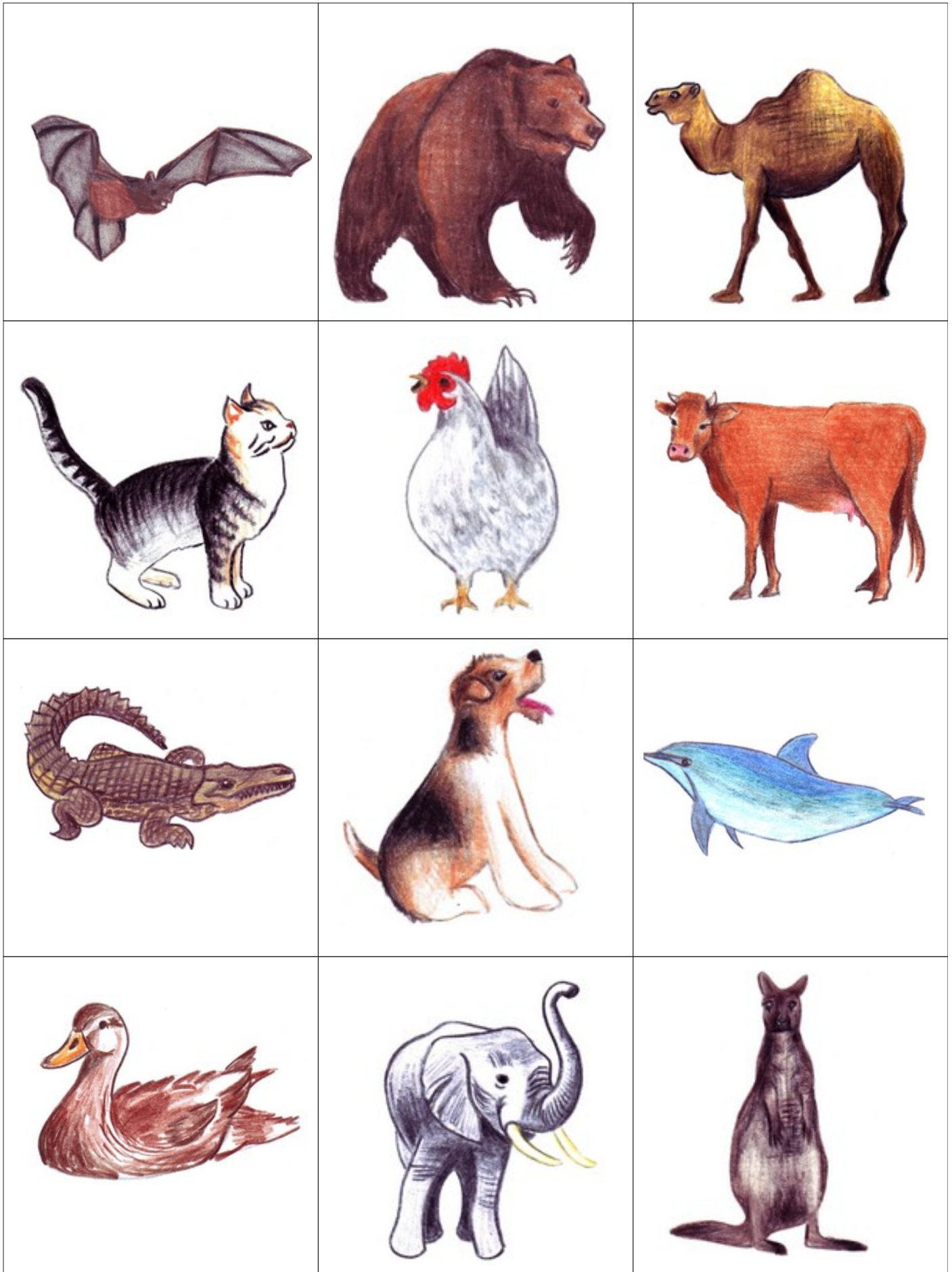
watch

brooch











A



B



C



D



E



F



G



H



I



J





Apple



Binoculars



Cherries



Dishwasher



Elephant



Fur coat



Gate



Hummingbird



Ice cube tray

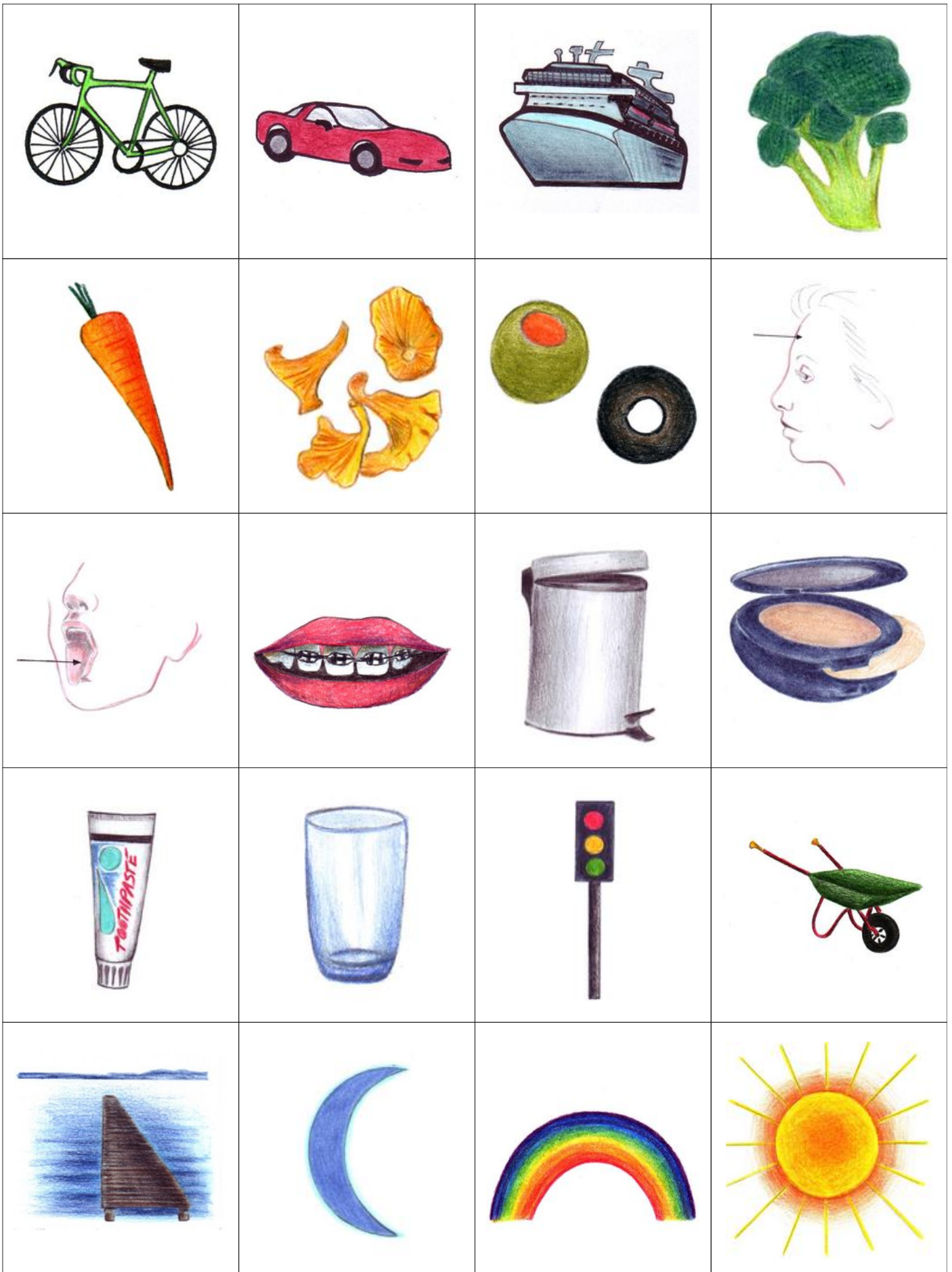


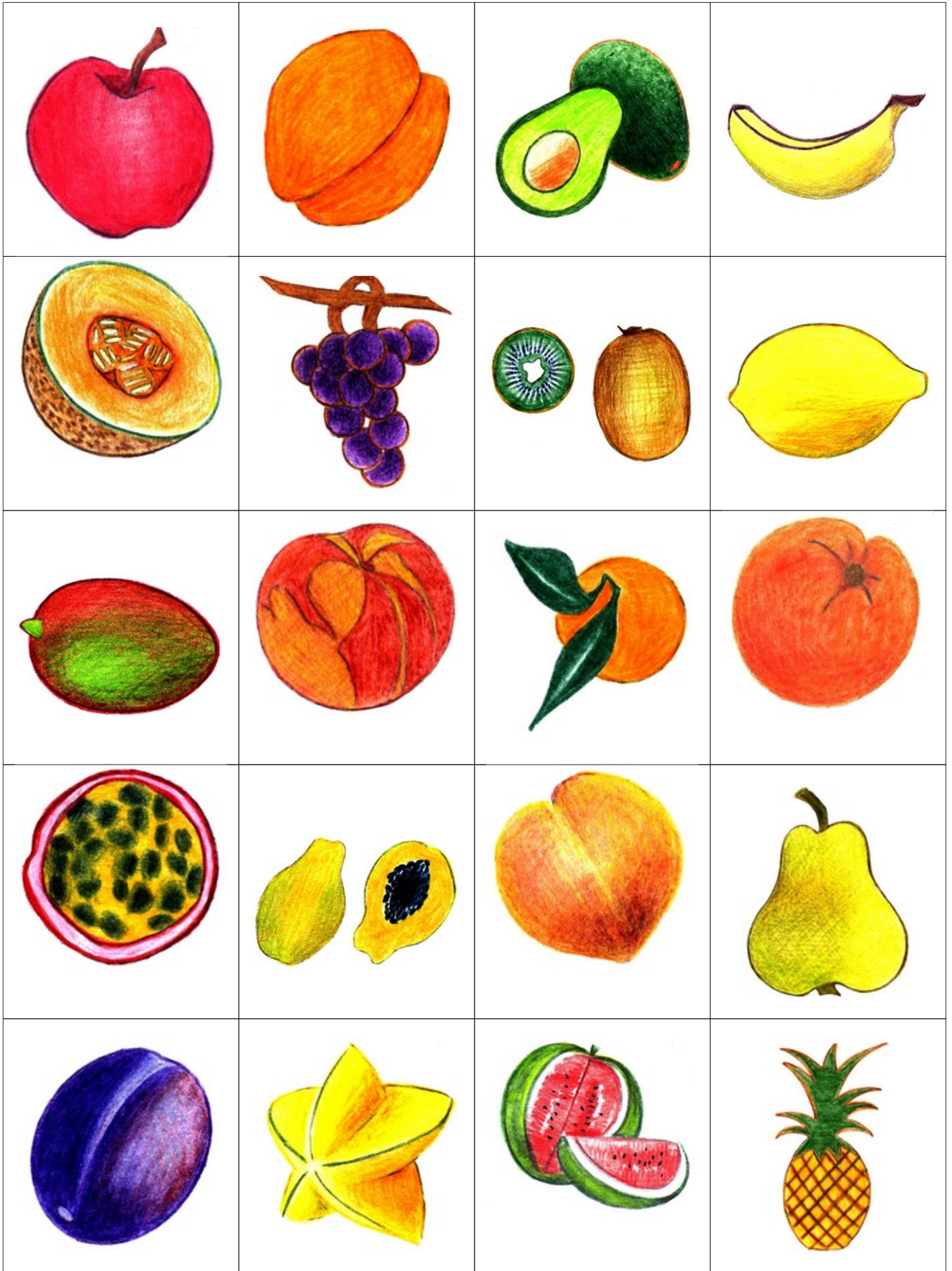
Jellyfish







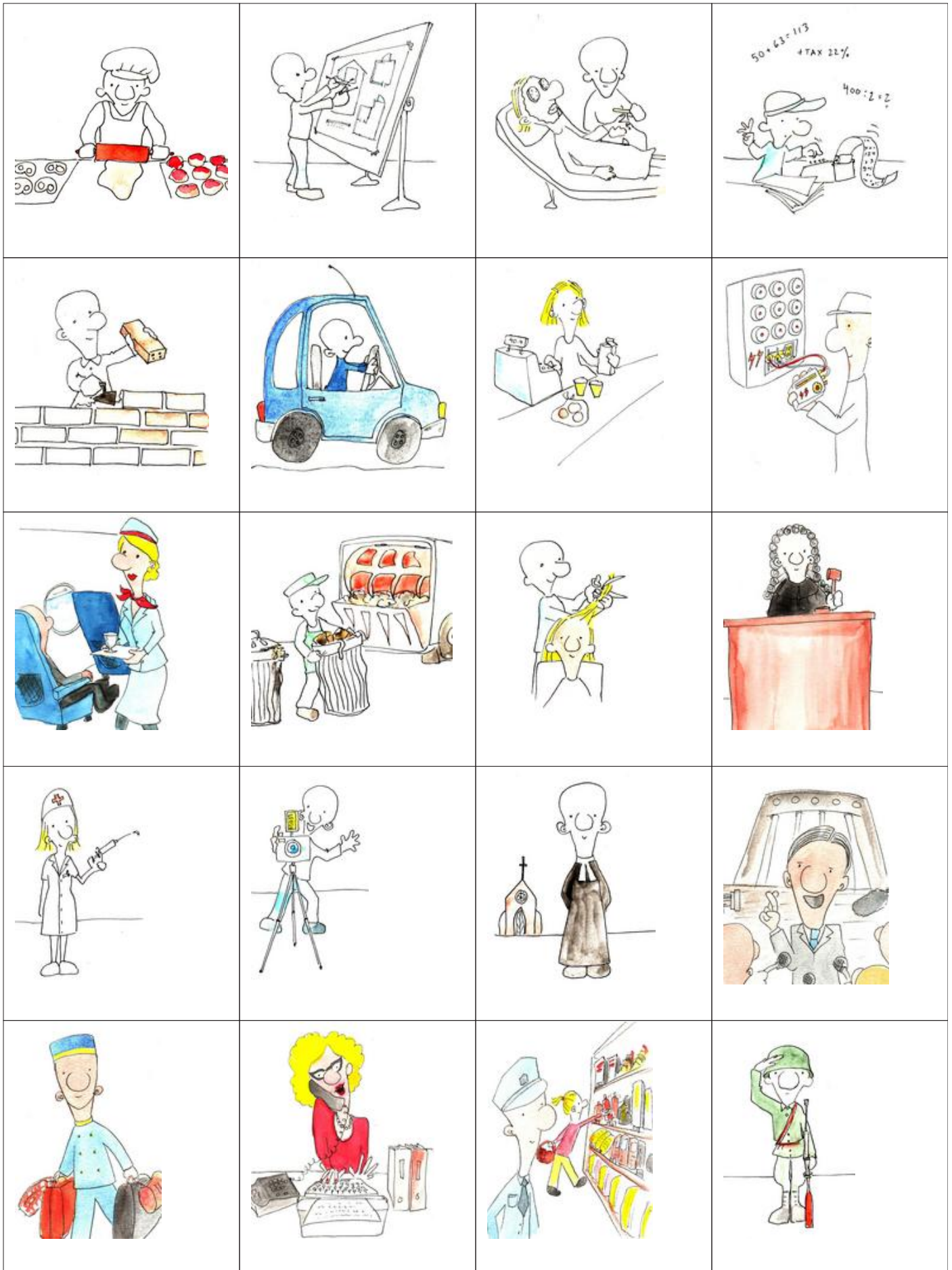




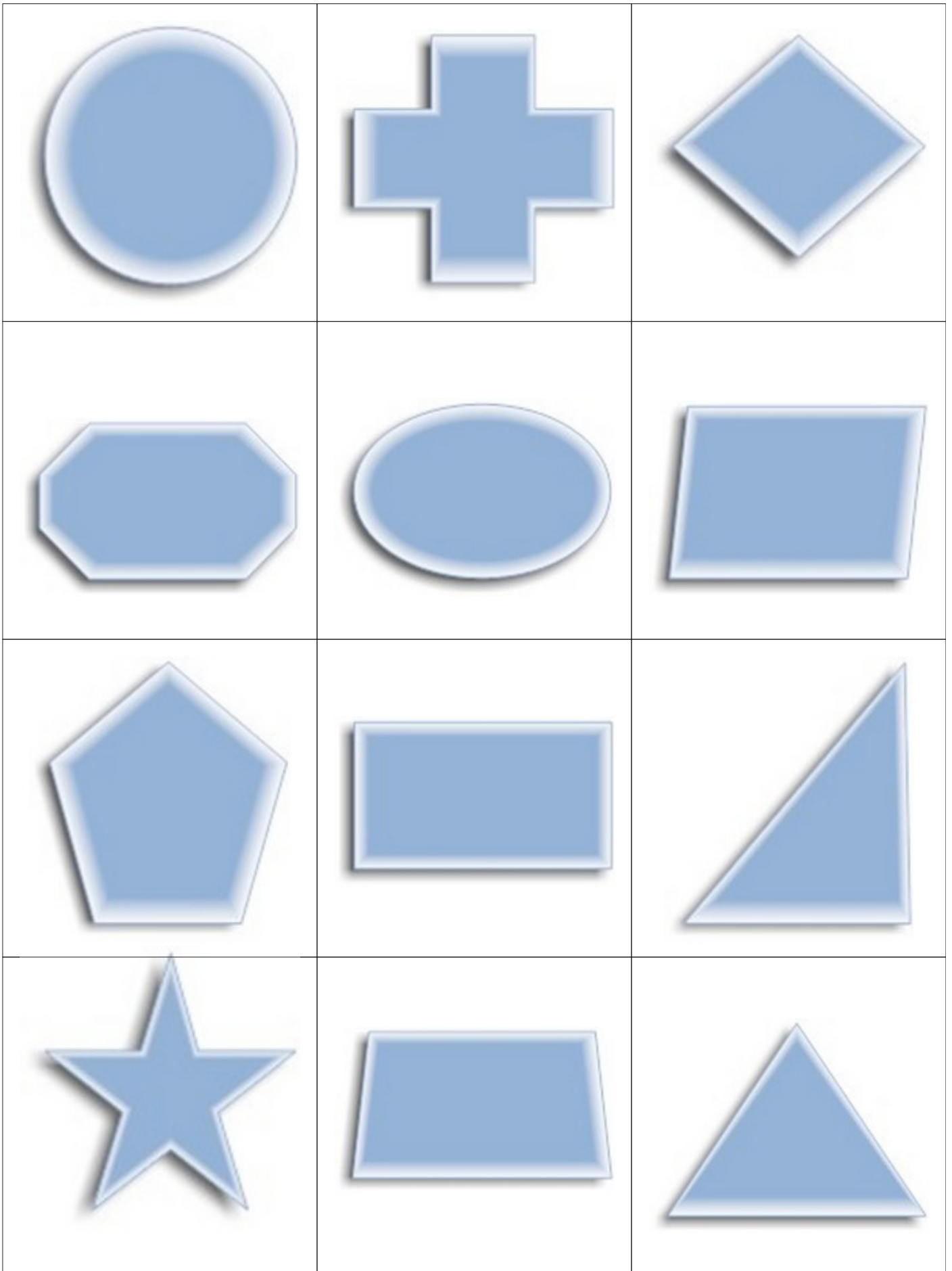


pig	snout
grunt	hoof
boar	sow
piglet	sty
mane	horse
mare	stable
stallion	foal

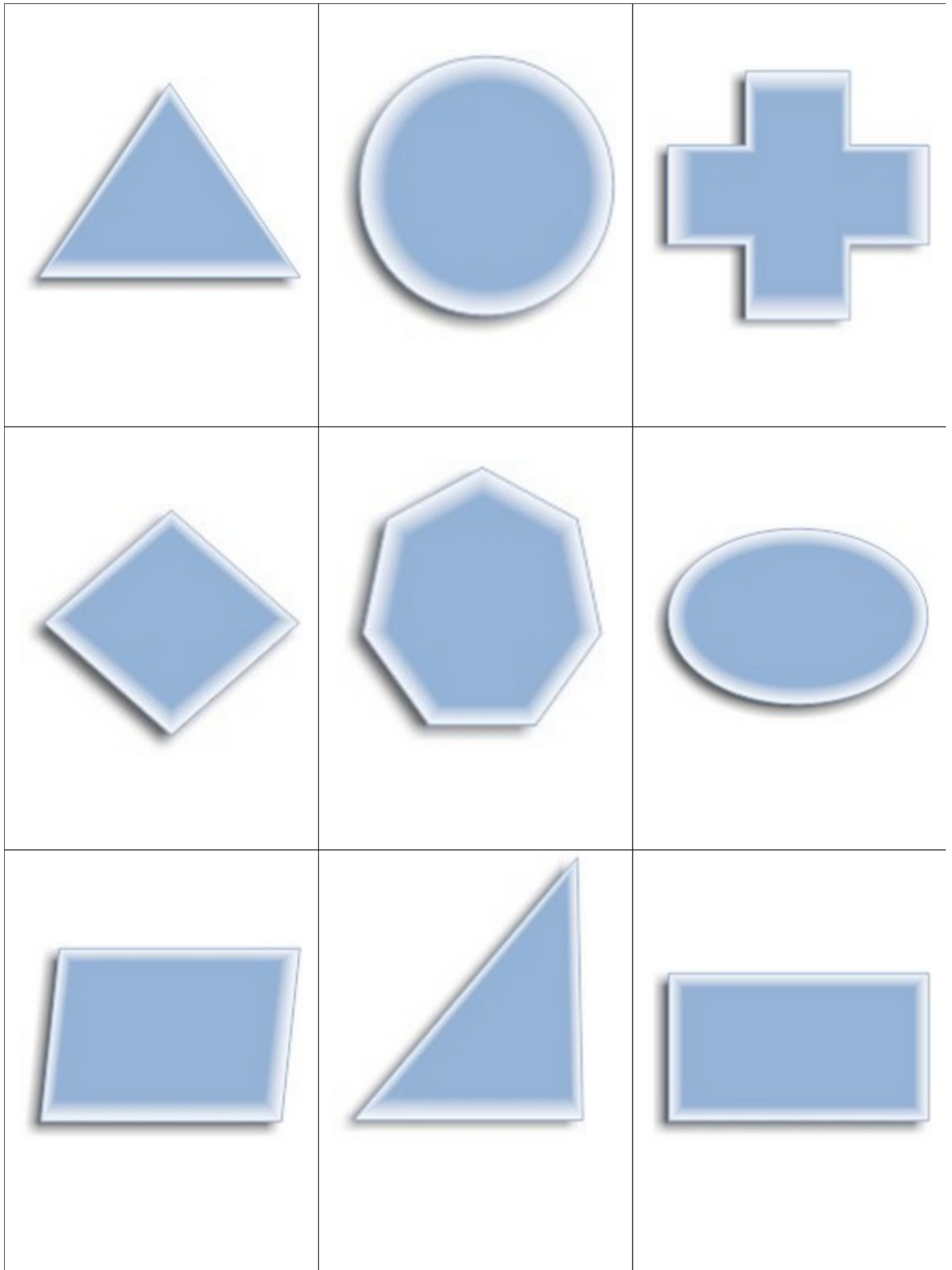
architect	baker	bookkeeper	dentist
