

# How to use your Flashcards

With Exam Training for Cambridge Young Learners English

Maria Cleary



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Helbling Young Reader Guides also available:

**How to use your Helbling Young Readers Big Books**

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For more information on Helbling Young Readers and a full list of titles and support material available: **[helbling.com/english](https://www.helbling.com/english)**

**How to use your Helbling Young Readers Flashcards**

By Maria Cleary

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# Helbling Young Readers Flashcards

In every class there are lots of different types of learners. **Helbling Young Readers Flashcards** are bright and colourful and will appeal to all learners. They are a fun and very valid way of teaching the words used in the **Young Readers** as *Before Reading* (therefore presenting the new words), *While Reading* (therefore recognizing the new words in context) and *After Reading* (therefore practising and later recycling the new words) exercises.

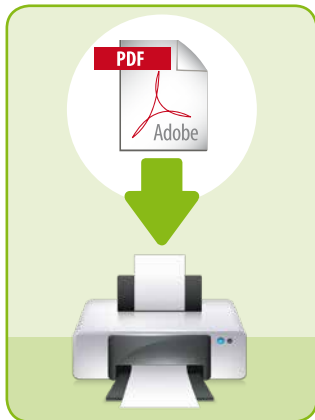
**Helbling Young Readers Flashcards** are an ideal tool for practising for the **Cambridge Young Learners English Speaking Tests** at **Starters** and **Movers** levels.

**Helbling Young Readers Flashcards** can also be used for a fun selection of games (see suggestions in this booklet).

The games can be played with the **Helbling Young Readers Flashcards** at all 5 levels.

## Using your Helbling Young Readers Flashcards

### Practical tips



- 1 Download Flashcards and other great resources for your Helbling Young Readers:

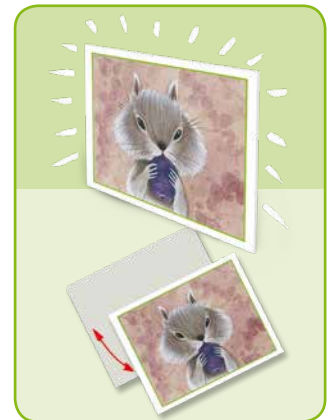
[helbling.com/english](http://helbling.com/english)



- 2 Cut out the individual pictures.



- 3 The word sheets can be used both on their own as separate Wordcards or stuck on the back of the relevant picture.



- 4 The pictures and words can be stuck onto cardboard or extra pieces of paper to make them stronger. They can even be laminated.

# Teaching Tips

## Before Reading

### Flashcards

Sort the Flashcards into groups. Start with the nouns, then the adjectives and lastly the verbs. Hold up the Flashcards one at a time to the class. Show the pictures and say each word carefully. Ask the children to do some choral repetition. Hold up the Flashcards for a second time. See if the children can remember the words. Prompt if necessary. Then mix up the cards and show them to the children again. Ask them if they know what each picture is. Use different question words depending on the level. If the children can't remember the words, try the questions such as: 'Is this a + *noun (bag)?*'; 'Is he + *adjective (happy)?*'; 'Is he + *verb+ing (digging)?*' The children can answer with 'yes/no' or short answers such as 'yes, it is/no, it isn't'.

Now ask and drill children with all the words using the Flashcards until they can recognize the pictures and say the right words. This can be done with choral or individual repetition depending on the class.



**Tip:** It is important to use only the visual Flashcards to begin with. In this way you can ensure correct pronunciation.

### Wordcards

Print the Wordcards and the Flashcards on separate pieces of paper. Give each child a Wordcard. Now hold up a Flashcard, the children should be encouraged to say the correct word and then the child who has the relevant Wordcard should stand up and say the word again. When each child has had a turn, encourage the children to come up to the board and write their word on the board. Drill the words again, using the Wordcards and/or the words written on the board. The children can then be divided into groups with six Wordcards and Flashcards. Now ask them to match the Flashcards with their relevant Wordcard.



**Tip:** Encourage the children to make their own copies of the Flashcards and Wordcards. Encourage them to use them at home with their siblings and family. Encourage them to bring them to lessons to use while reading the Helbling Young Reader in class.

## While Reading

Print the Flashcards with the words and pictures on both sides. Make copies so each child has between 1 and 5 cards (depending on the level). Each child can look out for their word in the story. While the teacher reads the story to the class, encourage the children to stand up when they hear their word in the story and to show everyone their Flashcard. As a break from reading, ask the children to find a sentence in the story that uses their word. Ask them to write it down and then say it to the class.

