

# New Finding Out 1

## Notes to parents and teachers

The *New Finding Out FlashCards* accompany Macmillan's best-selling children's course *New Finding Out*. The cards also are an ideal supplement to other courses and provide an excellent resource for teaching English in any situation.

### Tips on using flashcards

- 1 Hold up a vocabulary card children are unlikely to know. Attract their attention by looking curiously at it. When they really want to know, help them make a question *What is it?* Then, say and reveal the text on the other side.
- 2 Hold up another card and cover the image, gradually reveal it as the children guess, using the pattern *What is it? It's a ...*
- 3 Introduce other categories of cards using an appropriate question/answer pattern. e.g. *What is it? It's a ...*. Children can practice these patterns using one or both sides of the cards, or by writing the sentences. Wherever possible, question/answer patterns should be practiced in games.

### Playing games with flash cards

Each level contains one or more games cards with rules and suggestions. There are ten games to collect, and each is easy to prepare and learn.

Children learn most effectively when they are having fun and acquiring English naturally. Games provide children with a

relevant and exciting way to learn and practice English, but remember that all games must be carefully controlled and thoughtfully integrated to every lesson.

### How to use games effectively

- 1 Using games to practice target language – There is a common tendency to use games as a reward or to maintain discipline. This can be dangerous, as children come to associate learning English with studying and games with fun. As a result they may quickly lose interest in the “learning.”
- 2 Link old language with new – To develop fluency and confidence, mix various categories of flash cards in the same game.
- 3 Use games to hide repetitive practice – Children need to repeat words or patterns many times before they master them. When repeated in games, children's involvement ensures that language is internalized and they learn from their mistakes.
- 4 Gradually make the language content more difficult – If children have a favourite game, play it often with the more difficult flash cards gradually being introduced.

If you'd like more information on playing games with children, or about *New Finding Out*, contact your nearest Macmillan office.

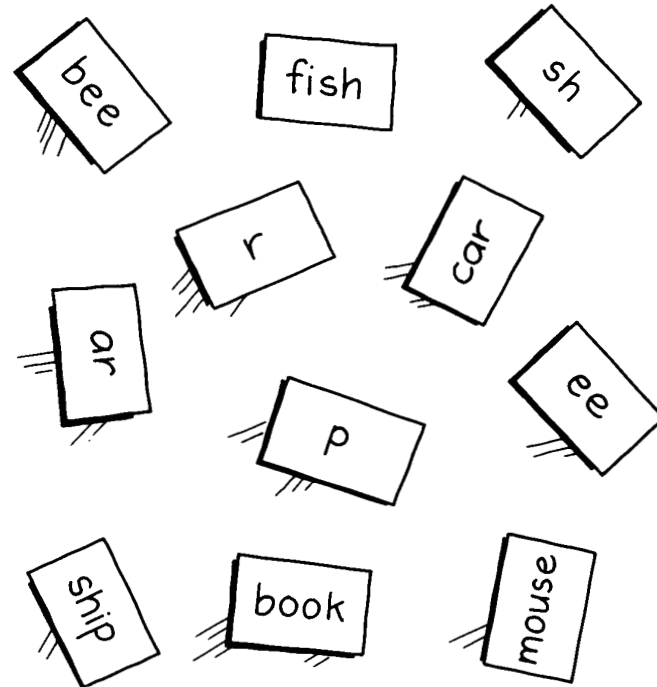
## 1 Slam game

- 1 Spread the flashcards on the table or floor with either the picture or text side face up. The children put their hands on their heads. When you call out a card they try to touch or slam their hands on it. The successful child says what the card is or makes a sentence using the word or picture on the card (preferably repeated by the whole class).
- 2 The successful child calls out another card and the other children try to slam their hands on it. The game continues like this. You should keep score – one point for each success.

If there are very shy children in the class or the ability is very mixed, the teacher can direct individuals to touch or slam cards. In this case there is no competition.

In some classes, the children will tend to slam cards at random. To avoid this, mistakes can be penalized by the loss of a point. However, it is best not to use this rule with children who are nervous about making mistakes.