bricklayer	driver	cashier	electrician
airhostess	waste collector	judge	hairdresser
nurse	photographer	priest	politician
bellboy	secretary	security guard	soldier





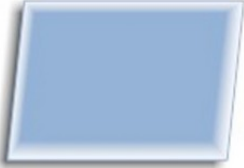







apple	banana
blood orange	guava
honeydew melon	kiwi
lemon	lime
lychee	mandarin
mango	nectarine
orange	papaya
passion fruit	peach
pear	pineapple
plum	apricot

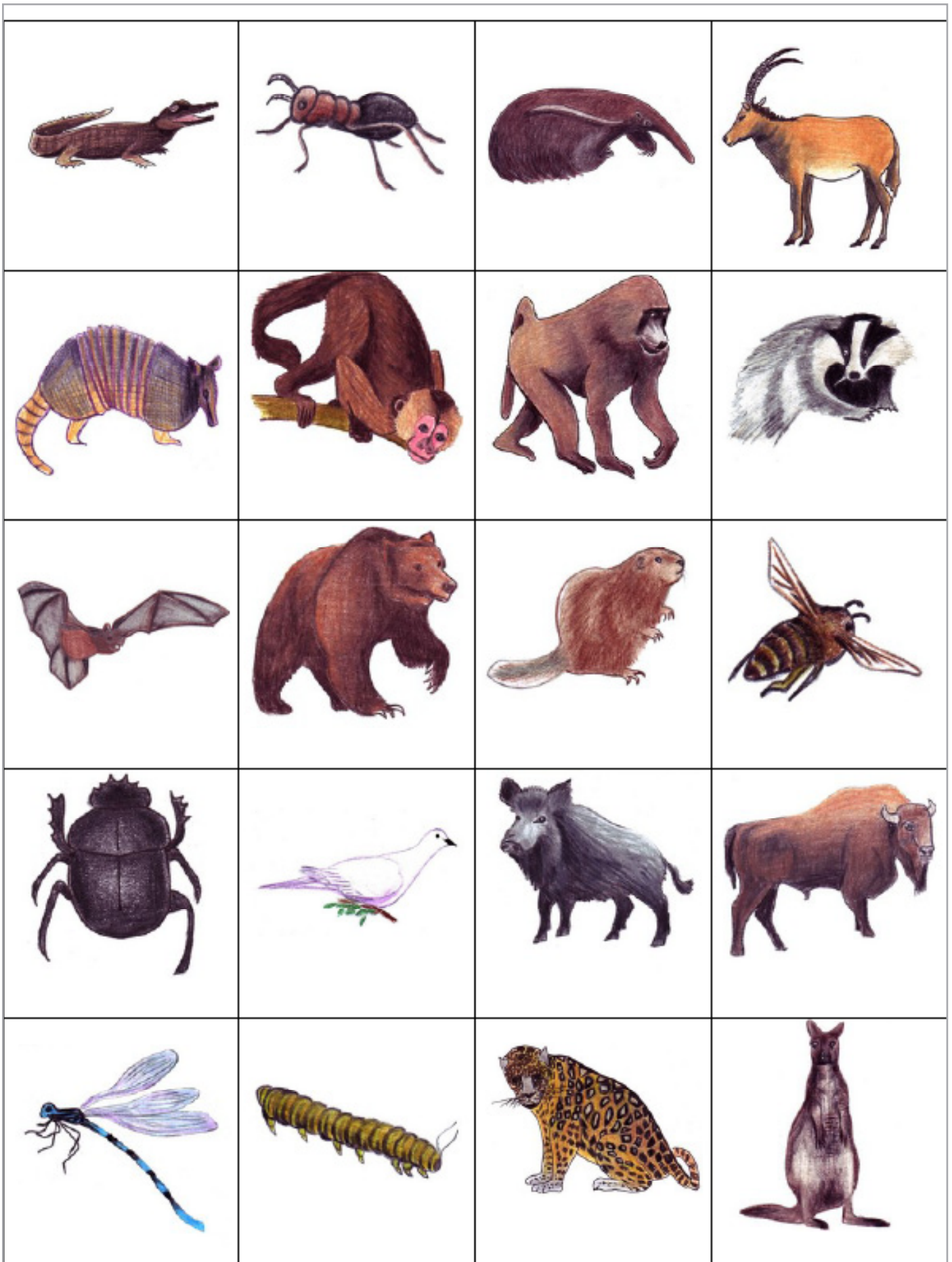


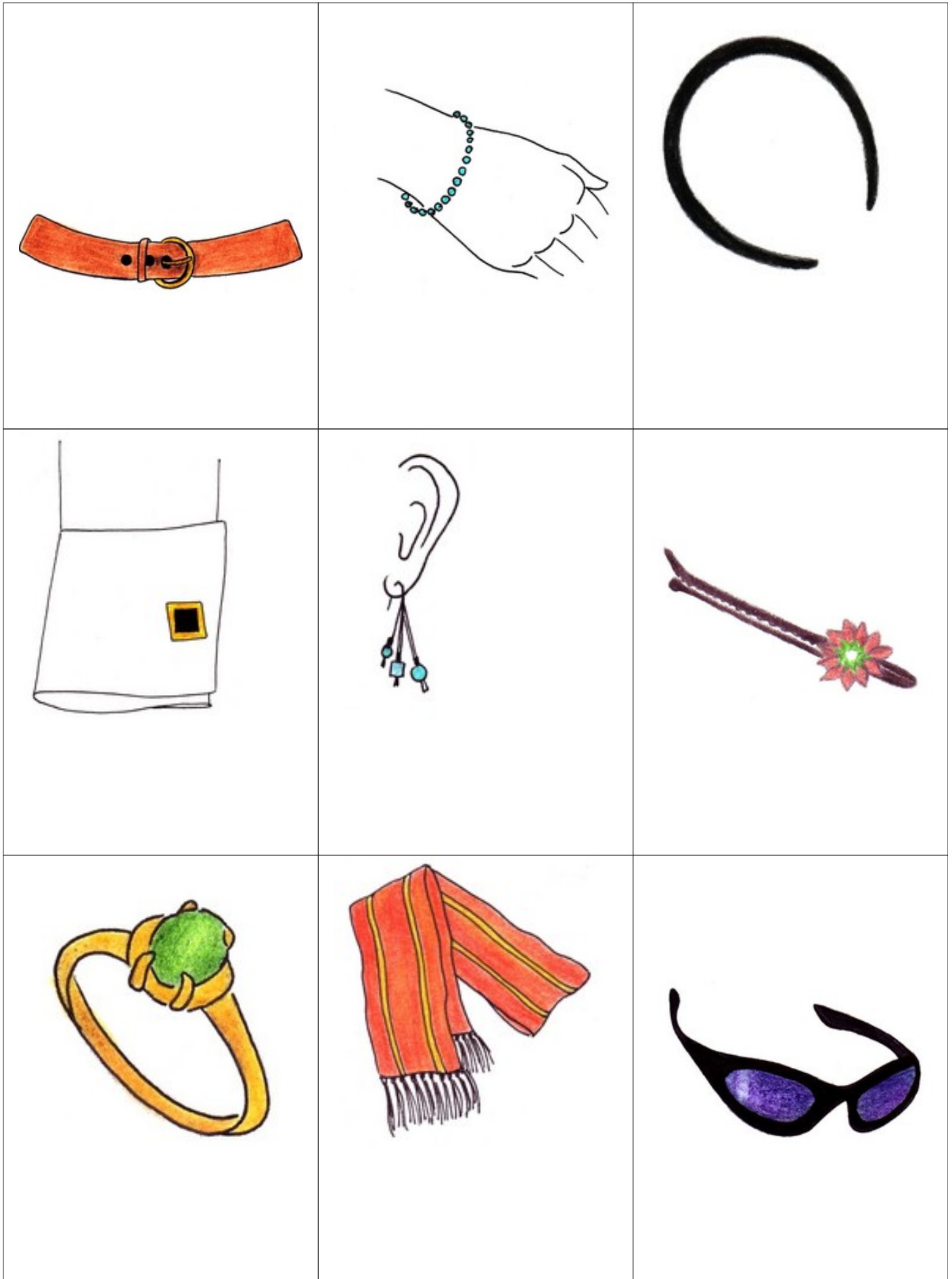




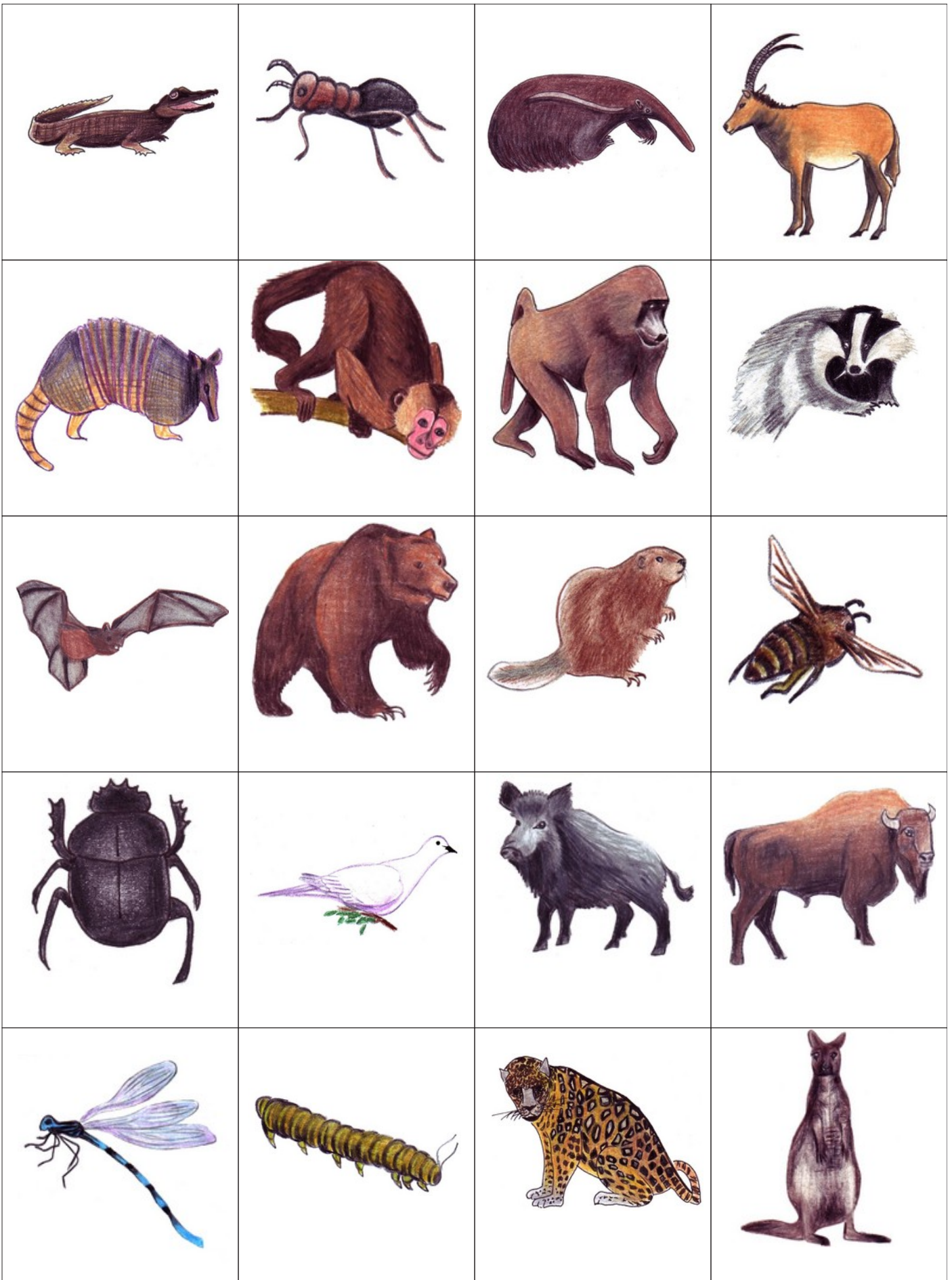
circle	cross	diamond
octagon	oval	parallelogram
pentagon	rectangle	right triangle
star	trapezoid	triangle