## After Reading

### Retell the story as a class

Print the Flashcards with the words and pictures on both sides. Make copies so each child has between 1 and 5 cards (depending on the level). Ask the children to read a sentence with their word. In class put the sentences together in the correct order to retell the story.

### Retell the story in groups

Ask the children to bring their own copies of the Flashcards, or try and make sure there are enough Flashcards to put the children into groups of four. Encourage them to tell the story using the Flashcards as visual aids to remember the story. Go round the groups and monitor. Don't worry about the use of correct grammar. It is important to get them to use the words correctly and to remember the story at this stage.





## Tell a different version of the story or a new story

With higher-level classes ask the children to choose a few Flashcards each. Using these few Flashcards encourage them to think of a different version of the story. Or, even better, to invent their own new story.

## Remember the words in a quick memory tester

Place a selection of Flashcards on the floor in a circle. The children have one minute to memorise the cards. In groups, the children have two minutes to write as many of the names as they can remember. Check the lists in class.

## Remember the words in a quick visual tester

Cover a Flashcard with a piece of card and hold it up to the class. Slowly remove the card to reveal the picture. The children must guess which one it is. Alternatively show them the Flashcard very quickly so the children only get a quick look. Repeat turning over the Flashcard until the children guess which word it is.

Once the Flashcard is shown, chorally drill the word with all the children. Try using different intonation, accents or silly voices to keep the drill fun. You could try using different volumes: shouting or whispering the words. The children will automatically copy your voice.

## Remember the words in a quick movement tester

Stick the Flashcards around the class. Say one of them and the children must run to it. The child who gets to the correct Flashcard first can then say one of the words and the rest of the class must run to it. For higher levels you could add more to the instruction: 'Jump to the elephant.', 'Hop to the tree.' or 'Swim to the kite.' The children will enjoy adding physical movement to their learning. Be sure to clear lots of space in the classroom first!

### For level a

#### Before Reading

See *Before Reading* on page 2. It is better to only use the visual Flashcards as a *Before Reading* activity at this level. The Wordcard *Before Reading* activities can be used as *While* or even *After Reading* activities at this level.

#### While Reading

As before use the Flashcards and not the Wordcards for this level. It is not advisable to ask the children to write their word or sentence.

#### After Reading

*Retell the story as a class*

As a variation, ask the children to hold up their Flashcards in the order they appear in the story. Help them to retell.

*Remember the words in a quick memory tester*

*Remember the words in a quick visual tester*

*Remember the words in a quick movement tester*

### For level b

#### Before Reading

See level a. If you have a strong class and/or this is the second story that they are reading at this level. You could consider introducing the Wordcard *Before Reading* activities.

#### While Reading

See level a. Consider using Wordcards with a strong class.

#### After Reading

See level a.

### For level c

#### Before Reading

See *Before Reading* on page 2 for use the Flashcards and Wordcards.

#### While Reading

See *While Reading* on page 2.

#### After Reading

*Retell the story as a class*

*Retell the story in groups*

*Remember the words in a quick memory tester*

*Remember the words in a quick visual tester*

*Remember the words in a quick movement tester*

### For levels d and e

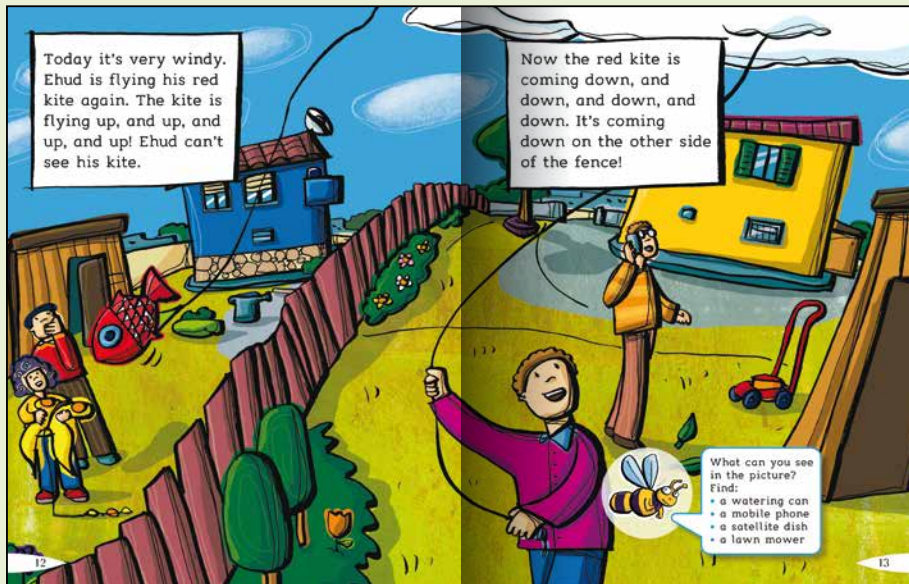
*Before, While and After Reading* on page 2.

