

SWAPSHOP

Send in your teaching suggestions, ideas or anything you would like to share with your fellow teachers. However simple they may seem to you they could be new to someone else. We shall publish your ideas here.

Suggestions on this page and page 79 have been submitted by students on the CEELT training course run at *The Place* and by their course leader, Caroline Gwatkin. Our thanks to all concerned for their interest and support. (See also page 79)

Fortune Telling

Caroline Gwatkin

This exercise was inspired by throwing tarot cards - telling the future and commenting on the past and present. For the language teacher this can be used as an informal testing device for the 'first class'.

Cut a sheet of light coloured sugar paper (or cardboard) into playing card size cards. On each card write an item of vocabulary or short phrase e.g. appointment with the doctor/dentist; good/bad news; a lovely/horrible surprise; an unexpected letter, etc. Demonstrate the exercise on a carefully selected student.

Warn the group that they will have to 'tell' their classmates 'fortunes', so they should pay close attention.

Start by telling your student, *I am going to tell your fortune* and proceed to give whatever instructions are suitable for the level: - spread the cards on the table; using both hands shuffle them by moving them in an anti-clockwise direction; cut the pack in three, etc. Taking the cards from the student ask for numbers (between 1-10) and place the cards face down on the table in three rows of three. The tenth card is put slightly to one side.

The left hand column represents *The Past*, the middle column *The Present* and the right hand one *The Future*. Start by turning up *The Past*, using the phrases concoct a little story (verbs all in the past!) and continue in the same way for the *The Present* and *The Future*.

The tenth card is *The Advice Card*, (suitable for using the conditional!).

Put the students into pairs, each pair with a pack of *Fortune Telling* cards, and get them to 'read' each other's fortunes. Stand back and listen; you will be able to quickly identify the language competence level of each member of the group.

Playing with Words

Mariano Nogueira

This sentence building exercise can be used with any age group, though the language level of the students is a consideration. It is a useful warm up activity at the beginning of a lesson as it involves the recycling of pretaught items and helps the students 'switch' into English.

The exercise is akin to a game of cards. Write separate colour coded words (taken from the course book) on slips of paper. The words could include verbs (in the infinitive), adjectives, adverbs, nominative & objective pronouns, possessive pronouns etc. Don't forget to include slips of paper with 'S' or 'ES' written on them. As an example, using this exercise in the Present Simple clears up problems and can help students to understand the concept of IT.

Keep the sets of words in envelopes. To play, the words are scattered on the table and one student shuffles them. The students are then encouraged to make up sentences with the words they like. As the words are colour coded (green for verbs, red for nouns etc.) students can identify the parts of the sentence easily.

Noughts and Crosses Questions

Susy Quarto

This highly enjoyable, interactive beginners exercise (for groups or private students) is played on a noughts and crosses matrix which can be drawn on the blackboard or handed out as a photocopy.

Divide the class into two groups, a nought's group and a crosses's group. The first group chooses a box and has to ask the question

DO	HOW	WHEN
WHERE	WHO	DOES
WHICH	DID	WHAT

correctly (remember that the answer is also important!), if the *Question* is correct a nought or a cross is placed in the box. It is possible to extend this exercise by defining the questions, for example under certain relative pronouns add 'subject questions' - WHO (Subject Question); or different subjects depending on pre-taught areas of vocabulary - WHICH (Sports) / WHERE (Geography); or adapted to cover other grammatical points such as verb tenses, nouns and adjectives etc.

What do I Really Look Like?

Daniela Zuckerberg

This activity is for elementary or early intermediate students who need further practice with working with dictionaries on their own. The students bring their monolingual and bilingual dictionaries to class (and the teacher probably has to provide some too!)

Having taught a number of adjectives the teacher then asks the students if there are any more they would like to learn. The target amount varies according to the number of students there are in the class; the more students there are, the fewer adjectives they should be encouraged to think of!

Each student has to look up his/her adjective first of all in a Spanish-English dictionary, and then in an English-English dictionary and make a note of the meaning. They continue in this way until they have covered all the adjectives they are interested in.

When all the students have found the meanings to all their adjectives and written them down, it is time to work together. The students take it in turns to share the new vocabulary they have learnt, and explain the meaning of the word by making up a sentence.

The next step is for each student to choose *three* adjectives (their own, or one learnt from a classmate) and write them down on a slip of paper next to their name.

Now it is the teacher's turn to 'explain' what the activity is all about. The students do not realise up to this point that they have described themselves! The first adjective describes the student from the neck up, the second describes their trunk (between the neck and the waist, and the last describes from the waist to their feet. Just one more step has to be taken, the teacher reads aloud the 'subconscious' self-descriptions!

From the neck
to the waist I
am indifferent

Me? Below
the waist I'm
unambiguous