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

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*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

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*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

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*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

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*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
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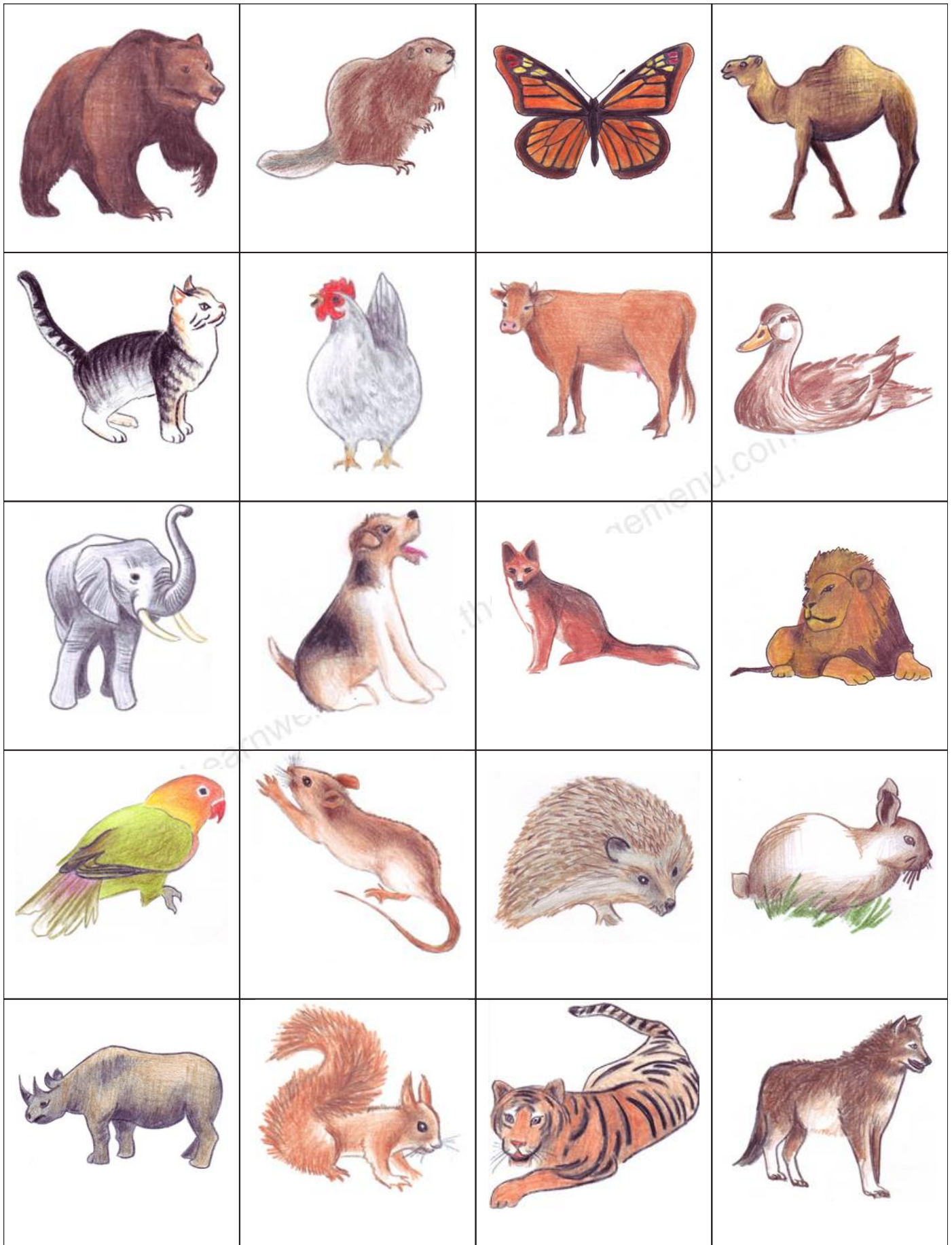
[www.thelanguagemenu.com](http://www.thelanguagemenu.com)

Idea no. 47

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









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





 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





b \_ n o \_ u \_ a \_ s



w \_ i \_ t \_ e



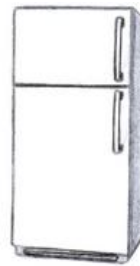
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t \_ e \_ \_ e \_ s



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\_ a \_ t \_ r \_



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a \_ \_ c \_ \_ o



# GRAMMAR

## 53. NAME THE VERB

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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*

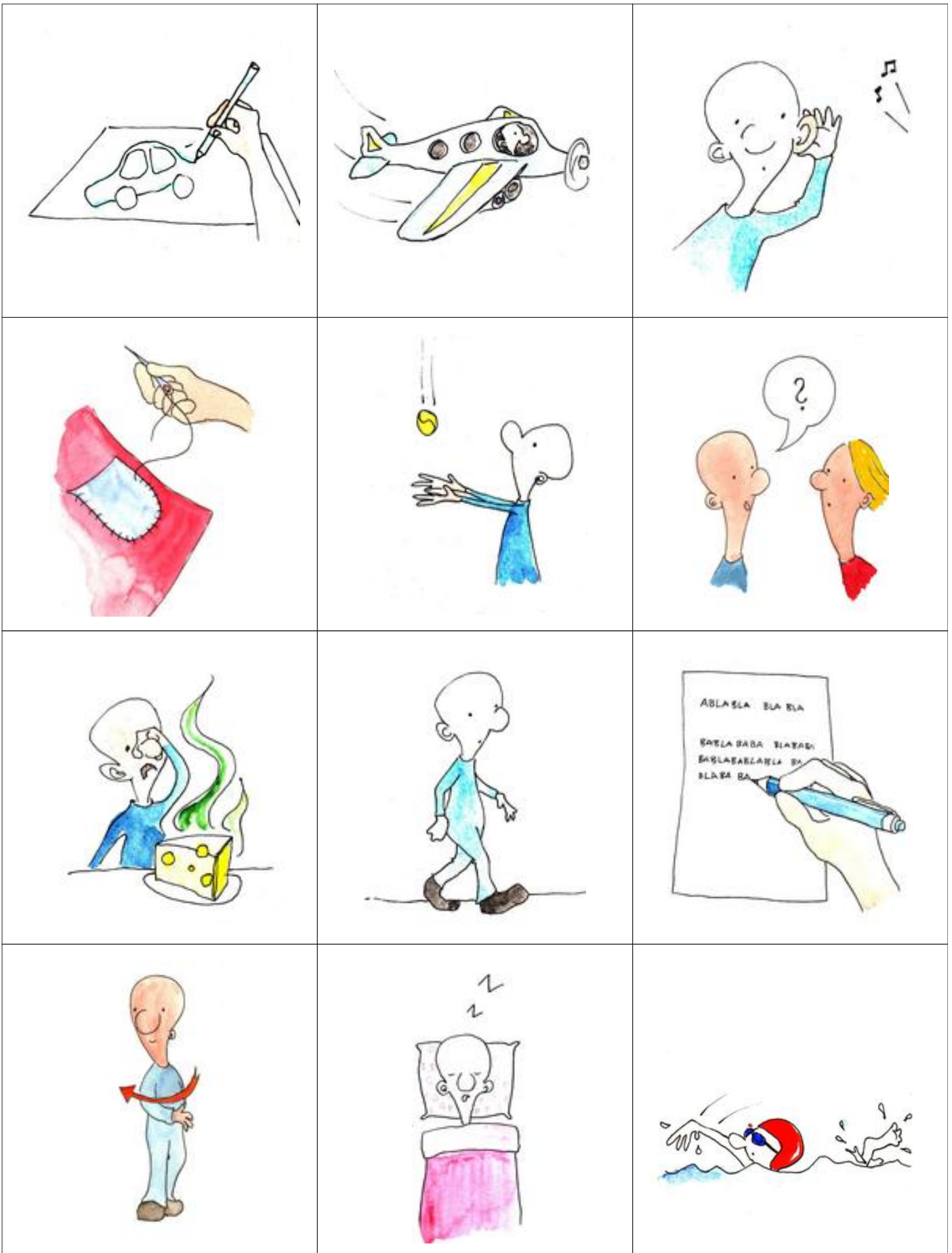
*Material needed: Text flashcards*

*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

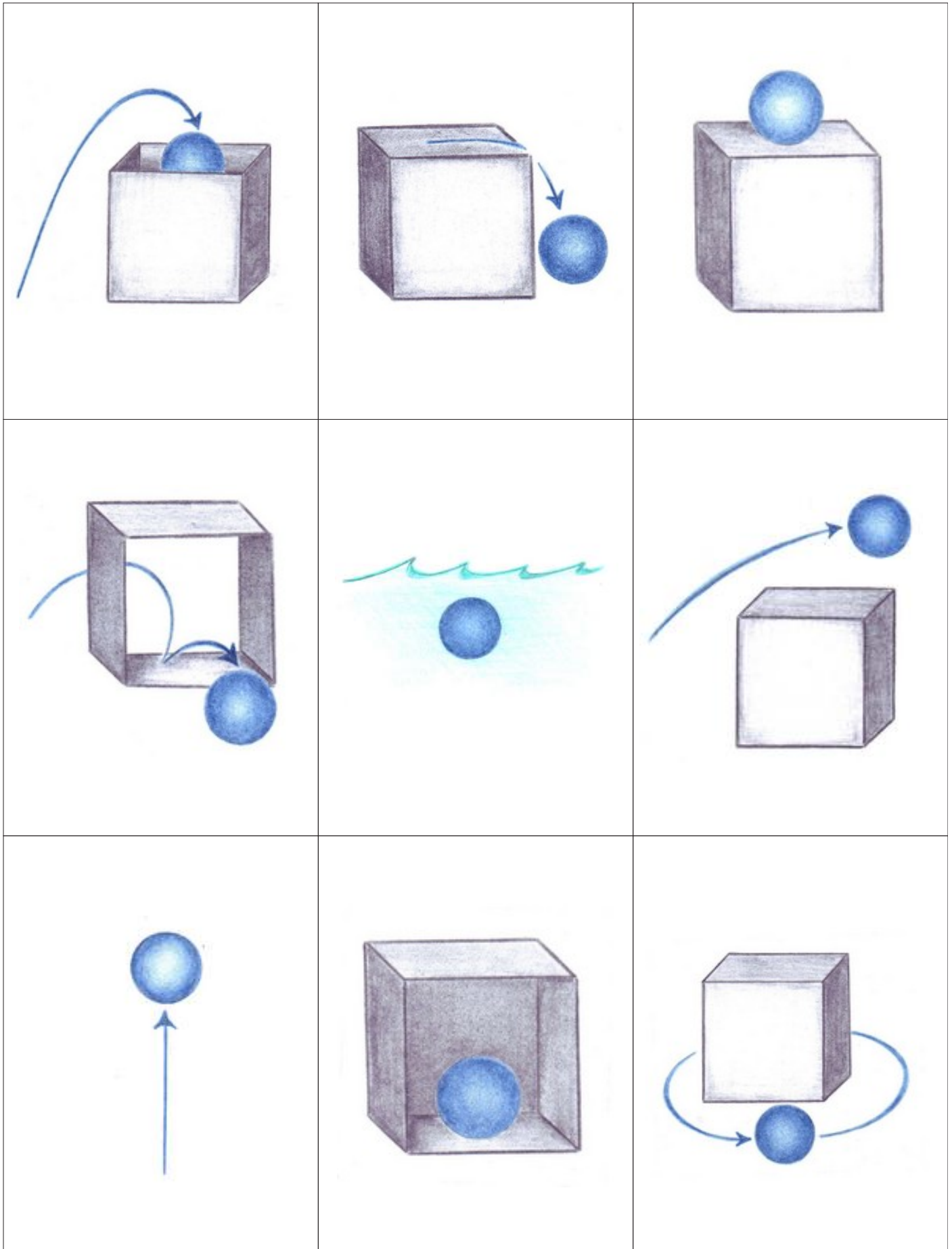
<p>Anna _____ (go) to the movies with Tom.</p>	<p>Donna _____ (keep) the money under her mattress for a whole year.</p>	<p>I _____ (dream) that I was the president.</p>
<p>I already _____ (give) you the correct answer.</p>	<p>I already _____ (do) the laundry.</p>	<p>We _____ (drive) all night to get 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



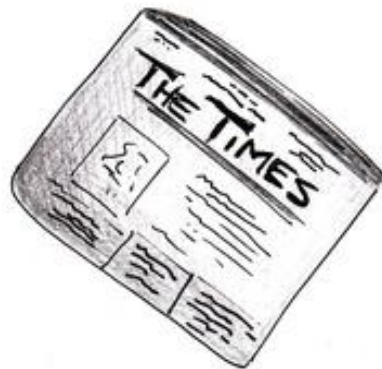




run	jump	fly
drink	search	read
sing	scream	speak
dance	give	cry
drive	laugh	take
get	sell	pick
buy	sit	count

