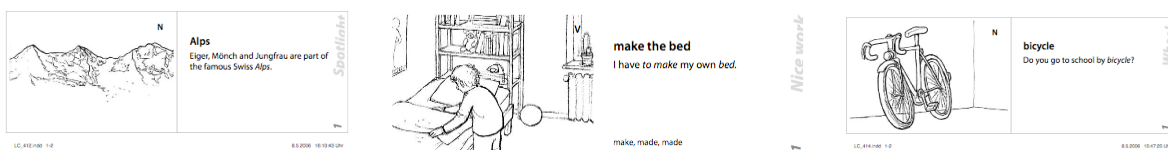


Working with the Lexicards: 10 tips and tricks



1. **Introducing the Lexicards to the learners:** Look at a set of about ten cards in class at a suitable point while working on the first scenario. Get the learners to find out what is on the front (a picture that gives a clue to the word and a letter indicating the word class) and on the back of each card (the target word and an example sentence or short dialogue).
2. **Working with the Lexibox:** Study the instructions in the Lexibox and Rally Worksheet IV in the Teacher's Pack; then introduce your learners to the technique described in the box and practise it with the whole class.
3. **Portioning the Lexicards:** If you want your learners to work with only small portions at a time rather than carrying the Lexibox back and forth with them, here are some ways of keeping smaller numbers of cards together: a rubber band, a small cardboard box (shop-bought or in the form of an empty piece of packaging), a small purse, filing folder or index box.
4. **Introducing a new set of words:** Show the learners which cards they should take out of their boxes (for example with the help of a copy on the overhead projector). Let them guess the new words, then turn over the cards to check. Practise the pronunciation of each word. With the help of the picture and the sentence on the card, ask them to guess the German translation of the word and let them write it on the back of the card.
5. **Personalising the cards:** Pupils for whom German is a second language can add a translation into their first language to the German one on the back of each card. Encouraging learners to add a personalised sentence is also a good idea, but you need to check those sentences for accuracy. Also encourage the pupils to colour in the pictures on the front of the cards. This can help improve memorisation and will make it easier to sort out different learners' sets if they should ever get mixed up. These activities can take place before class starts, while early finishers are waiting for others to complete a task or during supervised homework time.
6. **Independent Lexicard work during classroom time:** Have the Lexicards that currently need to be studied (and possibly the next set, to cater for faster learners) on permanent display somewhere in the classroom. The learners take the corresponding cards out of their boxes, look up the translation of each word in the Resource Book Dictionary (all the Lexicard items are printed in blue) or at the back of the Explorers Book and personalise their cards independently.
7. **The bigger picture:** Let learners find out which Lexicard words are also depicted in the Resource Book Gallery (they can try and guess from the headings of the table of contents on p. 69 or they can check the RB Dictionary for the symbol that signifies a Gallery entry, see p. 5). This is a further way of strengthening memory connections.

8. **Playing games:** *Lexicard Pictionary:* A pupil draws a Lexicard picture on the blackboard. As a clue, s/he adds the letter that indicates the word class. The class tries to guess the word. The first pupil to guess the word correctly gets to draw the next word – played with the whole class, this tends to get noisy, but a number of quieter variations are also possible. *Snap:* See Explorers Book 1, p. 61. *Charades:* One pupil mimes / acts out the word; the others guess. *Kim's games:* If you're not familiar with them, you can find a version in Explorers 3, Module 5 (Booklet p. 15 and Teacher's Pack p. 119). Kim's games are usually played with objects, but they also work with Lexicards or a mix of realia and cards. *Memory* (with picture-picture pairs or word-picture pairs of Lexicards): To put a *Memory* game together, you either have to sacrifice two sets of Lexicards and glue them on thick coloured paper to cover one side or you can get the learners to create it themselves using the empty Lexicards at the back of the Lexibox. In this case, you need to keep control over who is drawing what, so you don't end up with (for example) 10 card pairs of flowers but no bookshelves.
9. **Independent revision at home or in class:** Learners can use a variety of memorisation techniques when working on their own: Many like to begin by looking at the illustration and trying to think of the target word before turning each card over to check. Others start by reading the words and sentences on the back first before turning their stack of cards over and working from the pictures. Some copy the back of the cards onto a separate sheet of paper, then match the pictures to the sentences before revising the items orally. Encourage your pupils to try out a variety of techniques and to use the start-activate-store method to get the right amount of practice with each item. In the online version of the Explorers Dictionary, they can click on the words to listen to the pronunciation.
10. **Simple ways of using the Lexicards to practise and test vocabulary:** *Walking dictations:* The Lexicards are on the windowsills, the learners go and look at them one at a time, memorise the word and go back to their seat to write it down before going on to the next one. *Listening and ordering:* Read out a short text that contains 5 to 10 newly learned words. The pupils have their Lexicards, picture-side up, in front of them and put them in the order in which they hear the words – alternatively, they get the pictures on a worksheet and number them. *Pencil-and-paper test / worksheet:* Copy the Lexicard pictures onto a piece of paper and ask the learners to label them with the corresponding target words. Easier version: provide a list of the words and let the learners match them to the pictures. Contextualised version: put the sentences from the back of the cards underneath the corresponding pictures, but leave a gap for each target word. The learners fill in the gaps.



For more in-depth information on vocabulary in Explorers, read the corresponding article by Käthi Stauer-Zahner in *Babylonia* N 4 / 2008 (*The Explorers model – Vocabulary work in the context of content- and task-based learning*)