# For Cambridge Young Learners Speaking tests



## Starters (levels a-c)

As an example we have used *The Kite*, level b. Please adapt according to the Young Reader you are using with your class.



### Part 1: Looking at the picture

Ask the child to look at pages 12 and 13 of *The Kite*. Then ask the child to point to the lawn mower, the satellite dish and the watering can. For example, 'Where is the lawn mower?' The child must point to the correct part of the picture.



### Part 2: Putting cards on the pictures

Cut out the lawn mower, satellite dish and watering can Flashcards from *The Kite*. Ask the child to place the Flashcards on the scene picture (pages 12 and 13 of *The Kite*) as directed. For example, 'Please put the watering can on the fence next to the yellow house.' or 'Please put the satellite dish on top of the yellow house.'



### Part 3: Asking questions about the picture

Ask the child some questions about pages 12 and 13 of *The Kite*. For example, 'What colour is the sky?' or 'Where is the lawn mower?' or 'How many houses are there?'



### Part 4: Asking questions about the cards

Use the lawn mower, satellite dish and watering can Flashcards from *The Kite*. Ask the child some questions about three of the Flashcards. For example, 'What colour is the lawn mower?' or 'Do you have a satellite dish?'

# For Cambridge Young Learners Speaking tests

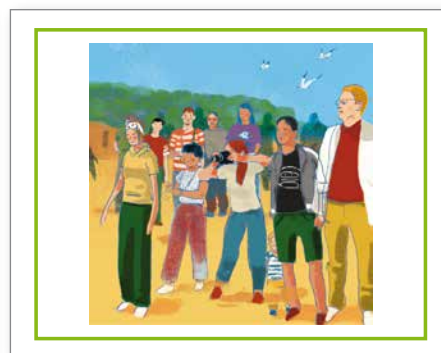


## Movers (levels d-e)

As an example we have used *Lost on the Coast*, level e. Please adapt according to the Young Reader you are using with your class.

### Part 1: Describing differences between pictures

Ask the child to look at the two pictures and describe some differences between the two pictures.



### Part 2: Telling a story from pictures

Ask the child to look at the four pictures from the story. The teacher must describe the first picture. Then the child must describe the other three pictures. They are retelling the story, using the pictures.



### Part 3: Saying why a picture is different

Ask the child to say which of these pictures is the odd one out and why.





# Games

Encourage the children to bring their own sets of Flashcards or Wordcards to play these games in class. The games work best if the Flashcards and Wordcards have been mounted on card or cardboard, or even better still if they have been laminated.

For these games it is best to use the Flashcards or Wordcards for the story you have just completed. Once the children have read other titles of the same level you could consider combining the different sets to make the games

more challenging. Before tests or quizzes you could challenge your higher level children with lots of Flashcards and Wordcards by combining all the sets they have used so far. It may seem difficult but is a good test to see if children are really building their vocabulary by using the Young Readers. If there are difficulties with using large sets of Flashcards and Wordcards at a higher level, then this an indication that more practice is necessary when new vocabulary is introduced as well as more consistent practice of words they have already learned.



## Snap

This is a game for 2 or more players. The game consists of 4 sets of either the same Flashcards or the Wordcards (depending on the level: levels a-c Flashcards and levels d-e Wordcards). The object of the game is to collect as many cards as possible.

### How to play

Shuffle (mix up) the cards and deal them all out to the players. Each player puts their cards face down in a pile in front of them.

One at a time, the players turn over the top card of their pile and put it face up in the middle, making a new pile. Ask the children to say the word on the Wordcard or Flashcard as they are putting it on the pile in the middle. If a card matches the card immediately below it, the first person to call 'Snap' and say the word correctly wins the whole middle pile of cards. They add these, face down to the bottom of their own pile.