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

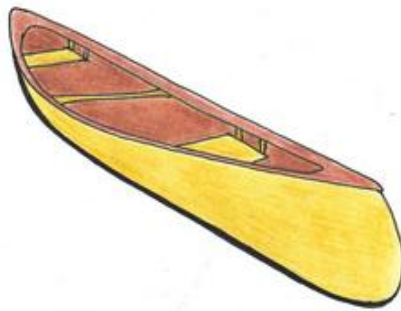
to drive

to ride

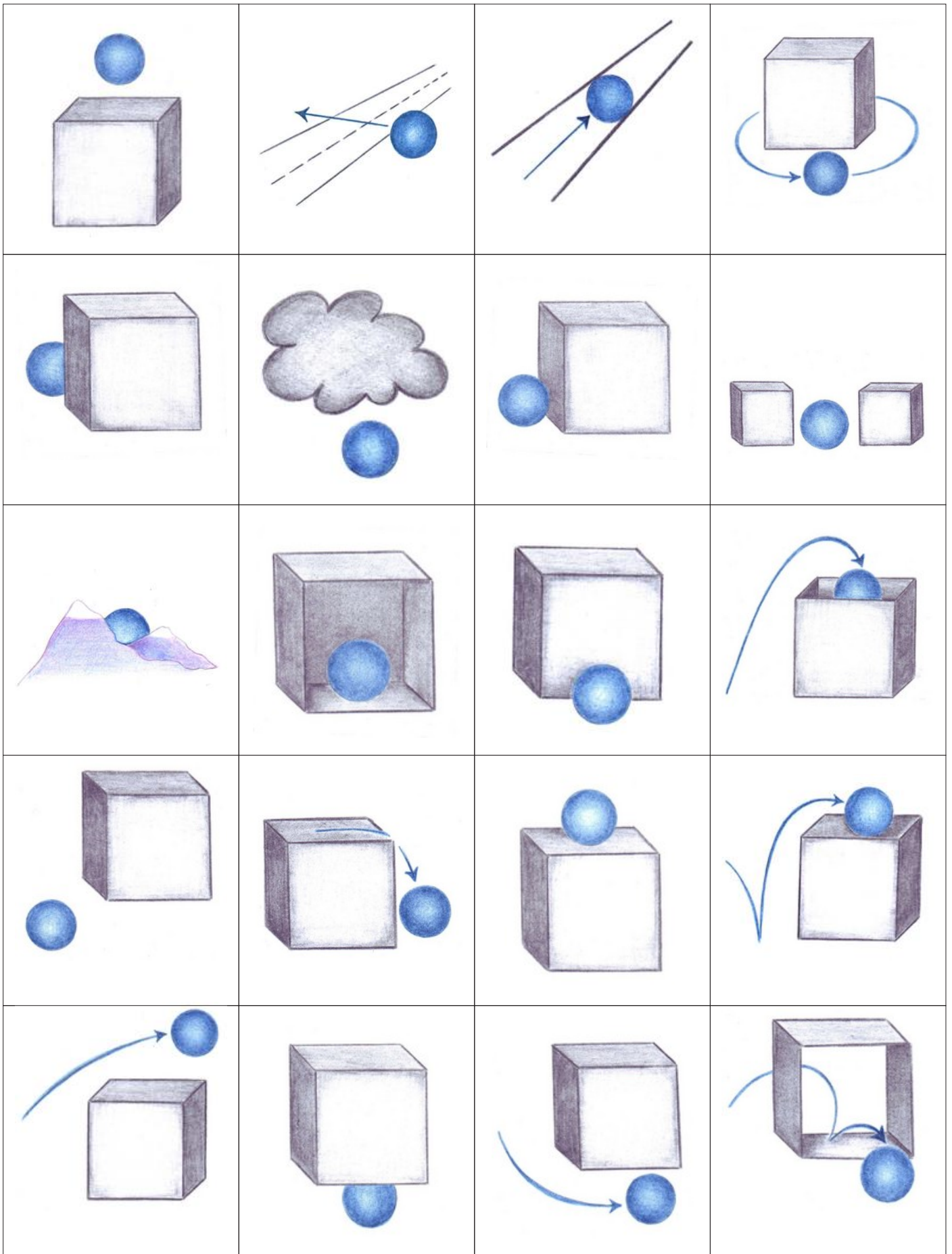
to drink

to grill



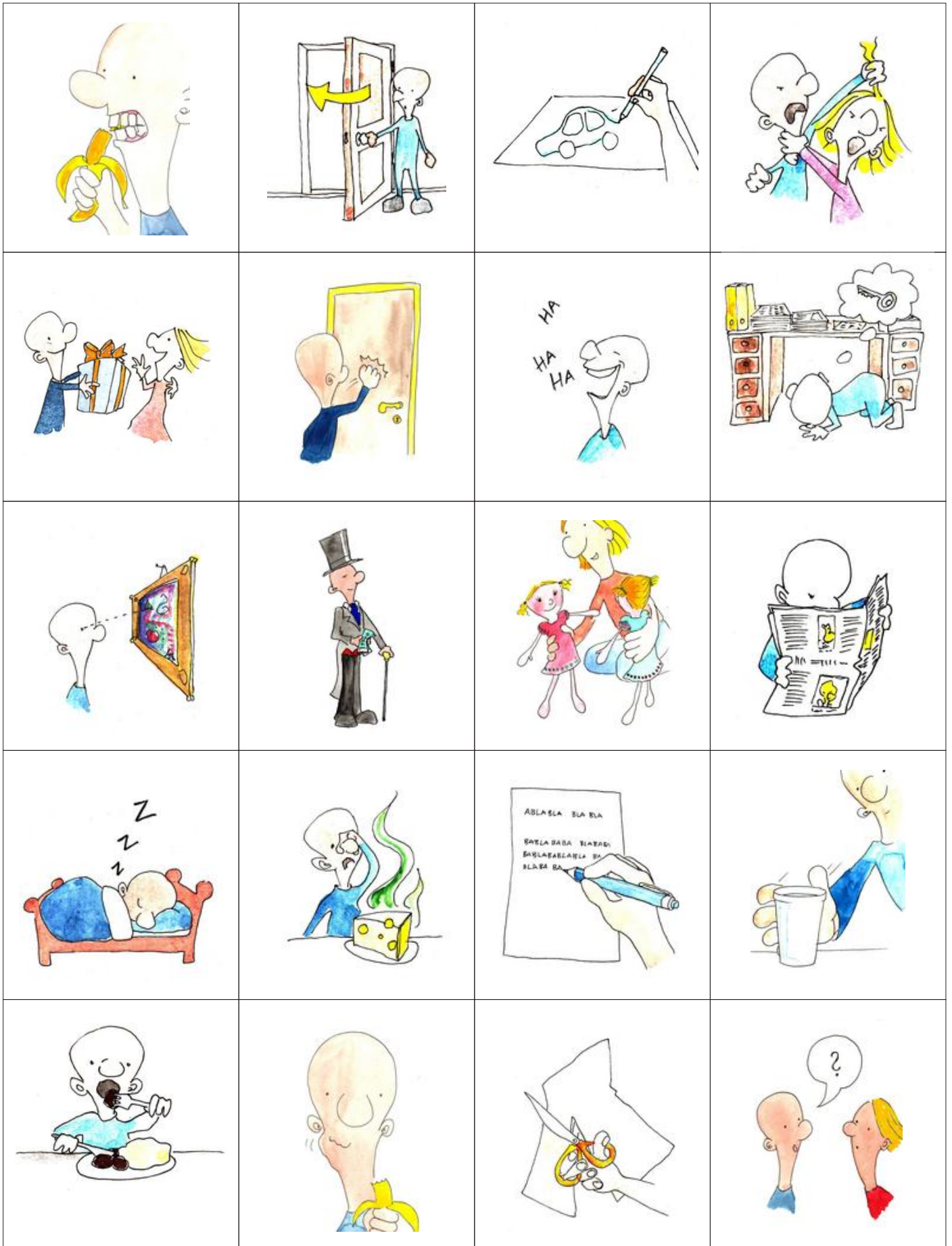






chair	floor	paper	pencil
glass	key	gate	elevator
movie	cinema	apple	pear
banana	sandwich	book	painting
colour	beautiful	ugly	happy
is	has	have	a
an	friend	sister	brother
newspaper	hand	gift	hour
lesson	dog	nose	street
road	building	yard	flower







<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

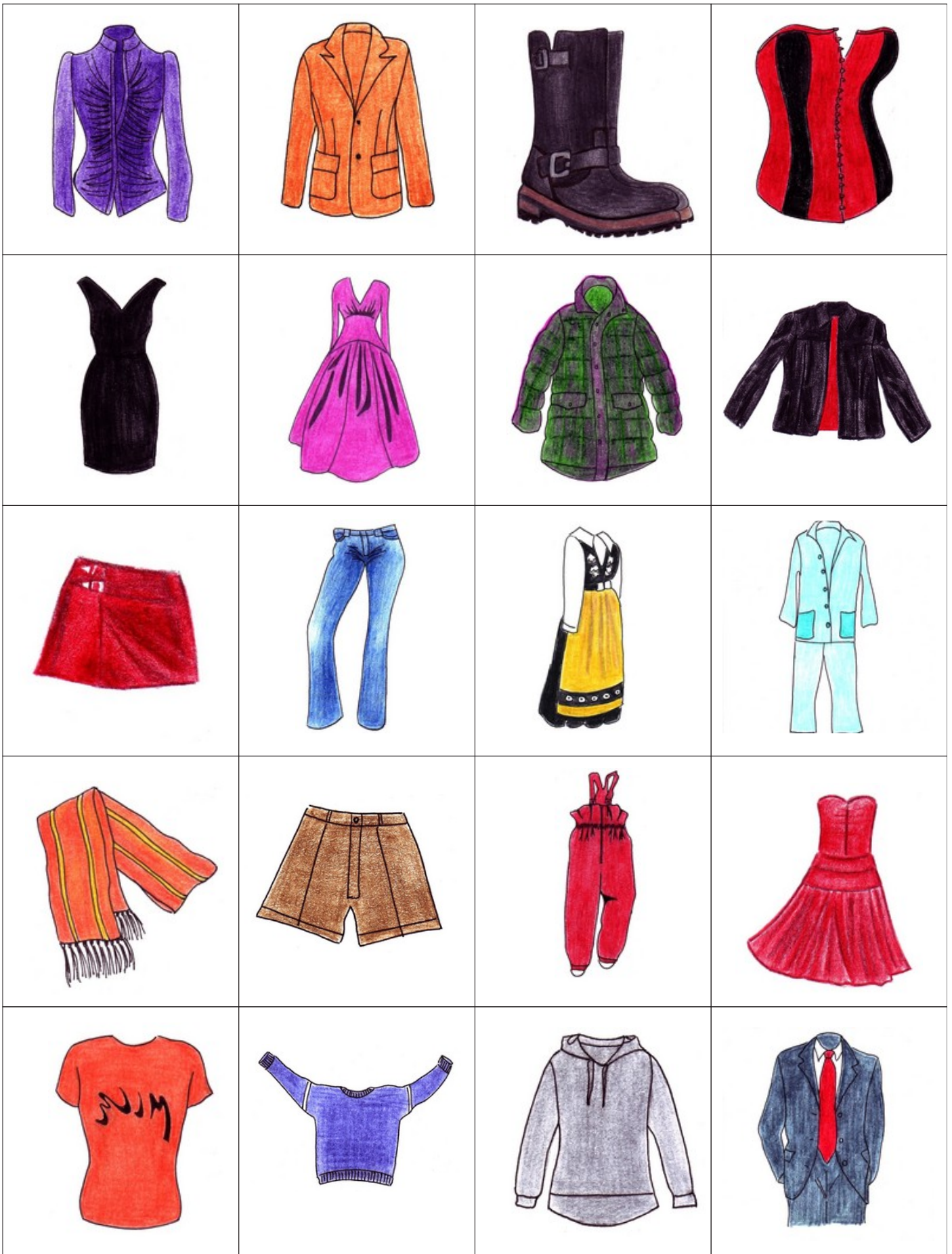
chair	floor	paper	pen glass
pasture	key	elevator	film
movie	apple	pear	banana
chewing gum	book	painting	color
beautiful	ugly	happy	is
has	a	an	friend
sister	brother	magazine	hand
gift	hour	lesson	dog
nose	street	road	building
yard	flower	park	stone

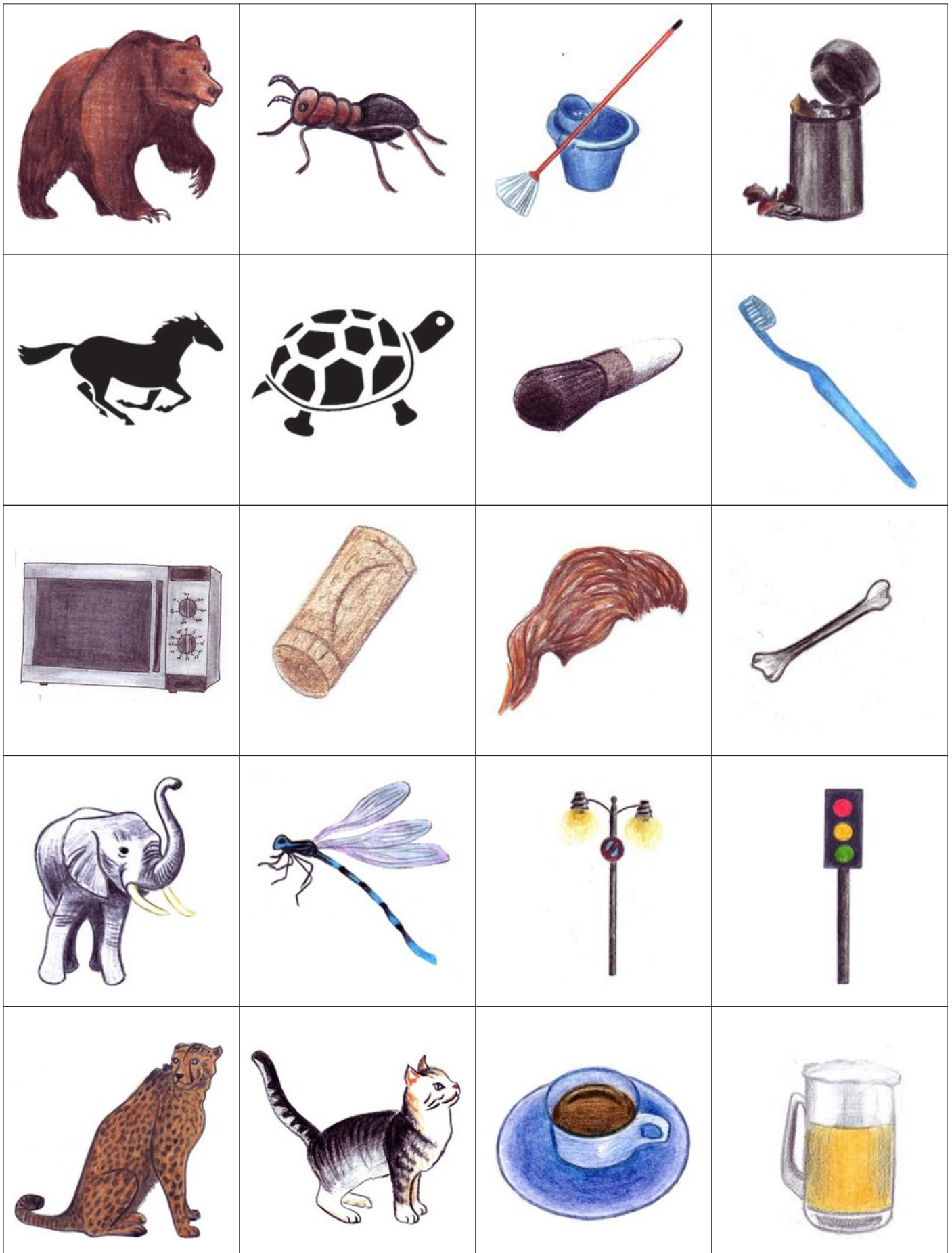
pretty	ugly	small
big	old	young
tall	short	high
low	yellow	good
bad	flat	round
interesting	loud	difficult

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.

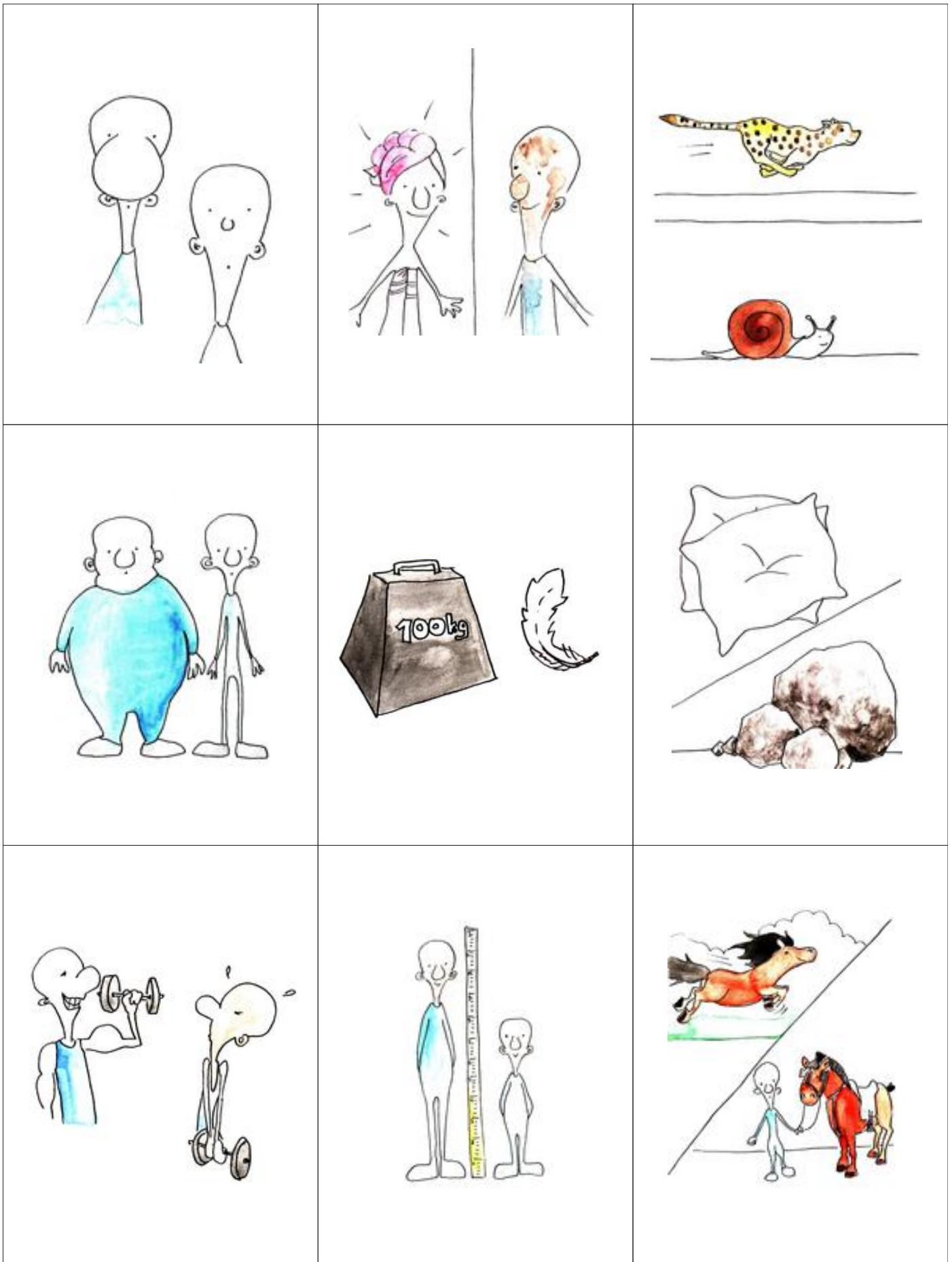












<p>_____ (he) dog is barking all the time.</p>	<p>At noon _____(they) friends dropped by for a coffee.</p>	<p>_____ (we) house is on Desert Street.</p>
<p>_____ (I) essay won a prize in the competition.</p>	<p>Did you finish _____(you) novel already?</p>	<p>Anna forgot _____ (she) keys at home this morning.</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?