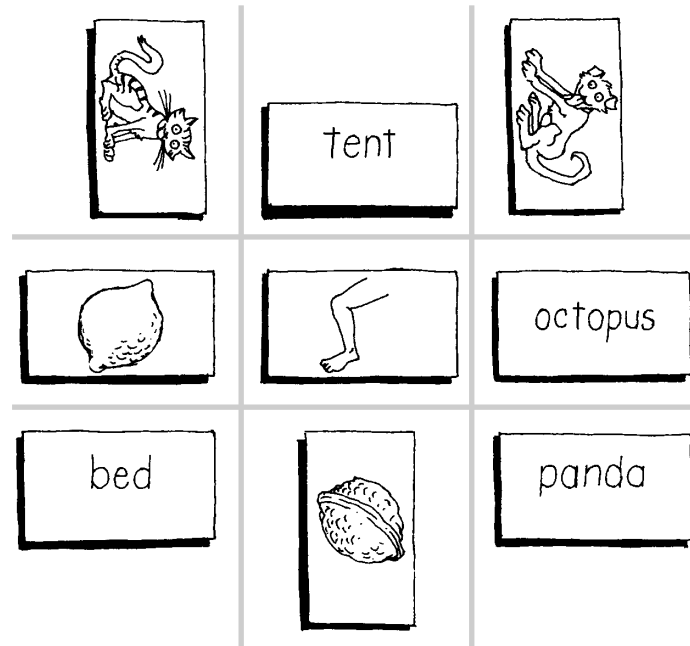
Another variation is for the teacher to always call out the cards. This is more teacher-centered but it allows the teacher to make deliberate pronunciation mistakes, e.g. the teacher might call out besk instead of desk and if a child slams desk, she loses a point.



## 2 Tic-tac-toe

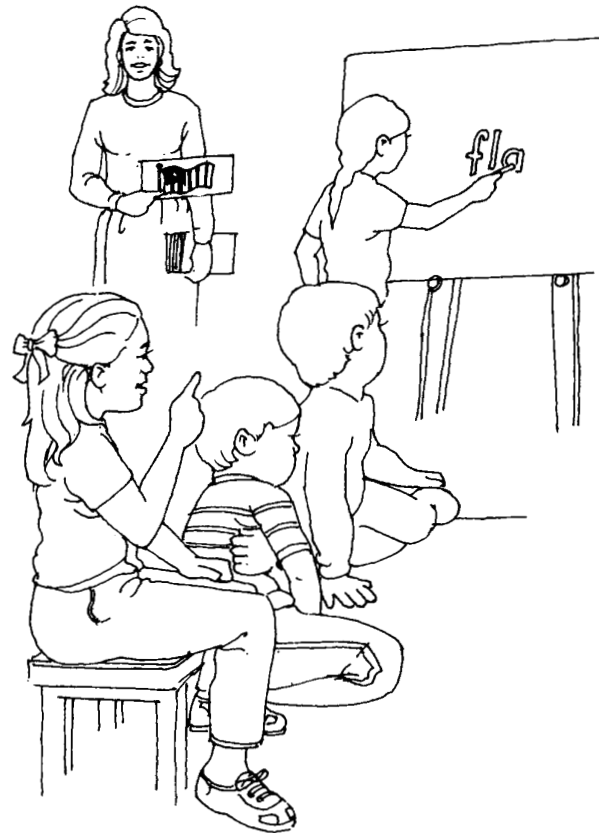
- 1 Divide the children into two teams.
- 2 Place the flashcards on the table, desk or floor in a 3 x 3, 4 x 4, or 5 x 5 grid with either the picture side or the text side face up.
- 3 The first child in one team points to any card and tries to say what it is, make a sentence about it, or answer a question about it (perhaps asked by the other team). If she is correct, the whole team repeats what she said and the card is turned over. The first child in the other team then does the same.
- 4 The correct cards for one team are turned over and placed horizontally, and the correct cards for the other team are placed vertically.
- 5 The game continues. The second child in one team tries, then the second child in the other team and so on. The winning team is the first to get a complete line of cards, either horizontally, vertically, or diagonally.