This person starts the game again. Any player who runs out of cards is out of the game. The last player left in the game is the winner.

## A variation on Snap

This is a game for 3-5 players. You will need a set of Flashcards and/or Wordcards per group. The object of the game is to collect as many cards as possible.

### How to play

The players must spread out all the cards (face up) on the desk in the middle of each group. Then the teacher must say one of the words in the set aloud. When the children hear the word, they must repeat it and then slap the corresponding card. The child who slaps the correct card first gets to keep it. The teacher goes on with all the different words in the set, saying one at a time. The child with the most cards in each group wins the game.



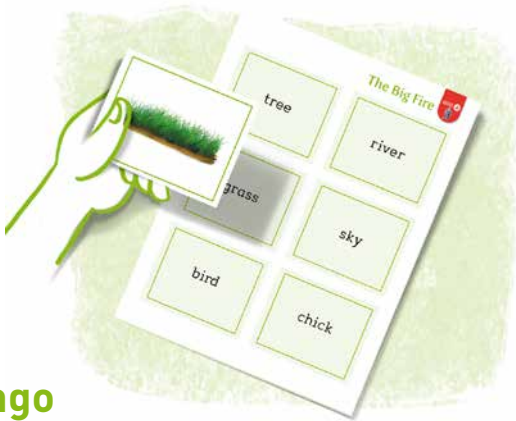


## Memory

This is a game for 2-4 players. You will need at least 2 sets of the same Flashcards (levels a-c) or Wordcards (levels d-e). The object of the game is to collect as many matching pairs as possible. You will need to print the cards on a single piece of paper (not 2-side printing, for this).

### How to play

Shuffle (mix up) the cards. The players must spread out all the cards (face down) on the desk in the middle of each group. The children take turns turning over two cards trying to find a matching pair. Encourage the children to say the word of the Flashcard they are turning over. If a matching pair is not found the cards are turned back down again, and the next child has a turn. The children must remember the position of the cards to find matching pairs. If a matching pair is found, the child whose turn it is gets to keep both cards and the child with the most cards at the end of the game wins the game.



## Bingo

This is a game for 2-3 players. The game consists of 3 game boards and 18 cards. The Worksheets can be used as game boards and the Flashcards as the 18 cards, OR the Flashcard sheets can be used as game boards and the Wordcards as the 18 cards. If the Worksheets or Flashcard sheets can be mounted on card or cardboard the game will be easier to play. The object of the game is to be the first to cover the 6 pictures/words on your board. Each player selects a game board.

### How to play

Shuffle (mix up) the cards and lay them out so that all the words or pictures are face down. Starting with the

youngest, a player picks up a card and checks to see if the word or the picture is on their board. The children should board. If the word is not on their board, the card should be returned to the other cards, not showing the word or be encouraged to say the word out loud. If the word is on their board, they place it on the picture or word on their picture. The next player to the left has a turn. The game continues in this way until one player has covered all 6 words or pictures on their board. This player is the winner. The player must shout 'Bingo!' to win.



## Guessing Game/Charades

This is a team game. Divide your class into two teams. You will need a set of Flashcards and/or Wordcards (choosing appropriate words for each level) per team and a watch/clock. The object of the game is to guess a word in the time given (two minutes) through mime.

### How to play

Choose a child from each team. Give this child one Flashcard or Wordcard at a time without showing it to the rest of the team, check the child knows the word. The child must act out the word without speaking while the rest of the team tries to guess the word. Allow two minutes per word. The child may use any kind of action or noise to depict what he/she is trying to say. If the team guesses the word within the time given, it gets a point. Then ask the team to say the word and think of a sentence using the word. Allow a further two minutes. If they come up with a correct sentence then they get an extra point. If the team doesn't guess the word in the time given show the Flashcard to the team. The team must then say the word and think of a sentence using the word. Give the team a further two minutes for this activity. If the team can think of a sentence using the word in the time given, it gets a point.

The game can be continued with the same child doing the acting out or miming; or different children in the team can have a turn. Continue the game until the teams have guessed all the chosen words and thought of appropriate sentences. The team with the most points wins.

# How to use your Flashcards

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## How to use your Helbling Young Readers Flashcards includes:

- Reasons for using Flashcards with your classes;
- Tips on using Flashcards with your classes;
- Suggestions for games and activities using your Flashcards;
- Practice for Cambridge Young Learners English: Starters and Movers Speaking tests.

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