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

<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,

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## 78. WORD ASSOCIATION

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

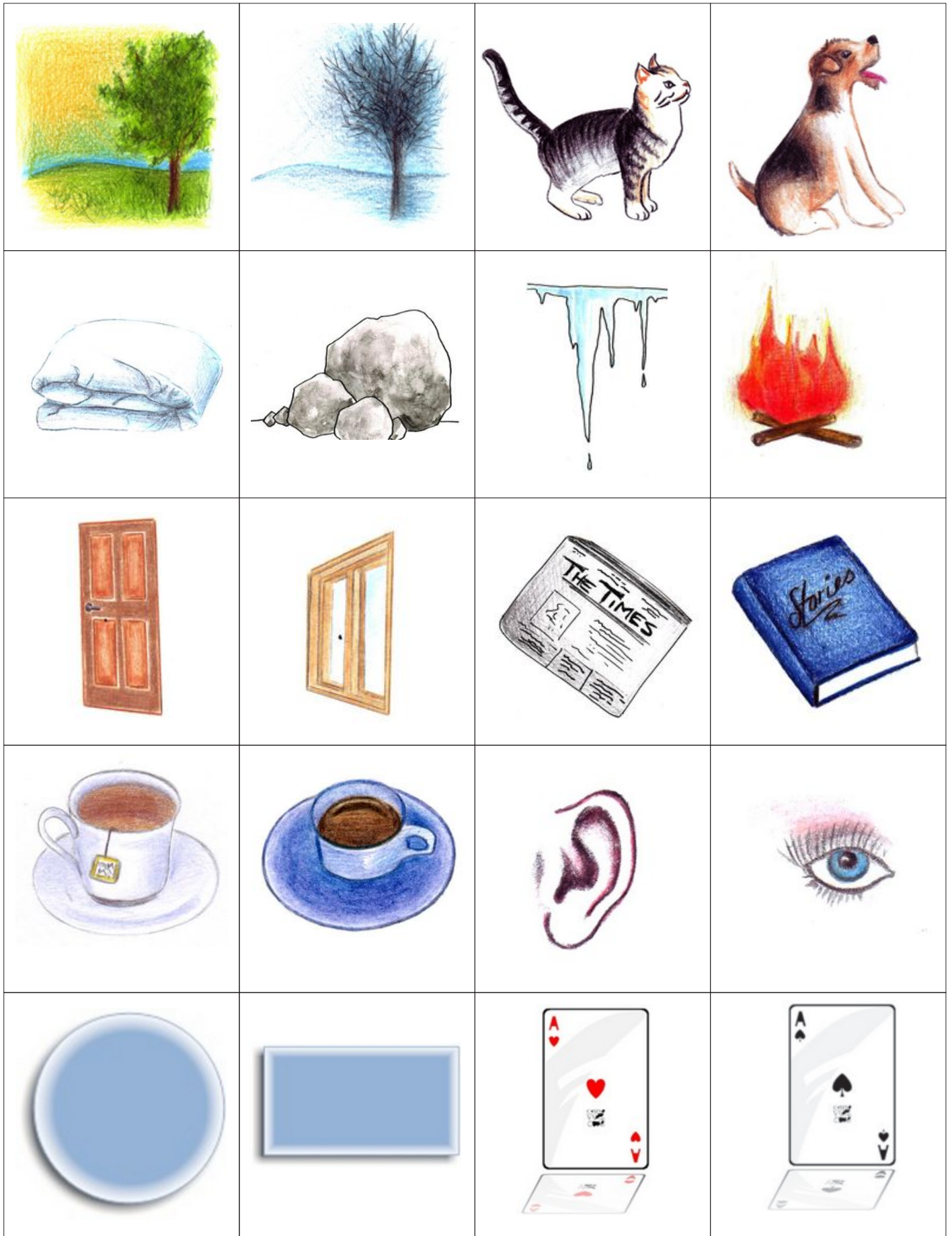
happy, pleased, cheerless,  
jolly, glad

lazy, idle, slack,  
bustling, inert

yellow, red, blue, green,  
brownish

rush, slick, rustle, speed,  
briskly

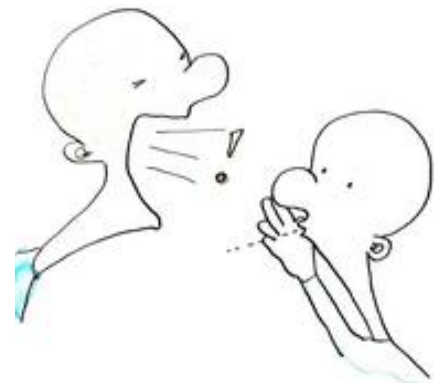
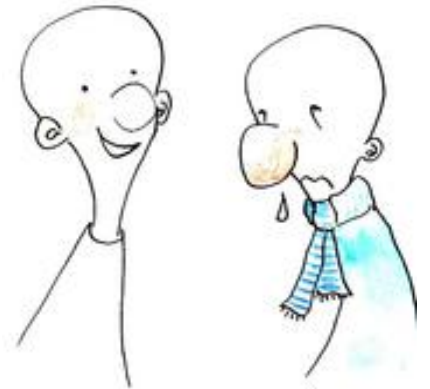
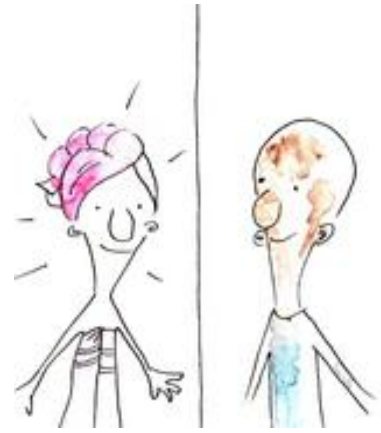
<p><b>Pets</b> dog bear cat raccoon</p>	<p><b>Vegetables</b> tomato orange avocado capsicum</p>
<p><b>Fruits</b> banana grape strawberry blueberry</p>	<p><b>Clothes</b> belt skirt handbag slacks</p>
<p><b>Birds</b> crow dove eagle angle</p>	<p><b>Jewelry</b> ring earring shoe watch</p>
<p><b>Tools</b>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



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

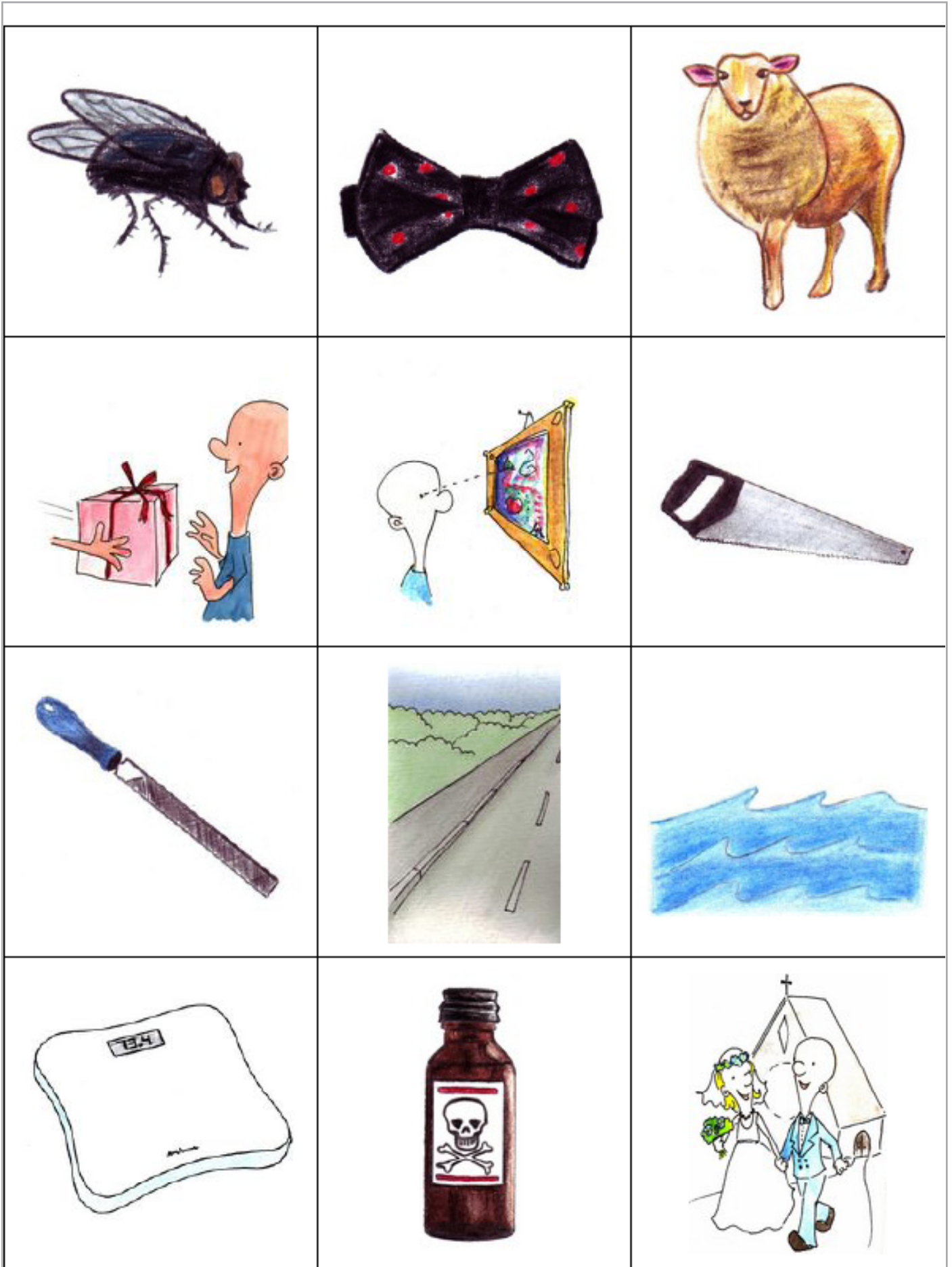
big	small
dark	light
tall	short
young	old
ugly	pretty
heavy	light
strong	weak





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

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*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

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*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

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*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*

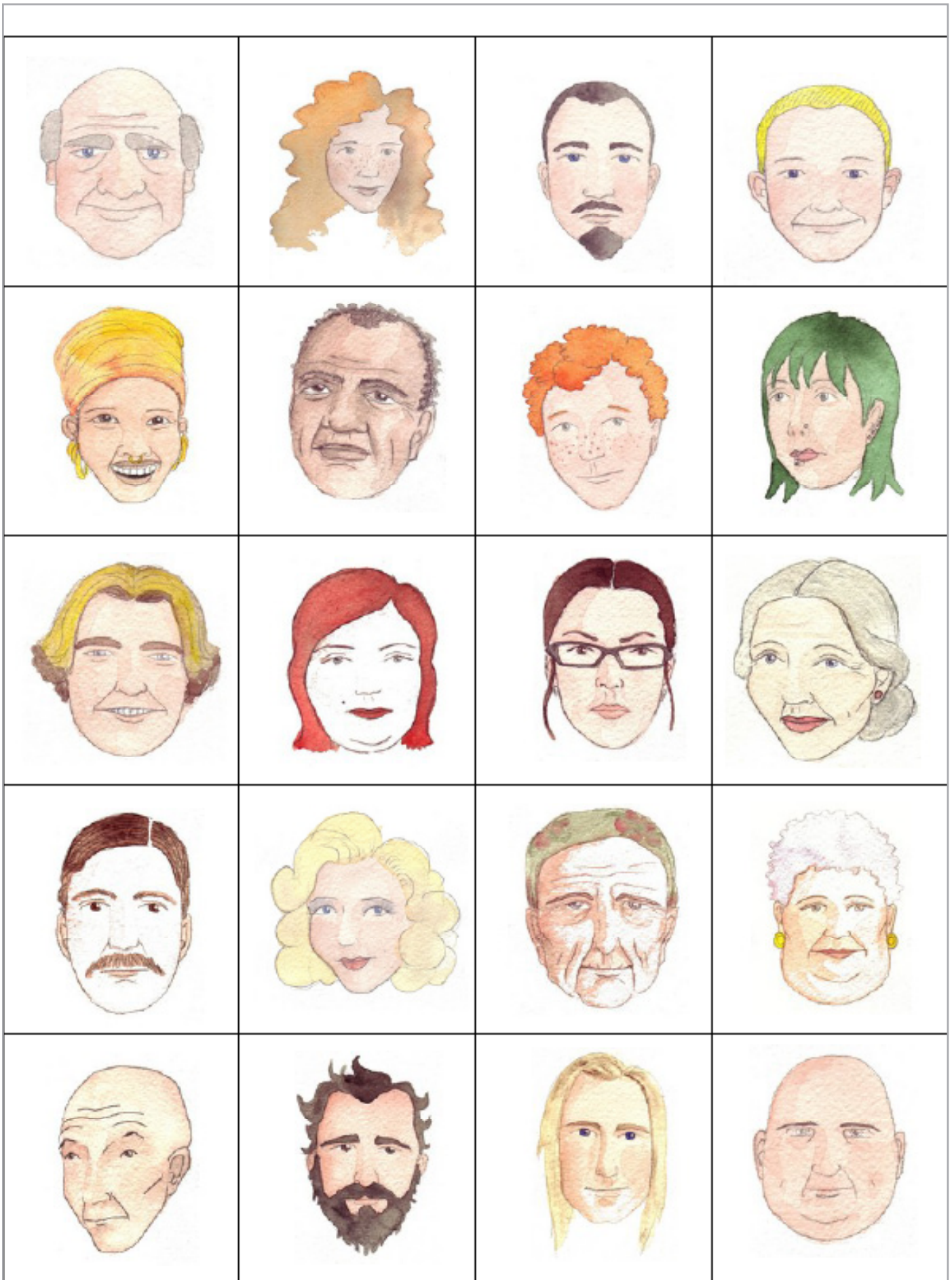
Description: With several sets of picture flashcards of verbs, nouns, adjectives (and/or sets of word cards if applicable); deal each student a mixed set containing 10-20 cards. Ask them to tell a story using all the words given. After the story is told, you can then work on analysing the differences 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.





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Idea no. 92







# MATHEMATICS



## 94. WRITTEN TASKS

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*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

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*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?