With grids larger than 3 x 3 it is sometimes difficult for either team to get a complete line of cards. An alternative is to award one point each time a team gets three cards in a line. This variation can be quite tactical - by turning over one card a team may get two, three, or even four points if the card that is turned over completes more than one line.

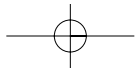
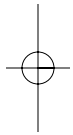
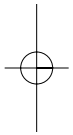
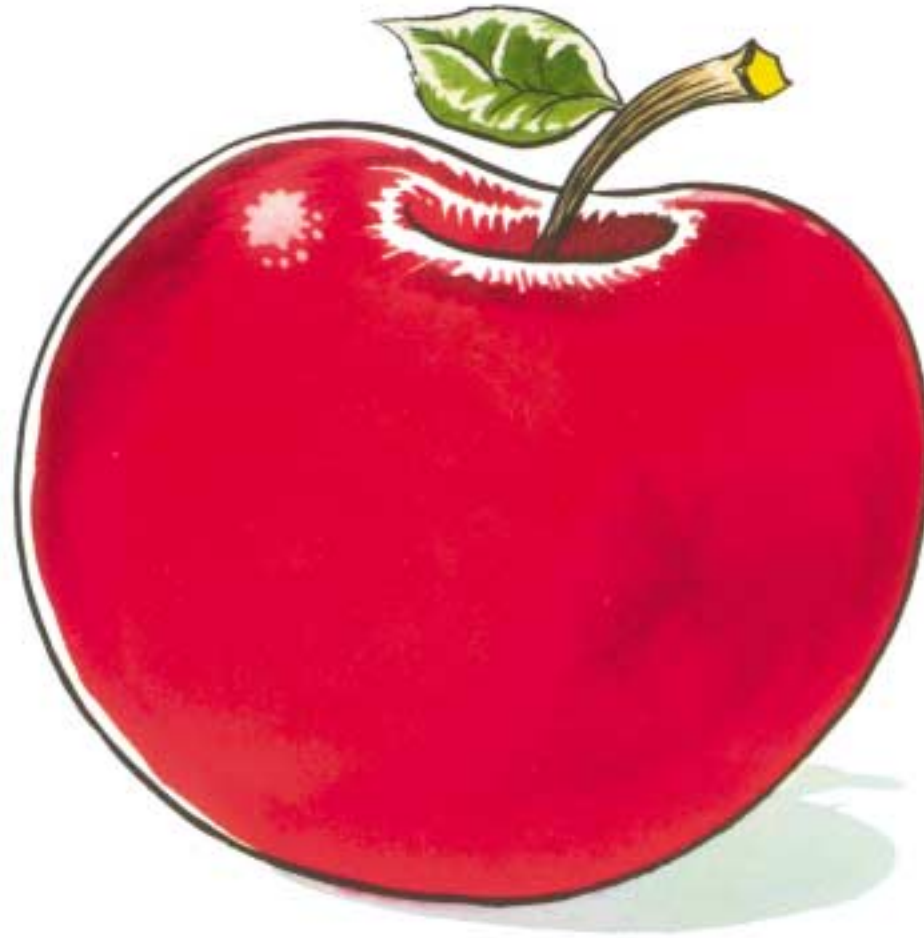
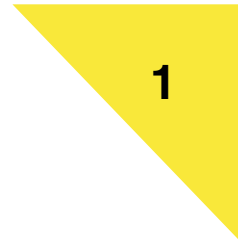
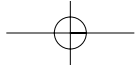


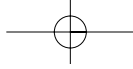
### 3 Relay game

- 1** Divide the children into two or more teams. Each team forms a line leading away from the board. The front child in each team should be the same distance from the board.
- 2** The teacher (later change to a child) holds up a card with the picture side facing the children. The first children race to the board and try to write the word. The other members of each team help by calling out letters.
- 3** When a child finishes spelling the word she runs back to her team, touches the next child, and goes to the back of the line.
- 4** The teacher holds up another card for the next children to spell. Because each team will go at different speeds the teacher should put the previous cards in a place where all the children can see them, e.g. along the board ledge.
- 5** The game finishes when all the children in one team have spelled a word. If there are few children in the class it is possible to decide in advance that each child should spell two or three words.



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**E e**