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



$345 + 43$

$207 + 97$

$2222 + 88$

$321 + 123$

$938 + 83476$

$5 + 9834$

$94 + 83$

$28 + 8734$

$894 + 88$

$73 + 933$

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

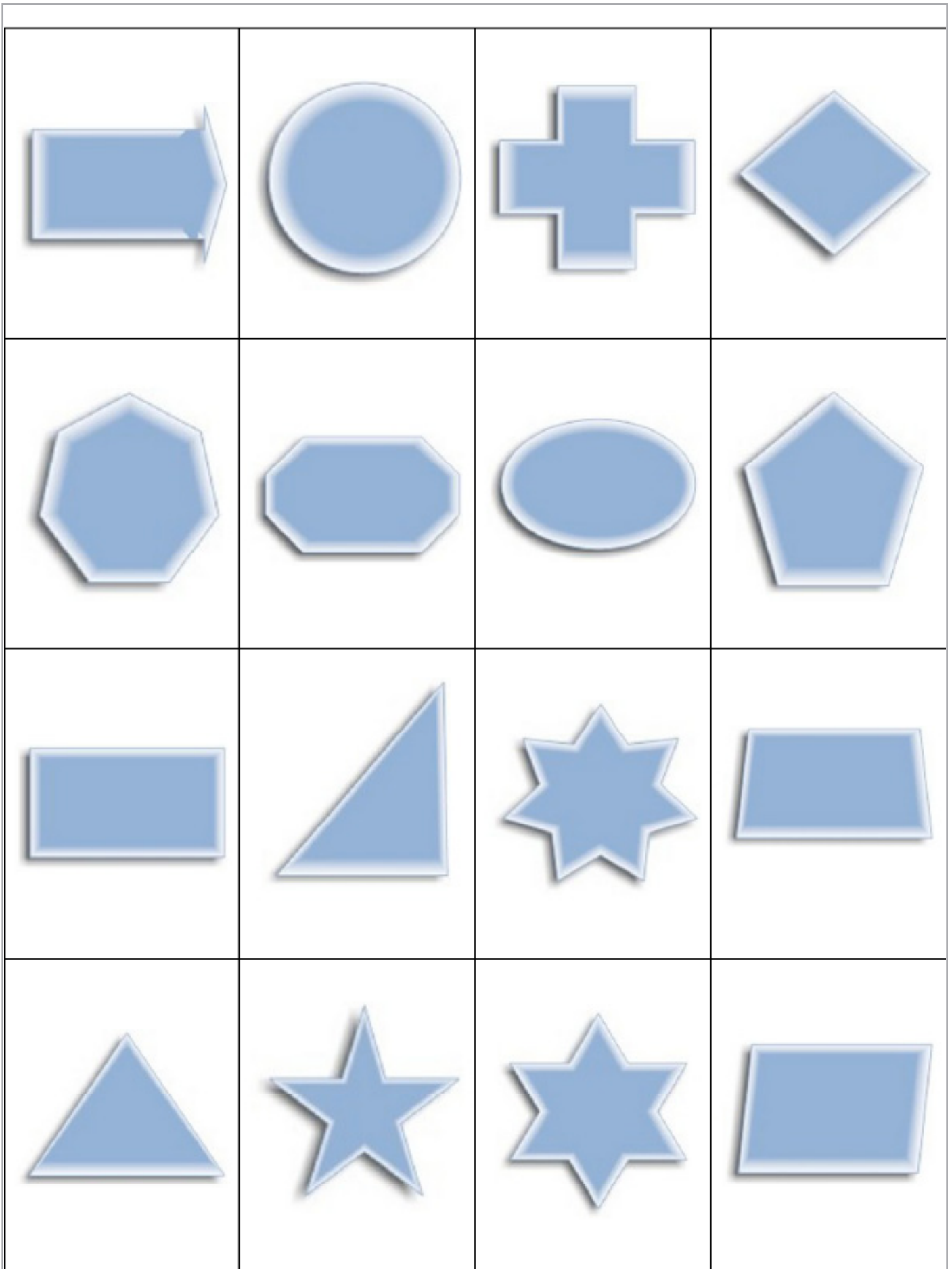
Idea no. 97

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

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

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

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 = $\pi$ x radius <sup>2</sup>
Cube volume = side <sup>3</sup>	Rectangular prism volume = side1 x side2 x side3
Sphere volume = $(4/3)$ x $\pi$ x radius <sup>3</sup>	Cylinder volume = $\pi$ x radius <sup>2</sup> x height
Cone volume = $(1/3)$ x $\pi$ x radius <sup>2</sup> x height	Pyramid volume = $(1/3)$ x (base area) x height

<b>+</b>	<b>-</b>	<b>=</b>
<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>

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



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

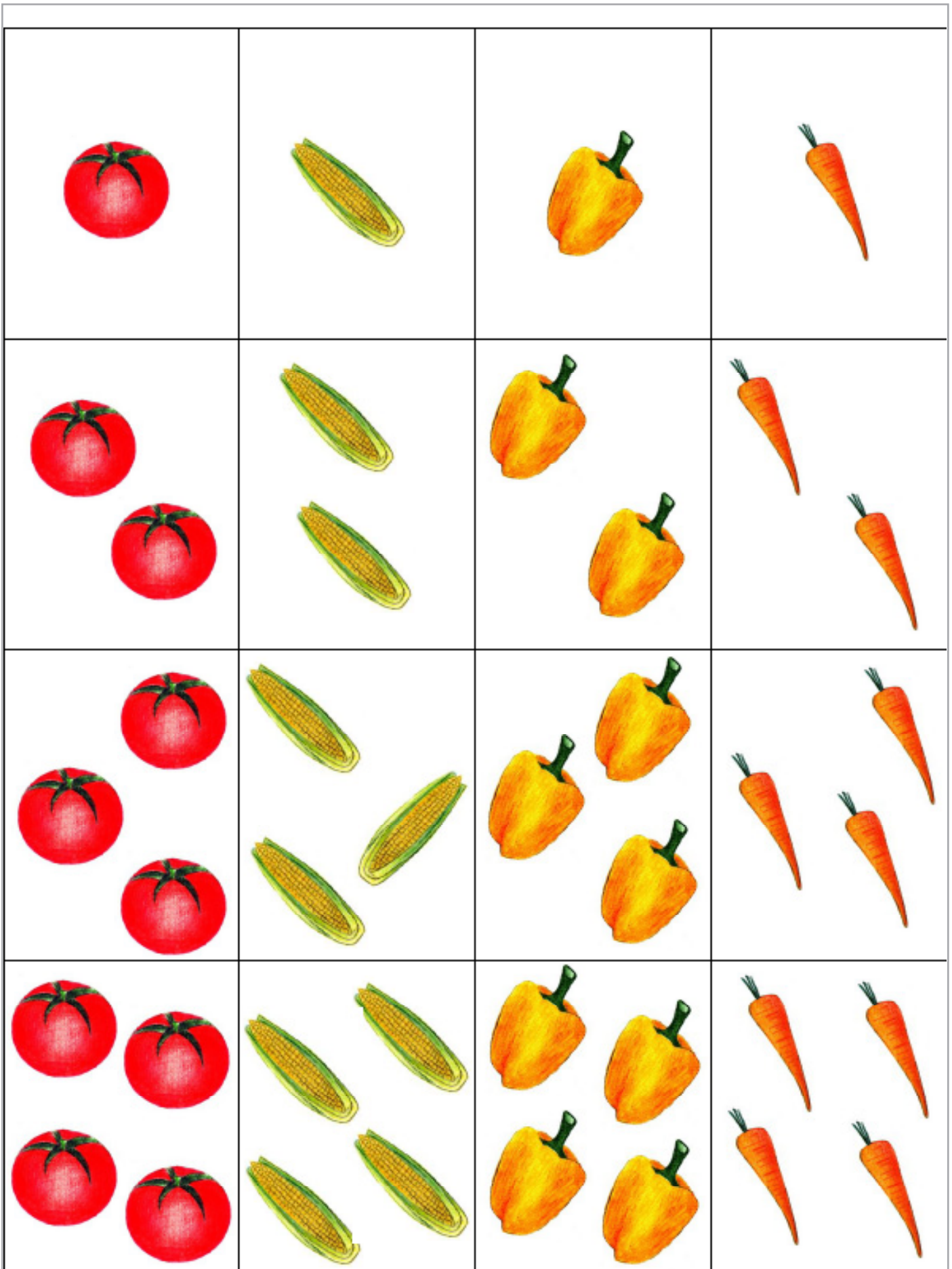
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*Discipline: language classes / basic vocabulary*  
*Grade levels: children / beginners / intermediate / advanced / adult language education*  
*Objectives: to learn vocabulary*  
*Group size: 2 to 10*  
*Preparation time: 10 minutes to make, print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

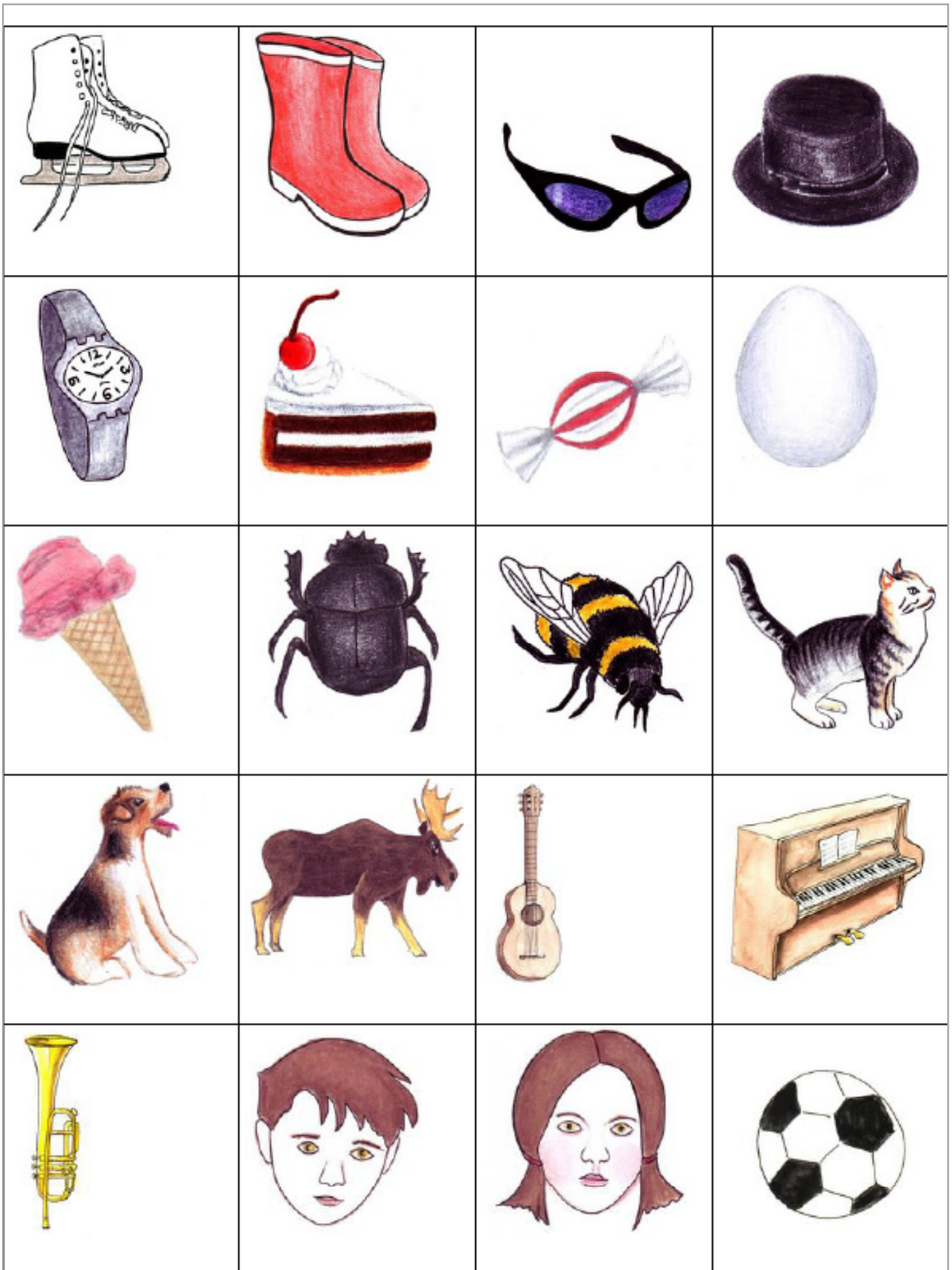
Description: Make sets of money flashcards in various denominations of notes and coins. The task is to change the notes to coins, or smaller coins to larger denominations. Give the students some flashcards. They will “buy” something and give the change back.

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/*



*/spun/*



*/sɪv/*



*/kɑr/*



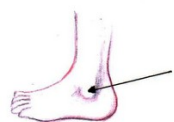
*/bʌs/*



*/bɔɪ/*



*/'dwɔrf/*



*/'æŋkəl/*



*/'taʊəl, taʊl/*



/tʃɒp/

/ʃɒp/

/θɪŋk/

/θɪk/

/θɪn/

/ʃæk/

/ʃɪp/

/ðəʊz/

/ðɪs/

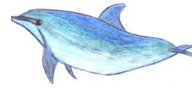
/tʃɪn/



<b>mesɪdʒ - mə'sɑːʒ</b>	<b>message - massage</b>
<b>tʃɪt - ʃɪt</b>	<b>cheat - sheet</b>
<b>tʃɛər - ʃɛər</b>	<b>chair - share</b>
<b>tʃuz - ʃuz</b>	<b>choose - shoes</b>
<b>ʃɪk - tʃɪk</b>	<b>chic - chick</b>
<b>θru - tru</b>	<b>through - true</b>
<b>breɪk - kweɪk</b>	<b>break - quake</b>



thermos



delphin



elephant



bus station



pheasant



theatre



shampoo



shower

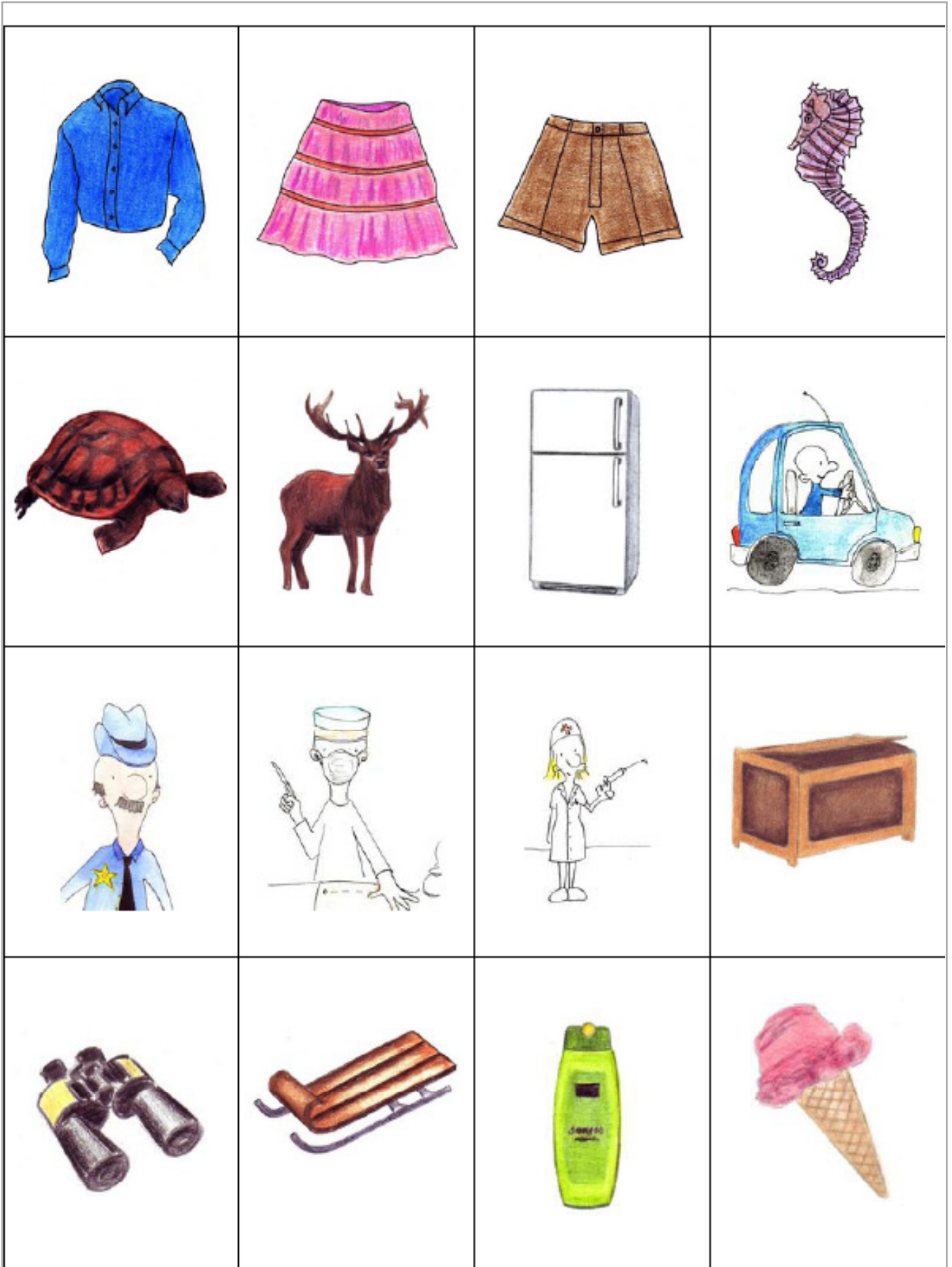


shaver



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

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*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

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*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

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*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>

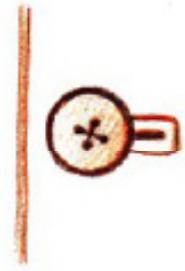


The mother gave her baby a red apple. The baby tried to eat the apple. His mouth was too small. And he didn't have any teeth. His brother took the apple. His brother ate the apple. The baby cried. His brother gave the baby a blue ball to play with. The baby smiled. His brother took the ball from the 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.

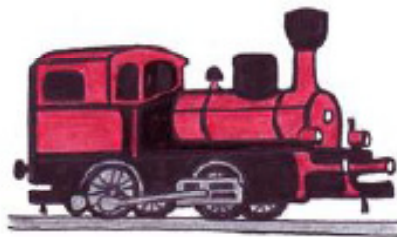
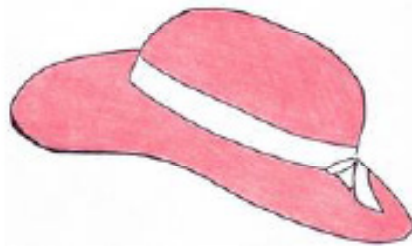
The farmer stopped under the apple tree. He reached out and picked an apple off a branch. He bit into the raw apple. He enjoyed the apple. His horse turned its head to look at him. The farmer picked another apple off the tree. He gave it to the horse. The horse ate the raw apple. The horse enjoyed the 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

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*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...

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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*

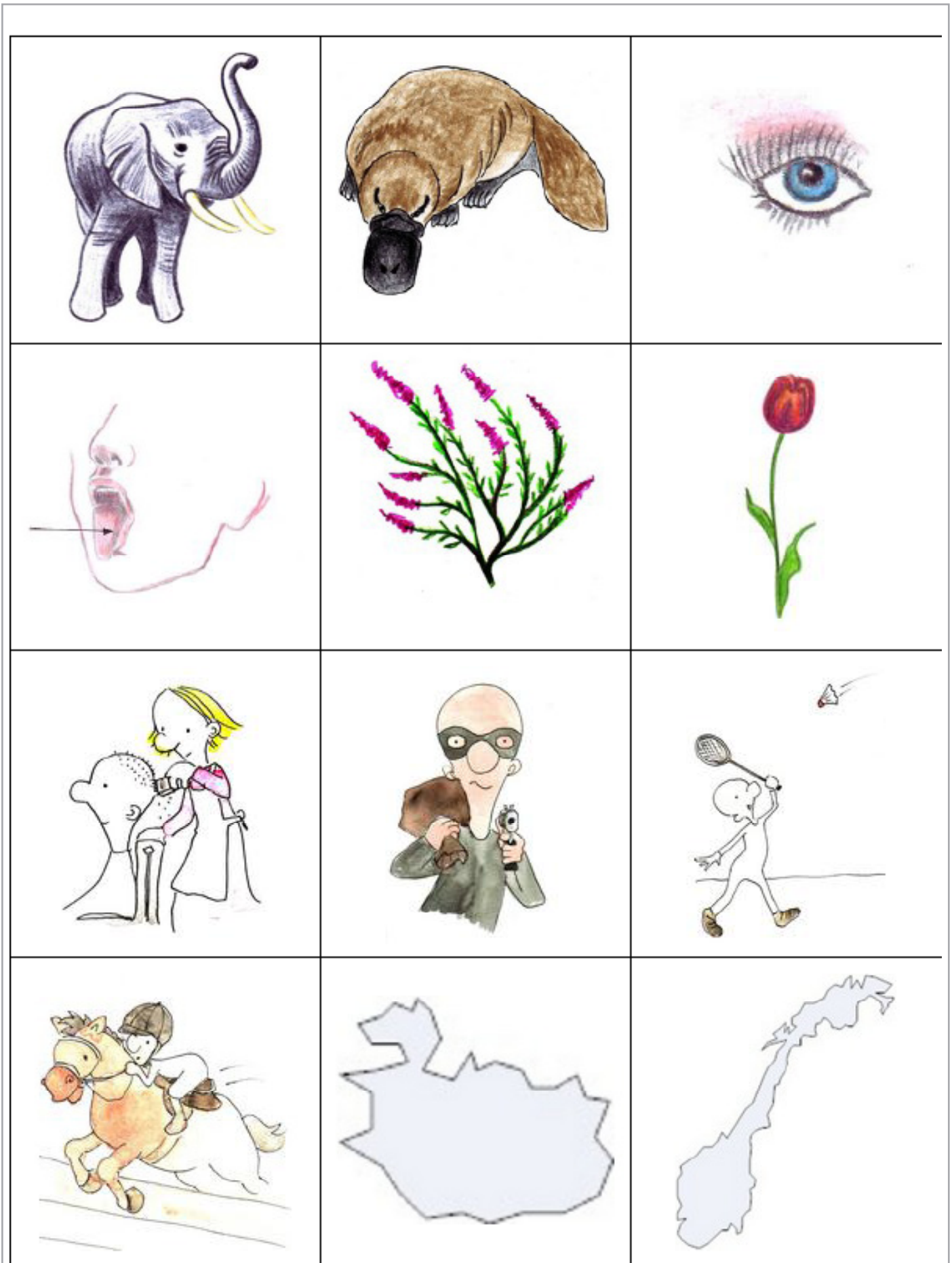
*Material needed: Text and/or picture flashcards for summarizing*

*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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

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*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)

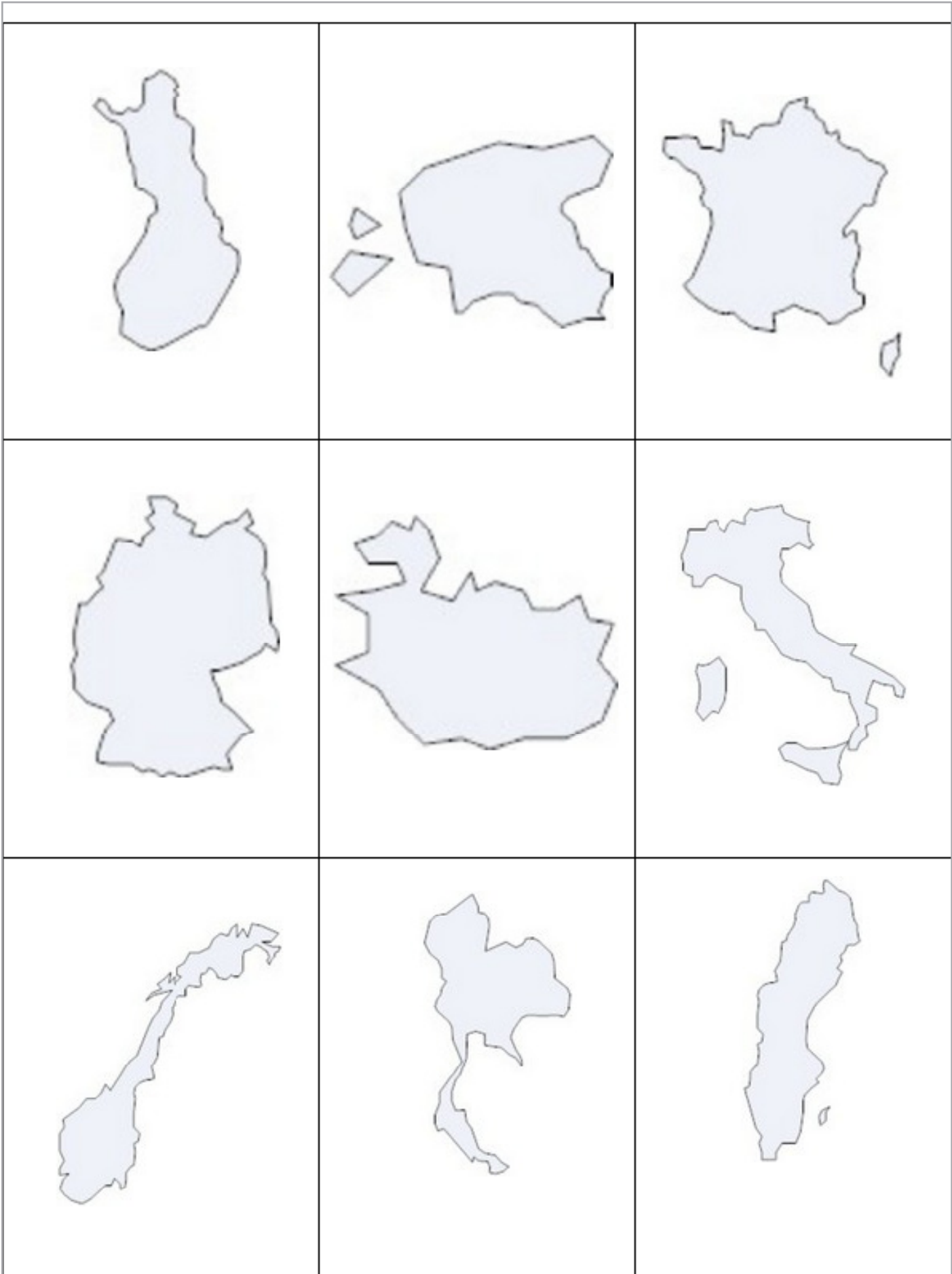


<p>How many egyptian gods were there?</p>	<p>Who was Ra?</p>
<p>Who was the Egyptian god Osyrus?</p>	<p>What are some names of Egyptian Gods?</p>
<p>Which Egyptian god was associated with Abydos?</p>	<p>What race or ethnic background were the ancient Egyptians?</p>
<p>Why is Osiris the god of the underworld 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







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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

How is midsummer celebrated in Scandinavia?

How is Halloween celebrated?

What is the difference between Christmas in Europe and Christmas in the USA?

What is a crayfish party?

What traditions are honored during Easter?

How is Independence day celebrated?

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>

<b>katt</b>	<b>cat</b>
<b>häst</b>	<b>horse</b>
<b>kanin</b>	<b>rabbit</b>
<b>ko</b>	<b>cow</b>
<b>gris</b>	<b>pig</b>
<b>snigel</b>	<b>snail</b>
<b>get</b>	<b>goat</b>

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

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Idea no. 150



 <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



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## Days and Months

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



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## Days and Months

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



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## Days and Months

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



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## Days and Months

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



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## Days and Months

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



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## Days and Months

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



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## Days and Months

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



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Idea no. 154

'A, AN, THE'

1

**A, an & the**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

A, AN, THE

\_\_\_\_\_ smile from  
 \_\_\_\_\_ stranger  
 brightens up \_\_\_\_\_ day.

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A, AN, THE

\_\_\_\_\_ apple a day keeps  
 \_\_\_\_\_ doctor away.

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A, AN, THE

\_\_\_\_\_ bus was late this  
 morning.

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A, AN, THE

\_\_\_\_\_ capital of Norway  
 is Oslo.

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A, AN, THE

\_\_\_\_\_ museum is near  
 \_\_\_\_\_ post office.

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A, AN, THE

\_\_\_\_\_ phone is ringing,  
 answer please.

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A, AN, THE

**Anna works at Nokia,**  
 \_\_\_\_\_  
**telecommunications**  
**company in Helsinki.**

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Idea no. 155

'AM, IS, ARE'

1

**Am, is & are**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

AM, IS, ARE

**\_\_\_\_\_ all the books as boring as this one?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

AM, IS, ARE

**\_\_\_\_\_ you a good swimmer?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

AM, IS, ARE

**\_\_\_\_\_ you comming over tonight?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

AM, IS, ARE

**\_\_\_\_\_ you into sports?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

AM, IS, ARE

**\_\_\_\_\_ Adam at home at the moment?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

AM, IS, ARE

**\_\_\_\_\_ she married to Thomas?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

AM, IS, ARE

**\_\_\_\_\_ that a possibility?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

Idea no. 156

## ANIMALS - JOKES



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### ANIMALS - JOKES

**How did the beaver get online?**

**He logged on!**



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### ANIMALS - JOKES

**How did the kangaroo convict escape?**

**He jumped bail.**



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### ANIMALS - JOKES

**How did the moose keep his antlers from being stolen?**

**He locked horns with another moose.**



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### ANIMALS - JOKES

**How do pigs write top secret messages?**

**With invisible oink!**



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### ANIMALS - JOKES

**How do turtles talk to each other?**

**By using shell phones!**



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### ANIMALS - JOKES

**How do you catch a runaway dog?**

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



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### ANIMALS - JOKES

**How do you get a giraffe into a fridge?**

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



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Idea no. 157



# ANIMALS - PHONETICS



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## ANIMALS - PHONETIC SPELLING

**ant**

**/ænt/**



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## ANIMALS - PHONETIC SPELLING

**anteater**

**/'ænt,i:tər/**



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## ANIMALS - PHONETIC SPELLING

**antelope**

**/'æn.tɪ.leʊp/**



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## ANIMALS - PHONETIC SPELLING

**armadillo**

**/'ɑ:.mə'dɪl.iʊ/**



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## ANIMALS - PHONETIC SPELLING

**ape**

**/eɪp/**



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## ANIMALS - PHONETIC SPELLING

**baboon**

**/bə'bu:n/**



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## ANIMALS - PHONETIC SPELLING

**badger**

**/bædʒ.ər/**



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Idea no. 158

## Crime and punishment



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### CRIME AND PUNISHMENT

A crime is an action which could be said to be ....

**illegal**



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### CRIME AND PUNISHMENT

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

**an escape**



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### CRIME AND PUNISHMENT

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

**store detective**



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### CRIME AND PUNISHMENT

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

**hijacking**



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### CRIME AND PUNISHMENT

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

**gun**



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### CRIME AND PUNISHMENT

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

**education**



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### CRIME AND PUNISHMENT

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

**fraud**



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Idea no. 159

'DESCRIBE'

1

**Describe...**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

DESCRIBE

**Describe how you make  
ice.**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

DESCRIBE

**Describe how you get  
dressed in the morning.**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

DESCRIBE

**Describe how you post a  
letter.**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

DESCRIBE

**Describe how you play  
soccer.**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

DESCRIBE

**Describe how you climb a  
tree.**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

DESCRIBE

**Describe how you tie your  
shoe laces.**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

DESCRIBE

**Describe how you get  
ready for bed.**LEARNWELL.OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

Idea no. 160

## Expressions of place



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## EXPRESSIONS OF PLACE

He began his studies  
\_\_\_\_\_ London University.



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## EXPRESSIONS OF PLACE

He is not in the office.  
He is \_\_\_\_\_ a business trip.



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## EXPRESSIONS OF PLACE

He lived \_\_\_\_\_ the third  
floor.



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## EXPRESSIONS OF PLACE

He read many interesting  
articles \_\_\_\_\_ this issue of  
the Independent.



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## EXPRESSIONS OF PLACE

He stole cars. He was  
\_\_\_\_\_ prison for two years.



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## EXPRESSIONS OF PLACE

I cried with pain \_\_\_\_\_  
the dentist's.



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## EXPRESSIONS OF PLACE

I found three mistakes  
\_\_\_\_\_ this sentence.



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Idea no. 161

'Find someone who...'

1

## FIND SOMEONE WHO...

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FIND SOMEONE WHO...

**Find someone who ate meat for dinner last night.**

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

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FIND SOMEONE WHO...

**Find someone who ate Vegemite last week.**

(Find out why.)

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FIND SOMEONE WHO...

**Find someone who called their family last week.**

(Find out what they spoke about.)

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FIND SOMEONE WHO...

**Find someone who did some exercise yesterday.**

(Find out what kind.)

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FIND SOMEONE WHO...

**Find someone who did their homework last**

(Find out how long it took.)

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FIND SOMEONE WHO...

**Find someone who drank milk for breakfast this**

(Find out what else.)

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FIND SOMEONE WHO...

**Find someone who eats cereal for breakfast.**

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

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# Idea no. 162

## IDIOMS



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### IDIOMS

## a chip on your shoulder

Being upset for something that happened in the past.



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### IDIOMS

## a dime a dozen

Anything that is common and easy to get.



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### IDIOMS

## a doubting thomas

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



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### IDIOMS

## a drop in the bucket

A very small part of something big or whole.



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### IDIOMS

## a fool and his money are easily parted

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



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### IDIOMS

## a house divided against itself cannot stand

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



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### IDIOMS

## a leopard can't change his spots

You cannot change who you are.



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Idea no. 163

## 'MIXED PREPOSITIONS'

1

**Mixed prepositions**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)**MIXED PREPOSITIONS**

I drove \_\_\_\_\_ the hill.

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

\_\_\_\_\_ work, I don't drink coffee.

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Idea no. 164



## Much and many



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## MUCH AND MANY

I don't have \_\_\_\_\_ time  
so let's go!



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## MUCH AND MANY

I don't see \_\_\_\_\_ point  
in dieting.



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## MUCH AND MANY

There are \_\_\_\_\_  
children here, aren't there?



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## MUCH AND MANY

\_\_\_\_\_ people are  
involved in that project.



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## MUCH AND MANY

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



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## MUCH AND MANY

Did you eat \_\_\_\_\_ ice-  
cream cones yesterday?



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## MUCH AND MANY

Did you eat \_\_\_\_\_ ice-  
cream yesterday?



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Idea no. 165

## NEGOTIATION VOCABULARY

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## NEGOTIATION VOCABULARY

**amplify**

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## NEGOTIATION VOCABULARY

**arbitration**

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## NEGOTIATION VOCABULARY

**bargain**

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## NEGOTIATION VOCABULARY

**bottom-line**

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## NEGOTIATION VOCABULARY

**collective**

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www.thelanguagemenu.com

## NEGOTIATION VOCABULARY

**compensate**

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## NEGOTIATION VOCABULARY

**comply**

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www.thelanguagemenu.com

## NEGOTIATION VOCABULARY

**compromise**

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www.thelanguagemenu.com

## NEGOTIATION VOCABULARY

**concession**

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## NEGOTIATION VOCABULARY

**conflict  
resolution**

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## NEGOTIATION VOCABULARY

**confront**

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www.thelanguagemenu.com

## NEGOTIATION VOCABULARY

**consensus**

 LEARNWELL OY  
www.thelanguagemenu.com

## NEGOTIATION VOCABULARY

**cooperation**

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www.thelanguagemenu.com

## NEGOTIATION VOCABULARY

**cordially**

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Idea no. 166

## Prepositions for and since



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## PREPOSITIONS FOR AND SINCE

\_\_\_\_\_ you asked so nicely, I'll say yes.



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## PREPOSITIONS FOR AND SINCE

\_\_\_\_\_ you broke the glass, you also have to replace it.



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## PREPOSITIONS FOR AND SINCE

David has been ill \_\_\_\_\_ a long time.



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## PREPOSITIONS FOR AND SINCE

Finland has been independant \_\_\_\_\_ 1918.



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## PREPOSITIONS FOR AND SINCE

He has been working \_\_\_\_\_ he arrived.



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## PREPOSITIONS FOR AND SINCE

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



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## PREPOSITIONS FOR AND SINCE

He's been in Paris \_\_\_\_\_ Thursday.



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Idea no. 167

## 'PREPOSITIONS IN, ON, AT'

1

**Prepositions in, on, at**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

## PREPOSITIONS IN, ON, AT

I danced \_\_\_\_\_ many  
midsummer parties  
\_\_\_\_\_ my youth.

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## PREPOSITIONS IN, ON, AT

I got \_\_\_\_\_ the taxi and  
told the driver my address.

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## PREPOSITIONS IN, ON, AT

I have a meeting \_\_\_\_\_  
Paris next month.

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## PREPOSITIONS IN, ON, AT

I have an appointment  
with Mr Davidoff \_\_\_\_\_  
3 p.m.

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## PREPOSITIONS IN, ON, AT

I have to meet a friend  
\_\_\_\_\_ seven o'clock.

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## PREPOSITIONS IN, ON, AT

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

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## PREPOSITIONS IN, ON, AT

I left my coffee percolator  
on \_\_\_\_\_ home this  
morning.

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Idea no. 168

## Prepositions to, for, from



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### PREPOSITIONS TO, FOR, FROM

\_\_\_\_\_ now on I am on holiday.



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### PREPOSITIONS TO, FOR, FROM

\_\_\_\_\_ be honest, I really don't like her.



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### PREPOSITIONS TO, FOR, FROM

A dictionary is handy \_\_\_\_\_ studying.



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### PREPOSITIONS TO, FOR, FROM

A hat protects you \_\_\_\_\_ the sun.



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### PREPOSITIONS TO, FOR, FROM

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



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### PREPOSITIONS TO, FOR, FROM

According \_\_\_\_\_ the invoice I received, I should pay 220 €.



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### PREPOSITIONS TO, FOR, FROM

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



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Idea no. 169

## REAL ESTATE VOCABULARY



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www.thelanguagemenu.com

### REAL ESTATE VOCABULARY

**adjustable-rate mortgage (ARM)**



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### REAL ESTATE VOCABULARY

**adjustment date**



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www.thelanguagemenu.com

### REAL ESTATE VOCABULARY

**amortization**



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### REAL ESTATE VOCABULARY

**amortization schedule**



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### REAL ESTATE VOCABULARY

**annual percentage rate (APR)**



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### REAL ESTATE VOCABULARY

**application**



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### REAL ESTATE VOCABULARY

**appraisal**



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### REAL ESTATE VOCABULARY

**appraised value**



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### REAL ESTATE VOCABULARY

**appraiser**



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### REAL ESTATE VOCABULARY

**appreciation**



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### REAL ESTATE VOCABULARY

**assessed value**



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### REAL ESTATE VOCABULARY

**assessment**



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### REAL ESTATE VOCABULARY

**assessor**



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### REAL ESTATE VOCABULARY

**asset**



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Idea no. 170

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

Idea no. 171



# BUSINESS IDIOMS



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## BUSINESS IDIOMS

**a kickback**



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## BUSINESS IDIOMS

**a number cruncher**



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## BUSINESS IDIOMS

**across the board**



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## BUSINESS IDIOMS

**adjourn a meeting**



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## BUSINESS IDIOMS

**at a loss**



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## BUSINESS IDIOMS

**bail a company out**



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## BUSINESS IDIOMS

**ball park figure**



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Idea no. 172

Debates and strong opinions

1

**DEBATES AND STRONG OPINIONS**

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DEBATES AND STRONG OPINIONS

**Politicians should be paid more!**

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DEBATES AND STRONG OPINIONS

**Being beautiful makes life easier!**

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DEBATES AND STRONG OPINIONS

**I should be President!**

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DEBATES AND STRONG OPINIONS

**Everyone should be vegetarians!**

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DEBATES AND STRONG OPINIONS

**Women are less feminine these days!**

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DEBATES AND STRONG OPINIONS

**Blood runs thicker than water!**

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DEBATES AND STRONG OPINIONS

**Preservatives should be banned!**

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Idea no. 173

## Discussions: news and advertising 1

NEWS AND ADVERTISING

**Describe the type of work an editor does.**



NEWS AND ADVERTISING

**Where can a journalist work?**



NEWS AND ADVERTISING

**Why is the "Front Page" important?**



NEWS AND ADVERTISING

**What type of feature do you like reading?**



NEWS AND ADVERTISING

**Why is bias important in a story?**



NEWS AND ADVERTISING

**Are all newspaper articles credible?**



NEWS AND ADVERTISING

**What is the editorial?**



NEWS AND ADVERTISING

**How do journalists hear about a story?**



Idea no. 174

# ROLE PLAY CARDS



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## 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.**



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## 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.**



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## 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.**



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## 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.**



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# Idea no. 175

## Grammar: Irregular verbs

1

# IRREGULAR VERBS

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## IRREGULAR VERBS

## TO AWAKE

awoke or awaked  
awaked or awoken  
awake(s)  
awaking

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## IRREGULAR VERBS

## TO BE

was, were  
been  
am, is, are  
being

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## IRREGULAR VERBS

## TO BEAR

bore  
borne or born  
bear(s)  
bearing

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## IRREGULAR VERBS

## TO BEAT

beat  
beaten  
beat(s)  
beating

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## IRREGULAR VERBS

## TO BECOME

became  
become  
become(s)  
becoming

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## IRREGULAR VERBS

## TO BEGIN

began  
begun  
begin(s)  
beginning

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## IRREGULAR VERBS

## TO BEND

bent  
bent  
bend(s)  
bending

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Idea no. 176

# JOB-RELATED DISCUSSIONS

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## JOB-RELATED DISCUSSIONS

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

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## JOB-RELATED DISCUSSIONS

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

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## JOB-RELATED DISCUSSIONS

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

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## JOB-RELATED DISCUSSIONS

**How do you feel about your future in the profession?**

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## JOB-RELATED DISCUSSIONS

**What failures have you had in your businesslife?**

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## JOB-RELATED DISCUSSIONS

**Have you had any negative experiences?**

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## JOB-RELATED DISCUSSIONS

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

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Idea no. 177

## Discussions: Am vs British English 1

**AMERICAN VS  
BRITISH ENGLISH**
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## AMERICAN VS BRITISH ENGLISH

**aisle  
&  
gangway**

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## AMERICAN VS BRITISH ENGLISH

**antenna  
&  
aerial**

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## AMERICAN VS BRITISH ENGLISH

**apartment  
&  
flat**

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## AMERICAN VS BRITISH ENGLISH

**apartment house  
&  
block of flats**

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## AMERICAN VS BRITISH ENGLISH

**attorney  
&  
solicitor**

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## AMERICAN VS BRITISH ENGLISH

**baby carriage  
&  
pram**

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## AMERICAN VS BRITISH ENGLISH

**back-up lights  
&  
reversing lights**

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Idea no. 178



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

Idea no. 179

Who am I?

1

**WHO AM I?**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

WHO AM I?

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

**book-keeper**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

WHO AM I?

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

**chef**LEARNWELL OY [www.thelanguagemenu.com](http://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 collector**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

WHO AM I?

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

**lawyer**LEARNWELL OY [www.thelanguagemenu.com](http://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 porter**LEARNWELL OY [www.thelanguagemenu.com](http://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?

**surfer**LEARNWELL OY [www.thelanguagemenu.com](http://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 teacher**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)

Idea no. 180

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

Idea no. 181

# MEDICAL IDIOMS



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## MEDICAL IDIOMS

**a flare-up**



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## MEDICAL IDIOMS

**at death's door**



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## MEDICAL IDIOMS

**back on one's feet**



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## MEDICAL IDIOMS

**black out**



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## MEDICAL IDIOMS

**break out in  
something**



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## MEDICAL IDIOMS

**breathe one's last**



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## MEDICAL IDIOMS

**bring someone around**



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Idea no. 182

# PROVERBS AND SAYINGS

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PROVERBS AND SAYINGS

**actions speak louder  
than words**

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PROVERBS AND SAYINGS

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

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PROVERBS AND SAYINGS

**all is fair in love and war**

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PROVERBS AND SAYINGS

**all's well that ends well**

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PROVERBS AND SAYINGS

**all roads lead to Rome**

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PROVERBS AND SAYINGS

**all that glitters is not  
gold**

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PROVERBS AND SAYINGS

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

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Idea no. 182

# SENSELESS SENTENCES



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## SENSELESS SENTENCES

**We caught the turtle in a ten.**



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## SENSELESS SENTENCES

**We caught the turtle in a net.**



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## SENSELESS SENTENCES

**The act is drinking milk  
again.**



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## SENSELESS SENTENCES

**The cat is drinking milk  
again.**



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## SENSELESS SENTENCES

**The next town is a lime away.**



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## SENSELESS SENTENCES

**The next town is a mile away.**



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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.



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## 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.



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## 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



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## 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.



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## 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.



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# 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.**



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## 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.**



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## 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.**



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## 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.**



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## 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.**



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Idea no. 185

## 'TONGUE TWISTERS'

1

**TONGUE  
TWISTERS**LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)**TONGUE TWISTERS**

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

LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)**TONGUE TWISTERS**

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

LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)**TONGUE TWISTERS**

**Wendell Vaccario wasted  
vine after vine.**

LEARNWELL OY [www.thelanguagemenu.com](http://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](http://www.thelanguagemenu.com)**TONGUE TWISTERS**

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

LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)**TONGUE TWISTERS**

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

LEARNWELL OY [www.thelanguagemenu.com](http://www.thelanguagemenu.com)**TONGUE TWISTERS**

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

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Idea no. 186

## TELEPHONE ALPHABET

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

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## TELEPHONE ALPHABET

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

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## TELEPHONE ALPHABET

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

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## TELEPHONE ALPHABET

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

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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 <sup>2</sup>
	hectare	ha
	square kilometer	km <sup>2</sup>
Volume	milliliter	mL
	cubic centimeter	cm <sup>3</sup>
	liter	L
	cubic meter	m <sup>3</sup>
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

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## 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 <sup>2</sup>
	hectare	ha
	square kilometer	km <sup>2</sup>
Volume	milliliter	mL
	cubic centimeter	cm <sup>3</sup>
	liter	L
	cubic meter	m <sup>3</sup>
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

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## 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 <sup>2</sup>
	hectare	ha
	square kilometer	km <sup>2</sup>
Volume	milliliter	mL
	cubic centimeter	cm <sup>3</sup>
	liter	L
	cubic meter	m <sup>3</sup>
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

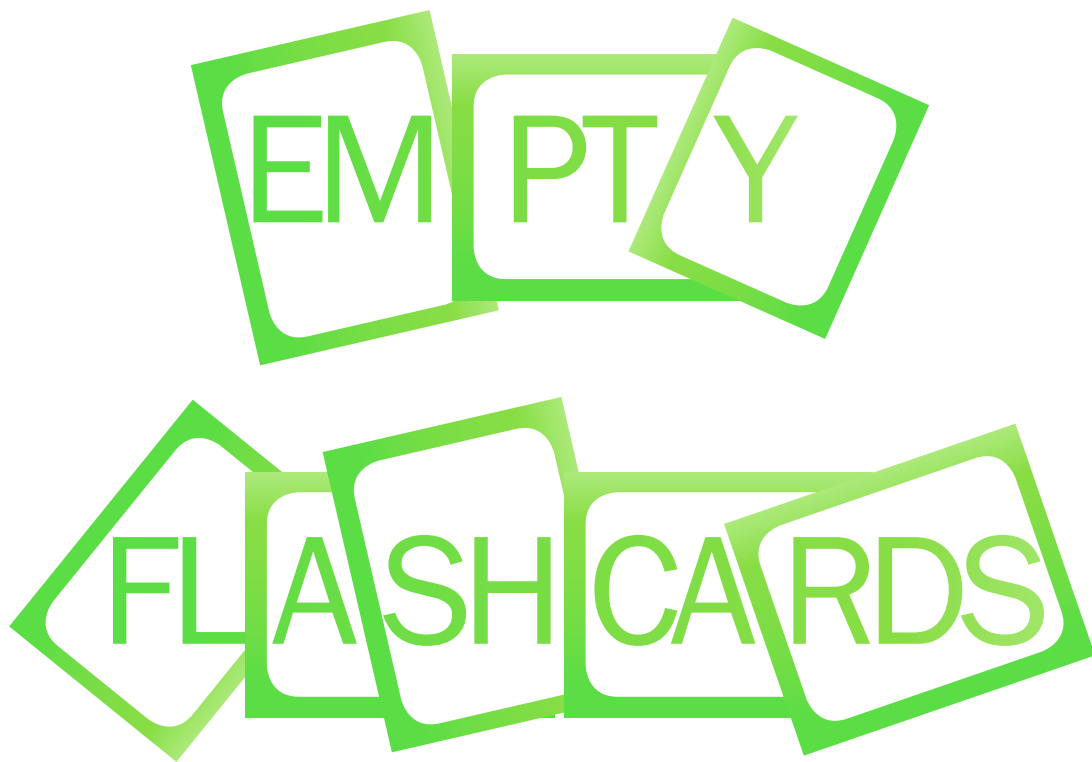
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Electric current	ampere	A

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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](http://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.


# Flashcard 1x10






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Flashcard 2x2

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Flashcard 2x3


# Flashcard 2x4


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Flashcard 2x5


# Flashcard 2x6


[www.thelanguagemenu.com](http://www.thelanguagemenu.com)

Flashcard 2x7


# Flashcard 2x8




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Flashcard 2x10


# Flashcard 3x3


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Flashcard 3x4


# Flashcard 3x5


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Flashcard 3x6


# Flashcard 3x7


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Flashcard 4x4




# Flashcard 4x5


# Flashcard 4x10


# 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](mailto:office@learnmera.com)



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